



**Federation of
Westminster Special Schools
& Bi-Borough Inclusion Service**

Pay Policy

Policy adopted by the Governing Board: 1st September 2016

Reviewed by Resources Committee: 19th November 2020

Ratified by Governing Board: 23rd November 2020

Next review: October 2021

STATEMENT OF INTENT

The prime statutory duty of Governing Boards in England, is to “...conduct the school with a view to promoting high standards of educational achievement at the school” and across the Federation.

The Governing Board aims to:

- Maximise the quality of teaching and learning at the school
- Support the recruitment and retention of a high-quality teacher workforce
- Enable the school to recognise and reward teachers appropriately for their contribution to the school
- Maximise the quality of all support functions throughout the Federation
- Help to ensure that decisions on pay are managed in a fair, just and transparent way

The Governing Board of The Federation of Westminster Schools and Bi-Borough Inclusion Service (BIS) will act with integrity, confidentiality, objectivity and honesty in the best interests of the school and Federation. We will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

This pay policy is intended to support the Federation’s statutory duties and the principles set out above. The Governing Board will review this policy annually

EQUALITIES LEGISLATION

The Governing Board will comply with relevant equalities legislation:

Employment Relations Act 1999

Equality Act 2010

Employment Rights Act 1996

The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000

The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002

The Agency Workers Regulations 2010

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

EQUALITIES AND PERFORMANCE RELATED PAY

The Governing Board will ensure that its’ processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual circumstances of the member of staff and the school’s circumstances.

This policy should be read in conjunction with the Federation’s Performance Appraisal Policy, which is reviewed annually as part of the policy review cycle.

1 Introduction

- 1.1 The Governing Board has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for all staff employed by the Federation.
- 1.2 The Governing Board recognizes the requirement that all pay progression decisions for staff must be linked to annual appraisal of performance. All staff are expected to cooperate with performance management as part of their contract of employment. The procedures set out in this policy seek to ensure that this is achieved in a fair, equitable and transparent way.
- 1.3 This policy has been agreed by the Resources Committee of the Governing Board following consultation with staff and the recognized trade unions. Any subsequent material changes will also be subject to further consultation before amendment by the committee. The Pay Panel as part of the Resources Committee will have full authority to take decisions on behalf of the Governing Board on pay matters as defined in this policy.
- 1.4 The school staffing structure will be published as an appendix to this policy (Appendix 2). Any subsequent changes to the staffing structure will be subject to consultation.

2 Aims of the policy

- 2.1 The Governing Board aims to use the school pay policy to:
 - Maintain and improve the quality of teaching and learning across the Federation;
 - Maximise the quality of support functions across the Federation
 - Support the school improvement plan;
 - Underpin the Federation’s Appraisal policy;
 - Ensure that all staff are valued and appropriately rewarded for their work and contribution to the Federation schools and services
 - Ensure staff are well motivated, supported by positive recruitment and retention policies and staff development;
 - Demonstrate that decisions on pay are fair, just and transparent and recognise the principle of equal pay and work of equal value;
 - Provide flexibility to recognise individual staff performance linked to pay decisions.
- 2.2 The Governing Board will also consider advice issued by the Department for Education (DfE), recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation.
- 2.3 Recommendations on pay within the Federation are made to the Governors’ Pay Panel by the Executive Headteacher, as part of the responsibilities delegated by the Governing Board. For the Executive Headteacher pay decisions are recommended by the performance management panel on behalf of the Governing Board.

3 Job Roles and Responsibilities

- 3.1 All members of staff will be provided with a job description outlining the roles and responsibilities of their post. This will also include the pay range and any additional payments or allowances covered by this policy. The job description will state the reason for any additional allowances or payments and whether this is a permanent or temporary payment. All temporary payments will be subject to regular review and have an end date within a letter appended to the job description and review at appraisal.
- 3.2 Any significant changes to duties and responsibilities of a post will be subject to discussion with the member of staff with a view to reaching agreement. Where there is a significant change in duties and responsibilities of a post a new job description will be agreed by the staff member and their respective Headteacher or Head of Service before being issued. The Headteacher or Head of Service should consult the Executive Headteacher to ensure there is a consistent approach across the Federation
- 3.3 Where the staffing structure of a Federation school or service needs to be changed, resulting in broader changes to roles and responsibilities the Executive Headteacher must be consulted before any action is taken as this will be the subject of consultation with staff and the recognized trade unions before any changes are made and with a view to seeking to agree the changes before new job descriptions are issued.

4 Pay Assessment and Pay Review

4.1 Teaching Staff

- 4.1.1 The Governing Board will ensure that every teacher's performance is reviewed on an annual basis no later than 31st October for teachers, 31st December for the Headteacher and EHT
- 4.1.2 The teacher's appraisal report may result in a recommendation to award a pay increase which must be in line with the pay policy. At the appraisal meeting this should not be discussed with the teacher until this has been agreed by the Pay Panel. When all teacher appraisals are complete the Headteacher/Head of Service must ensure that the recommendations are discussed with the Executive Headteacher so there is a consistent approach across the Federation. The Executive Headteacher will report to the Pay Panel the outcome of the appraisals across the Federation and the recommendations to be considered by the Pay Panel.
- 4.1.3 All teachers will be entitled to receive an annual pay statement including details of any salary and financial benefits to which they are entitled, including any salary safeguarding arrangements that may apply.
- 4.1.4 A review may occur at other times where there has been a significant change affecting an individual teacher's pay. A revised written statement will be issued to them in such circumstances, before the next pay slip is issued, including any salary safeguarding arrangements that may apply.

4.2 Support Staff

As set out in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (the “Green Book”) and any local terms and conditions of employment.

Harmonisation of pay for nearly all non-teaching staff was completed on 31st March 2015 and therefore new pay bands were implemented on 1st April 2015.

The Executive Headteacher, Federation Headteachers, Heads of Service and Service Managers will ensure an annual appraisal/performance management of all support staff including business support and site management takes place no later than the end of July of each year, with pay increments if agreed effective from 1st September.

5 Recruitment

5.1 Teaching Staff

- 5.1.1 The Governing Board will determine the staffing structure for both schools. The recruitment of teaching staff is delegated to the Executive Headteacher who will undertake this in collaboration with the Headteachers and the Head of BIS in relation to the Bi-borough Inclusion Service. The Governing Board has agreed the pay range for leadership and teaching posts and the applicable range will be applied to a vacancy prior to advertising it. The responsibility for determining the starting salary within that range to be offered to the successful candidate on appointment has been delegated to the Executive Headteacher.
- 5.1.2 Recruitment to vacant leadership posts across the Federation will be managed by the Executive Headteacher. Recruitment to all other school posts will be managed by the respective Headteachers and by the Head of the Bi-borough Inclusion Service in respect to the Bi-borough Inclusion service (BIS). All vacant posts will be advertised internally or externally, locally or nationally, as required.
- 5.1.3 The advertisement will include the relevant pay range for the post as determined by the Governing Board as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement will specify the expected level of skills and experience of candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post. In cases of exceptional need, the above may be applied retrospectively. Where the post is of a temporary basis, the advertisement will specify the reason for and duration of the post.
- 5.1.4 Unless the post offers a promotion, the Federation will apply portability in terms of the pay rate that prospective applicants were paid at in a previous school, *providing the successful applicant can provide evidence to support this.*

5.2 Support Staff

The arrangements for advertising vacancies for support staff will mirror those for teaching staff. Advertisements will indicate the number of working hours and working

weeks and will show the appropriate salary and grade. For posts in relation to business support the Executive Headteacher will lead on recruitment.

6 Teaching Staff Pay

6.1 Across the Federation all teaching staff are employed in accordance with the provisions of the current School Teachers' Pay and Conditions Document (STPCD). In reviewing pay ranges in the future the Governing Board will have regard to any changes contained within the STPCD, ***including the alteration of any pay level changes***. The following pay arrangements have been agreed by the Governing Board using the flexibilities contained within the STPCD.

6.2 Executive Headteacher

6.2.1 The Governing Board will assign a seven point Individual School Range (ISR) for the Federation Executive Headteacher post. This is determined by the combined school group size, as set out in the current STPCD. The group size for this post has been determined as Group 8 and the ISR has been determined as L33 – L39. The Governing Board will also ensure that there is no overlap of salary bands between the Executive Headteacher and other leadership posts.

6.2.2 Where there are significant changes to school numbers, the Governing Board will recalculate the group size at the start of the academic year and determine the appropriate ISR for the year. The Governing Board will determine the group size for the school in accordance with the provisions of the STPCD.

6.2.3 On appointment the Executive Headteacher will be appointed on one of the first 4 points on the ISR.

6.2.4 Progression on the ISR for the Executive Headteacher will be subject to a review of the Executive Headteacher performance set against the annual appraisal. The Governing Board may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the Governing Board may decide that there should be no pay progression. The pay review for the Executive Head teacher will be completed by the 31st of December.

6.2.5 The Governing Board will ensure the reasons for setting the ISR at a given level are recorded and that the process for the determination of the Executive Headteacher's salary is fair and transparent.

Discretionary payments to the Executive Headteacher

6.2.6 The Governing Board may consider a discretionary payment not exceeding 25% of the Executive Headteacher's salary, as determined above, for reasons not already taken into account in determining the ISR, and which may include:

- The Federation school is a school causing concern
- without such additional payment the Governing Board considers that the Federation would have substantial difficulty filling the vacant Executive Headteacher post
- without such additional payment the Governing Board considers the Federation would have substantial difficulty retaining the existing Executive Headteacher; or
- the Executive Headteacher is appointed as a temporary Executive Headteacher of one or more additional schools.

6.2.7 In wholly exceptional circumstances the Governing Board may consider a payment in excess of 25%. In such circumstances the Governing Board will seek advice from the Local Authority's (LA's) HR Service.

6.2.8 The Governing Board may also consider additional payments in respect of:

- *additional responsibilities and activities due to, or in respect of, the provision of services by the Executive Headteacher relating to the raising of educational standards to one or more additional provisions within the Federation.*

6.3 Other Leadership Posts

6.3.1 The Governing Board will determine a five point ISR for all other leadership posts based on the school group size, as determined in the STPCD. The Governing Board has determined the group size for each school to be Group 5.

Within the Federation, the ISRs for each leadership post have been determined as follows:

- | | |
|----------------------------------------|-----------|
| • Headteacher | L24 - L28 |
| • Head of Bi-borough Inclusion Service | L16 - L20 |
| • Assistant Headteacher | L11 - L15 |
| • Lead Practitioner | L6 - L10 |

6.3.2 The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. A post with a designated deputy role in the absence of the Executive Headteacher will be remunerated accordingly above the range for other leadership posts.

6.3.3 The Governing Board will ensure that there is no overlap of pay points between the Executive Headteacher and any other leadership posts.

6.3.4 On appointment a teacher paid on the leadership scale will only be appointed on one of the first 3 points on the pay range.

6.3.5 The pay point for teachers paid on the leadership range will be reviewed by the 31st October or at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for a member of staff on the leadership range.

6.3.6 Progression on the pay range for a member of staff paid on the leadership scale will be subject to a review of their performance set against the annual appraisal review. The Executive Headteacher may recommend to the Governors' Pay Panel the award of one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the Pay Panel may decide that there should be no pay progression. The pay review will be completed by the 31st of October.

6.4 Main Range and Upper Pay Range Teachers

6.4.1 The Governing Board will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the STPCD. Pay points have been upgraded in the line with the national award recommended by the School Teachers' Review Body (STRB). These are also the values recommended by the major teaching unions.

6.4.2 The Governing Board has established a pay structure for these posts from September 2020 as follows:

Band 1 - Teacher

- M1 £ 32,157
- M2 £ 33,658
- M3 £ 35,226

Band 2 – Accomplished Teacher

- M4 £ 36,866
- M5 £ 39,492
- M6 £ 42,624

Band 3 – Expert Teacher (Upper Pay Range)

- UPR1 £ 46,971
- UPR2 £ 49,279
- UPR3 £ 50,935

6.4.3 The Governing Board has agreed Professional Skills Level Descriptors for each range which are detailed in the Federation's Performance Appraisal Policy (Appendix B).

Pay progression within bands

6.4.4 Pay progression within a pay band will be subject to a review of the teacher's performance set against the annual appraisal and the Teacher Standards. The Pay Panel may decide to award one increment for sustained high quality performance in line with Federation expectations or two increments where performance has exceeded Federation expectations. For teachers on the upper pay range (Band 3 – Expert Teacher) progression will normally be considered after 2 years of sustained high quality performance or earlier where performance has exceeded Federation expectations.

6.4.5 Meeting appraisal objectives will not automatically mean that pay progression will be awarded. Where a teacher does not demonstrate performance at a sustained level or is below the Federation's expectations for that level of post, the governors may determine that no incremental progression will be awarded in that year.

6.4.6 The Governing Board has determined that, other than in exceptional circumstances, a teacher would not move to Band 2 (Accomplished Teacher) unless they are able to demonstrate a minimum of 2 years' teaching experience including a period of a sustained level of performance at the higher level immediately prior to moving to Accomplished Teacher.

6.4.7 Pay progression between bands will be based on the teacher demonstrating, through performance appraisal, that they meet the Teacher Standards and Professional Skills Level Descriptors for the new band. As a teacher moves up the main pay range, this evidence should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- an increasing contribution to the work of the school and the Federation
- an increasing impact on the effectiveness of staff and colleagues

6.4.8 The Governing Board has determined that a teacher appointed to Band 1 (Teacher) would, other than in exceptional circumstances, be expected to have progressed to the Accomplished Teacher band within 3 years of taking up their post. In circumstances where a teacher's performance is not at that level this will be addressed through the school's appraisal process and capability procedure if required.

6.4.9 A teacher reaching the top of Band 1 will automatically progress to the next band if they meet the criteria for the higher band and are recommended for progression by the appraiser. Progression to the upper pay range (Band 3) is detailed in section 6.5.14 of this policy.

Accelerated progression

6.4.10 The Governing Board has determined that normally progression within a band will be by annual increments. However, where a teacher's performance has been of a sustained high quality, exceeding school expectations at that level, the Pay Panel may award accelerated progression (of up to two increments) within the band. Progression to the next band will be subject to the criteria for the higher band being met as set out in the previous paragraphs of this section of the policy.

Appointments

6.4.11 A newly appointed teacher will usually be appointed at the point in the band that takes account of a teacher's previous salary and / or relevant experience as determined by

the Executive Headteacher who may delegate this to the Headteachers or Head of Service

6.4.12 The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary/pay range will be no lower than the initial salary range on appointment.

6.4.13 PAY PORTABILITY

Whilst there is no longer any statutory requirement in the STPCD for the Governing Board to match teachers' previous salaries when they are appointed to a post, it is free to do so if it chooses. This includes the freedom to pay teachers more than their previous salary from the start of their new employment in the school.

The Governing Board will ensure that, when considering new appointments and appropriate levels of salary, the decisions taken do not discriminate against teachers because of a protected characteristic under the Equality Act 2010. Salary determinations made at school level will be monitored by the Executive Headteacher to ensure that decisions in respect of starting salary/portability are not discriminatory.

In respect of career breaks, the Executive Headteacher will ensure that, although it is good practice for a teacher and a school to agree the terms on which the teacher will return from the break, the potential for indirect discrimination in any such agreement is fully assessed and, if necessary, prevented.

The Governing Board and the Federation will avoid discriminating against teachers returning to the profession following a career break whether they return to the same school or to another school.

Any teacher transferring to a role of the same level within the school will continue to be paid the same as in the previous role on main scale or UPR as long as their performance is considered to be good. If they are subject to a formal review of their performance under capability procedures this process will dictate the actions of the schools.

Any teacher appointed from another school will need to provide sufficient evidence of their previous salary scale (MS or UPR) so that a decision can be made regarding salary starting point.

Application to move onto the Upper Pay Range (Band 3)

6.4.14 Any qualified teacher may apply to be paid on the upper pay range (UPR). They must use the application form appended to this Policy. ***This application must be addressed within their Performance Management meeting. (Ref 4.1.4)*** It is the responsibility of the teacher to decide whether or not they wish to apply. 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 UPR in that school(s). This Federation will not be bound by any pay decision made by another school.

6.4.15 The Governing Board has delegated responsibility for the consideration of applications to be paid at UPR to the Executive Headteacher supported by Headteachers and Head of BIS who will consider applications from a teacher received by the 31st October of the current academic year, for progression at the start of that academic year. A teacher may submit one application in any academic year. All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, in this school, including any recommendation on pay. Where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

6.4.16 For an application to be successful the teacher will need to demonstrate that they are highly competent in all elements of the Teachers' Standards and the professional skills level descriptors agreed by the Governing Board for teachers on the UPR (Band 3). The teacher will also need to demonstrate that their achievements and contribution to their respective school or the Federation are substantial and sustained exceeding expectations over a period as outlined in this policy.

6.4.17 For the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3-year period before the date of application in support of their application.

6.4.18 The teacher will be required to meet the following criteria, namely that:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to the school and the Federation are substantial and sustained over a period of two years.

In this school, this means:

“highly competent”: the teacher's performance is assessed as having excellent depth and breadth of knowledge and skill in meeting the Teachers' Standards in the particular role they are fulfilling and the context in which they are working. (e.g. 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, develop their teaching practice and implement the school improvement plan priorities)

“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 pupil progress and the effectiveness of staff and colleagues. e.g. 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; implement aspects of the school improvement plan; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning);

“sustained”: the teacher must have had two consecutive successful appraisal reports in this school and have met their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding. (e.g. maintained and continuously developed over a long period (over 2 school year(s)).

6.4.19 An application for progression to the UPR (Band 3) will be assessed by the Headteacher or Head of BIS in consultation with the Executive Headteacher and a decision notified to the teacher in writing within 20 working days. ***A successful application will result in the teacher receiving backdated pay to the date the start of the current academic year.***

6.4.20 If unsuccessful, the teacher will be provided with feedback by the Headteacher / Head of BIS

6.4.21 An appeal against the decision, which should be submitted within 10 working days, will be considered in line with the Federation's pay appeals procedure.

6.4.22 Teachers who have been successful in their applications to receive UPR 1 will be eligible to apply for UPR 2 and 3 after 2 years at the current level. They will be required to complete an application form in order to demonstrate:

1. How they have fulfilled the requirements set out in their job description at the level expected of a UPR 1 or 2 teacher (see appraisal policy for further details)
2. Have completed two appraisal cycles where their performance has been judged to be outstanding by their reviewer in all areas of the Teachers Standards.
3. Their performance as a UPR teacher has been highly competent, substantial and sustained.

Overseas Trained Teachers and QTLS teachers from January 2021

Qualified teachers who trained outside of England can get QTS by having their qualifications assessed by the Teaching Regulation Agency. This includes teachers who trained in Scotland, Wales, Northern Ireland, the European Union (EU), Iceland, Liechtenstein, Norway, Switzerland, Australia, Canada, New Zealand and the United States of America (USA)

There are four different application forms. You must complete the appropriate form. The forms are:

- **Scotland** - For teachers trained in Scotland or with Full Registration with the General Teaching Council for Scotland.
- **Northern Ireland** - For teachers trained in Northern Ireland or registered with the General Teaching Council for Northern Ireland.

- **Overseas Trained Teachers** - For teachers trained in Australia, Canada, New Zealand or the United States of America (USA).
- **EEA (EU member states, Iceland, Liechtenstein, Norway) or Switzerland** - For teachers trained in one of these states.

. Once QTS has been awarded payment will be made on the ranges applicable to qualified teachers.

6.5.2 Non-EEA trained teachers (with the exception of Australia, Canada, New Zealand and the United States of America), will be paid on the Unqualified Teachers' pay scale (see 6.9 below).

6.5.3 Where a member of staff has achieved the QTLS, they will be paid under the same conditions as qualified teachers. In line with the expectations set out within the terms and conditions of the qualification they will need to provide evidence of the CPD sessions attended throughout the course of the year and evidence their on-going membership of this organisation during their appraisal meeting.

6.6 Unqualified Teachers

6.6.1 The Governing Board will appoint unqualified teachers to a salary within the range set out in the STPCD. Pay points have been upgraded in the line with the national award recommended by the School Teachers' Review Body (STRB). These are also the values recommended by the major teaching unions.

6.6.2 The Governing Board from September 2020 has determined that this should be on the following point scale

Band 1

- U1 £ 22,849
- U2 £ 24,962

Band 2

- U3 £ 27,075
- U4 £ 29,187

Band 3

- U5 £ 31,298
- U6 £ 33,410

6.6.3 A newly appointed unqualified teacher will usually be appointed at the minimum of the band relating to their relevant experience as determined by the Headteacher. The initial salary on appointment may be on a probationary basis and subject to performance.

6.6.4 To be eligible for progression up the unqualified teacher range, unqualified teachers will need to show that they have met their objectives. If the evidence shows that a teacher has exceptional performance, the Governing Board may award enhanced pay progression on the advice of the Executive Headteacher

Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills
- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

6.6.5 Progression within the range will be subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teachers' Standards. The Governing Board may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality the Governing Board may decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level this will be addressed through the school's appraisal and possibly capability procedure.

6.6.5 The performance review will be completed annually and no later than the 31st October.

7 Supply Teachers

7.1 Teachers employed on a supply basis, directly by the school, will have their pay determined in line with the arrangements outlined in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195.

7.2 Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual salary by 1265 to give an hourly rate.

8 Part time teachers

8.1 The Executive Headteacher will ensure that part time teachers' pay and working time will be dealt with in accordance with the STPCD. Pay scales and pay progression will be as detailed earlier in this policy.

8.2 Part time teachers will be entitled to be paid for their contractual hours pro rata to a full time teacher and will also be entitled to PPA time, other non-contact time and directed time allocated on a pro rata basis.

9 Allowances

9.1 Teaching and Learning Responsibility Payments (TLRs)

9.1.1 In line with the agreement between the Federation and the Bi-borough for the implementation of matrix management arrangements for the Bi-borough Inclusion service, team leaders have been appointed for the Autism and Sensory Impairment teams within the service. The agreement stipulates the payment of TLR1 allowances, in recognition of the sustained, additional responsibility of the role, including the line management of a significant number of people.

9.1.2 The Governing Board will award TLR1 payments within the range prescribed in the STPCD. TLR1 values have been upgraded in line with the national pay award recommended by the School Teachers' Review Body (STRB). These are also the values recommended by the major teaching unions. Within the Federation, the Governing Board from September 2020 has determined the following TLR1 allowances:

- TLR 1A £8,291
- TLR 1B £10,200
- TLR 1C £12,113

9.1.3 The Governing Board has recognised that advisory teachers with the Bi-borough Inclusion service support children and young people across a very wide age range context, from the point of very early diagnosis to Further and Higher Education settings. These teachers are essential in providing and promoting curriculum access for learners who present with a wide range of low incidence special educational needs and disabilities. In accordance with the STPCD, TLR2 payments are awarded where the teacher's duties include a significant responsibility that is not required of all class teachers and that:

- is focused on teaching and learning;
- requires the teacher to lead, manage and develop a subject or curriculum area; or lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils across the school, i.e. other than the teacher's assigned class group;
- involves leading, developing and enhancing the teaching practice of other staff.

The Governing Board has agreed that the above conditions are met by the advisory teachers.

9.1.4 The Governing Board will award TLR2 payments to Bi-borough Inclusion Service Advisory teachers, within the range prescribed in the STPCD. TLR2 values have been upgraded in the line with the national award recommended by the School Teachers' Review Body (STRB). These are also the values recommended by the major teaching unions.

9.1.5 The pay committee may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.

TLR 2 will be for clearly defined and sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high-quality

teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR2 is awarded.

Within the Federation, the Governing Board has determined the following TLR2 allowances:

- TLR 2A £2,873
- TLR 2B £4,782
- TLR 2C £7,017

9.1.6 The Governing Board may award a fixed-term TLR (TLR3) to a classroom teacher for clearly time-limited school improvement responsibilities, or one-off externally driven responsibilities. The annual value of a TLR3 must be no less than £570 and no greater than £2,833. The duration of the TLR payment must be established at the outset and payment should be made on a monthly basis for the duration of the agreed responsibility. A TLR3 will not be awarded for longer than one academic year or three consecutive terms. Where a TLR3 is awarded to a part-time teacher it must be paid on a pro-rata basis.

9.1.7 There will be no safeguarding of any fixed term TLR payments.

9.2 Special Educational Needs (SEN)

9.2.1 The pay committee will award a SEN spot value allowance on a range of between £2,270 and £4,479 to any teacher who meets the criteria as set out in the Document.

9.2.2 When deciding on the amount of the allowance to be paid, the Governing Board will consider the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post. The Governing Board will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified

Based on the principles set out above, the Pay Panel determined that, from 1 September 2020, SEN allowances will be the following spot allowances

Allowance 1 £2,270 for all teachers appointed as teachers who are required to lead learning for a group of pupils, ensuring a highly effective quality of provision is delivered by all support staff within the group.

Allowance 2 £4,479 for teachers who have completed additional post graduate qualifications or other qualifications agreed by the Federation and who are using these qualifications to improve their practise.

All SEN allowances will be discussed and agreed annually at teachers' appraisals and expectations clearly defined within job descriptions

9.3 Acting Allowances

9.3.1 Teachers who cover all of the duties associated with a post of a higher grade or allowance than their own for a period of at least 4 weeks will be considered for payment of an acting allowance. This will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher level post, and will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

9.4 Recruitment and Retention

9.4.1 The Governing Board may, on the advice of the Executive Headteacher consider the award of a recruitment and retention payment where evidence clearly demonstrates that such a payment is:

- required to attract suitable candidates for a post which it has been or it is considered difficult to fill; or
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where there is a statutory requirement for provision (HI and VI within BIS) or it is considered that the subsequent vacancy would be difficult to fill; or
- to recognise a teacher's performance which exceeds the Federation's expectations and which is not recognised through accelerated salary progression in other sections in this policy.

9.4.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future and would normally be within the range of £500 - £3,000.

9.4.3 The duration of the payment will be determined according to the circumstances of the payment. Initially this may be for a period of 12 months but will be subject to annual review which may extend the period if appropriate.

9.4.4 Normally a recruitment or retention payment will be financial, but where appropriate, governors may consider other benefits e.g. relocation, expenses, health care, sports membership, childcare provision etc.

10 Support Staff Pay

10.1 Conditions of service

Support Staff in Westminster schools are employed under the National Joint Council (NJC) for Local Government Services Terms and Conditions, commonly known as the 'Green Book'. Each new employee will receive a written statement of particulars

10.2 Pay Scales

Pay scales are structured around locally agreed grades using nationally agreed salary points / levels for those working 52 weeks or term time only working. These points are determined nationally through negotiation between the Employers' Organisation and the Trade Unions. Westminster City Council (WCC) has grouped these steps into locally agreed levels to construct the grading structure. There are between 2 and 3 steps in each level. These enable employees to move through the grade as they develop in the role.

10.3 Job Descriptions and Starting Salaries

In determining the pay of support staff, account will be taken of relevant model job descriptions available along with guidance on job evaluation and grades of WCC. The Governing Board is legally entitled to devise and grade its own posts and may do so in circumstances when there is no appropriate WCC job description. Such decisions will be made by the Executive Head teacher after consulting The Leadership Group or the Co-Chairs of Governors.

10.4 Incremental Progression

10.4.1 Community schools and other schools that formally adopted the changes to terms and conditions with effect from 1st April 2012.

Performance related increments (PRI) apply to all NJC Local Government employees who work in a Community or Voluntary Controlled school or any Foundation, Voluntary Aided or Academy School which has chosen to adopt the new terms and conditions of employment. All employees under the scope of PRI will be awarded an increment based on the overall rating from their annual appraisal as part of the Federation's Performance Appraisal Scheme.

10.5 Acting up allowances

When a position is available for a short term due to a reason other than annual leave, e.g. to cover for maternity, long term sickness or a vacant post, a temporary acting up arrangement can be considered. Consideration must be made of the following two conditions:

- the arrangement is to cover the post for a minimum of 4 weeks; and
- the acting up arrangement covers the full duties and responsibilities of the post.

If both of the conditions are met, then any person accepting the acting up arrangement will be paid the evaluated grade for the post from the date they start.

10.6 Honoraria payments

Honoraria payments are made in order to recognise either where a member of support staff takes on additional duties of a higher graded post or to reward additional responsibility at the same grade.

One off payments to support staff to reward additional responsibilities are clearly linked to school improvement strategies and are vital to Federation priorities and may include the following areas of development:

- Intensive Interaction
- Attention Autism
- Makaton
- Team Teach Trainers
- Manual Handling Trainers

These staff will be paid £750 per annum as a one off payment.

Performance in relation to this additional responsibility will be reviewed annually at appraisal and will only continue if performance is of high quality. Staff in receipt of these payments will have the expectations of the role clearly set out within their job descriptions.

11. Safeguarding

The Governing Board will apply the salary safeguarding provisions of the School Teachers' Pay and Conditions Document and comply with the NJC single status agreement.

12 Appeals

12.1 Appeals for Teachers

In matters relating to pay the teacher has one and only one opportunity to appeal. The arrangements for considering appeals for teachers are as follows:

- A teacher may appeal against any determination in relation to his/her pay or any other decision taken by the Executive Headteacher or the Pay Panel that affects his/her pay.
- At any stage of the appeal, a teacher may be accompanied by and represented by a work colleague or trade union or professional association representative and no one else.
- The following list which is not exhaustive includes the usual reasons for appealing against a pay determination.
- That the person or committee by whom the decision was made:
 - a. incorrectly applied any provision of the School Teachers' Pay and Conditions Document;
 - 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.

12.2 Appeals for support staff

The arrangements for considering appeals by support staff against pay decisions will be the same as those for teachers excluding references to the School Teachers' Pay and Conditions Document.

12.3 The order of proceedings

The order of proceedings for hearing appeals, which meet the requirements of the dispute resolution provisions, is as follows:

- The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
- If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Head of School within ten working days of the decision.
- Where this is not possible or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
- The teacher should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) 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.
- Any appeal should be heard by a panel of three governors who were not involved in the determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

SALARY SACRIFICE ARRANGEMENTS

The Federation operates a salary sacrifice arrangement, e.g. Cycle scheme, a member of staff may participate in any such arrangement, as provided for in their conditions of employment.

Appendix 1: Approach to Performance Measures

In the Federation, judgements of performance will be made against the extent to which teachers have met and exceeded their individual objectives and the relevant standards and how they have contributed impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of teachers or other staff; wider contribution to the work of the school and / or the Federation.

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of judgements made using the criteria above during the performance review meeting.

Teachers will be eligible for an incremental move up their relevant pay scale where they meet and exceed all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good to outstanding. *Where a teacher is assessed as being less than 'good' they will be provided with support and re-observed. Providing that the teacher then achieves 'good' on a second observation, this will be counted as the grade for the relevant term*

It is understood that external circumstances may impact on a teacher's performance at any time. The Federation will take all relevant information into account when deciding on the grade for the term.

Teachers may be eligible for a more rapid move up the relevant pay scale but the expectations will be that they exceed all their objectives, are assessed as fully meeting the relevant standards and the vast majority, if not all of their teaching is assessed as outstanding.

Appendix 2:

Staffing Structure of the Federation of Westminster Special Schools, Bi-Borough Inclusion Service

	College Park	QE2	BIS	Federation	Total
Executive Head				0.8	0.8
Headteacher / Head of Service	1	1	0.8		2.8
Assistant Heads	2	2		1	5
Lead Practitioner				1	1
Teachers	15	16	6.3		37.3
Schools Direct					
SEN OT			2.5 (agency)		2.5
HTLA	1	2			3
HLTATeaching Assistants	37	37			74
PE Assistant	1	0			1
Midday Supervisors	5	10			15
Wellbeing Staff	3	0			3
EHCP Co-ordinator	1	1			2
Business Manager				1	1
Bursar				1	1
Finance & Data Officers	1	1			2
HR Manager				1	1
Admin Officers	1	1	1		3
Receptionists		1			1
Site Manager	1	1			2
Site Apprentice					
Total Staff	69	73	10.6	5.8	159.4

Total number of posts: 159.40