



ST MARY'S RC HIGH SCHOOL

TEACHING STAFF PAY POLICY 2022/2023

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1. INTRODUCTION

The purpose of this pay policy is to set out the principles for determining all decisions on teachers' pay. It complies with current legislation and the requirements of the School Teachers' Pay and Conditions Document 2022 (STPCD 2022) September 2022 edition. It is based on the Herefordshire Council Teacher performance related pay policy for all categories of school, 2021 version.

Aims and Objectives

- To identify the principles by which salary decisions for all teaching staff will be made;
- To enable schools to recognise and reward teachers appropriately for their contribution;
- To clearly identify the proposed timetable for annual salary reviews, including the consideration of staff for performance related pay;
- To demonstrate to all staff that the governing body is managing its policy on pay in a fair and responsible way, and in line with the principles of public life: objectivity/openness/accountability;
- To show a commitment to involving all members of staff and their professional associations and trade unions in consultation on discretionary areas of pay and conditions of service;
- To ensure that job descriptions and person specifications are available for all vacant posts and that job descriptions are formally updated and agreed with existing staff when necessary or appropriate; and
- To support the recruitment and retention of a high quality teacher workforce.

The governing body will identify to all staff the timetable for annual salary reviews.

The governing body supports equality of opportunity in employment and will follow the school's own equal opportunity policy. Governors will not discriminate on the grounds

of gender, ethnic origin, disability, religious belief, sexual orientation, age or other protected characteristic.

All pay-related decisions will be taken in compliance with the Equality Act 2010, the Employment Relations Act 1999, the Part-time Workers Regulations (Preventions of less favourable Treatment) 2000 and the Fixed Term Employees Regulations 2002.

As St Mary's RC High School ("the school") is a Voluntary Aided school, governors are able to use religion as a criterion for appointment.

2. DEFINITIONS

The meaning of some key words and phrases, for the purposes of this policy, are explained below:

Appraiser. The person or panel who sets and monitors objectives and undertakes the appraisal.

CPD. Continuous Professional Development.

Headteacher. The individual responsible for leading and managing the school, and who has delegated powers to ensure capability issues are appropriately managed. Reference to the headteacher shall include any nominated deputy headteacher acting on behalf of the headteacher.

LA. Local Authority.

QTLS. Qualified Teacher Learning and Skills.

QTS. Qualified Teacher Status.

SMARTID. Principles of setting objectives: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-bound, **I**mpactful and **D**ifferentiated.

STPCD. School Teachers' Pay and Conditions Document 2022.

Trade Union representative. Lay or permanent official of the trade union to which the employee belongs, who has been reasonably certified in writing by their union as having experience of, or having received training in, acting as a worker's companion at capability hearings.

Work Colleague. A current employee from the individual's workplace, or, by mutual agreement, a current employee from another workplace.

Working days. Any designated term-time or INSET Day or any other contractual working day, but excluding the day of any capability meeting and the day on which the notification of the meeting is sent to the employee.

3. GOVERNORS' ROLE IN DETERMINING PAY

The governing body is responsible for considering the recommendations of the headteacher regarding teachers' salaries. This task is fully delegated to the Resources

Committee, a committee of the governing body, which comprises at least 3 governors none of whom are employees of the school. Any appeals made against decisions made by the Resources Committee will be heard by a panel comprising 3 different, independent governors.

The quorum for all meetings of the Resources Committee is at least three governors, none of whom is employed by the school, and a clerk must be appointed to the committee.

The Resources Committee is responsible for:

- Applying fairly the discretionary areas of pay as identified in this policy;
- Determining salary at the time of annual review for all teaching staff, including the consideration of staff for performance related pay;
- Determining salary at the time of first appointment for all staff;
- Ensuring that all statutory and contractual requirements are complied with; and
- Ensuring that adequate records of decisions are kept.

Decisions in relation to the pay of the headteacher must be ratified by the full governing body before they can be implemented.

Decisions of the Resources Committee regarding teaching staff pay will be reported to the full governing body each year. Care will be taken not to breach confidentiality and identify individual teachers in contravention of Data Protection legislation.

4. BASIC PAY DETERMINATION ON APPOINTMENT

Governors will determine the pay range for a vacancy prior to advertising the post. The headteacher will determine the starting salary to be offered to the successful candidate on appointment within one of the four pay ranges for teachers in use at the school, (ie Unqualified Teacher Pay Range, Main Pay Range, Upper Pay Range or Leadership Pay Range).

When determining the leadership pay range for an individual, the Resources Committee will review the pay range in accordance with the STPCD 2022 and will also review the headteacher group for headteachers.

4.1 Headteacher's pay on appointment

- The Resources Committee will review the school's headteacher group and the headteacher's pay range in accordance with the STPCD 2022 paras 4, 5, 6 and 8.
- If the headteacher takes on permanent accountability for one or more additional schools, the pay committee will set a pay range in accordance with the provisions of STPCD 2022 para 6.6.
- For appointments made on or after 1 September 2014, the Resources Committee will determine a pay range, taking account of the full role of the headteacher

(STPCD 2022 para 6); all permanent responsibilities of the role; any challenges that are specific to the role and all other relevant considerations (STPCD 2022 para 9.2), including recruitment issues. The Resources Committee will take into account the factors set out in the STPCD 2022 when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and the reasons for those decisions.

- The Resources Committee will consider using its discretion, in exceptional circumstances only, to exceed the 25% limit beyond the maximum of the group range when setting the pay range for the headteacher, as set out in STPCD 2022 para 9.3. However, before doing so it will make a fully documented business case and seek external independent advice.
- The Resources Committee may use reference points within the pay range.

The annual pay review for the headteacher will be conducted by the Resources Committee following a performance review by the designated governors advised by an external adviser. The decisions of this group will be reported to the full governing body for ratification.

The headteacher is paid within the headteacher group and the individual pay range for the school as identified. The STPCD 2022 sets out the pay arrangements for headteachers in more detail. When determining the individual salary range, schools should take into account the challenge and demands of an individual post and be mindful of internal pay relativities.

4.2 Deputy/assistant headteacher pay on appointment

- For appointments made on or after 1 September 2014, the Resources Committee will determine a pay range, taking account of the full role of the deputy/assistant headteacher (STPCD 2022 para 4); all indefinite responsibilities of the role; any challenges that are specific to the role and all other relevant considerations (STPCD 2022 para 9.2), including recruitment issues. The Resources Committee will take into account the factors set out in the STPCD 2022 when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and the reasons for those decisions.
- The Resources Committee may use reference points within the pay range.
- At the appointment stage, candidate-specific factors will be taken into account when determining the starting salary. If necessary, the governing body will adjust the pay range to ensure appropriate scope of reference points, for performance related pay progression.
- The Resources Committee will consider whether the award of any additional payments is appropriate, as set out in STPCD 2022 para 26.
- The maximum of the deputy or assistant headteacher's pay range will not exceed the maximum of the headteacher group for the school, as calculated in accordance with STPCD 2022 paras 9.1 – 9.4.

- The pay range for a deputy or assistant headteacher will overlap the headteacher's pay range only in exceptional circumstances.
- The Resources Committee will ensure that there is appropriate scope within the pay range to allow for performance related progress over time.
- In the case of a deputy headteacher post, governors must be satisfied that the responsibility features a job weight which exceeds that expected of an assistant headteacher employed in the same school, including responsibility for discharging in full the responsibilities of the headteacher in his absence.

4.3 Three stage process for new appointments

The three-stage process detailed in Appendix 1 will be followed when making appointments to the headship or to the wider leadership team.

It is not necessary to reassess the pay or allowances of the existing leadership team, including those who were appointed to a leadership post prior to 1 September 2014 but who did not take up post until on or after that date. The pay of those in post will only be reviewed when there are significant changes to responsibilities.

In accordance with STPCD 2022 para 4.4, the annual pay range for members of the Leadership Group is as follows:

Minimum	Point L1	£44,302
Maximum	Point L43	£123,054

4.4 Main Pay Range

This is the range to be used for qualified teachers who are not entitled to be paid on any other pay range. A teacher will be paid a salary between the minimum and maximum of the main pay range as detailed in the STPCD 2022 para 13.1.

The main pay range in this school consists of 6 points within the minimum and maximum shown below:

Minimum	Point M1	£28,000
Maximum	Point M6	£38,810

To move up the main pay range, one point at a time, teachers need to have made good progress towards their appraisal objectives and have shown that they are competent in the teachers' standards. Teaching should be consistently strong and promote good progress and attainment over time.

Appraisal objectives will become more challenging as the teacher progresses up the main pay range. Objectives will be such that, if achieved, they will meet the requirements of the appraisal regulations 2012.

4.5 Upper Pay Range

Post-threshold teachers will be paid a salary within the minimum and maximum of the upper pay range (UPR) as detailed in the STPCD 2022 para 14.1.

The UPR in this school consists of 3 points within the minimum and the maximum shown below:

Minimum	UPR1	£40,625
Maximum	UPR3	£43,685

A teacher will be paid on the UPR if:

- a. the teacher was employed or defined as a post-threshold teacher in the school under the 2012 or earlier STPCD; or
- b. the teacher applied to be paid as a post-threshold teacher in the school under the STPCD 2012, that application was successful and the teacher was due to move onto the upper pay scale on 1 September 2014; or
- c. the teacher was a member of the leadership group or employed as an advanced skills teacher or an excellent teacher in his/her school under the STPCD 2012 and will not be paid on the pay range for leading practitioners or on the pay spine for the leadership group; or
- d. the teacher applies to the school to be paid on the upper pay range and that application is successful.

In the case of teachers who are paid on the UPR by virtue of sub-paras a, c or d, the headteacher will determine where within the pay range the teacher's annual salary will be fixed.

In making such determinations, the headteacher may take into account the criteria set out in STPCD 2022 para 15.2 and a range of factors as detailed in STPCD 2022 para 19, including:

- a. The nature of the post;
- b. The level of qualifications, skills and experience required;
- c. Market conditions;
- d. The wider school context;
- e. The appraisal report; and
- f. The appraisal evidence that the teacher is highly competent in all elements of the relevant standards and that achievements and contribution are substantial and sustained.

Progression through the UPR will be considered annually in line with STPCD 2022 para 19.1. To progress up the UPR, one point annually, teachers need to show that they have made good progress towards their appraisal objectives.

In STPCD 2022 there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school. However, in Herefordshire, HASH (Hereford

Association of Secondary Headteachers) has agreed at a local level to maintain the pay for teachers currently employed within Herefordshire secondary schools where they transfer to another Herefordshire secondary school. Primary and Special schools within Herefordshire will also maintain the pay for teachers in these circumstances, except in exceptional circumstances.

4.6 Leading Practitioners' Pay Range

The Leading Practitioner Pay Range is not applicable at the school at present.

4.7 Unqualified Teachers' Pay Range

An unqualified teacher will be paid a salary within the minimum and maximum of the unqualified teacher pay range as detailed in the STPCD 2022 para 17. On obtaining qualified teacher status, an unqualified teacher will be transferred to a salary within the main pay range for teachers which is the same as or higher than the sum of the salary payable for an unqualified teacher and any allowance payable under STPCD 2022 para 22. For a newly appointed unqualified teacher the Resources Committee will determine where they enter the scale paying due regard to any qualifications or experience they may have, which the committee considers to be of value.

In order to progress up the unqualified teacher range, one point annually, unqualified teachers need to show that they have made good progress towards their appraisal objectives.

The unqualified teacher pay range in this school consists of 6 points within the minimum and maximum shown below:

Minimum	Point 1	£19,340
Maximum	Point 6	£30,172

4.8 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 schools' 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.

4.9 Short Notice/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 will be calculated pro-rata, the school day comprising 5hrs 40mins.

A supply/short notice teacher who is employed by the same authority throughout a period of 12 months beginning in August or September will not be paid more by way of remuneration in respect of that period than would have been paid had the teacher been in regular employment throughout the period.

4.10 Teaching Standards

A table depicting exemplar teaching standards and career stage expectations agreed by HASH is at Appendix 2.

5. ANNUAL SALARY REVIEWS

The headteacher will ensure moderation of initial recommendations for individuals' pay progression by putting pay progression recommendations to a panel of governors for their agreement and so as to account to them overall for the effective operation of links between pay and performance.

The headteacher will take responsibility for the appraisal of the Senior Leadership Team.

The governing body will ensure that each teacher's salary is reviewed annually, by no later than 31 October, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled for that academic year. Any increase in annual salary will be backdated to 1 September.

Reviews may take place at other times of the year to reflect any changes in circumstances or job descriptions that lead to a change in the basis for calculating an individual's pay. For example, a teacher may be promoted due to the absence or departure of a colleague. 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, governors will give the required notification as soon as possible and no later than one month after the date of the determination. Safeguarding arrangements will be in line with the STPCD 2022 paras 29 to 37.

Procedure for Annual Salary Reviews

5.1 Headteacher

The headteacher, designated governors and external advisor meet to consider progress towards agreed objectives for previous year and overall performance. The governors, headteacher and external adviser will also agree new objectives relating to school leadership and management and pupil progress for the current year.

A review statement is produced by designated governors, using the advice of the external adviser.

If good progress towards achieving performance objectives has been made and there has been sustained high quality performance overall with particular regard to leadership and management and pupil progress, the governors may recommend an increase of not more than two points in the course of a year within the relevant range. This recommendation will be taken to the full governing body for formal ratification.

The full governing body meets and ratifies the pay recommendations. Time should be allowed for any appeals against the pay decisions.

Any pay rise will be backdated to 1 September.

The headteacher is advised in writing by the chair of the governing body of the outcome of the review, including details of the appeal procedure.

5.2 Deputy and Assistant Headteachers

The annual pay review for the deputy and assistant headteachers will be conducted by the Resources Committee based on the recommendations of the headteacher.

If good progress towards achieving performance objectives has been made and there has been sustained high quality performance overall, taking account of school leadership and management and pupil progress, the governors may recommend an increase of not more than two points in the course of a year within the relevant range. This recommendation will be taken to the full governing body for formal ratification.

Any pay rises will be backdated to 1 September.

The deputy and assistant headteachers will be advised in writing by the headteacher of the outcome of the review, including details of the appeal procedure.

5.3 Teaching Staff

The headteacher, plus appropriate members of the senior leadership team, review salaries of all teaching staff.

Recommendations are prepared in relation to progress up the appropriate pay scale.

The Resources Committee ratifies the headteacher's recommendations.

The decisions of the Resources Committee are reported to the full governing body at their next meeting.

Written statements are produced for all teaching staff by the headteacher indicating the outcome of the review. Time should be allowed for any appeals against the pay decisions. Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body via the headteacher will give the required notification as soon as possible and no later than one month after the date of determination.

Any pay rises awarded will be backdated to 1 September.

6. PAY PROGRESSION BASED ON PERFORMANCE

Progression through the appropriate pay range will be considered annually, in line with the STPCD 2022 para 19.

Teaching staff are eligible to be considered for increases in performance-related pay up to the maximum of their pay range. Progression is not automatic but is subject to performance management review and is linked to the school's appraisal system.

Teachers will 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 are made with reference to teachers' appraisal reports and the pay recommendations they contain. It is possible for a "no progression" determination to be made without recourse to the capability procedure.

A classroom teacher 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 concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process, or where the teacher fails significantly to achieve their outcome targets – those relating to Outcome 1 – Pupil Progress.

Appraisers should consider carefully the inappropriate use of evidence, and the need for targets and objectives that enable teachers to demonstrate performance. Further information may be found in the DfE guidance document 'Reviewing and Revising School Teachers' Pay'.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Resources Committee, having regard to the appraisal report and taking into account advice from the senior leadership team, as appropriate.

Accelerated Progression

It may be possible for a teacher to be set objectives during their appraisal that incorporate more than one level, where successful performance could result in acceleration through the pay range by the award of an additional point. The objectives for such acceleration should be both challenging, and planned and agreed in advance, under the arrangements of the Teaching Staff Appraisal Policy and Procedure.

Early career teachers (ECT)

Pay decisions for an ECT, whose appraisal arrangements are different, will be made by means of the statutory induction process. If an ECT successfully passes their ECT year this would normally result in pay progression, except in exceptional circumstances eg where it is appropriate to extend the ECT year.

7. PAY PROGRESSION PROCEDURE AND EVIDENCE

Decisions regarding teachers' pay progression are made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of ECTs, pay decisions will be made by means of the statutory induction process.

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. Pay decisions must be clearly attributable to the sustained high quality performance of the individual.

Where teachers have joined the school part way through an appraisal cycle, the headteacher will where necessary seek evidence from the previous schools to assist pay decisions.

Staff on Maternity Leave and Absent Employees

The school will take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave, including where a teacher has been absent for part or all of the reporting year. The school will consider conducting appraisals prior to individuals departing on maternity leave, even if this is early in the appraisal year, and basing any appraisal and pay determination on the evidence of performance to date in that appraisal year. Account may also be taken of performance in previous appraisal periods if there is very little to go on in the current year. However, the school will not require teachers to use Keeping in Touch (KIT) days for the purposes of appraisal. Further information is contained within the DfE guidance document 'Implementing your school's approach to pay 2014'.

The school will ensure that its Appraisal Policy incorporates any adjustments which can reasonably be made to give a teacher who is absent for a disability related reasons an equal opportunity to participate in appraisal and to access pay progression. The school will consider utilising the same range of options outlined in the DfE 2014 guidance document.

7.1 Application to be paid on the upper pay range

Application

Any qualified teacher may apply to be paid on the upper pay range and any such application will 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.

Applications may only be made once a year. Applications should be submitted to the headteacher by 31 October. The headteacher will assess all applications and will make a recommendation to the Resources Committee in line with this pay policy.

If a teacher is simultaneously employed at another school or schools, they may submit separate applications if they wish to apply to be paid on the upper pay range in the other school or schools. This school will not be bound by any pay decision made by another school.

A copy of the application form can be found at Appendix 3. 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 at least the previous 2 academic years.

Assessment of Application

An application from a qualified teacher will be successful where the Resources Committee 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' is defined as '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' is defined as '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' is defined as 'The teacher applying must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period'.

Teachers are not obliged to apply to be paid on the upper pay range. If they choose not to do so, they will continue to be set performance targets as part of the appraisal process to ensure that they continue to develop as a professional teacher.

Appraisees will have been made aware of the criteria for success in the above areas during the appraisal process. The performance criteria will have indicated what success would look like at the end of the cycle. If the appraiser is successful and is eligible for performance progression then this will be awarded.

Applicants will not be expected to produce a portfolio of evidence but it may be helpful to the process if the teacher was given the opportunity to contribute towards the review process by providing evidence.

Decision

Reviews will be deemed to be successful unless 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, or where the teacher fails significantly to achieve their outcome targets.

7.2 For schools with Leading Practitioner Role

Not applicable to St Mary's RC High School.

8. APPEALS PROCESS

The Appeals Committee comprises 3 governors none of whom are employees of the School or have been previously involved in making pay decisions.

Staff will be able to appeal to the Appeals Committee if they have not been successful and they wish to advance their case for consideration.

The arrangements for considering appeals are as follows:

a. A teacher may appeal against any determination in relation to his/her pay or any other decision taken by the Governing Body that affects his/her pay if they feel that a pay decision is incorrect or unjust especially if there is new evidence to consider.

b. The grounds for appeal are that the person or sub-committee by whom the decision was made:

- incorrectly applied any provision of the identified document/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 appeal should be made in writing to the headteacher or the governing body, including sufficient details of its basis. Employees have a statutory right to be accompanied at any stage of an appeal hearing by a work colleague or trade union representative.

The governing body has an appeals procedure which is set out in Appendix 4 to this pay policy. The appeals procedure will be dealt with promptly, thoroughly and impartially.

9. TIMESCALES

Where pay progression is awarded this will be backdated to the immediately preceding 1 September.

The majority of turnover of teaching staff in schools takes place at the end of the academic year. Where a teacher is moving schools he/she remains eligible to be considered by the new school for a performance point.

In these circumstances, the headteacher can consider evidence of performance from the previous school provided by the teacher and where necessary liaise with the headteacher of the teacher's previous school.

It is recommended that the Resources Committee completes the pay progression process by no later than 31 October each year.

The timetable for annual salary reviews for teaching staff is at Appendix 5.

10. ALLOWANCES

10.1 Teaching and Learning Responsibility Payments

STPCD 2022 para 20 contains full details about the payment of Teaching and Learning Responsibility payments (TLRs).

Teaching staff may be awarded a TLR payment for undertaking a sustained additional responsibility.

TLR1 and TLR2 will be awarded to various posts according to the published school structure. The current values of the TLRs for this school are:

TLR1

Minimum	TLR 1a	£8,706
Maximum	TLR 1c	£12,719

TLR2

Minimum	TLR2a	£3,016
Maximum	TLR2c	£7,367

There are 3 increments within each TLR: a, b and c.

The Governing Body may also award a fixed-term TLR - TLR3 - to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities.

The annual value of a TLR3 will be between £598 and £2,974 (as set out in STPCD 2022 para 20.3) and will be established at the outset of the project. Payment will be made on a monthly basis for the duration of the fixed term.

TLR1 and TLR2 payments will be awarded where the governing body is satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that it:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; or

- involves leading, developing and enhancing the teaching practice of other staff.

The Governing Body will only award a TLR1 payment where it is satisfied that the additional responsibility referred to in STPCD 2022 para 20.1 includes line management responsibility for a significant number of people.

10.2 Special Educational Needs Allowance

Not applicable at the school at present.

10.3 Acting Allowance

STPCD 2022 para 23 contains full details about Acting Allowances.

Where any teacher is required to act as headteacher, deputy headteacher or assistant headteacher for a period in excess of four weeks, he or she will receive an additional allowance in order that the total pay received is equal to a pro-rata calculation of a pay point within the appropriate range for the role. Payments will be backdated to the day on which the teacher assumed those duties.

10.4 Additional Payments

In accordance with STPCD 2022 para 26 the Governors may make such payments as they see fit to a teacher, other than a headteacher, in respect of:

- a. continuing professional development undertaken outside the school day;
- b. activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- c. participation in out-of-school hours learning activity agreed between the teacher and the headteacher; or
- d. additional responsibilities and activities due, to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

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.

The governors will reimburse teachers for expenses incurred where these have been agreed prior to the trip. Teachers should, wherever possible, retain receipts/tickets etc. so that they can be properly reimbursed.

10.5 Recruitment and Retention Incentives and Benefits

STPCD 2022 para 27 contains full details about Recruitment and Retention Initiatives and Benefits.

The governing body and, where it is the teacher's employer, the local authority, may make payments or provide other financial assistance, support or benefits to a teacher as considered necessary as an incentive for the recruitment of new teachers and the retention of existing teachers. The governing body will conduct an annual formal review of all such awards.

No new awards of recruitment and retention incentive benefits will be made to headteachers, deputy headteachers or assistant headteachers with effect from 1 September 2014, other than as reimbursement of reasonably incurred housing or relocation costs. If the governing body is already paying such an incentive or benefit, determined under a previous document, subject to review, it may continue with it, at its existing value, until such time as the leadership group member moves to new leadership group pay arrangements, as set out in STPCD 2022.

At that point, all recruitment and retention considerations in relation to a leadership group member will be taken into account when determining the pay range. The governing body should make clear at the outset the expected duration of the awards and the review date after which they may be withdrawn.

10.6 Honorary Payments and TLR 3

The governing body will not pay an honorary to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD 2022 for the payment of bonuses or honorary in any circumstances. However, TLR 3 may be awarded to a classroom teacher for clearly time-limited school improvement projects, or one off externally driven responsibilities. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term.

10.7 Service Provision

Where a headteacher in one school is providing a service to another school, for example as a National Leader of Education (NLE), the person providing that service is not ultimately accountable for the outcomes in the school, but for the quality of the service being provided. The relevant body whose headteacher is providing the service should determine how much, if any, additional payment is due to the individual concerned in line with the provisions of the STPCD 2022 and this policy.

10.8 Headteacher's Discretionary Payments

Any discretionary payments in addition to the salary arising from the headteacher's salary in the group should only be made in accordance with STPCD 2022 paras 10.1 to 10.4 and 9.3. The total of all discretionary payments made to a Headteacher in respect of any school year must not exceed 25% of the amount which corresponds to that individual's salary for that year. All discretionary payments received in relation to their role as a headteacher count towards the limit.

Discretionary payments will only be awarded in specific circumstances including where the headteacher is appointed as a temporary headteacher of one or more additional schools.

11. SAFEGUARDING

The governing body operates salary safeguarding arrangements in line with the provisions of the STPCD 2022 paras 29 to 37. In summary:

- a. If the safeguarded sums exceed £500 in total, the Resources Committee will review the teacher's assigned duties and will allocate such additional duties to the teacher as they reasonably consider are appropriate and commensurate with the safeguarded sum, for as long as the teacher continues to be paid the safeguarded sum. The teacher will not be paid the safeguarded sum if the teacher unreasonably refuses to carry out such additional duties. One month's notice will be given to the teacher when the payment is to cease in these circumstances.
- b. For the purpose of safeguarding TLRs, unqualified teacher allowance, and those in the leadership group, advanced skills teachers, excellent teachers and those on the leading practitioner range, the safeguarding period ends on the third anniversary of the relevant date as defined in STPCD 2022 para 33.1, or if they are employed on a fixed term contract the date on which the contract ends.
- c. Teachers who were formerly employed as advanced skills teachers and excellent teachers whose salaries were subject to safeguarding under STPCD 2012 or 2013, will continue to have their salaries safeguarded in accordance with those documents.

12. ANNUAL PAY STATEMENTS

All teaching staff will receive a statement by no later than 31 October each year stating their gross pay and allowances for that academic year.

13. EQUALITIES LEGISLATION

The Governing Body will comply with all relevant equalities legislation, including:

- Employment Relations Act 1999;
- Equality Act 2010;
- Employment Rights Act 1996;
- The part time workers (prevention of less favorable treatment) regulations 2000;
- The fixed term employees(prevention of less favorable treatment) regulations 2002; and
- The agency workers regulations 2010.

The Governing Body will promote equality in all aspects of school life, particularly as regards all decisions on advertising vacant posts, appointing, promoting and paying staff, and training and staff development.

13.1 Equalities and Performance Related Pay

The governing body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified and minutes of any decisions, and the reasons for them will be kept. Adjustments will be made on a case-by-case basis to take account of special circumstances, eg an absence on maternity or disability-related sick leave.

14. ANNUAL REVIEW OF PAY POLICY

This policy will be reviewed annually by the full governing body.

This policy was approved at the meeting of the full governing body held on
December 2022.

Signed: L.M. Johnson Lynn Johnson Chair of governing body

Appendices:

1. Three-stage process for new headteacher appointments.
2. Teaching Standards and HASH Agreed Career Stage Expectations.
3. St Mary's RC High School Pay Progression Application Form.
4. Appeal Process Outline.
5. Timetable for Annual Salary Reviews – Teaching Staff.

APPENDIX 1

THREE-STAGE PROCESS FOR NEW HEADTEACHER APPOINTMENTS

The three-stage process is:

- Stage 1 Defining the role and determining the headteacher group;
- Stage 2 Setting the indicative pay range; and
- Stage 3 Deciding the starting salary and individual pay range.

The governing body has substantial flexibility to set pay at the level needed to attract headteachers and other members of the leadership team by considering the circumstances of the role before advertising the post.

All decisions and the reasons for them should be well documented at every stage.

All pay decisions must be made on objective criteria so there is no discriminatory effect on any individual teacher or group of teachers with a particular protected characteristic under the Equality Act 2010.

Stage 1 Defining the role and determining the headteacher group

The governing body will define and set out the responsibilities, accountabilities, skills and competences required. For headteacher posts, the school should be assigned to a headteacher group that will determine the broad pay range. This should be done by calculating the total unit score for the school in accordance with STPCD 2022 para 6.

Stage 2 Setting the indicative pay range

Governing bodies should then consider the complexity and challenge of the role in the context of the school and make a judgement on pay in light of this. Existing discretionary payments such as allowances for recruitment and retention, permanent additional responsibilities (eg provision of early career teaching (ECT)), and long term provision to other schools, should be captured at this stage. For headteacher posts, it is expected that normally the total unit score fully captures the complexity of the headteacher role and that the relevant broad pay range accommodates appropriate levels of reward. However, the governing body may consider whether the indicative pay range should start at the minimum of the headteacher group or whether it should start at a higher level due to the level of challenge of the post.

The following represent examples of some additional factors that may be considered; these are for guidance and are not exhaustive.

- a. The context and challenge arising from pupil needs eg if there is a high level of deprivation in the community (free school meals, English as additional language) high number of looked after children, children with special educational needs or if there is a high level of in-year mobility and this affects the challenge in relation to improving outcomes.

b. A high degree of complexity and challenge eg accountability for multiple schools or managing across several dispersed sites, which goes significantly beyond that expected of any headteacher of similar sized schools and is not already reflected in the total unit score at stage 1.

c. Additional accountability not reflected in stage 1 eg leading a teaching school alliance.

d. Factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates, eg London; specialism, level of support from wider leadership team.

If the governing body believes it to be warranted, the indicative pay range can be set up to a maximum of 25% above the top of the relevant headteachers' group range. Above this, external advice will be sought, and, should the advice be that an additional payment is appropriate, a business case will be made and agreement by the full governing body sought.

Base pay will not be increased, nor will the school pay an additional allowance for regular local collaboration, which is part of the role of all headteachers.

The governing body will adopt a similar approach for the other leadership roles and will consider how they should be set in relation to the level set for the headteacher to ensure that there is sufficient scope for progression.

Further to this, the governing body should decide where in the broad range to position the indicative pay range and set this out clearly when the job is advertised, making overall judgement on the position and breadth of range, allowing appropriate scope for performance-related progression over time, clearly linked to school improvement priorities and outcomes.

There should be a clear audit trail for all decisions made and the reasoning behind them.

Stage 3 – Deciding the starting salary and individual pay range

The first two stages provide the means for determining the appropriate pay range. Stage 3 is essentially deciding on the starting salary for the individual to be offered the post.

At this stage the governing body will have a preferred candidate for the role and will wish to set the starting salary in the light of candidate-specific factors, such as the extent to which the candidate meets the specific requirements of the post.

The governing body should ensure that there is scope for performance-related progression over time.

The Herefordshire Council document 'Teacher Performance Related Pay Policy for all Categories of School 2021' has a number of illustrative examples that may assist governors in deciding pay ranges for leadership staff.

APPENDIX 2

TEACHING STANDARDS AND HASH AGREED CAREER STAGE EXPECTATIONS

Name: _____ Date: _____
Completed by Appraisee / Appraiser (delete as appropriate)

Each of the standards is underpinned by further detail, which is linked below to Professional: Practice, Outcomes, Relationships, Professional Development and Conduct. The Professional standards for post-threshold teachers, excellent teachers and ASTs are incorporated in the CSE indicated as P1 to P10 and given in full overleaf.

Preamble

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Part 1 Teaching

A teacher must:

- 1.1. Set high expectations, which inspire, motivate and challenge students;
- 1.2. Promote good progress and outcomes by students;
- 1.3. Demonstrate good subject and curriculum knowledge;
- 1.4. Plan and teach well-structured lessons;
- 1.5. Adapt teaching to respond to the strengths and needs of all students;
- 1.6. Make accurate and productive use of assessment;

- 1.7 Manage behaviour effectively to ensure a good and safe learning environment; and
- 1.8 Fulfill wider professional responsibilities.

Part 2 Personal and Professional Conduct

The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career:

- 1.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school;
- 2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality; and
- 2.3 Teachers must have an understanding of, and always act within, the statutory frameworks that set out their professional duties and responsibilities.

Exemplification of the teaching standards as applied to ECTs is available in the Herefordshire NQT Guidance documents.

Post-threshold teachers

1. Professional Attributes

Frameworks

- P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

2. Professional knowledge and understanding

Teaching and learning

- P2. 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.

Assessment and monitoring

P3. 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.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Professional Area	ECT to MPR Ref point 2(M2)	MPR Ref point 4 (M4)	MPR Ref point 6 (M6)	UPR Ref point 1 (UPS1)	UPR Ref point 5 (UPS3)
Professional Practice	Typically all teaching still developing, much good or better.	Typically most teaching good or better.	Typically all teaching good; some outstanding.	Typically all teaching good; some outstanding.	Typically all teaching good; much outstanding.
Relevant Standards	1.1a Establish a safe and stimulating environment, rooted in mutual respect 1.2b Plan teaching to build on students' capabilities and prior knowledge (P2,P7) 1.2c Guide students to reflect on the progress they have made and their emerging needs 1.2e Encourage students to take a responsible and conscientious attitude to their own work and study 1.3aii Foster and maintain pupils' interest in the subject and address misunderstandings (P7) 1.3c Demonstrate an understanding of and take responsibility for promoting highest standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject 1.4a Impart knowledge and develop understanding through effective use of lesson time (P2)				

	<p>1.4b Promote a love of learning and children's intellectual curiosity</p> <p>1.4c Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding students' have acquired</p> <p>1.5a Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively (P2)</p> <p>1.5c Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development</p> <p>1.6b Make use of formative and summative assessment to secure students' progress (P3)</p> <p>1.6c Use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>1.6d Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback</p> <p>1.7a Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy (P2)</p> <p>1.7b Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly (P2)</p> <p>1.7c Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them</p> <p>1.8c Deploy support staff effectively</p>
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(3) Professional skills

Planning

P7. 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.

	ECT to MPR Ref Point 2 (M2)	MPR Ref Point 4 (M4)	MPR Ref Point 6 (M6)	UPR Ref point 1 (UPS1)	UPR Ref Point 5 (UPS3)
Professional Outcomes	Most Students achieve in line with school expectations.	Almost all students achieve in line with school expectations.	Almost all students achieve in line with school expectations and	Almost all students achieve in line with school expectations;	Almost all students achieve in line with school expectations;

			some exceed them.	some exceed them.	many exceed them.
Relevant Standards	1.1b	Set goals that stretch and challenge students of all backgrounds, abilities and dispositions			
	1.2a	Be accountable for students' attainment, progress and outcomes			

Teaching

P8. Have teaching skills that lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

	ECT to MPR Ref Point 2 (M2)	MPR Ref Point 4 (M4)	MPR Ref Point 6 (M6)	UPR Ref Point 1 (UPS1)	UPR Ref Point 5 (UPS3)
Professional Relationships	Positive working relationships with students, colleagues and parents.	These relationships are securely focused on improving provision for students.	Professional relationships with students, colleagues and staff lead to excellent class provision.	Plays a proactive role in building key stage or departmental teams to improve provision and outcomes.	Plays a proactive role in building school-wide teams to improve provision and outcomes.
Relevant Standards	1.7d Maintain good relationships with students, exercise appropriate authority and act decisively where necessary 1.8b Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 1.8e Communicate effectively with parents with regard to students' achievements and well-being 2.1a Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position				

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

	ECT to MPR Ref Point 2 (M2)	MPR Ref Point 4 (M4)	MPR Ref Point 6 (M6)	UPR Ref Point 1 (UPS1)	UPR Ref Point 5 (UPS3)
Professional Development	Able, with support, to identify key professional development needs and respond to advice and feedback.	Takes a proactive role in accessing relevant support and professional development from colleagues.	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly.	Plays a proactive role in supporting the professional development of key stage or departmental colleagues.	Plays a proactive role in enabling the professional development of colleagues across the school.
Relevant Standards	<p>1.2d Demonstrate knowledge and understanding of how students learn and how this impacts on teaching (P5)</p> <p>1.3a Have a secure knowledge of the relevant subject(s) and curriculum areas (P5)</p> <p>1.3b Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship (P5, P7)</p> <p>1.4d Reflect systematically on the effectiveness of lesson and approaches to teaching</p> <p>1.4e Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</p> <p>1.5b Have a secure understanding of how a range of factors can inhibit students' ability to learn and how best to overcome these</p> <p>1.5d Have a clear understanding of the needs of all students', including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</p> <p>1.6a Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements (P4)</p> <p>1.8d Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p>				

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

	ECT to MPR Ref Point 2 (M2)	MPR Ref Point 4 (M4)	MPR Ref Point 6 (M6)	UPR Ref Point 1 (UPS1)	UPR Ref Point 5 (UPS3)
Professional Conduct	Meets all standards.	Meets all standards.	Meets all standards.	Meets all standards.	Meets all standards.
Relevant Standards	<p>1.1c Demonstrate consistently the positive attitudes, values and behaviour which are expected of students</p> <p>1.8a Make a positive contribution to the wider life and ethos of the school</p> <p>2.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> a. Having regard to the need to safeguard students' well-being, in accordance with statutory provisions; b. Showing tolerance of and respect for the rights of others; c. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; d. Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law; <p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality (P1)</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p> <p><i>Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.</i></p>				

APPENDIX 3

ST MARY'S RC HIGH SCHOOL - PAY PROGRESSION APPLICATION FORM

Name: _____

Post: _____

Progression applied for: _____

EVIDENCE (relating to Teaching Standards)

Expectations	
Good Progress	
Subject Knowledge	
Planning & Structure	
Adapt to needs	
Assessment	

Behaviour Management	
Wider Responsibilities	

Further Supporting Information

I confirm that at the date of this application for pay progression, I meet the standards required and I submit appraisal documents covering the relevant period.
This application is to be submitted by 31 October of the academic year in which the application relates.

Applicant's signature: **Date:**.....

St Mary's RC High School – Pay Progression Application

The application for pay progression by _____ was approved on _____.

Headteacher _____ Mr S Wetson

Chair of Governors _____ Mrs Lynn Johnson

APPENDIX 4

APPEAL PROCESS OUTLINE

The process of appealing against a pay decision is as follows:

The teacher - 'the appellant' - receives written confirmation of the pay determination and where appropriate the basis on which the decision was made.

If the appellant is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker (i.e. the headteacher) within 10 working days of the decision being made.

Where this is not possible, or where the appellant continues to be dissatisfied, he/she may follow a formal appeal process, as follows:

The appellant should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out in para 9 above) and send it to the Resources Committee, who made the determination, within 10 working days of the receipt of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

The committee who made the determination should provide a hearing within 10 working days of receipt of the written grounds for questioning the pay decision to consider this and to give the appellant an opportunity to make representations in person. Following the representation hearing, the appellant should immediately be informed in writing of the hearing's decision and the right to appeal. The appellant is entitled to be accompanied by a work colleague or Trade Union representative at any formal appeal hearing.

A written appeal should be submitted within 5 working days of the decision made at the hearing. Any appeal should be heard by a panel of three governors who were not involved in the original determination. The appeal hearing would normally take place within 20 working days of the receipt of the written appeal notification and will give the appellant the opportunity to make representation in person. The appellant must be given a minimum of 5 working days' notice of the appeal hearing, unless this is mutually agreed to hear it sooner. 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. The decision is final and there is no recourse to the staff grievance procedure.

EXAMPLE AGENDA – REPRESENTATION OR APPEAL HEARING

Attendees:

- Panel of 3 governors who are not employed by the school, one of whom is elected chair;
- HR Adviser to the panel (if appropriate/necessary);
- Secretary;

- Headteacher – attends to provide information on the pay determination and it's basis;
- In the case of an appeal hearing – the Chair of the Resources Committee, as appropriate;
- Teacher; and
- Trade Union/Professional Association representative or work colleague.

Process:

1. The chair will introduce those present, their role, and check that everyone has the necessary documentation.
2. The chair will confirm the appellant's grounds for the appeal, ie which of the following grounds apply. The teacher can appeal on more than one ground.

That the decision:

- a. Incorrectly applied any provision of the identified document/pay policy;
 - 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.
3. The appellant and/or representative will set out the reasons why they believe the decision of the headteacher or the Resources Committee is not correct.
 - a. The headteacher and/or chair of the Resources Committee can ask questions of the appellant;
 - b. The panel and HR Adviser can ask questions of the appellant.
4. The headteacher (or in the case of an appeal hearing, the chair of the Resources Committee) will set out the reasons for the basis of pay determination.
 - a. The appellant and/or representative can ask questions of the headteacher or chair of Resources Committee.
 - b. The panel and HR Adviser can ask questions of the headteacher and/or the chair of the Resources Committee.
5. The appellant and/or representative will sum up their case.
6. The headteacher and/or chair of Resources Committee will sum up their case.

7. The panel will adjourn to consider their decision.
8. The meeting will reconvene and the panel will communicate their decision. Wherever possible, this will be on the same day as the meeting. The decision will be confirmed in writing to the teacher within five working days of the meeting. In the case of a representation meeting, the letter will set out how the appellant can appeal against the decision, if they so wish. In the case of an appeal hearing, the decision is final.

APPENDIX 5

TIMETABLE FOR ANNUAL SALARY REVIEWS – TEACHING STAFF - 2022/23

Appraisal Period: 1 September to 31 August annually.

Appraisal carried out: 1 September to 31 October annually.

2022/23 Appraisal Inset day: 7 October 2022.

Salary Review date: 31 October annually. All teaching staff are to receive written statement from LA setting out their salary and any other financial benefits to which they are entitled for the academic year.

Applications to be paid on the Upper Pay Range to be submitted by 31 October annually.

Headteacher's pay review statement considered by Resources Committee and recommendation passed to full governing body. Resources committee meeting planned for 3 November 2022 and meeting of full governing body to be held on 8 December 2022.

Pay progression recommendations for deputy and assistant headteachers ratified by Resources Committee based on recommendations of headteacher. Meeting to be held on 3 November 2022. Single point increase agreed by Resources Committee. Two point increase to be taken to full governing body for ratification.

Pay progression recommendations for classroom teachers ratified by Resources Committee based on recommendations of headteacher. Meeting to be held on 3 November 2022. Named report.

Resources Committee reports decisions to full governing body. Anonymised report. Meeting to be held on 8 December 2022.

Pay rises backdated to 1 September annually.