

## Pay Policy

### 1.1 Background

The Government asked the independent School Teachers' Review Body (STRB) to review what changes could be made to teachers' pay arrangements, so that schools have the freedom to reward the best teachers and attract the best graduates and professionals into the profession. Taking on board evidence from experts, head teachers, teachers and the Government, the STRB has come up with a series of recommendations on how teachers' pay arrangements can be improved. The headline changes are as follows:

- **Ending pay increases based on length of service**
- **Linking all teachers' pay progression to performance, based on annual review**
- **Mandatory pay points should be abolished** within the pay scales for classroom teachers to give schools greater freedom on how much teachers are paid.
- **Retaining London allowances and TLRs**, adding flexibility to the way that Recruitment and Retention points are used and introducing a new fixed term TLR3(See Appendices 2 and 3).
- **Enabling teachers to apply to go onto the Upper Pay Scale at any stage in their career.**

The School Teachers' Pay and Conditions Document requires schools and local authorities to have a pay policy which sets out the basis on which they determine teachers' pay and the date by which they will determine the teachers' annual pay review. All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability.

The pay policy should be considered alongside the appraisal policy and existing policies relating to SEN payments, safeguarding arrangements and salaries on the leadership scale which will not change at this time.

### 1.2 Introduction

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document 2012/13 (STPCD) and has been consulted on with staff and/or the recognised trade unions. "). Pay decisions at this school are made by the Governing

Body or a designated sub-committee of the Governing Body. In reviewing pay scales in the future, the governing body will have regard to any changes to national pay ranges contained within the current Document. The governing body, using the flexibilities contained within the current Document, has agreed the following pay arrangements.

This policy should be read in conjunction with the Appraisal Policy.

In adopting this pay policy the aim is to:

- maximise the rate of pupil progress and quality of teaching and learning at the school
- support the recruitment and retention of a high quality teacher workforce
- enable the school to recognise and reward teachers appropriately for their contribution to the school
- Help to ensure that decisions on pay are managed in a fair, just and transparent way.

### **1.3 Roles and Responsibilities**

The governing body will

- Comply with the Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers. Assessment will be based on a range of sources and be evidence based (see appraisal policy)
- need to consider any updated pay policy and assure themselves that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that their pay structures can be objectively justified
- ensure that it makes funds available to support pay decisions, in accordance with this pay policy and academy's spending plan;
- delegate its appropriate powers and decisions to the relevant sub-committee where appropriate
- Monitor the outcomes of pay decisions; including the extent to which different groups of teachers may progress at different rates, ensuring the academy's continued compliance with equalities legislation.

The Head teacher will

- develop clear arrangements for linking pay progression and consult with staff and trade union representatives on the appraisal and pay policies
- moderate objectives, performance assessment and initial pay recommendations to ensure consistency and fairness
- submit any updated appraisal and pay policies to the governing body for approval;
- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly

- submit pay recommendations to the governing body to ensure the governing body has sufficient information/evidence upon which to make pay decisions
- ensure that teachers are informed about decisions reached; and that records are kept of recommendations and decisions made
- Ensure reasonable access for individual members of staff to their own employment records.

#### All Teachers will

- engage with the appraisal process, this includes working with their appraiser to ensure there is a secure evidence base in order for an annual pay determination to be made
- keep records of their objectives and review them throughout the appraisal process;
- gather and share any evidence with their appraiser that they consider relevant in relation to demonstrating that they have met their objectives, the Teachers' Standards and any other criteria (i.e. application to be paid on the Upper Pay Range) so that such evidence can be taken into account at the review.

#### Line Managers will

- arrange a review meeting before 31<sup>st</sup> October
- organize a mid-term review during March of the following year
- Make a pay recommendation that is based on evidence gained during the Appraisal Process using the relevant documentation. (See Appraisal Policy)

### **1.4 Pay Reviews**

The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

A mid-term review will take place in March and may reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

### **1.5 Basic Pay Determination on Appointment**

For all posts below the Leadership Scale, the Governing Body will delegate the responsibility for determining the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate. The salary offered will be based on the perceived ability of the candidate to the conditions of the post and not on the candidate's length of service or current salary. It is possible to review the starting salary after six months service in the school.

The arrangements for advertising vacancies for support staff will mirror those for teaching staff. Advertisements will indicate the agreed number of working hours and working weeks and will show the appropriate salary and pay grade for the post.

### **1.6 Pay Progression Based on Performance**

All teachers will be placed at a point on the appropriate pay scale equivalent to their current salary.

At the Albany all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy and accompanying documentation.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. These will be based on an overall grading of 1 – 4 (Outstanding to Unsatisfactory). This grade will be based on a variety of factors including external examination results, progress and achievement in both key stages, professional conduct and compliance with internal procedures and whole school expectations, policies and procedures. It is generally expected that where a teacher has an overall grade of 1 they will move up between 1 and 2 levels; where a teacher has an overall grade of 2, they will move up 1 level; where a teacher has an overall grade of 3 they will move up between 0 and 1 level and where a teacher has an overall grade of 4 there will be no progression. Where a teacher has form tutor responsibilities, these will be taken into account. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.

A higher level of performance will be expected at each stage of the Pay Scales. A teacher moving from M2 to M3 (Band 1 to Band 2) will be deemed an Accomplished Teacher and performance should reflect this status (i.e. an overall grade of at least 2). A teacher moving into Band 3 will be deemed to be an Expert Teacher and performance should reflect this status (i.e. an overall grade of 1 or 2.)

A teacher, transferring to a new role within the same school, will continue to be paid the same salary on the main scale (Bands 1 and 2) or the Upper Pay Range (Band 3) as paid in their previous role. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. Newly Qualified Teachers in their first year will normally be paid on the minimum of the Main Pay Range. To be fair and transparent, assessments of performance will be properly rooted in evidence. At the Albany we will ensure fairness by monitoring teaching performance consistently throughout the year and monitoring output through regular reviews of results and other relevant data. The evidence we will use will include pupil progress data (including KS3 data), external examination results and lesson observations. Teachers in Bands 1 and 2 are expected to teach a majority of good lessons and teachers in Band 3 are expected to teach all good or outstanding lessons.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the Head-teacher. Governors will not make judgements about the effectiveness of individual staff. Their role is to satisfy themselves that any recommendation has been made on the basis of evidence and in accordance with the Policy, and that correct procedures have been followed.

Judgements of performance will be made against the National Standards for Teachers (See Appendix 4) and teachers will be eligible for pay progression if they satisfy these Standards, attain their Appraisal Objectives, maintain quality teaching as evidenced through lesson observations can demonstrate pupil progress against national and individual targets and adhere to school policies, procedures and expectations.

If a teacher passes all elements of their Appraisal they should progress to the next full increment. It may be possible in exceptional circumstances where a teacher's performance has been of a sustained high quality (i.e. level 1 outstanding in all areas), exceeding school expectations at that level, to move up by more than one increment.

Where lack of progression is identified as being due to a lack of CPD in a specific area this should be reflected in targets for the following year.

Where a teacher has been absent for some or all of the assessment period, an assessment

will be based on performance during any periods of attendance and/or prior performance.

Under current National Joint Council (Green Book) Agreements, support staff salaries are normally subject to automatic annual progression, by one incremental point, to the top pay point in the agreed pay range. This normally takes place on 1<sup>st</sup> April of each year. In accordance with National Joint Council conditions, annual increments can be withheld for reasons of poor performance and, as a disciplinary sanction, in appropriate circumstances.

### **1.7 Movement to the Upper Pay Range**

Any qualified teacher may apply to be paid on the upper pay range and it is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range. However, the school does not believe that it would be possible to demonstrate a sustained contribution until at least two years into a teaching career. Applications should be made before 31<sup>st</sup> October in the year that the teacher wishes to be considered for the Upper Pay Scale. A teacher who is contemplating applying to the Upper Pay Range should ensure that one of their appraisal targets includes a whole school element (See Appraisal Policy).

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 be made to the Head-teacher in writing and confirmed by the Governing Body. An application will only be successful where the Governing Body is satisfied that:

- (a) The teacher is highly competent in all elements of the relevant standards; and
- (b) The teacher can demonstrate good or outstanding progress and achievement over two to three years.
- (c) The teacher's achievements and contribution to the school are substantial and sustained.
- (d) There is evidence including that obtained through appraisal of the above.

For the purposes of this pay policy:

- 'highly competent' means performance which is consistently outstanding and also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice.
- 'substantial' means play a critical role in the life of the school and make a distinctive contribution to the raising of pupil standards across the whole school;

- 'Sustained' means over a period of at least two years.

## **2.1 Processes and procedures**

The assessment will be made within 20 working days of 31<sup>st</sup> October and at this time; the applicant will receive a response to their application. If successful, applicants will move to the upper pay range from the start of the Academic Year with pay backdated to 1<sup>st</sup> September. Once on the Upper Pay Scale the applicant can advance through the pay scale subject to annual review in the same way as on the main scale. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure. If unsuccessful, feedback will be provided verbally by the Head-teacher within 5 working days of the decision.

## **2.2 Part-time Teachers**

Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

## **2.3 Short Notice / Supply Teachers**

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

## **2.4 Unqualified Teachers / Instructors**

Unqualified Teachers will normally be paid on the Unqualified Pay Range. See Appendix 6.

## **2.5 Monitoring the Impact of the Policy**

The Finance, General Purposes and Audit Committee of the Governing Body will monitor the outcomes and impact of this policy annually in conjunction with Trade Unions, including trends in progression across specific groups of teachers to assess its effect and

the school's continued compliance with equalities legislation.

## **2.6 Appeals**

An appeal against any pay decision may be made within ten working days. Any appeal should be in writing and addressed to the Chair of Governors and will be heard by an appeal committee of 3 or 5 governors within a further twenty working days of the Appeal being received. You should clearly state the grounds for the Appeal within the letter.

## **APPENDIX 1 ALBANY PAY SCALES**

The Albany Pay Scales are subject to regular review ; please place a request to the finance office if you wish to view the latest scale.

**Outer London Allowances will be paid in addition to these scales.**

## **APPENDIX 2 Teaching and Learning Responsibility Points (TLRs)**

TLR payments will be awarded to a teacher on the Main Pay Range or Upper Pay Range where a teacher is required to undertake a clearly defined and sustained additional responsibility within the school's/academy's staffing structure. This additional responsibility will be for ensuring the continued delivery of high quality teaching and learning for which they are accountable. That is where a post:

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

The governing body will award TLR payments within the range prescribed in the Document.

TLR1 and TLR2 payments are permanent while the employee remains in the same post in

the staffing structure.

A teacher will not be awarded more than one TLR of any value.

TLR payment will not be awarded in respect of teaching duties more appropriately recognised under Appendix 7 of this policy in respect of Special Educational Needs.

The requirements of the Academy may necessitate changes to the staff structure. Any such reorganisation will be carried out in accordance with the Organisational Change policy. Where this leads to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination. The current period of safeguarding is three years subject to the member of staff agreeing to undertake to reasonable commensurate duties.

TLR3 Allowances are paid for a fixed-term period, for delivery of a significant responsibility in relation to a clearly time-limited school improvement or one-off externally driven project. Safeguarding arrangements will not apply to TLR 3.

The head teacher will determine what projects should attract a TLR3 Allowance and the value of those Allowances having regard to the context, nature and complexity of the responsibility.

The head teacher will invite teachers to express interest in relevant projects and will allocate TLR3s on the basis of an assessment, through professional dialogue, of which teacher has the relevant skills and knowledge required for the specific project.

In determining the allocation and value of TLR3 payments, due regard will be given to ensuring consistency, fairness, transparency and value for money.

Where a TLR 3 is awarded, written notification will be given to the teacher of:

- the nature of the significant responsibility;
- the level of the payment;
- The date on which the Allowance will end.

### **APPENDIX 3 RECRUITMENT AND RETENTION ALLOWANCES**

The Governing Body may authorise, on a case by case basis, a payment or incentive to secure the recruitment, and/or to retain the services, of a teacher. In authorising such a payment, the following factors will be considered:

- there is evidence that there is difficulty in appointing to a particular post or in recruiting a teacher with the required skills, qualifications and/or experience;

- there is a need to retain the skills, qualifications or experience of an individual;

Any such payment or incentive will be subject to annual review and there will be no entitlement to a payment beyond the review date.

Any such payment will be confirmed in writing, including details of:

- whether it is for the purpose of recruitment or retention;
- the nature of the payment or incentive;
- The date which the payment/incentive will be reviewed.

Additionally, the Governing Body may award a one-off bursary to staff for a project or task that will be annually reviewed.

## **APPENDIX 4 TEACHERS' STANDARDS**

### **PART ONE: TEACHING**

**A teacher must:**

#### **1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **2 Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4 Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5 Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in

accordance with the school's behaviour policy

- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

- o showing tolerance of and respect for the rights of others

- o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

- o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## **Appendix 5 Leadership**

### **Head Teacher**

The governing body will assign a seven point Individual School Range (ISR) based on the academy group size, as determined by the current Document. The governing body will ensure that there is no overlap of salary bands between the Head teacher and other leadership posts.

The governing body will calculate the Head teacher group size at the start of each academic year and determine the appropriate Individual School Range for the year. The governing body will determine the group size for the academy in accordance with the provisions of the current document.

On appointment, the Head teacher will be appointed on one of the first 4 points on the ISR.

Progression on the ISR for the Head teacher will be subject to a review of the Head teacher's performance set against the annual appraisal review. The governing body 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 body may decide that there should be no pay progression. The pay review for the Head teacher will be completed by 31<sup>st</sup> October.

The governing body will ensure that reasons for setting the ISR at a given level are recorded and that the process for the determination of the Head teacher's salary is fair and transparent.

### **Discretionary Payments To The Head Teacher**

The governing body may consider a discretionary payment not exceeding 25% of the Head teacher's salary, as determined above, for reasons not already taken into account in determining the ISR, and which may include:

- the academy is one causing concern;
- without such additional payment the governing body considers that the academy would have substantial difficulty filling a vacant Head teacher post;
- without such additional payment the governing body considers the academy would have substantial difficulty retaining the existing Head teacher; or
- The Head teacher is appointed as a temporary Head teacher of one or more additional schools or academies.

In wholly exceptional circumstances the governing body may consider a payment in

excess of 25%. In such circumstances the governing body will seek external independent advice.

### **Other Leadership Posts (Deputy and Assistant Head teachers)**

The governing body will determine a 5 point pay range for all other leadership posts from within the leadership scale contained within the Document.

The range for individual posts will be determined according to the duties and responsibilities of the post. The pay range may vary between posts. A post with a designated Deputy role, in the absence of the Head teacher, will be remunerated accordingly above the range for other leadership posts.

A teacher appointed on the leadership scale will be paid on one of the first 3 points on the agreed pay range.

The pay range for teachers paid on the leadership spine will be reviewed by 31<sup>st</sup> October each year. Alternatively the pay range may be reviewed 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 recruitment or retention payment for a member of staff on the leadership spine. The governing body will ensure that appropriate differentials are maintained.

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 governing body 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 body may decide that there should be no pay progression. The pay review will be completed by 31<sup>st</sup> October.

## **Appendix 6 Unqualified Teachers**

The governing body will appoint unqualified teachers to a salary within the range set out in the current Document.

7.67 The governing body has determined that this should be a 6 point range as follows

		Current	With 1% from 1.9.13
Band 1	Point 1	£18,789	£18,977
	Point 2	£20,629	£20,835
	Point 3	£22,470	£22,695
Band 2	Point 4	£24,311	£24,554
	Point 5	£26,150	£26,412
	Point 6	£27,992*	£28,272

\*This point overlaps with Band 1 (Teacher) on the Main scale range. Therefore the governing body will take account of the Professional Skill Level Descriptors for teachers on point 6, when setting the relevant expectations for an unqualified teacher paid at this level.

A newly appointed unqualified teacher will normally be appointed at the minimum pay point of the range. In exceptional circumstances, appointment to a higher pay point in the band may be agreed to take account of an unqualified teacher's previous salary and/or relevant skills and experience. The pay point award on appointment will be determined by the Head teacher. As an alternative to offering an appointment to a higher pay point within the pay range, the governing body will, if necessary, use its discretion to award a recruitment incentive payment to secure a preferred candidate.

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 on appointment.

Progression within the range will be subject to a review of the unqualified teacher's performance set against the annual appraisal review and the appropriate Teachers' Standards. Pay progression for unqualified teachers is normally by annual increments. The governing body may decide to award **one** increment for sustained high quality performance or **two** increments where performance has been exceptional and is deemed to be sustained high quality performance that exceeds academy expectations. Where performance has not been of a sustained high quality the governing body may decide that there should be no pay progression. In such circumstances where an unqualified teacher's performance is not at the required level this will be addressed through academy's Appraisal Policy and, if required the academy's Capability Procedure.

The pay review will be completed by 31<sup>st</sup> October.

Where an unqualified teacher obtains qualified teacher status whilst employed by the academy, they will transfer to the minimum pay point of the relevant pay band for qualified teachers and/or at a salary at least equivalent to the salary they were being paid as an unqualified teacher. This decision may depend on the demonstrable skills and experience of individual teachers.

The governing body may pay additional allowances to an unqualified teacher where, the teacher has either:

- taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skill and judgment; or
- Has gained relevant qualifications or experience, which brings added value to the role being undertaken.

## **Appendix 7 Acting Allowances**

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. A determination should be made within a period of 4 weeks, beginning on the day on which the duties are first assigned and carried out. If such a determination is made to pay an allowance, this payment will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher level post. The payment 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.

## **Appendix 8 Salary Sacrifice**

The governing body will support salary sacrifice arrangements for teachers in respect of the following:

- Childcare vouchers / childcare benefit schemes;
- Cycle or cyclists safety equipment schemes;

A teacher who participates in a salary sacrifice arrangement will have their gross salary reduced for the duration of their participation in the scheme.

Participation in any salary sacrifice scheme arrangement will have no effect upon the determination of any safeguarded sum to which the teacher may be entitled.

## **Appendix 9 Evidence for UPS 3**

The following evidence should be acquired before a request is made to go onto Band 3 (UPS) or progress through the Upper Pay Scale.

**NB: this list is not exhaustive but aims to exemplify the type of evidence required.**

<b>Two years overall Appraisal Grade of 1 or 2 (Outstanding / Good)</b>	
<b>Attendance records from coaching / mentoring sessions with staff (NB: minutes are not necessary if these are of a confidential nature)</b>	
<b>Evidence of whole school contributions (outside of dept)</b>	
<b>Two years minimum external examination data compared to students' targets and referenced against national norms</b>	
<b>Two years minimum internal data indicating levels of progress from entry at the end of KS2, progress against departmental residuals.</b>	
<b>Two years Appraisal documentation</b>	

## **Appendix 10 Support Staff**

The pay and conditions of service for support staff employed at the Albany are in accordance with the National Joint Council (NJC) for Local Government Services and those agreed locally by the Local Authority and the Academy.

## **Pay Scales**

The pay scales adopted by the governing body for support staff employed at the Albany are those currently used by the London Borough of Havering and available in the Budget Planning Pack.

Support staff may, subject to satisfactory performance, progress by annual increments to the maximum of the scale for the post. In exceptional circumstances, incremental progression may be withheld where the performance of the member of staff is poor/below standard and where appraisal targets are not being met or if attendance or conduct record justifies such action

Subject to the above, incremental progression, will normally take place on 1st April each year, except where a member of staff starts after 1<sup>st</sup> October in the previous year in which case incremental progression will occur at the start of the month following completion of 6 months service and then on 1<sup>st</sup> April in subsequent years.