



The Queen Katherine School Multi Academy Trust

PAY POLICY

This policy does not form part of any employee's contract of employment and we may amend it from time to time.

Committee	MAT Board
Date of adoption:	October 2021
Date of next review:	October 2022

Document Control Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any)

Version	Amended by	Purpose	Approved by Trustees (date)
1	Tracy Houlden	Policy introduced after TU consultation	2 July 2016
2	Tracy Houlden	Reviewed – no amendments	October 2020
3	Tracy Houlden		October 2021

Pay Policy

1. PURPOSE OF THE PAY POLICY

The QKS Multi Academy Trust and professional associations believe that a fair, transparent and consistent pay policy, which recognises and rewards teachers and support staff as highly skilled professionals, is a key element in effective school improvement. This pay policy applies to all Trust staff.

This policy will help to recruit, retain and motivate staff, provide the basis for sound financial and HR planning and minimise the risk of grievance and discrimination.

It follows the format of the DfE's model policy and is entirely consistent and compliant with the statutory provisions for teachers' pay, which are annually reviewed.

2. PAY PROGRESSION

Decisions about teachers' and support staff pay progression are linked to performance, with their annual performance related progression pay increases being made in line with the current pay policy and previous year's achievement of objectives.

3. INTRODUCTION

i. This policy sets out the framework for making decisions on teachers' and support staff pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with the recognised trade unions. A copy of all relevant documents on pay and conditions will be made available to staff by the school.

ii. In adopting this pay policy the aim is to:

- assure the quality of teaching and learning and support work at the school
- support recruitment and retention and reward teachers and support staff appropriately
- ensure accountability, transparency, objectivity and equality of opportunity

iii. Pay decisions at each school are made by the Headteacher and validated by the Governing Body. The Trust shall be responsible for the establishment and review of the pay policy. The Headteacher will advise the Governing Body of the appropriate decisions in line with the appraisal, pay and other relevant policies. The Governing Body will then recommend the decisions to the Trust Board for approval.

4. PAY REVIEWS

Teachers

The Headteacher will ensure that each employee's salary is reviewed annually and usually no later than 31st October each year. Once the Trust Board has approved any changes, all teachers will be 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 where this is appropriate. A written statement will be given after any review and will give

information about the basis on which it was made. Where a pay determination leads to the start of a period of pay protection, the Headteacher will give the required notification as soon as possible.

5. SUPPORT STAFF

The Headteacher will ensure that each employee's salary is reviewed annually, with effect from 1st September. Movement through the salary band, if there is scope, will be based on successful achievement of objectives as evidenced via the appraisal process. Where reviews result in a salary increase, this will take effect from 1st September. Reviews should 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 where this is appropriate. A written statement will be given after any review and will give information about the basis on which it was made.

6. BASIC PAY DETERMINATION ON APPOINTMENT

The Trust Board will delegate responsibility to the Headteacher and Trust HR Manager for determining the pay range for a vacancy prior to advertising it, ensuring it sits within our current pay ranges. If a new support post is being introduced, the job description will first need to be evaluated under the job evaluation scheme to determine the pay scale. On appointment, the Headteacher will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Headteacher will take into account the following factors:

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

For teaching grades, starting salary will normally be determined by reference to the principle of pay portability. However, the school reserves the right for the Headteacher to negotiate the starting salary outside of pay portability restrictions where the Headteacher deems appropriate. For leadership positions, this must be done with regard to the guidelines contained within the STPCD in force at the time.

Support staff will normally be appointed to the first point of the relevant salary band. This will be determined following job evaluation of the job profile.

7. PAY PROGRESSION BASED ON PERFORMANCE

In each school all employees can expect to receive regular, constructive feedback on their performance and are subject to annual appraisals 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 Trust's Teacher Appraisal policy. The arrangements for support staff appraisal are set out in the Trust's Appraisal for support staff policy.

Decisions regarding pay progression must be made with reference to the employee's appraisal reports and the pay recommendations they contain. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure. In all such eventualities the employee will have been made aware of this possibility as outlined in the appraisal policy.

In the case of ECTs (Early Career Teachers) where arrangements are different, pay decisions will be based on successful completion of the statutory induction process.

To be fair and transparent, assessments of performance will be supported by evidence. The appraisal process will be quality assured by each school's relevant committee and will form part of a Headteacher's annual report to the governing body on appraisal. The Headteacher will also ensure fairness by undertaking a process of moderation.

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 Headteacher. The Governing Body will ensure where possible, that appropriate funding is allocated for pay progression at all levels when setting its budget.

For teachers on main pay range, judgements of performance will be assessed against appraisal objectives and the national teacher standards. Teachers will be eligible for pay progression if they are effectively fulfilling the teacher standards and meeting the appraisal objectives they are set.

Details of minima and maxima main pay ranges and upper pay ranges can be found on the current year's School Teachers Pay and Conditions document.

A teacher will be paid on the UPR if:

- The teacher is employed in the school as a post threshold teacher for as long as they are so employed without a break in their continuity of service at the school
- The teacher was previously employed as a member of the leadership group at the school, has continued to be employed without a break in their continuity of service at the school, was first appointed to the leadership group on or after 1st September 2000 and has occupied such a post for an aggregate period of one year or more. In this case, Headteacher will determine where within the UPR range the teacher's annual salary will be fixed.

Appraisal objectives will become more challenging as the teacher progresses up the main pay range.

8. MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

Any qualified teacher (usually at M6) who has sustained exceptional performance demonstrating outcomes exceeding the expectations of their appraisal, (two consecutive appraisals) may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

The Headteacher has the discretion to reward exceptional performance at any level.

Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix Three) which should be submitted by the teacher to the appraiser at the appraisal meeting. The teacher's application will be appended to their appraisal document.

The evidence to be used will be only that available through the appraisal process in accordance with the conditions outlined in the Trust's Appraisal Policy for teachers. Teacher Standards are

part of this appraisal process and it is the responsibility of the teacher to provide appropriate evidence. The appraisal document should then summarise the pay decision.

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 evidence from the most recent two appraisals that they have completed. These may not be consecutive years if breaks of service have occurred. If an employee is or has been on maternity leave, their appraisal prior to the maternity break should be considered.

The Assessment

An application from a qualified teacher will be successful as evidenced by two successful and consecutive appraisal reviews and where the Headteacher is satisfied that:

- (a) the teacher is highly competent in all elements of the national teachers' standards; and
- (b) the teacher's achievements and contribution to the school are substantial and sustained.

They will need to provide detailed evidence for this and thoroughly demonstrate through that evidence their impact within the school. See Appendix One – Teacher's Standards at The Queen Katherine School Multi Academy Trust.

For the purposes of this pay policy:

- 'highly competent' means typically the standard of teaching is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working. They are a role model for teaching and learning and make a significant contribution to raising student standards and improving students learning.
- 'substantial' the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on student progress and the effectiveness of staff and colleagues.
- 'sustained' the teacher must have had two consecutive standard or enhanced appraisal's and have made excellent progress towards their objectives during this period (exceptions will be made in particular circumstances e.g. those teachers on maternity leave or currently on sick leave). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Processes and procedures

One application may be submitted annually. The closing date for applications is normally 30th October each year; however, exceptions will be made in certain circumstances e.g. those teachers who are on maternity leave or on sick leave.

The assessment will be made within 10 working days of the receipt of the application or the conclusion of the appraisal process, whichever is later.

If successful, applicants will move to the Upper Pay Range and will be placed at the relevant point of that pay range with the award backdated to the 1st September of that school year.

If unsuccessful, feedback will be provided by the Headteacher as soon as possible and at least within 10 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's pay appeals arrangements. (see appendix Two)

Pay Policy Appeals Procedure

Any appeal against a decision not to progress a teacher will be heard under the pay policy appeals procedure (see Appendix two).

Policy on Overtime

In any one week, an employee must work contracted hours before overtime can be paid. This applies to both full and part time staff. This also applies to those employees on a phased return after a period of absence or when an employee is absent due to illness.

For hours worked over and above the contracted number of hours, payment or time off in lieu will be made according to the contract of employment. Time off in lieu must be agreed by the Headteacher and records should be available to verify any time off in lieu taken.

Overtime for Trust Officers must be agreed in advance by the CEO.

9. TEACHERS

Pay on Appointment

The Governing body will delegate to the Headteacher responsibility for determining the starting salary range of a vacant teacher post on the main pay range or upper pay range having regard to

- The nature and requirements of the post
- The level of qualifications, specialist knowledge and experience required for the post
- Market conditions
- The wider school contexts and strategic priorities

The Governing body will delegate to the Headteacher the ability to use discretion if necessary to award a recruitment incentive benefit to secure the candidate of its choice. There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

Pay Determination for Teachers

Decisions regarding pay progression will be made with reference to the appraisal process. A fair and transparent assessment process will be in place where decisions are based on evidence. The evidence we will use may include but not be limited to, appraisals, assessment of overall adherence school policies, acceptable standard of performance and meeting the teacher standards. The line manager will make recommendations based on their appraisal meeting with staff. These will be moderated by the Headteacher. Pay recommendations will be sent to The Governing Body and then the Trust Board who will take final decisions about whether or not to accept a pay recommendation.

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 school will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. Any additional hours worked by prior agreement from time to time will be paid at the same rate, assuming the role is the same.

Leadership Roles (including CEO)

Pay on Appointment

- The Governing Body will, when a new appointment needs to be made, determine the pay range to be advertised and agree pay on appointment in accordance with provisions with the STPCD. In the case of the CEO, this will be determined by the Trust Board
- The relevant committee will record its reasons for the determination of the leadership role pay range
- The relevant committee will exercise its discretion to pay any of the bottom three points on the relevant leadership role pay range in order to secure the appointment of its preferred candidate
- The relevant committee will exercise its discretion to increase pay where there are recruitment issues in accordance with the STPCD

Serving Leadership

- The relevant committee will review pay in accordance with the STPCD and award up to two points where there has been sustained high quality performance against agreed and specifically targeted areas
- The relevant committee will review and if necessary re-determine the leadership role pay range where there has been a significant change in the responsibilities of the serving member
- If a Headteacher takes on temporary accountability for one or more additional schools, the relevant committee will consider awarding a discretionary payment

Acting Allowances

- Acting Allowances are payable to teachers who are assigned and carry out the duties of Headteacher, deputy Headteacher or assistant Headteacher in accordance with the STPCD. Any teacher who carries out such duties for a period of four weeks or more will be paid at an appropriate point of the Headteacher's ISR/Deputy Headteacher or Assistant Headteacher range as determined by the relevant committee. Payment will be backdated to the commencement of the duties

10. DISCRETIONARY ALLOWANCES AND PAYMENTS TLR1, TLR2, TLR 3 and Assignment Posts

The Headteacher may award a TLR payment to a classroom teacher for undertaking a substantial additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which that teacher is made accountable. This should be reflected in at least one appraisal target. Unqualified teachers may not be awarded TLRs.

The Headteacher may consider using Assignment Post payments for any member of staff who carry out duties beyond their expected capacity or role. These payments are short-term or for a time-limited project that is linked to Teaching and Learning. They are not safeguarded and are not paid pro-rata to part-time teachers.

The school pays TLR 1, 2 or 3 payments to teachers as indicated in each school's staffing structure, available from the Trust's Human Resources department, in accordance with the pay ranges specified in the current STPCD.

Before awarding any TLR 1, 2 or 3 payment, the Headteacher must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- 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 student development across the curriculum
- Has an impact on the educational progress of students other than the teacher assigned to classes or groups of students
- Involves leading, developing and enhancing the teaching practice of other staff

In addition, before awarding a TLR1 payment, the Headteacher must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

10.1 TLR3

TLR3 payment can be paid for a short-term or time-limited project that is linked to Teaching and Learning. The value and project length of time will be agreed at the start of the project. TLR3 payments are not safeguarded and are not paid pro-rata to part-time teachers. The values are as per STPCD.

10.2 JOB SHARE

In the event of a TLR 1 or 2 being awarded to a teacher who is part time or has a job share arrangement, the allowance will be calculated on a pro rata basis as per the STPCD.

10.3 SEN ALLOWANCE

A Special Educational Needs Allowance (SEN 1) will be paid to any SEN post that requires an SEN qualification or who spends most or a great deal of their time teaching students with statements or special educational needs. There is an expectation that, where a teacher does not have an SEN

qualification, a relevant and suitable qualification will be rapidly obtained. This a fixed amount as per STPCD.

10.4 OTHER PAYMENTS

The Headteacher may make such payments as they see fit to an employee, in respect of continuing professional development outside directed time; Initial teacher training activities; and out-of-school learning activities

The Headteacher may make discretionary additional payments to teachers and support staff who agree to undertake such activities. Additional payments will be calculated at a daily or hourly rate with reference to each staff members actual pay spine position or, where appropriate and following consideration by The relevant committee, at a higher level reflecting the responsibility and size of commitment.

The Headteacher recognises that such activities outside of directed time are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where CPD is organised outside directed time, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.

Recruitment and retention incentives and benefits

The Headteacher will make a payment as and when it considers necessary as an incentive for the recruitment of new employees and the retention of existing employees. The duration/review date/end date of such payment will be clearly defined. This will be determined at the point of recruitment.

11. SALARY SACRIFICE ARRANGEMENTS

The Trust makes provision for a member of staff to give up the right to receive part of their gross salary in return for benefits in kind that are exempt from income tax under various HMRC approved schemes. For further details, please contact the Trust's Payroll Manager.

12. SAFEGUARDING (pay protection)

The Trust will operate salary-safeguarding arrangements in line with the provisions of the current STPCD.

13. FOR SUPPORT STAFF ONLY

Once support staff have reached the top of their pay band, any application to move to the next band will be on the basis of significant changes to the role, such that formal assessment by the accepted job evaluation process determines that the role now meets the criteria for the higher grade.

14. APPEALS

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

15. MONITORING THE IMPACT OF THE POLICY

The Trust and Governing Body will monitor the outcomes and impact of this policy on an annual basis. An annual written report on the operation of the pay policy, recording pay decisions taken and equality impact will be provided on request.

All salary scales for Teachers, Support and Student Support Staff are available upon request from HR or Finance.

APPENDIX ONE

Teacher's standards at The Queen Katherine School Multi Academy Trust

The national teacher standards do not specify the standards expected for teachers at different stages of their careers. Instead, they state that

'...Headteachers (or appraisers) will assess qualified teachers against the standards to a level that is consistent with what should reasonable be expected of a teacher in the relevant role and at the relevant stage of their career'

In order to give some clarity to this statement the school's expectations for ECTs, MPS, UPS and leadership teachers are set out below. The format follows the teacher standards but also adds more detail for each stage. All teachers are expected to consistently meet or exceed all of the teacher standards. Appraisal will compare each teacher's progress towards their individual annual targets and their overall performance against the expectations set out below. There is also a final section setting out the professional and personal conduct standards expected of all school staff.

ECT's

Are expected to: -

Set high expectations which inspire, motivate and challenge students

- Establish a stimulating and safe environment to support learning
- Set high expectations for all students and model them
- Set targets for each individual student that challenge and stretch them

Promote good progress and outcomes by students

- Support students to become independent learners
- Plan effectively and in sufficient detail to ensure all students make (at least) good progress
- Be accountable for students' outcomes and progress

Demonstrate good subject and curriculum knowledge

- Maintain an accurate and up to date knowledge of their subject curriculum
- Have a strong subject knowledge and understanding of how this can be used to promote progress in the classroom
- Promote high standards of literacy and the correct use of English

Plan and teach well-structured lessons

- Use lesson time effectively
- Devise and assess appropriate home-learning activities in line with school policy
- Reflect on their own practice and how it can be developed
- Contribute to the development of Schemes of Work

Adapt teaching to respond to the strengths and needs of all students

- Employ a range of approaches to engage students
- Understand the barriers to learning faced by some students and plan to overcome these
- Demonstrate an understanding of how to ensure all students regardless of SEN, G&T, EAL etc. can make good progress
- Differentiate lessons appropriately so all can access learning

Make accurate and productive use of assessment

- Accurately assess students' progress in accordance with school and faculty policy
- Provide student assessment data when required
- Use this data to set targets and monitoring progress towards these targets putting in place interventions where necessary
- Give written and verbal feedback to students on a regular basis in accordance with school policy

Manage behaviour effectively to ensure a good and safe learning environment

- Promote good behaviour in classrooms and around school in accordance with school policy
- Take responsibility for the behaviour and discipline of their own classes
- Develop and maintain good professional relationships with students
- Make proper use of the school rewards system to encourage positive behaviour and effort

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life of the school
- Develop effective professional relationships with colleagues
- Work with support staff to ensure they are used to greatest effect
- Take responsibility for improving their practice and respond to advice and feedback.
- Communicate appropriately with parents and other stakeholders

MPS

As for ECT but with the following additions/amendments: -

Promote good progress and outcomes by students

- Guide students to reflect on the progress they have made and how they can develop further

Demonstrate good subject and curriculum knowledge

- Demonstrate an understanding of developments in their subject and curriculum areas and promote the value of scholarship
- Anticipate and plan to address misconceptions and to foster and maintain students' interest in their subject/curriculum area
- Demonstrate an understanding of and promote high standards of literacy, articulacy and the correct use of English

Plan and teach well-structured lessons

- Make highly effective use of lesson time
- Reflect on their own practice and lessons and their effectiveness
- Contribute to the design, creation and resourcing of the schemes of work

Adapt teaching to respond to the strengths and needs of all students

- Evaluate the effectiveness of differentiation strategies in ensuring all students make good progress relevant to their targets and starting points
- Demonstrate an awareness of the physical, social and intellectual development of children and how teaching should be adapted to support their education at different stages of development

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas including statutory assessment requirements
- Use this data to set targets and monitoring progress towards these targets putting in place interventions where necessary
- Give written and verbal feedback to students on a regular basis in accordance with school policy and involve students in the process leading to a dialogue on how to improve and develop

Manage behaviour effectively to ensure a good and safe learning environment

- Impact positively on the behaviour outside their own classroom and support the good order of the school in general

UPS Teachers

It should be remembered that going through the 'threshold' onto the upper pay spine is an optional process and doing so represents a commitment to continued high performance in all aspects of the teachers' role. As such, the expectations of UPS teachers are greater than for those on MPS irrespective of whether the UPS teacher has any additional responsibilities within the school. UPS teachers must be able to demonstrate an impact beyond their own classroom by supporting colleagues and enabling their learners to make better progress than similar students nationally based upon their starting points. UPS teachers are therefore required to be able to meet the following expectations above those of an MPS teacher: -

- Contribute significantly to implementing workplace policies and practice

- 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.
- 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.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
- 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.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Leadership Teachers

Teachers on the leadership spine have the greatest expectations in terms of their impact on the outcomes for students and the development of the school and its overall performance. There are currently no national standards for school leaders but the list below gives some guidance of the expectations of these teachers at each school.

- Act as a professional role model for all other staff in terms of conduct, attendance, punctuality, appearance and other behaviours
- Model the behaviours and practices that we expect of all teachers both inside and outside the classroom
- Contribute to the development of the School Improvement Plan and its implementation
- Develop the capacity and skills of other staff within the school through support, coaching and mentoring
- Accurately monitor and evaluate their own performance and that of others within the school and, where necessary, put in place structures to support continuous improvement
- Take overall responsibility for specific areas of the school and lead and manage these in a pro-active and strategic manner
- Be accountable for the overall performance of their areas of responsibility and the school as a whole

- Take responsibility for their own professional development through effective reflection and evaluation of their current performance
 - Set the highest of expectations for themselves, the students and other staff
- and work effectively to ensure these standards are met

Personal and Professional Conduct

Teachers' represent the school and their behaviour and conduct must reflect this and their position in society. The statements below outline the expectations that the school has with regards to the personal and professional conduct of all teachers both in and out of school. Teachers are expected to: -

- Treat students with respect and dignity and observe appropriate boundaries
- Have regard to safeguarding requirements in accordance with statutory responsibilities
- Show tolerance and respect for others and not undermine fundamental British values
- Ensure personal beliefs are not experienced in ways which might exploit students vulnerability or lead them to break the law
- Have proper and professional regard for the ethos, policies and practices of the school
- Maintain high standards of personal attendance, punctuality and appearance
- Have an understanding of, and act within, all relevant statutory frameworks

PAY APPEALS PROCEDURE

The Trust is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

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

Employees may seek a review of any determination in relation to their pay or any other decision taken by the Governing Body or Trust Board that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or committee by whom the decision was made:

- a. incorrectly applied any provision of the STPCD or support salary structure in place
- b. failed to have proper regard for statutory guidance
- c. failed to take proper account of accurate and relevant evidence or took account of irrelevant or inaccurate evidence
- d. was biased; or
- e. otherwise unlawfully discriminated against the employee

The order of proceedings is as follows:

1. The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible or where the employee continues to be dissatisfied, he/she may follow a formal appeal process.
4. The employee should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide an appeal hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the employee an opportunity to make representations in person. The Appeal panel shall consist of at least two governors who have not so far been involved in the pay determination process. Following the hearing the employee should be informed in writing of the final decision and that there is no further right to appeal.

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

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

- Both the appraiser and the Headteacher will be required to attend the meeting.
- The chair of the appeal committee will invite the employee to set out their case.
- Both the appraiser and the Headteacher will be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.
- Following the conclusion of the representatives by all relevant parties the appeal committee will then consider all the evidence in private and reach a decision.
- The appeal committee will write to the staff member notifying them of their decision and the reasons for it. The decision should normally be communicated immediately but will in any event be confirmed in writing within 10 working days and informed that there is no further right to appeal.
- Other attendees at the meeting will also be notified of the decision.

APPENDIX THREE

Request for Threshold Assessment

Academic Year (please insert relevant year)

This form should be handled in confidence at all times

Eligibility criteria

In order to be assessed you will need to:

- Hold qualified teacher status on the date of your request
- Be statutorily employed under the STPCD
- Provide evidence that you meet the threshold standards at Appendix One
- Your achievements and contribution to the school are substantial and sustained

Please enclose copies of your appraisal reports and/or planning and review statements that relate to the 2 years immediately prior to the date on which you submit your request.

Print, sign and date the form, keeping a copy and pass it to your headteacher by **31st October in the year of application.**

Part I: Teacher details

To be completed by the teacher

Personal details

Surname	<input type="text"/>
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First name(s)	<input type="text"/>
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Previous surname (if applicable)	<input type="text"/>
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DfE or GTC (Wales) teacher reference number (this must be seven digits including zeros)	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	<input type="text"/>

Please give details if you are submitting appraisal reports or performance management statements from another school

Name and address of school	Date(s) of employment	Name of headteacher
<input type="text"/>	<input type="text"/>	<input type="text"/>

Declaration by the teacher

I confirm that at the date of this request I meet the eligibility criteria and I submit appraisal reports and/or performance management statements covering the two-year period prior to this request for assessment against the post-Threshold standards.

Signed	<input type="text"/>
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Date	<input type="text"/>
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Actions for the Headteacher

1. Acknowledge receipt of request for post threshold assessment (Appendix 6)
2. Before assessing whether the teacher meets the post-Threshold standards the Headteacher must first be satisfied, on the basis of the evidence contained in the appraisal reports and planning and review statements, that the teacher meets the Teachers' Standards to a highly competent level. If these conditions are not met, you must not proceed with the post-Threshold assessment, and must write to the teacher setting out the rationale for the judgement.
3. Complete the Headteacher's Judgement Form
4. Sign, date and copy the form.
5. Inform the governing body, the teacher and the HR department
6. Inform the teacher of the outcome within 20 working days of informing the governing body of this decision.
7. Notify the teacher in writing of the outcome of the post-threshold assessment, provide written feedback and a copy of the attached form

APPENDIX FIVE

HEADTEACHER'S JUDGEMENT FORM

To be completed by the Headteacher

Name of teacher	
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School	
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Please record your overall judgements below.

Post-Threshold Standards

Please provide a detailed explanation why, in your judgement, all the post-Threshold standards have been met / not yet been met throughout the relevant period.

Please indicate any further areas of professional development for the teacher if required. Teachers' Standards/Threshold Standards [please delete as appropriate] not met.

Signature	
	<i>Please paste in electronic/scanned signature above if submitting the application form electronically.</i>

Print name	
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School name	
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Date	
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NB This page should be passed back to the teacher

APPENDIX SIX

Acknowledgement of receipt of request for Post-Threshold Assessment

Date dd/mm/yyyy

Dear (insert teacher's name)

I acknowledge receipt of your request for assessment against the post-Threshold standards and confirm that I have received all the associated documents to enable the process to be completed.

You will be informed about the outcome of the assessment and will be provided with written feedback within 20 working days of informing the Governing Body of the decision.

Signed

Headteacher