



NOWER HILL HIGH SCHOOL

Title:	NHHS Pay Policy
Date of Last Review:	September 2018
Date of Ratification by Governing Body:	October 2018
Status:	Statutory
Approval Authority:	Staffing Committee
Staff Lead:	Headteacher
Governor Lead:	Chair of Staffing
Review Frequency:	Annual
Location:	Frontier Staffroom
Date of Next Review:	September 2019

1 Opening Statement

This policy applies to the pay of all staff employed to work in the school and whose pay is determined by the Governing Body.

The pay policy will be reviewed every year in consultation with all staff affected and trade union representatives. In any event, the policy will be reviewed each time there are changes in circumstance or statutory provisions e.g. a new School Teachers' Pay and Conditions Document comes into effect, outcome of national negotiations for school support staff.

The school's salary scales for teaching and support staff can be found in Appendix 1.

This policy will take effect for pay progression decisions made in autumn 2018 (and backdated to September 2018).

2 General Provisions – applicable to all staff

Equal Opportunities

The Governing Body will abide by all relevant legislation which in the case of academies will be under the terms of employees' contracts. The Governing Body 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.

Pay and Conditions

For teaching staff, the School Teachers' Pay and Conditions Document (The Document) and the Conditions of Service for School Teachers in England and Wales (Burgundy Book) and local conditions adopted by the School apply.

For support staff, the The National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) and Pay and Conditions of Service adopted by the Governing Body apply.

Job Descriptions

All staff will receive job descriptions, updated as necessary. The job description will reflect the role, duties and responsibilities including the tasks of the postholder upon which pay decisions may be made. Any proposed changes to job descriptions will be made in consultation with the relevant member of staff, who may seek advice from their Union representative.

Timing of Review

All teaching staff salaries (including head, deputy heads and assistant heads) and support staff salaries will be reviewed annually no later than 31st October to take effect from 1st September.

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.

Regulations require that every teacher is given a written statement setting out salary etc. following any review including the Appraisal procedure. A revised pay statement will also be given out where there are any other changes in pay arrangements in the year.

Appraisal

For all staff, the Appraisal procedure is laid out in the appropriate school policy.

Access to Records

The Headteacher will ensure access for individual members of staff to their own employee records.

3 Roles and Responsibilities

Governing Body and Pay Review Panel:

The Governing Body has delegated its pay powers to the Pay Review Panel. Each year, the Governing Body appoints three members to the Pay Review Panel and appoints a pool of Governors from whom the Pay Appeals Committee will be drawn as necessary. Members of the Pay Review Panel and members of the Pay Appeals Committee must have no pecuniary interest in the result of any pay decisions. No member of the Governing Body who is employed in the school shall be eligible for membership.

Terms of reference:

- To ensure the aims of the pay policy are achieved in a fair and equitable manner;
- To carry out the appraisal of the Headteacher (i.e. review performance, agree objectives and make decisions on pay);
- To work with the External Adviser where applicable;
- To make decisions on pay for all teaching staff (including head, deputy heads and assistant heads) following recommendation, where appropriate, from the Headteacher;
- To be a point of referral on pay matters as necessary;
- To minute clearly the reasons for all decisions and recommendations, and report these decisions and recommendations to the next meeting of the Governing Body.

Role of Headteacher:

- To implement the pay policy with respect to the pay of staff at the school;
- To advise the Governing Body and its committees (including the Pay Review Panel) on pay matters, but to withdraw from any discussion about his or her own pay.

Reporting to Governing Body and ratification:

The Pay Review Panel works in the context of and in support of the Staffing Committee which reports to the Governing Body. The Governing Body will receive the report of the Pay Review Panel in the confidential section of the agenda and will either endorse or refer back without debate in order not to prejudice any appeal.

Decisions that are endorsed will be communicated to each individual by the Headteacher in writing. In the case of the Headteacher, the Chair of the Governing Body will inform the Headteacher in writing.

Appeals:

The process for pay appeals is outlined in Appendix 6.

4 Leadership Group – Specific Provisions

Acting Allowances

Acting allowances (Paragraph 23.1 to 23.6 of The Document) are normally payable to teachers who are assigned to carry out the duties of head, deputy head or assistant head. Any teacher who carries out the duties of head, deputy head or assistant head, for a period of four weeks or more, will normally be paid at an appropriate point of the head's ISR, deputy head range or assistant head range, as determined by the Pay Review Panel. Payment will be backdated to the commencement of the duties. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence. Teachers in an acting role on the Leadership Pay Spine will also be under the applicable conditions of service for members of the Leadership Group whilst acting up.

5 Classroom Teachers – Specific Provisions

Main pay scale for teachers

5.1 Starting salary of new classroom teacher appointments.

- When advertising a teaching post the school will identify the range of salaries the school is prepared to pay subject to qualifications and experience.
- Teaching experience will usually be rewarded on the basis of one point for each year of service (a year being defined in Annex 2, of The Document) except where salary matching is applicable as detailed below.
- Experience other than teaching may be rewarded at a rate of one point for every three years of experience deemed by the Headteacher to be of particular relevance to the job description and appointment criteria.
- The Governing Body will accept the salary point on the Main Pay Spine for teachers joining the School directly from all of the Harrow secondary schools without further review:
- Threshold assessment awarded under the September 2012 or earlier Document will be honoured in line with requirements of The Document as a minimum level of Upper Payscale (UPS) Point 1, Additional points on the UPS will be assessed on a case by case basis.
The School will honour threshold decisions made under the September 2013 or subsequent Documents by all of the Harrow secondary schools

5.2 Progression for Main Scale Teachers and Unqualified Teachers

Progression on the Main Pay Spine and the Unqualified Pay Spine will be based on the criteria set out in Appendix 2

5.3 Progression on the Upper Pay Spine

Progression on the Upper Pay Spine will be based on the criteria set out in Appendix 3

Acting Allowances

Acting allowances are normally payable to teachers not on the Leadership Group who are assigned to carry out the duties of a TLR postholder. Any teacher not on the Leadership Group who carries out the duties of a TLR postholder for a period of four weeks or more, will normally be paid the

appropriate TLR allowance. Payment will be backdated to the commencement of the duties. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Threshold and Upper Pay Spine (post threshold)

Teachers who wish to apply for Threshold Assessment to the headteacher should do so by 31st October. If a teacher is wishing to be considered for threshold status prior to being placed on point M6 of the Main Pay Scale the matter should be raised at the Appraisal planning stage so that a discussion can take place regarding the suitability of such an application and appropriate targets set.

To be awarded Threshold status an applicant must demonstrate that they meet the criteria in The Document 15.2. The school's definitions of "highly competent" and "substantial and sustained" are outlined in Appendix 3.

Teachers who are successful at the threshold will be paid in accordance with paragraph 14 of The Document and Appendix 1 of the policy.

Teaching and Learning Responsibility Payments (TLRs)

TLRs are awarded for clearly defined responsibilities in accordance with paragraph 20 of The Document and the school's staffing framework.

Recruitment/Retention Incentives and Benefits

Paragraphs 27.1 to 27.3 of The Document provide discretion to award recruitment/retention allowances. The Governing Body will exercise this discretion, and will periodically review this decision.

Initial Teacher Training Activities

The Governing Body will exercise its discretion under paragraph 26 of The Document.

Unqualified Teachers

Unqualified Teachers will be paid in accordance with paragraph 17.1 of The Document, salary progression will be in accordance with the criteria set out in Appendix 2.

6 Support Staff

Job descriptions will be evaluated in line with Job Evaluation Scheme adopted by the Governing Body to determine the grade of support staff posts. Where an employee is in post at the time of the evaluation the employee will be consulted regarding the contents of the job description.

Support staff will be paid in accordance with the agreed rates and locally agreed conditions applicable to their grade.

7 Part Time Employees

The provisions of this policy apply on a pro rata basis to all part-time teachers. (Paragraphs 40 to 41 of The Document).

8. Teachers employed on a short notice basis

Such staff will be paid according to Paragraphs 42 of The Document.

9. Continuing Professional Development for Teachers

Discretion will be exercised under paragraph 26 of The Document.

10. Out of School Hours Learning Activity and Residential Duties

Discretion will be exercised under paragraphs 25 and 26 of The Document with respect to Out of School Hours Learning Activities and Residential Duties for all staff (teaching and support staff) subject to the provisions in The Document and existing contracts.

Appendices

Appendix 1 – Pay Scales for Teachers on Main, Upper and Unqualified Pay Scales

Appendix 2 – Pay Progression for Teachers on Main and Unqualified Pay Scales

Appendix 3 – Pay Progression for Teachers on Upper Pay Spine

Appendix 4 – Harrow High Schools’ Teacher Standards Career Stage Expectations

Appendix 5 – Harrow High Schools’ Pay Progression Recommendation

Appendix 6 – Process for Appeal against a pay progression decision

NOTE: This policy should be read in conjunction with the relevant School Teachers’ Pay and Conditions Document and Guidance on School Teachers’ Pay and Conditions and the current, relevant Pay and Conditions Documents for Support Staff. .

List of Documents relevant to Pay Policy:

- a) The School Teachers Pay and Conditions Document [The Document] and associated Guidance from DfE
- b) The Conditions of Service for School Teachers in England and Wales (Burgundy Book) and local conditions adopted by the London Borough of Harrow for Teaching Staff.
- c) The National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book).
- d) The Pay and Conditions of Service for support staff as adopted by the Governing Body.
- e) Other relevant Acts including Equality Act 2010
- f) Other School Policies and documents including Equal Opportunities Policy, Health and Safety Policy, Performance Development and Review Policies, Continuing Professional Development Policy, School Improvement Plan, School Budget, Job Descriptions etc.
- g) A Guide to the Law for School Governors.

Leadership Scale for Outer London

L01	£43,136.00
L02	£44,139.00
L03	£45,158.00
L04	£46,209.00
L05	£47,281.00
L06	£48,383.00
L07	£49,604.00
L08	£50,673.00
L09	£51,857.00
L10	£53,110.00
L11	£54,401.00
L12	£55,589.00
L13	£56,900.00
L14	£58,231.00
L15	£59,602.00
L16	£61,106.00
L17	£62,439.00
L18	£63,930.00
L19	£65,437.00
L20	£66,979.00
L21	£68,559.00
L22	£70,178.00
L23	£71,837.00

L24	£73,541.00
L25	£75,290.00
L26	£77,074.00
L27	£78,905.00
L28	£80,785.00
L29	£82,705.00
L30	£84,684.00
L31	£86,704.00
L32	£88,774.00
L33	£90,906.00
L34	£93,075.00
L35	£95,306.00
L36	£97,584.00
L37	£99,937.00
L38	£102,330.00
L39	£104,743.00
L40	£107,283.00
L41	£109,884.00
L42	£112,551.00
L43	£114,147.00

* Value where point is the maximum of the school head teacher group range.

Support Staff Pay Scales

The following table outlines the support staff pay grades for the 12 months commencing April 2017 and April 2018.

	Point	April 2017	April 2018
H1	6	£17,961	£19,611
	7	£17,985	£19,635
	8	£18,051	£19,701
	9	£18,105	£19,755
H2	10	£18,330	£19,881
	11	£18,357	£19,896
	12	£18,375	£19,914
	13	£18,396	£19,935
H3	14	£18,657	£20,007
	15	£18,936	£20,136
	16	£19,281	£20,181
	17	£19,623	£20,472
H4	18	£19,917	£20,667
	19	£20,598	£21,198
	20	£21,276	£21,702
	21	£21,984	£22,425
H5	22	£22,506	£22,956
	23	£23,115	£23,577
	24	£23,802	£24,279
	25	£24,510	£24,999
H6	26	£25,242	£25,746
	27	£26,019	£26,538
	28	£26,805	£27,342
H7	29	£27,801	£28,356
	30	£28,668	£29,241
	31	£29,517	£30,108
H8	32	£30,324	£30,930
	33	£31,170	£31,794
	34	£31,998	£32,637
H9	35	£32,628	£33,282
	36	£33,444	£34,113
	37	£34,338	£35,025
	38	£35,286	£35,991
H10	39	£36,372	£37,098
	40	£37,293	£38,040
	41	£38,229	£38,994
	42	£39,147	£39,930
	43	£40,086	£40,887
H11	44	£41,025	£41,847
	45	£41,898	£42,735
	46	£42,876	£43,734
	47	£43,815	£44,691

SPM5	1	£44,240.72	£45,125
	2	£45,754.55	£46,669
	3	£47,264.29	£48,209
	4	£48,772.00	£49,748
	5	£50,605.12	£51,618
SPM4	1	£53,304.31	£54,369
	2	£54,818.13	£55,913
	3	£56,328.90	£57,457
	4	£57,842.73	£58,999
	5	£59,352.48	£60,540
SPM3	1	£56,325.84	£57,453
	2	£58,051.85	£59,212
	3	£59,781.94	£60,978
	4	£61,504.89	£62,734
	5	£63,237.02	£64,504
SPM2	1	£66,687.00	£68,021
	2	£68,414.03	£69,781
	3	£70,143.10	£71,546
	4	£71,870.13	£73,306
	5	£73,596.13	£75,068

SPM1	1	£82,960.65	£84,618
	2	£86,641.17	£88,376
	3	£89,588.24	£92,453
	4	£92,946.41	£94,807
	5	£97,813.31	£99,768

Appendix 2

Pay Progression for Teachers on Main and Unqualified Pay Scales

Teachers on the Main and Unqualified teachers' pay scales will have their salary reviewed annually in accordance with the relevant paragraphs of the Pay Policy. To move up the pay scale, teachers will need to demonstrate appropriate levels of teacher effectiveness, including:

1. Making good progress towards their appraisal objectives; and
2. Demonstrating competence at an appropriate level in all elements of the Teachers' Standards as outlined in Appendix 4.

Teachers' annual appraisal reports will contain pay recommendations (Appendix 5). These will be countersigned by the Senior Leader Link Manager to the relevant department/faculty/team and passed to the headteacher for his/her consideration. The Governing Body will consider its approach in the light of the school's budget and, where possible, will ensure that appropriate funding is allocated for pay progression at all levels.

Appendix 3

Pay Progression for Teachers onto and on Upper Pay Spine

Only in exceptional circumstances will a teacher below M6 on the main scale range be considered ready for an application to the Upper Pay Spine. An application may be made once in an academic year and must be made before the start of the Autumn half term break on the relevant form(s) provided by the school.

Decisions regarding threshold applications will be communicated in writing within 15 working days following the end of the Autumn half term break. Successful progression will be backdated to a September 1st start. If the application is unsuccessful, written notification (same timeline as above) will indicate where the judgement is that the teacher's application does not satisfy the assessment criteria.

A successful applicant will have demonstrated:

- that s/he meets the “Highly Skilled” criteria (M6 to U1) or the “Expert” criteria (U1 to U2 or U2 to U3) against the Teachers' Standards as in Appendix 4 of this Pay Policy.
- that her/his achievements and contributions are substantial and sustained as defined in the Highly Skilled or Expert criteria referred to above.

Pay progression onto and within the Upper Pay Spine will be assessed robustly, transparently & equitably by the headteacher.

Appendix 4: HARROW HIGH SCHOOLS' TEACHER STANDARDS CAREER STAGE EXPECTATIONS – AUDIT *Confidential*

Name:

Current Pay Scale:

Date:

Professional Area & Relevant Standards (attached for information)	MAINSCALE			UPPER PAY RANGE	
	Developing	Secure	Accomplished	Highly Skilled	Expert
<p>PROFESSIONAL PRACTICE</p> <p>1.1 Set high expectations which inspire, motivate and challenge pupils (1) 1.2 Promote good progress and outcomes by pupils (2,3,5) 1.3 Demonstrate good subject and curriculum knowledge (1,3) 1.4 Plan and teach well-structured lessons (1,2,3) 1.5 Adapt teaching to respond to the strengths and needs of all pupils (1,2,3,4) 1.6 Make accurate and productive use of assessment (1) 1.7 Manage behaviour effectively to ensure a good and safe learning environment (1,2,3) 1.8 Fulfil wider professional responsibilities (3) 2.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school (2,4)</p>	Some teaching over time good or better; some requires improvement	Most teaching over time good; some outstanding	All teaching over time good; some outstanding	All teaching over time good; some outstanding <i>Sustained over two years</i>	All teaching over time good; much outstanding <i>Sustained over two years</i>
<i>Appraisee judgment (x)</i>	<i>Appraiser judgment (x)</i>				
<p>PROFESSIONAL OUTCOMES</p> <p>1.1 Set high expectations which inspire, motivate and challenge pupils (2) 1.2 Promote good progress and outcomes by pupils (1,2,3) 1.5 Adapt teaching to respond to the strengths and needs of all pupils (1) 1.6 Make accurate and productive use of assessment (3,4)</p>	Most pupils achieve (progress, outcomes) in line with school expectations	Almost all pupils achieve (progress, outcomes) in line with school expectations	Almost all pupils achieve (progress, outcomes) in line with school expectations; some exceed them	Almost all pupils achieve (progress, outcomes) in line with school expectations; some exceed them <i>Sustained over two years</i>	Almost all pupils achieve (progress, outcomes) in line with school expectations; many exceed them <i>Sustained over two years</i>
<i>Appraisee judgment (x)</i>	<i>Appraiser judgment (x)</i>				
<p>PROFESSIONAL RELATIONSHIPS</p> <p>1.1 Set high expectations which inspire, motivate and challenge pupils (1) 1.6 Make accurate and productive use of assessment (4) 1.7 Manage behaviour effectively to ensure a good and safe learning environment (4) 1.8 Fulfil wider professional responsibilities (2,3,5) 2.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school (1,2,4)</p>	Positive working relationships with pupils, colleagues and parents/carers to support pupil outcomes	Positive working relationships with pupils, colleagues and parents/carers lead to positive pupil outcomes	Professional relationships with pupils, colleagues and parents/carers lead to excellent class provision	Plays a proactive role in building key stage or departmental teams to improve provision and outcomes <i>Sustained over two years</i>	Plays a proactive role in building school-wide teams to improve provision and outcomes <i>Sustained over two years</i>
<i>Appraisee judgment (x)</i>	<i>Appraiser judgment (x)</i>				

PROFESSIONAL DEVELOPMENT 1.2 Promote good progress and outcomes by pupils (4,5) 1.3 Demonstrate good subject and curriculum knowledge (1,2,4,5) 1.4 Plan and teach well structured lessons (5) 1.5 Adapt teaching to respond to the strengths and needs of all pupils (2,3,4) 1.6 Make accurate and productive use of assessment (1) 1.8 Fulfil wider professional responsibilities (4) 2.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school (2) 2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities		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 leading the professional development of key stage or departmental colleagues <i>Sustained over three years</i>	Plays a proactive role in leading the professional development of colleagues across the school <i>Sustained over three years</i>
<i>Appraisee judgment (x)</i>	<i>Appraiser judgment (x)</i>					
PROFESSIONAL CONDUCT 1.1 Set high expectations which inspire, motivate and challenge pupils (3) 1.7 Manage behaviour effectively to ensure a good and safe learning environment (1) 1.8 Fulfil wider professional responsibilities (1) 2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school (1,2,3,4,5) 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 2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities		Meets all standards in this area	Meets all standards in this area	Meets all standards in this area and models the highest professional standards	Meets all standards in this area, models the highest professional standards and supports colleagues in the development of high standards	Meets all standards in this area, models the highest professional standards and supports colleagues in the development of high standards
<i>Appraisee judgment (x)</i>	<i>Appraiser judgment (x)</i>					
Other Comments/Notable Achievements						

Signed by Appraisee:

Signed by Appraiser:

Date:

Appendix 5

HARROW HIGH SCHOOLS' PAY PROGRESSION RECOMMENDATION

To be filled in whenever appraisee is eligible for pay progression

Recommendation should be based on progress against objectives and Harrow High Schools' Teacher Standards Career Stage Expectations as in Appendix 4

Pay Progression from to recommended Yes
No

If no, please give a brief summary of reasons below:

Signed by:

Appraisee Date

Appraiser Date

Linked Line Manager Date

Approved by:

..... Date

Appendix 6

1 Membership of Pay Review Panel and Pay Appeals Committee:

The current members of the Pay Review Panel in 2016/17 are:

Janet Buckingham
Andy Lane
Roger Thompson
Michelle Weerasekera

Members of the Governing Body eligible for membership of the Pay Appeals Committee are all other governors not employed at school.

2 Appeals

The arrangements for considering appeals are as follows:

A member of staff may seek a review of any determination in relation to their pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects their pay.

The following list 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 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 member of staff.

The order of proceedings is as follows:

1. The member of staff receives written confirmation of the pay determination and when applicable the basis on which the decision was made.
2. If the member of staff is not satisfied, they should seek to resolve this by discussing the matter informally with the decision-maker(s) within ten working days of the decision.
3. Where this is not possible, or where the member of staff continues to be dissatisfied, they may follow a formal appeal process.
4. The member of staff should set down in writing the grounds for questioning the pay decision and send it to the Pay Review Panel (for members of the Leadership Group) or Headteacher (for all other members of staff) 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 Pay Review Panel (for members of the Leadership Group) or Headteacher (for all other members of staff) should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the member of staff an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three governors who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification. The member of staff 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.

7. For any formal hearing or appeal the member of staff is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases.