



PAY AND REWARD POLICY FOR SCHOOLS

Mundella Primary School

Policy created	October 2018
To be reviewed by	Headteacher
To be agreed by	Full Governing Body
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Introduction

The SPS Pay Policy for Schools and Academies provides a framework for making pay decisions. However there are a number of areas of discretion which are available to Schools / Academies when developing their own pay policy. These areas of flexibility are described in more detail in this guidance.

Schools / Academies should review and update their pay policy annually to reflect:

- How the school will implement any uplift to Teachers salaries published within the STPCD and increase to Kent Range pay scales (or locally agreed support staff pay scale)
- Changes to provisions within the STPCD or Kent Scheme / support staff conditions of service
- Broader legislative changes which may impact on pay arrangements
- Changes to the current pay framework or pay progression criteria

On an annual basis Schools / Academies should ensure that there is meaningful consultation at local level with Employees and their Trade Union / Professional Association Representatives on any changes which are made to their policies.

The Schools' Personnel Service is able to advise and support Schools / Academies in developing / reviewing their pay policy and exercising these areas of discretion.

Part A – Teachers Pay

1 Criteria for Pay Progression

The School Teachers' Pay and Conditions Document (STPCD) requires that pay progression for all teachers should be determined by evidence of performance as demonstrated through the appraisal process.

It is therefore important that Schools / Academies* set clear expectations about the kind of performance which will warrant pay progression. Clearly defined pay progression criteria can aid schools in setting these performance expectations.

When setting the criteria for pay progression it is important to ensure they are:

- Clear, robust, sufficiently challenging and fit for purpose
- Reflect relevant teaching standards, quality of teaching practice and individual performance objectives
- Reflect expectations appropriate to the career stage or seniority of the teacher

The model pay policy provides examples of pay progression criteria for teachers paid on each of the pay ranges which Schools / Academies may wish to adapt / use. Schools / Academies are strongly advised to consider carefully developing specific criteria relevant to their local context and performance expectations.

Pay progression criteria should be reviewed periodically to ensure they continue to meet the needs of your school.

2 Teacher Pay Frameworks

From 1st September 2018 the following uplifts have been applied to the national pay frameworks within the School Teachers Pay and Conditions Document:

Pay Range	% uplift to the minimum and maximum values
Main Pay Range	3.5%
Upper Pay Range	2%
Leadership Pay Range / Headteacher Group Size	1.5%
Unqualified Pay Range	3.5%
Leading Practitioner Range	2%
Allowances (TLR / SEN)	2%

Schools / Academies* must ensure the salaries paid to teachers are consistent with the minimum / maximum values for each of the teachers' pay ranges published in the STPCD.

Schools should review their pay framework annually to reflect any changes in the STPCD from 1st September and any uplift to teacher's salaries.

In all cases teachers should be paid at least the minimum of their respective pay range. Where a teacher is currently paid on the minimum value of their pay range, their salary must be uplifted to the new minimum.

Teachers paid the current maximum of their pay range may progress to the new ceiling value – subject to performance and evidence of meeting the pay progression criteria within their school.

For all other teachers paid within the minimum and maximum range values, Schools / Academies have discretion to determine a pay framework and pay progression arrangements appropriate to their own needs and context.

It is recommended that Schools and Academies carefully consider the financial affordability implications of their chosen approach to pay and pay progression decisions. These implications should be on both the year any increases take effect as well as future years. A strategy adopted by some schools is to set aside a pay progression pot (based on what is affordable) which then informs pay progression decisions.

Many schools have opted to retain a points based pay framework but this is not mandatory.

There are a number of alternative models which Schools / Academies may wish to consider adopting including:

- Reference point approach
- Differentiated rates of progression
- Flat percentage increase
- Annually determined cash increase
- Differentiated cash increase

The Guidance pages which follow contain alternative models to pay progression which schools may wish to consider. This list is not exhaustive and Schools / Academies have discretion to develop other locally determined frameworks for teacher's pay.

It may be appropriate for schools to consider a different approach for staff on different teacher pay ranges.

Schools should insert their own adopted pay framework as Appendix 2 to their pay policy.

**It should be noted that whilst Academies do not have to adhere to STCPD provisions for new appointments, existing staff who transferred to the Academy's employment under TUPE will have done so on STPCD terms.*

3 The National Pay Grant

Additional funding will be made available by the Dfe to support Schools and Academies with the implementation of the pay award for teachers in the 2018/19 and 2019/20 financial years.

For further details please refer to:

<https://www.gov.uk/government/publications/teachers-pay-grant-methodology/teachers-pay-grant-methodology>;

It is recommended that Schools and Academies carefully calculate and consider how best to allocate any additional funding they are likely to receive. Consideration should be given to the implications for both the current financial year and future years.

3 Model A: Reference Points Framework

This school has adopted a reference point approach to teachers' pay.

From 1st September 2018 Teachers and Leadership Teachers will be paid in accordance with the following framework :

Main Pay Range

	Non Fringe	Fringe Area
Minimum	23,720	24,859
Maximum	35,008	36,157

Main Pay Range Reference Points

There are 6 reference points in the Main Pay Range plus a ceiling value:

	Non Fringe	Fringe Area
Reference point 1	23,720	24,859
Reference point 2	25,092	26,207
Reference point 3	27,109	28,223
Reference point 4	29,194	30,317
Reference point 5	31,495	32,611
Reference point 6**	33,824	34,934
Ceiling Value	35,008	36,157

Upper Pay Range

	Non Fringe	Fringe Area
Minimum	36,646	37,758
Maximum	39,406	40,520

Upper Pay Range Reference Points

There are 3 reference points in the Upper Pay Range plus a ceiling value:

	Non Fringe	Fringe Area
Reference point 1	36,646	37,758
Reference point 2	37,627	38,725
Reference point 3**	38,633	39,725
Ceiling Value	39,406	40,520

Unqualified Pay Range

	Non Fringe	Fringe Area
Minimum	£17,208	£18,339
Maximum	£27,216	£28,343

Unqualified Pay Range Reference Points

There are 6 reference points in the unqualified pay range plus a ceiling value

	Non Fringe	Fringe Area
Reference point 1	17,208	18,339
Reference point 2	19,019	20,136
Reference point 3	20,999	22,118
Reference point 4	22,981	24,099
Reference point 5	24,964	26,081
Reference point 6**	26,295	27,384

Ceiling Value	27,216	28,343
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Leading Practitioner Range

There are 5 reference points on the leading practitioner range

School to identify a 5 point salary range within the leading practitioner range £40,162 and £61,055 (£41,268 and £62,164 for Fringe area).

	Non Fringe	Fringe Area
Reference point 1		
Reference point 2		
Reference point 3		
Reference point 4		
Reference point 5		

Leadership Teachers

The Headteacher is appointed within the range of a group XXX school.

School to identify ranges appropriate to the group size of the school

The Headteacher will be paid within a 7 point range

	Non Fringe	Fringe Area
Reference point 1		
Reference point 2		
Reference point 3		
Reference point 4		
Reference point 5		
Reference point 6		
Reference point 7		

The Deputy Headteacher will be paid within a 5 point range

	Non Fringe	Fringe Area

Reference point 1		
Reference point 2		
Reference point 3		
Reference point 4		
Reference point 5		

The Assistant Headteacher will be paid within a 5 point range

	Non Fringe	Fringe Area
Reference point 1		
Reference point 2		
Reference point 3		
Reference point 4		
Reference point 5		

Allowances

May wish to also detail the precise value of any allowances paid

TLR

	<i>Minimum</i>	<i>Maximum</i>
TLR1 Range	7,853	13,288
TLR2 Range	2,721	6,646
TLR3 Range	540	2,683

SEN Allowance

	Minimum	Maximum
Range	2,148	4,242

Pay Progression

The school will review the value of the reference points in the framework with effect from 1st September annually to reflect the provisions of the STPCD.

The school will increase the minimum and maximum pay values of each pay range in line with any uplift of the values stated in the STPCD.

The school will consider annually the increase to be applied to the other reference points in the range. Any increase will be consistent with the percentage increase applied to the minimum / maximum of the pay ranges as set out in the STPCD **or** the value of any increase will be determined annually (*school to determine which approach they wish to adopt and delete as appropriate*).

Any teacher paid the minimum of the pay range will progress to the new minimum value. Any teacher paid the maximum of the pay range may progress to the new maximum subject to meeting the school's criteria for pay progression.

Where the teacher is eligible for a pay review and evidence of performance meets the school's criteria for pay progression as set out in this policy; the Employee will progress by 1 reference point on their respective pay range.

The school may award accelerated progression of more than 1 reference point for exceptional performance.

Partial incremental progression may be awarded where the teacher has made some progress but performance does not fully meet the criteria for an award of a full reference point.

TLR / SEN Allowances – the school will consider annually the increase to be applied to any allowances in payment. Any increase will be consistent with the percentage increase applied to the minimum / maximum of the pay ranges as set out in the STPCD **or** the value of any increase will be determined annually (*delete as appropriate*).

8 Further Information

Dfe – Implementing your School's Approach to Pay

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740578/Implementing_your_approach_to_pay_advice_2018.pdf;

Part B – Support Staff Pay

9 Criteria for Pay Progression

Pay progression for support staff engaged on Kent Scheme conditions of service is determined by an assessment of their Total Contribution to the School / Academy in 4 areas:

- Performance against the individual's appraisal objectives
- Values & behaviours demonstrated
- Their wider contribution to the school*
- The application & impact of any personal development undertaken

**Employees on grade KR7 and above only*

An Employee's performance is assessed against one of 4 contribution levels:

- Performance Improvement Required
- Achieved the Required Standards
- Performance Above the Required Standards
- Outstanding Performance

Where a School / Academy follows Kent Scheme conditions of employment it is expected that performance will be assessed with reference to these levels.

KCC has developed descriptors for each of the contribution levels which are set out below. However Schools / Academies have discretion to refine these to reflect the performance expectations and needs of the school. Schools / Academies are strongly advised to consider carefully developing specific criteria relevant to their local context and performance expectations.

Schools should insert their criteria for pay progression at Appendix 7 to the pay policy.

TCP Assessment Definitions for Schools

Contribution Level	Summary of Definition
Not Assessed	<p>Assessment was not made because of</p> <p>long term absence, such as sickness or maternity leave, to an aggregate level of 9 months or more during the assessment year (this period will be amended pro rata for staff whose contract is for less than a full year)</p> <p>or</p> <p>the employee's performance is being monitored and reviewed within the school's formal capability procedure</p> <p>or</p> <p>the employee does not have the required service by the date of the TCP award</p>
Performance Improvement Required	<p>Employee did not achieve the standards expected in the job. This may be due to one or a combination of:</p> <p>one or more performance management objectives not being met without adequate explanation</p> <p>evidence of behavior or conduct contrary to that expected in the role</p> <p>a less than satisfactory attendance or punctuality record compared to the normal standards across the school</p> <p>overall standards of performance in the job are less than expected</p>
Achieved the Required Standard	<p>The employee has achieved all the performance objectives or if this is not the case but there is an understandable and acceptable reason for this.</p> <p>Additionally performance generally is consistently sound across all key areas of the role and the behaviors demonstrated by the employee consistently positive.</p> <p>In common terms an employee with this assessment would be regarded as sound, positive, reliable and doing a 'good job' all round and there will be a range of evidence to substantiate this.</p>
Performance Above the Required Standard	<p>Employees at this level will be those whose performance clearly stands out as above the norm. Their work will be seen to be consistently of a high calibre with a sense of pride in the quality of their work. Performance objectives will have been met and exceeded in some way unless the objectives were regarded as 'stretch' targets or particularly challenging in some way.</p> <p>There will be evidence of using own initiative and taking personal responsibility to seek out new tasks or responsibilities that are desirable, appropriate and have a positive impact on children and/or colleagues.</p> <p>Typically attendance would be expected to be very high.</p> <p>The employee will also consistently demonstrate very positive behaviors towards their work, children and colleagues with clear evidence of effective outcomes.</p>
An Outstanding Performance	<p>Performance objectives will be delivered to an exceptionally high standard. The quality of work throughout the year will be regarded as first class and impressive in terms of what is achieved and how it is delivered.</p> <p>Employees at this level will be regarded by others as 'exceptional' in their role and they demonstrate exceptionally positive behaviors towards children, parents (if appropriate to role) and colleagues.</p> <p>There will be clear evidence of often going the 'extra mile', of doing things over and above expectation on a regular basis and constantly demonstrating behaviors consistent with the values, principles and ethos of this school.</p>

10 Determination of the Annual Pay Award

KCC determines annually with effect from 1st April any increase to the minimum / maximum value of each grade in the Kent Range pay framework. Where a School / Academy follows Kent Range, any pay progression decisions should be made with reference to these values.

KCC also determines annually with effect from 1st April the percentage increase to be applied to each of the contribution levels and any minimum guaranteed payment to be made to staff.

Schools / Academies have discretion to determine locally annually any percentage increase or minimum guaranteed payment.

The School / Academies arrangements should be specified in paragraphs 5 and 25 of the pay policy.

Schools should ensure that appropriate consultation takes place at a local level with Employees and their Trade Union / Professional Association Representatives prior to exercising this discretion

11 Timing of the Pay Award

Schools have discretion to vary the timings of their pay award from an April to March cycle to a September to August cycle. This allows the school's assessment period to sit more comfortably within the Academic year.

Schools should ensure that appropriate consultation takes place with Employees and their Trade Union / Professional Associations Representatives prior to varying the timing of the pay award. Consideration should also be given to appropriate transitional arrangements to ensure staff are not disadvantaged in the initial year of the new pay cycle.

The Schools' Personnel Service is able to support and advise schools / academies who wish to exercise these areas of discretion.

12 Further Information

KCC - Total Contribution Guidebook

<https://www.kelsi.org.uk/policies-and-guidance/hr-and-personnel-guidance;>