

HEAVERS FARM PAY POLICY

For implementation from 1 September 2022

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- September 2013 following publication of the final version of the 2013 School Teachers' Pay and Conditions Document (STPCD)
- March 2014 – to provide further guidance re NQT pay progression
- September 2014 – to reflect 2014 changes to STPCD and changes to arrangements for support staff appraisal
- July 2014 – appendix 4 reviewed
- October 2015 – appendix 5 reviewed in line with STPCD 2015
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- October 2017 – appendix 5 reviewed in line with STPCD 2017
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- June 2019 increments decoupled from performance in community schools from April 2019
- September 2019 – appendix 5 reviewed in line with STPCD 2019
- October 2019 – Para numbers updated
- June 2020 – appendix 4 amended to reflect change to model appraisal policy
- October 2020 – appendix 5 reviewed in line with STPCD 2020
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- June 2022 – amended to reflect change from NQTs to ECTs and clarification that paragraph 23 includes the leadership group and headteachers
- November 2022 – appendix 5 amended in line with STPCD 2022

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PAY POLICY

1 INTRODUCTION

- 1.1 This Policy has been adopted by the Governing Board and applies to all teachers and support staff employed to work at Heavers Farm Primary School (hereafter referred to as 'the school'). It has been consulted on with staff and the recognised trade unions.
- 1.2 Nothing in this Policy should be interpreted as contradicting or overriding the provisions of the current School Teachers' Pay and Conditions Document ("STPCD") which are mandatory. As a community school, the school will also adhere to the Council's Employment Based Cost Review (EBCR) and job evaluation arrangements for support staff.
- 1.3 The Policy will be reviewed annually by the Governing Board and particularly where there are changes in the STPCD affecting areas of discretion to be exercised by the 'relevant body'. The review of the policy will include trends of progression across specific groups of staff to assess its effect and the school's continued compliance with equalities legislation.
- 1.4 The Policy should be read in conjunction, as appropriate, with other Human Resources policies and procedures, including in particular the school's Recruitment Policy and the school's policy on Reorganisation and Restructuring. These are available from the school or on <http://www.croydonhr.co.uk>. Reference should also be made to the related documents section below.
- 1.5 The school will maintain a staffing structure, which shows the number and grades of jobs within the school. Staff, through their professional associations and trade unions, will be consulted on any proposed changes to this structure. This will include the school's policy for rewarding TLR3s, for example stating remuneration levels and whether all TLR3s will be of the same duration or whether duration will vary according to circumstances. *The current staffing structure is attached as Appendix 1.
- 1.6 The Governing Board has delegated full powers to the Resources Committee. This Committee is responsible for determining all pay matters in accordance with the Pay Policy, the school's appointments procedure and the school's Performance Management Policy. The Governing Board, operating through this Committee, will ensure that discretionary pay elements are used in a fair, equitable and consistent manner. Appendix 2 confirms the terms of reference of the Resources Committee.
- 1.7 The Executive Headteacher will make recommendations on pay for all staff in the school, and the Resources Committee will make the recommendation for the pay of the Executive Headteacher. The Resources Committee will oversee all pay decisions.

*** The school should attach their current staffing structure to this policy.**

Related Documents

This Pay Policy will be applied as supplemented by specific provisions contained within:-

- The School Teachers' Pay & Conditions document
- The NJC National Agreement on Pay and Conditions of Service ("the Green Book")
- The Council's Policy covering job evaluation, grading and other local agreements
- The School's Restructuring & Reorganisation Policy
- The Teachers' Pension & Local Government Pension Scheme and the Council's policy regarding "discretionary" pension provisions, as determined by Croydon Council and the school's Governing Board
- The School's Capability procedure for Teachers and for support staff as recommended to Governing Boards
- The Council's Employment Base Cost Review
- The Council's Single Status Agreement
- The Rewarding Additional Duties policy & procedure
- The School's Redeployment policy
- The School's appraisal policies for support staff and teachers
- The 'Burgundy book' for teachers
- Teachers' Performance Management Regulations

2 PRINCIPLES AND OBJECTIVES

- 2.1 This model pay policy is not intended to duplicate the School Teachers' Pay and Conditions Document ("STPCD"), however, there are some sections within the Document which are discretionary. This Policy will indicate how Governing Boards will apply this.
- 2.2 The school recognises the need to manage pay equitably and will ensure through this policy that pay has a positive influence by undertaking to:
- support the school's development including current priorities and targets;
 - demonstrate that all pay decisions are made consistently and fairly, in compliance with anti-discrimination legislation;
 - ensure that appropriate arrangements are made for staff to appeal against any pay decision affecting them personally, and for such appeals to be heard by a panel of governors whose members have not been involved previously in the decision against which an appeal is made;
 - within its budget, and recognising the different terms and conditions, to reward all staff appropriately, with similar considerations being given to teaching staff and support staff;
 - to use the nationally and locally agreed pay scales, together with any discretions available to them, to best advantage in order to recruit and retain the highest quality staff at the appropriate rate of pay;
 - to ensure that all staff have confidence that they are receiving fair and equal treatment;

- to inform staff of changes to their pay;
- to ensure that staff are aware of the procedures within which pay decisions are made and that any appeals arising from decisions on remuneration are addressed objectively, fairly and within agreed timescales.

All appointed teachers are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) as updated from time to time.

All pay-related decisions are made taking full account of STPCD and the teachers' professional associations and trade unions have been consulted on this pay policy. All pay related decisions are taken in compliance with current employment legislation including The Equality Act 2010, The Equal Pay Act 1970, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

PART ONE - TEACHING STAFF

3 TERMINOLOGY

- 3.1 The “relevant body” for pay purposes in respect of teachers employed at the school is the Governing Board.
- 3.2 Unless otherwise stated the words in Part One of this Policy shall have the same meaning as the words in the STPCD

4 PAY RANGES AND PAY SCALES

4.1 The School Teachers Pay and Conditions Document gives a national minimum and maximum for the pay ranges for Unqualified Teachers, Main Scale Teachers, Upper Pay Range Teachers, Leading Practitioners and the Leadership Group. The Governing Board determines the pay scales and will review them on an annual basis. The values of the pay scales adopted by the Governing Board of this school are shown in appendix 5 of this policy.

5 PAY REVIEWS

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

This will mean that recommendations about teacher’s pay should be completed by 10 October of each year in order to allow for any appeals against the recommendation to be lodged and heard.

5.2 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. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

5.3 Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Board will give the required notification as soon as possible and no later than one month after the date of the determination.

6 BASIC PAY DETERMINATION ON APPOINTMENT

6.1 The Governing Board will determine 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 starting salary will therefore be by negotiation following consideration of previous experience.

6.2 In making such determinations, the Governing Board may take into account a range of factors, including:

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

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school although in practice this may be the norm in order to recruit able staff.

7 PAY PROGRESSION BASED ON PERFORMANCE

7.1 The school recognises that the performance of a teacher is the most important factor in deciding on salary levels, but that high level performance is achieved through high quality and successful experience, and focused professional development. Therefore, this policy recognises the links between experience and performance, and seeks consistently to incentivise the very best teachers, at the same time as ensuring they develop strong and well-embedded skills whilst building their craft.

7.2 In this school 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.

7.3 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of ECTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

7.4 There will be meetings throughout the appraisal process so that all teachers are aware of their progress towards meeting the criteria for pay progression. In the event that a teacher is unlikely to meet the criteria for pay progression they can expect to be alerted to this and given support to improve their performance.

7.5 To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by quality assurance and moderation by the Governing Board.

7.6 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Board will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels. Appendix 4 details how pay will be linked to performance in the school.

8 EARLY CAREER TEACHERS (ECTs)

8.1 ECTs receive regular feedback during their induction years, and schools should determine how best to use this information to inform the decision about whether they will receive an increment at the end of their first and second years of teaching.

8.2 Appropriate Bodies will each have their own assessment criteria for ECTs, and the school will need to explain to their ECTs how they will use that criteria when making recommendations about pay progression.

8.3 It is suggested that ECTs who are making satisfactory, or better, progress towards meeting the teacher standards at the end of the first year should be recommended for incremental progression, and that all those who pass ECT induction at the end of the second year of teaching should receive a further increment.

9 MOVEMENT TO THE UPPER PAY RANGE

9.1 Decisions made about movement to the upper pay range in one school will not be binding on another school

9.2 Applications and Evidence

9.2.1 Any qualified teacher may apply to be paid on the upper pay range and **any such application must be assessed in line with this policy**. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

9.2.2 Applications may be made in writing to the Executive Headteacher once a year. The deadline for receipt is 30 September for progression from the start of that academic year.

9.2.3 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.

9.2.4 All applications should include the results of reviews or appraisals under the 2012 regulations, including any recommendation on pay for the 2 years immediately preceding the application for assessment. Teachers have the option of submitting additional evidence to support their application.

9.2.5 The fact that a teacher is paid on the upper pay range does not imply that they have to take on additional management responsibilities although they do have responsibilities for the wider work of the school including for example coaching and mentoring other teachers and assisting them to develop their teaching practice.

9.3 The Assessment

9.3.1 An application from a qualified teacher will be successful where the Governing Board is satisfied that:

(a) the teacher is highly competent in all elements of the relevant standards;

- ‘highly competent’ means 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 and develop their teaching practice.

and

(b) the teacher’s achievements and contribution to the school are substantial and sustained.

- ‘substantial’ means 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; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning; and
- ‘sustained’ means maintained continuously over the previous 2 academic years and demonstrated by an overall grade of Level 1 in the appraisals for the 2 years immediately preceding the application for assessment. A lesser period of time can be considered in situations such as maternity or long term sickness. If a teacher is working on a part time basis, the period of time remains 2 years and is not lengthened on a pro rata basis.

9.3.2 The application will be assessed by the Executive Headteacher who will make a recommendation to the Resources Committee of the Governing Board so that they can make the final determination

9.4 Processes and procedures

9.4.1 The assessment and determination of the Governing Board will be made by 31 October and applicants will receive a response within 10 working days of the date of the determination.

9.4.2 If successful, applicants will move to the upper pay range from the start of the academic year. Successful applicants will be placed on the minimum of the upper pay range.

9.4.3 If unsuccessful, feedback will be provided by a member of the senior leadership team within 10 workings of the date of the determination by the Governing Board and will be confirmed in writing

9.4.4 Any appeals against a recommendation or a decision not to move the teacher to the upper pay range will be heard under the arrangements outlined in paragraph 22.

10 PART-TIME TEACHERS

10.1 Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Governing Board 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.

11 SHORT NOTICE/SUPPLY TEACHERS

11.1 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.

12 PAY INCREASES ARISING FROM CHANGES TO THE SCHOOL TEACHERS PAY AND CONDITIONS DOCUMENT

12.1 All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

12.2 Cost of living pay rises in the School Teachers' Pay and Conditions Document are only made to the minimum and maximum of the pay ranges. Although schools have the option of only applying the cost of living awards to the minimum and maximum of the pay ranges this school has decided to apply the same percentage cost of living pay increase to all spine points in the pay ranges.

12.3 This school will apply the same cost of living increases to TLR and SEN allowances as are applied to the pay ranges, provided they are within the ranges stipulated in the STPCD.

13 UNQUALIFIED TEACHERS

13.1 The School will only employ unqualified teachers where they are:

- giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) and have special qualifications and/or experience and where no suitable qualified teacher, graduate teacher, registered teacher or teacher on an employment-based teacher training scheme is available;
- overseas trained teachers;
- persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;
- student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS; or
- assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.

13.2 Those beginning work as unqualified teachers will be placed on the minimum of the new pay range, unless the Governing Board determines that they have other relevant experience, in which case the salary will be reviewed in light of that experience.

13.3 It may be determined that an additional allowance is payable where it is considered that the unqualified teacher has:

- a sustained additional responsibility that is focused on teaching and learning and requires the exercise of a teachers professional skills and judgement ; or
- qualifications or experience which bring added value to the role s/he is undertaking.

13.4 Unqualified teachers will not hold TLRs, SEN allowances or Recruitment and Retention incentives and benefits.

An unqualified teacher who becomes qualified

13.5 Upon obtaining qualified teacher status an unqualified teacher will be transferred to a salary within the Main Pay Range for Teachers.

13.6 Where the teacher continues to be employed by the same school within which they were employed before they obtained qualified teacher status the teacher will be paid a salary which is the same as, or higher than, the sum of the salary and any other allowance they were receiving (including any safeguarded sum), as the Governing Board considers to be appropriate.

13.7 A teacher who obtains qualified teacher status retrospectively under the regulations will be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when qualified teacher status was effectively obtained.

13.8 The aforementioned lump sum will be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date qualified teacher status was effectively obtained to the date when the lump sum is paid.

14. LEADING PRACTITIONER

14.1 Teachers are entitled to be paid on the pay range for leading practitioners if they are in a post whose primary purpose is to model and lead improvement of teaching skills.

14.2 Teachers on the pay range for leading practitioners must be an exemplar of teaching skills, lead the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher other than a head teacher, including those responsibilities delegated by the head teacher.

14.3 A teacher on the pay range for leading practitioners must take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:

- (a) coaching, mentoring and induction of teachers, including trainees and newly qualified teachers;
- (b) disseminating materials and advising on practice, research and continuing professional development provision;

- (c) assessment and impact evaluation, including through demonstration lessons and classroom observation ;
- (d) helping teachers who are experiencing difficulties.

14.4 They may also be required to undertake this role in other schools or in relation to teachers from other schools.

14.5 – The nationally determined minimum and maximum for the pay range for leading practitioners is given in the School Teachers’ Pay and Conditions Document. The school will determine the post range when it establishes a leading practitioner post within its staffing structure.

15. LEADERSHIP GROUP

15.1 Headteachers, Deputy Headteachers and Assistant Headteachers employed at the school shall be paid on the salary ranges determined in accordance with the provisions of the STPCD.

15.2 The salary ranges are determined according to a three step process. Further details about how to undertake this process can be found in the Department for Education document “Implementing your school’s approach to pay”

15.3 The pay band for the Executive Headteacher is L27-L31. It will only be exceeded by more than 25% in wholly exceptional circumstances. In this situation a robust business case will be drawn up and external independent advice must be sought from an appropriate person or body who can decide whether it is justifiable to exceed the limit in a particular case. There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

15.4 Where consideration is given to the Executive Headteacher being appointed to as a Headteacher of more than one school, either on a temporary or permanent basis then the provisions of the STPCD will apply.

Performance Review

15.5 Progression through the appropriate pay range for all teachers in the leadership group will not be automatic.

15.6 An annual review of the performance of Assistant and Deputy Headteachers must be undertaken by 31 October and by 31 December for Headteachers using the schools performance management process. This will mean that recommendations about the pay of Assistant and Deputy Heads should be completed by 10 October and recommendations about the pay of Headteachers should be completed by 1 December of each year in order to allow for any appeals to be lodged and heard.

15.7 To achieve progression there must be a demonstration of sustained high quality performance, with particular regard to leadership, management and pupil progress at the school and a review of performance against performance objectives and teacher standards.

15.8 To be fair and transparent, judgements will be properly rooted in evidence and there must have been a successful review of performance.

15.9 A successful performance review, as prescribed by the appraisal regulations, will involve a performance management process of:

- performance objectives;
- classroom observation (where relevant)
- teacher standards
- other evidence.

15.10 To ensure that there has been a high quality performance, the performance review will assess that the individual has grown professionally by developing their leadership and (where relevant) teaching experience.

16. DETERMINATION OF DISCRETIONARY PAYMENTS TO HEAD TEACHERS

16.1 The new approach to setting headteacher pay means that the need to make additional payments using allowances will be largely unnecessary as all relevant factors should be taken into account when setting the pay range. The exception to this is for temporary or irregular responsibilities or other very specific reasons which it is not appropriate to incorporate into permanent pay, such as housing or relocation costs. Such payments should be clearly time limited from the outset and cease when the responsibility ceases or circumstances change. Safeguarding does not apply to such arrangements. The total value of the salary and temporary payments made to a headteacher in any one year must not exceed 25% above the maximum of the headteacher group for their school. It will only be exceeded by more than 25% in wholly exceptional circumstances. In this situation a robust business case will be drawn up and external independent advice must be sought from an appropriate person or body who can decide whether it is justifiable to exceed the limit in a particular case. There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

17. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRs)

17.1 TLRs will be awarded to classroom teachers undertaking a sustained responsibility in accordance with the conditions laid down in the STPCD. Such TLRs will be assigned to specific posts within the school's staffing structure.

17.2 In awarding a TLR 2 payment, the school is satisfied that the teacher's duties include a significant responsibility for which s/he is accountable, not required of all classroom teachers, and that-

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum area or to lead and manage pupil development across the curriculum;

- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;
- e) involves leading, developing and enhancing the teaching practice of other staff.

17.3 In awarding a TLR 1 payment, the school is satisfied that in addition to the criteria detailed above the teacher will also carry line management responsibility for a significant number of people.

17.4.1 The relevant body will award a fixed-term third TLR (TLR3) for clearly time-limited school improvement projects, one-off externally driven responsibilities or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day. The annual value of a TLR3 will be within the range given in the STPCD. The duration of the fixed term must be established at the outset and payment will be made on a monthly basis for the duration of the fixed term. The relevant body must not award consecutive TLR3s for the same responsibility unless it relates to tutoring as described above.

17.4.2 All TLR3s will be advertised internally, and all qualified teachers employed in the school will have an opportunity to apply for them.

17.5 The values of TLRs have been set by the Governing Board and are shown in the school's staffing structure (Appendix 1). The school will review the cash value of the TLRs annually in the light of pay awards made under the STPCD.

18. SPECIAL EDUCATIONAL NEEDS ALLOWANCES (FOR CLASSROOM TEACHERS)

18.1 An SEN allowance will be paid to eligible classroom teachers under the provisions of the STPCD. The STPCD sets maximum and minimum values for such payments.

18.2 Where an SEN allowance is paid the spot value will be determined by taking account of the school's SEN provision and:

- i) whether any mandatory qualifications are required for the post;
- ii) the qualifications or expertise of the teacher relevant to the post; and
- iii) the relative demands of the post.

19. RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS

19.1 The payment of recruitment and retention incentives and benefits may be considered in respect of individual posts for which specific recruitment/retention difficulties have been identified. Any use of such payments will be applied on a non-discriminatory basis and on the basis of clearly defined criteria determined by the Governing Board from time to time. Please refer to current criteria in Appendix 3 to this policy.

19.2 Where it is determined to pay such an incentive/benefit, the amount will be determined to meet the circumstances of the case. The level of payment and any required qualifying period of service will be set out in writing to the teacher concerned.

19.3 Where the Governing Board makes one or more such payments, or provides such financial assistance, support or benefits in one or more cases, the Governing Board will conduct a regular formal review of all such awards. The expected duration of any such incentives and benefits will be made clear at the outset, including the review date after which they may be withdrawn.

19.4 Recruitment and retention incentives and benefits may **not** be made to Head Teachers, Deputy heads or Assistant Heads.

20. OUT-OF-SCHOOL HOURS LEARNING ACTIVITIES (“OOSHLA”)

20.1 The school acknowledge that some teachers supervise out of school activities i.e. sports club, drama and music productions, revision classes and other events purely on a voluntary basis. The school is extremely grateful to teachers who support pupils in this way. The school acknowledges that these activities are entirely voluntary and that teachers should not feel under any obligation (moral or contractual) to provide these services. The school also acknowledge that many other teachers support pupils in other ways.

20.2 There may be times where the governors feel that it is in the best interest of the school to provide certain out of school learning activities on a more formal basis. In these cases the school may offer a payment to a teacher who undertakes such activities. No teacher will be compelled to offer such an activity but, where they do, the governors will expect a more formal commitment from the teacher and that the head teacher may direct the place, timing, frequency of the activity as well as which pupils take part and the content. In these circumstances the school will offer a payment to the teacher equating to the annual outer London salary at the top of the main scale divided by 975. This amount includes an element for preparation/marking etc.

21. ADDITIONAL PAYMENTS – TEACHERS

21.1 The Governing relevant body may make such payments as they see fit to a teacher, including a head teacher, in respect of-

- (a) continuing professional development undertaken outside the school day;
- (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- (c) participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant body;
- (d) additional responsibilities and activities due to, or in respect of, the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools, unless appointed to more than one school on a permanent basis.

22. SALARY SAFEGUARDING - TEACHERS

21.1 Salary safeguarding will be paid to eligible teachers and in line with the provisions of the STPCD.

23. REVIEW OF PAY DECISIONS AND APPEAL ARRANGEMENTS – TEACHERS

This paragraph includes all members of the Leadership Group, including headteachers.

23.1 Review

23.1.1 Where a teacher is not satisfied with a pay recommendation, they should seek to resolve this informally with the appropriate manager within 10 working days of receiving the decision.

23.1.2 Where this is not possible, the teacher may request a formal review of pay. This should be made in writing to the Executive Headteacher.

23.1.3 A formal hearing will be arranged and the panel will normally consist of the Executive Headteacher and another senior leader in the school who has not been involved in the pay decision. Where this is not possible, it may be necessary for a governor to sit on the panel.

23.1.4 The outcome of the meeting will be conveyed to the teacher in writing within 7 working days.

23.1.5 There is a right to appeal against this decision.

23.2 Grounds for Appeal

23.2.1 An appeal against a pay decision can be lodged within 10 working days of the date when the teacher receives written confirmation of their pay decision or of the date when the teacher receives the outcome of the pay review. It must clearly state the grounds for the appeal.

23.2.2 The only grounds which will be accepted as the basis of an appeal are that the person by whom the decision was made are claimed to have: -

- a. Incorrectly applied any provision in the School Teachers' Pay & Conditions Document
- b. Failed to have proper regard to statutory guidance
- c. Failed to take proper account of relevant evidence
- d. Taken account of irrelevant or inaccurate evidence
- e. Been biased and/or unlawfully discriminated against the teacher

23.2.4 The appeal will be heard by a committee of the Governing Board and their decision will be final.

23.2.5 The outcome of the appeal will be conveyed to the teacher in writing within 7 working days of the hearing.

23.3 Right to be accompanied

23.3.1 The teacher has the right to be accompanied by a work based colleague or trade union representative at the pay review hearing and the appeal hearing. If the employee's representative is not available at the time fixed for the meeting, it must be rescheduled to accommodate the availability of the companion, so long as a reasonable alternative date is proposed which is within 5 working days of the originally proposed date.

23.4 This process performs the function of the grievance procedure on pay matters and decisions cannot therefore be reopened under general grievance procedures.

PART TWO – SUPPORT STAFF IN COMMUNITY SCHOOLS

As a community school this section should be read in conjunction with the Council's Single Status Collective Agreement and the Council's Employment Based Cost Review Collective Agreement, and the 2018 amendment to the EBCR. A copy of these Agreements can be obtained from the Council's HR department.

24. EMPLOYMENT BASED COST REVIEW (EBCR)

24.1 The Council's Collective Agreement is incorporated into the school's support staff contract of employment.

The Collective Agreement changed the following terms and conditions of employment with effect from 1 April 2011:

- Incremental progression
- Overtime payments
- Weekend and night working
- Shift pay
- Car allowances and mileage rates
- Pay protection
- Redundancy pay
- Annual leave

24.2 A further amendment was made in 2018 regarding incremental progression in schools. With effect from 1 April 2019, incremental progression is no longer linked to performance.

25. STAFFING STRUCTURE

25.1 The school has agreed a staffing structure for support staff working at the school and this is attached at Appendix 1. The structure ensures that there is appropriate line management of all staff.

25.2 The work to be undertaken by each postholder and the outcomes to be achieved will be set out in a role profile, along with a person specification setting out the criteria for each post. Generic role profiles were developed as part of the implementation of single status and these continue to be available on the resources section of the Octavo website. Additional template job descriptions are available from schools HR providers.

26. GRADING OF POSTS

26.1 The school will consult the Council about the grading of all support staff posts in accordance with the requirements of the School Standards and Framework Act 1998.

26.2 The school acknowledges that the Council has, as part of the Single Status Agreement, a recognised process to determine the salary grade for all posts within Croydon schools.

26.3 The school will be mindful of their obligations under equal pay legislation when making recommendations about support staff pay and grading. In putting together the role profile for a post, the school will refer to the Council's job evaluated role profiles and associated guidance. Where the school wishes to employ support staff to take on a new kind of role that does not have a direct comparator within the Council, a job evaluation will take place using the Greater London Provincial Council (GLPC) scheme. The schools HR provider will support this process. Where schools are not using one of the model role profiles, they must send the job evaluation paperwork to the Council – humanresources@croydon.gov.uk. The school will consider any pay and grading issues the Council may raise before putting forward a formal recommendation.

27. STARTING SALARY POINT

27.1 The actual pay point within the salary range for each newly appointed employee will be at the minimum spinal column point (scp) of the grade unless:

- (i) The person appointed is an existing employee of Croydon Council and the employee is being redeployed. Please refer to the school's redeployment policy and salary protection.
- (ii) The person appointed is not currently paid on a salary range assessed in accordance with the salary policy of Croydon Council, in which case a starting salary point above the minimum of the range may be agreed by the Executive Headteacher in exceptional circumstances, taking into account the difficulty in recruiting to the post and the newly appointed employee's:
 - (a) current actual pay
 - (b) recent relevant experience and qualifications.

28. INCREMENTAL PROGRESSION AND ACCELERATION

28.1 Unless staff are appointed on the top spinal point of their grade, staff are entitled to incremental progression to the top of their grade. Annual increments, where applicable, are payable on 1st April each year. The first increment will be payable as follows:

Date of Commencement of Employment	First Increment
1st October to 31st March	After the completion of 6 months' service in the Grade.
1st April to 30th September	On the 1st April following the appointment.

29. TERM TIME ONLY WORKING AND ANNUAL LEAVE

Term Time Working

29.1 The calculation for support staff who work term-time only for a full holiday entitlement is 7.2 or 7.6 weeks (made up of 28 or 30 days' annual leave plus 8 bank holidays) for

the number of weeks worked in a year. For staff who works 39 weeks each year this will mean their pay is based on 46.2 or 46.6 working weeks.

All Year Round Working

29.2 The annual leave year extends from 1st April to 31st March. All leave should be requested and taken only after agreement with the Executive Headteacher or manager concerned. All leave is agreed subject to service requirements and the school reserves the right to require staff to take leave on dates determined by the school.

The whole year entitlement is as follows:

- | | | |
|--|--|------------------------|
| (a) Basic Entitlement: | | |
| Staff on grades between Grade 1 and Grade 10 | | 28 days
(5.6 weeks) |
| Staff on grades Grade 11 and above | | 30 days |
| (b) Staff with at least five years' continuous local government employment | | 30 days
(6.0 weeks) |

29.3 The school will have discretion when filling a vacant post to determine the number of weeks and the number of hours per week for which the employee will be contracted to work. In addition, the school will ensure that staff receives the appropriate pro-rata payments for holidays in accordance with the National Conditions of Service.

29.4 The contract issued will show the number of hours and weeks to be worked. Staff will receive equal payments each month throughout the year except where extra payment is to be made for any temporary additional hours worked.

30. AUTHORISING AND PAYING FOR WORKING ADDITIONAL HOURS

30.1 The total number of hours of work for all support staff will be determined at the time of appointment.

30.2 Where staff work additional hours, with the prior agreement of the head teacher, additional payment or time off in lieu will be arranged.

30.3 There are no overtime payments for staff at or above grade 12, unless the overtime hours worked are for duties outside the scope of their substantive role. Where such overtime is worked, it will be paid at plain time. Staff at this level will retain normal working hours of 36, but will be expected to work all reasonable hours required to discharge the duties of their post.

The table below shows the qualifying time for night working is 8pm to 6am. Shift patterns worked within Monday to Saturday 6am to 8pm do not attract additional payments.

Monday to Friday 6am - 8pm	No enhancement
Monday to Friday 8pm - 6am	Enhancement of 20%
Saturday 8pm - midnight	Enhancement of 20%
Midnight Saturday to midnight Sunday	Enhancement of 50%
Midnight Sunday to 6am Monday	Enhancement of 20%
Bank Holidays (midnight – midnight)	Enhancement of 100%

For staff at grade 12 or above, payment will be paid at plain time.

31. REWARDING ADDITIONAL DUTIES (FORMERLY KNOWN AS HONORARIA)

31.1 The school recognises that there may be a need for support staff to take on additional duties where a vacancy exists, during periods of absence, leave or reorganisation or because project work beyond normal requirements has to be undertaken. The school will decide how to deal with the additional duties and will bear in mind the school's Equal Opportunities Policy when doing so. Staff will be rewarded for additional duties as a short term measure where the duration is for a minimum of 4 weeks up to a maximum of 6 months. Rewarding additional duties is a temporary arrangement and is not a permanent promotion. The Governing Board has adopted the School's Rewarding Additional Duties policy and procedure, please refer to <https://www.octavopartnership.org/resources/> for details. Where the school, requires a member of staff to undertake additional duties, this will be in line with the above policy.

32. Appeal against Job Evaluation grading

32.1 Advice from the schools HR provider will be sought if the appeal relates to the grading of the post, as determined under the Single Status JE Scheme.

33. STAFFING STRUCTURE

33.1 The school has agreed a staffing structure for support staff working at the school and this is attached at Appendix 1. The structure ensures that there is appropriate line management of all staff.

33.2 The work to be undertaken by each postholder and the outcomes to be achieved will be set out in a role profile, along with a person specification setting out the criteria for each post.

33.3 The appointment of support staff is the responsibility of the Governing Board unless the Governing Board and Croydon Council have agreed that such appointments will be made by the Council (Regulation 29).

33.4 The arrangements for filling vacancies will be as set out in the school's policy on Recruitment and Selection.

34. GRADING OF POSTS

34.1 The school uses a job evaluation scheme to determine grades and acknowledges that the Council has, as part of its Single Status Agreement, a recognised process to determine the salary grade for all posts within Croydon schools.

35. STARTING SALARY POINT

35.1 The actual pay point within the salary range for each newly appointed employee will be at the minimum scale point of the grade unless the person appointed is not currently paid on a salary range assessed in accordance with the salary policy of the school, in which case a starting salary point above the minimum of the range may be agreed by the Executive Headteacher in exceptional circumstances, taking into account the difficulty in recruiting to the post and the newly appointed employee's:

- (a) current actual pay
- (b) recent relevant experience and qualifications.

36. INCREMENTAL PROGRESSION AND ACCELERATION

36.1 Unless staff are appointed on the top spinal point of their grade staff are entitled to incremental progression to the top of their grade, subject to satisfactory annual assessment under the school's adopted appraisal scheme. Annual increments, where applicable, are payable on 1st April each year. The first increment will be payable as follows:-

Date of Commencement of Employment	First Increment
1st October to 31st March	After the completion of 6 months' service in the Grade.
1st April to 30th September	On the 1st April following the appointment.

37. TERM TIME ONLY WORKING AND ANNUAL LEAVE

Term Time Working

37.1 The calculation for support staff who work term-time only for a full holiday entitlement is 7.2 or 8.2 weeks (made up of 28 or 33 days' annual leave plus 8 bank holidays) for the number of weeks worked in a year. For staff who work 39 weeks each year this will mean their pay is based on 46.2 or 47.2 working weeks.

All Year Round Working

37.2 The annual leave year extends from 1st April to 31st March. All leave should be requested and taken only after agreement with the Executive Headteacher or manager concerned. All leave is agreed subject to service requirements and the school reserves the right to require staff to take leave on dates determined by the school. The whole year entitlement is as follows:

- | | | |
|-----|--|------------------------|
| (a) | Basic Entitlement:
Staff on grades between Grade 1 and Grade 10 | 28 days
(5.6 weeks) |
| | Staff on grades Grade 11 and above | 33 days |
| (b) | Staff with at least five years' continuous local government employment | 33 days
(6.6 weeks) |
- 37.3 Part time staff leave entitlement will be pro-rata to the leave entitlement of full time staff. Dependent on staff work pattern, this entitlement may be converted into hours. New entrants to the school will be granted annual leave proportionate to their service during their leave year of entry.
- 37.4 The school will have discretion when filling a vacant post to determine the number of weeks and the number of hours per week for which the employee will be contracted to work. In addition, the school will ensure that staff receives the appropriate pro-rata payments for holidays in accordance with the National Conditions of Service.
- 37.5 The contract issued will show the number of hours and weeks to be worked. Staff will receive equal payments each month throughout the year except where extra payment is to be made for any temporary additional hours worked

Schools should choose the relevant option for paragraph 38 as shown in the table above (this will either be paragraph 30 or one of the two options below)

38. AUTHORISING AND PAYING FOR WORKING ADDITIONAL HOURS

Working Hours and Pay

- 38.1 The following rates of pay will apply to hours worked as part of staff normal working week:
- (i) Monday to Saturday, between 7am and 7pm will be paid at staff normal hourly rate.
 - (ii) Monday to Saturday, before 7am and after 7pm will be paid at staff normal hourly rate, enhanced by 33%.
 - (iii) Sunday, any time, will be paid at staff normal hourly rate, enhanced by 75%.

For staff at grade 12 or above, payment will be paid at plain time.

Shift Working

- 38.2. If a member of staff is engaged on shift work they will receive either a 10% or 17% enhancement of basic pay depending on their shift pattern as specified below:
- (i) 10% will be paid for shifts where the period covered by shifts is 11 or more hours; there are at least four hours between the starting times of the earliest and latest shift; and the shift pattern is in place for at least 5 days a week

- (ii) 17% will be paid for shifts where the period covered by shifts is 24 hours; shifts are worked on a rota basis; and the shift pattern is in place for at least 6 days a week

38.3 Providing the qualifying conditions are met, staff will receive the enhanced hourly rates for Sunday working and night working in addition to the shift allowance mentioned above, save where clause 42.4 below applies.

38.4 If a member of staff is engaged on shift work and all shifts undertaken fall during night work (defined as being between 7pm and 7am) there is no entitlement to a shift allowance. In such circumstances, the enhancement of 33% to staff normal hourly rate will apply to hours worked as part of staff normal working week.

Work on Public Holidays

38.5 If staff are required to work on a public holiday staff shall, in addition to their normal pay for that day, be paid at plain time for all hours worked within staff normal working hours for that day. In addition, at a later date, staff will be allowed time off with pay as follows:

Time worked less than half the normal working hours on that day	Half Day
Time worked more than half the normal working hours on that day	Full Day

Standby and Call Out

38.6 If you are required to work standby or call out arrangements, the following apply.

38.7 Each week will be divided into 9 standby sessions, one each on Monday to Friday and two each on Saturday, Sunday and public holidays, with each standby session lasting a maximum of 12 hours.

38.8 A “flat rate” payment per call out session will apply for being on call, irrespective of the grade of the post. A standby payment of £30 per session will be made if there is a high likelihood of being called out (defined as being a 1 in 4 or greater chance of being called out) and £20 per session if the likelihood of being called out is low (defined as being lower than a 1 in 4 chance of being called out).

38.9 Time off in Lieu (TOIL) or other flexible working arrangements are considered initially as appropriate compensation for time you spend responding to work queries during a standby session. Should your manager agree that service requirements prevent you from taking TOIL, overtime payments may be made at the following rates:

- (i) For staff at grade 11 or below:

- Hours worked Monday to Saturday to be paid at 133% of basic hourly pay.
- Hours worked on a Sunday to be paid at 175% of basic hourly pay.
- Hours worked on a Public Holiday to be paid at 200% of basic hourly pay.

- (ii) For staff at grade 12 or above, payment will be paid at plain time.

38.10 No minimum payment of hours will apply except on Public Holidays where a

minimum of 2 hours' payment will be made.

39. REWARDING ADDITIONAL DUTIES (FORMERLY KNOWN AS HONORARIA)

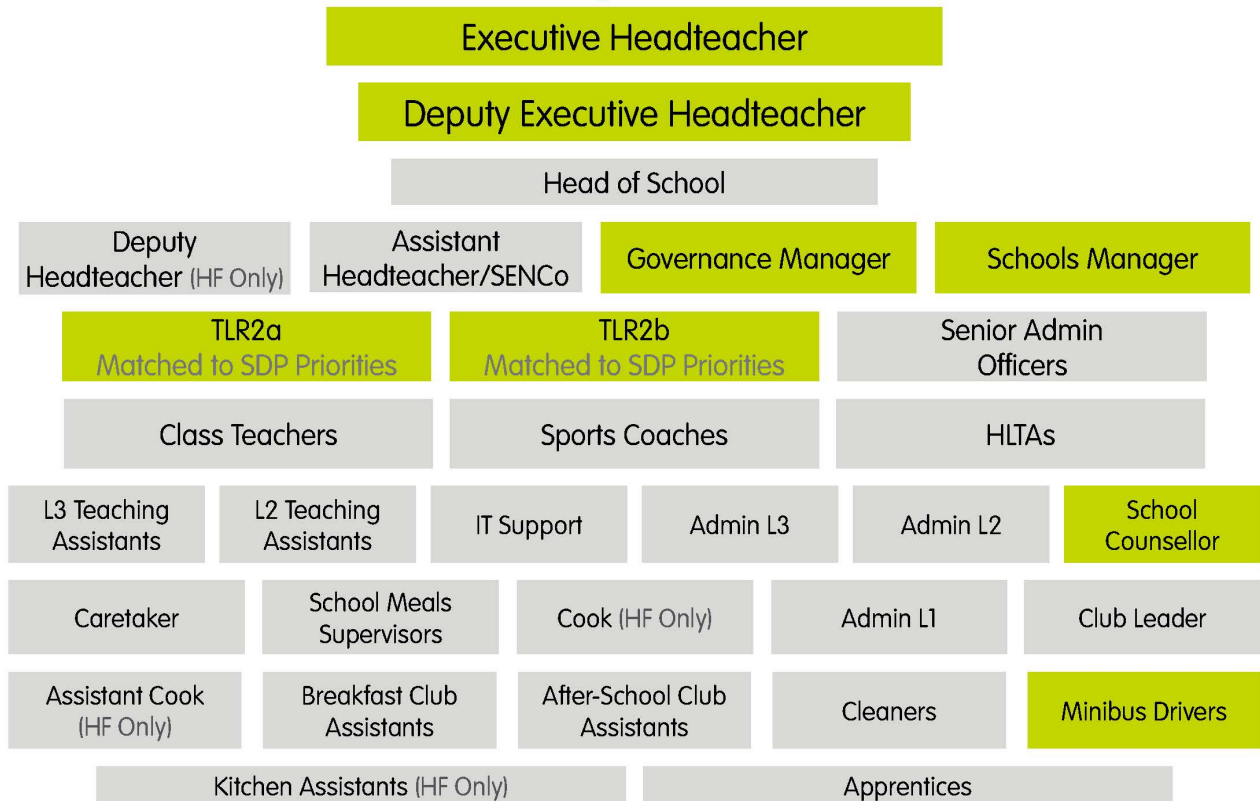
39.1 The school recognises that there may be a need for support staff to take on additional duties where a vacancy exists, during periods of absence, leave or reorganisation or because project work beyond normal requirements has to be undertaken. The school will decide how to deal with the additional duties and will bear in mind the school's Equal Opportunities Policy when doing so. Staff will be rewarded for additional duties as a short term measure where the duration is for a minimum of 4 weeks up to a maximum of 6 months. Rewarding additional duties is a temporary arrangement and is not a permanent promotion. The Governing Board has adopted the School's Rewarding Additional Duties policy and procedure, please refer to <https://www.octavopartnership.org/resources/> for details. Where the school requires a member of staff to undertake additional duties, this will be in line with the above policy.

40. APPEAL ARRANGEMENTS – SUPPORT STAFF

40.1 Appeals against job evaluation outcomes are in line with the school policy on job evaluation.

Appendix 1 Staffing Structure

Staffing Structure



Appendix 2

The Federation of Heavers Farm and Selsdon Primary Schools Terms of Reference for the Governing Board's Resources Committee 2022- 2023

1. Membership:

1.1. The Resources Committee will have a minimum of five governors, plus the Executive Headteacher or their nominated representative in their absence. In addition the Chair and the Vice-Chair of Governors are automatically entitled to attend all Committee meetings as voting members, and any other governor can attend any Committee meeting at any time as a non-voting observer. Committee membership for the current academic year is listed at the end of these Terms of Reference.

1.2. The Governing Body may appoint Associate members to serve on the Committee and will decide on their voting rights at the time of each individual's appointment. The Committee may invite other people to attend meetings on occasions to present relevant reports, and/or give advice.

1.3. The Chair and Vice Chair of the Resources Committee will be elected by the Committee at their first meeting in the Autumn term, and will be approved by the Governing Body at its next full meeting.

2. Quorum & Voting:

2.1. The quorum for a committee meeting is one half of the members of that committee, or 3 voting governors, whichever is the greater. Meetings which become inquorate will be discontinued and rearranged within 2 weeks.

2.2. Every question to be decided must be determined by a majority of votes of those governors present, who are eligible to vote. The Executive Headteacher will be entitled to vote.

3. Meetings:

3.1. The Committee will meet as necessary, but at least once a term.

3.2. The Chair and Vice Chair of the Resources Committee will be elected by the Committee at their first meeting in each Autumn Term and approved by the Governing Board at its next full meeting.

3.3. The governing board has recommended that the Chair of Governors is not elected Chair of the Resources Committee.

3.4. In the absence of the Chair the Vice Chair will chair the meeting. In the absence of both Chair and Vice Chair the members of the Committee entitled to vote will elect an acting Chair for that meeting.

3.5. An Agenda will be circulated at least seven days before the meeting date, with any business deemed urgent by the Chair which arises after the agenda is circulated being discussed at the meeting under Any Other Business.

3.6. As soon as possible after each meeting, and no later than 14 days, minutes will be produced and when approved by the Chair of the Committee, will be circulated to all Committee members and all other governors. The minutes will record any decisions taken or recommendations made by the Committee for full Governing Board consideration.

3.7. Copies of all agendas, minutes and supporting papers will be kept in the Governors Resources Committee file held in the School office, and on request, under the provisions of the Freedom of Information Act, copies of those documents, excluding those marked Confidential, will be available on request.

3.8. In the absence of the Clerk to the Governing Board any governor or associate member, but not the Executive Headteacher, their nominated representative in their absence, or any staff governor, may be Clerk to the Committee and take the minutes, on a rota basis if the Committee requests this and the Governing Board agrees. The Clerk to each meeting must withdraw from the meeting if he/she has a direct or indirect pecuniary interest in any matter under consideration or discussion at the meeting.

Members Interests:

4.1. Any member of the Committee who has a direct or indirect pecuniary interest in any matter which is the subject of consideration or discussion by the Committee shall at the meeting disclose the fact and leave the meeting for that discussion.

5. Review:

5.1. The Committee Terms of Reference will be reviewed annually at the Autumn Term meeting of the Governing Body and the Committee. However, the Governing Board can withdraw the Committee's delegated powers at any time.

6. Purpose:

This committee is responsible for the monitoring and review of the school's finances including proposals for the annual budget, taking into account any surplus and deficit balances, and to recommend it to the full governing body; review the school's accounts; and review, monitor and keep track of income and expenditure. This is to be done ensuring the school maintains a high and robust standard of financial management systems as defined by the Schools Financial Value Standard.

This committee also has the responsibility for overseeing and reviewing all staffing matters at the school, ensuring that all necessary HR policies are in place, agreeing procedures for staff selection, appointment and performance management and ensuring that the school has access to professional HR advice.

Additionally, this committee is concerned with the use of premises, grounds and extended school facilities. It includes the responsibility of making recommendations on accommodation, caretaking, cleaning, decorating and maintenance. It monitors efficient use of utilities such as water, electricity or gas and maintains an overview of costs and lettings policy of premises. Health and safety also falls within this remit.

7. The Governing Body delegates the following responsibilities to the Resources Committee:

Finance

- 7.1. Together with the Executive Headteacher prepare the School's balanced budget for approval by the Governing Board at the start of the financial year.
- 7.2. To establish and maintain an up to date 3 year financial plan
- 7.3. To receive updated termly budget reports, including virement decisions, from the Executive Headteacher, and to report significant anomalies from the agreed budget to the Governing Board
- 7.4. To approve action when expenditure is at variance from the budget.
- 7.5. To ensure that the School operates within the Financial Regulations of the Local Authority.
- 7.6. To approve major virements of funds between different areas of the budget.
- 7.7. To monitor expenditure of all funds kept on behalf of the School and the Governing Body.
- 7.8. To approve the purchase of individual non-routine items of expenditure not foreseen or included in the School Development Plan above £15,000 (i.e. the limit for authorisation by the Executive Headteacher), and below £30,000 (the limit for this Committee). Expenditure above this amount is to be approved by the Governing Board. The Finance Committee Chair and the Chair of Governors may approve the relevant expenditure if it is not reasonable for the Committee to meet, to be reported at the subsequent meeting of the Governing Board.

7.9. To keep under review the Governing Board's decision on the delegation of expenditure to the Committee and the Executive Headteacher, and to report to the Governing Board if any recommendation for change is proposed.

7.10. To keep under review the Finance Policy for approval by the Governing Board, implementing the agreed policy and thereafter reviewing and revising the policy annually for approval by the Governing Board.

7.11. To annually review the School's Charges and Remissions policies and the Staff and Governors Expenses policies

7.12. To make decisions in respect of service level agreements

7.13. To consider any other financial matters referred to the Committee by the Governing Board, the Executive Headteacher or any other Committee

7.14. Decisions of Working Parties which may have an impact on the finances of the School must be recorded as recommendations and passed to the person acting as Clerk to the Committee immediately for inclusion on the next Finance Committee/Governing Board agenda for due consideration.

7.15. To review annually voluntary contributions to School activities.

7.16. To monitor that contact tendering and award procedures are in accordance with the finance policy.

7.17. To monitor and ensure audit exceptions are addressed in a timely manner as indicated by audit

7.18. To monitor that non compliance matters noted in the self assessment are addressed in a timely manner

7.19. To ensure that the Business Continuity Plan is current.

7.20. To monitor the asset inventory of moveable assets and ensure records of equipment write off are maintained

7.21. Periodically review performance audit criteria for self assessment.

Personnel

Note: Further payroll information is described in the local authority model pay policy for schools in Appendix 1 of this document.

Reference to this appendix in conjunction with the procedural points below is essential.

7.22. To recommend to the Governing Board the teaching and non-teaching staff establishment within the constraints of the available annual pay budget.

7.23. Agree and implement the agreed school staffing and pay policy and reviewing and revising the policy if necessary annually for subsequent approval by the Governing Board.

7.24. Implementation of the Performance Management Policy and all responsibilities of the Governing Board there under, save that any updating or amendment of the policy shall be presented for approval by the Governing Board.

7.25. Determination, in conjunction with the Executive Headteacher, the remuneration in accordance with the staffing and pay policy agreed by the Governing Board.

7.26. To approve the incremental salary pay of the Executive Headteacher within the agreed range, following a report from the "Appointed" Governors on the completion of the Head Teacher's Performance Management Review each Autumn term.

7.27. Consider and recommend to the Governing board the appointment or dismissal of the Clerk to the Governing Board or any Clerk to a committee with delegated responsibilities.

7.28. To act as the Pay Committee. The Staffing and Pay policy is determined by the Governing Board as stated in 7.23 above. The Pay Committee is given delegated power to make the following decisions.

7.28.1. To achieve the aims of the whole School's Pay Policy in a fair and equal manner.

7.28.2 .To apply the criteria set by the whole school's Pay Policy in determining the pay of each member of staff at the annual review.

7.28.3 To observe all statutory and contractual obligations.

7.28.4. To minute clearly the reasons for all decisions and report these decisions to a full meeting of the Governing Board.

7.28.5.T o keep up to date with relevant developments and to advise the Governing Board accordingly.

7.29. To review regularly the disciplinary rules and procedures relating to staff and their application.

7.30. To ensure that the School has procedures which afford the staff opportunity to seek redress for any grievance relating to their employment.

Note: All staffing matters will operate within the provisions of the procedures set out in Croydon LA's Personnel Handbook.

Premises

7.31. On all Health and Safety issues to ensure compliance with any statutory directions given by the Local Authority and acting in accordance with the Governing Board's Health and Safety policy.

7.32. To ensure that regular Health and Safety checks are undertaken and recorded in line with agreed policies and procedures.

7.33. To advise the Governing Board on priorities, including Health and Safety, for the maintenance and development of the School's premises.

7.34. To monitor arrangements for the use of School premises, including Health and Safety, by outside users subject to provisions set out in the Regulations, the Governing Board's policy on the use of School premises and scale of charges for School lettings, as agreed by the Finance Committee, other than to subsidised organisations where charges are agreed by the Local Authority.

7.35. To consider recommendations by the Executive Headteacher for arrangements for site and buildings maintenance and repairs, as well as establishing and reviewing a Building Development Plan, and make any necessary recommendations to the Finance Committee and/or the Governing Board at the next scheduled meeting.

7.36. To oversee arrangements for repairs and maintenance.

7.37. To establish and keep under review an Accessibility Plan.

7.38. To consider any other matters concerning the School buildings, premises or lettings referred to the Committees and working parties of the Governing Board as and when necessary.

7.39. To empower the Executive Headteacher or their nominated representative in their absence, the Site Manager and the Premises Committee Chair to take any necessary action if any safety hazards arise which are the responsibility of either the School or the Local Authority.

7.40. To ensure that all necessary steps are taken to ensure maximum energy conservation and best cost effectiveness

7.41. To consider any matters arising in relation to repairs or cleaning of the School premises and/or equipment, and make any necessary recommendations to the Governing Board at the next scheduled meeting.

7.42. To receive updates from the Site Manager, Finance Officer or HR Officer when requested.

7.43. To monitor the currency of the Emergency Plan.

7.44. To monitor responses and actions to the Fire Risk Assessment.

7.45. To monitor performance of service contracts.

7.46. To monitor insurance cover.

7.47. To monitor use of vehicles and safety of plant.

7.48. To monitor building and maintenance audit review and align expenditure plans with school improvement plan and budget.

7.49. To consider any other matters referred to the Committee by the Governing Board or the Executive Headteacher.

GDPR

7.50: To receive regular reports on the Federation's compliance with GDPR regulations

7.51 To ensure that systems in place and operating well

7.52: To ensure that regular audits are undertaken and recorded in line with agreed policies and procedures.

8. General:

8.1. To draw the specific attention of the Governing Board to revisions of existing policies and/or procedures, or the proposed adoption of new ones which may affect the School, the staff or the pupils, to enable the Governing Board to ensure that current, relevant information is provided to any interested parties under the provisions of the Freedom of Information Act.

Appendix 3

Recruitment & Retention Incentive & Benefits for Teachers

Philosophy

We believe in the importance of having a school, which is a safe, secure and attractive place to work and where the staff feel valued, empowered and supported.

We believe that retaining, developing and motivating the school's workforce is a key to providing the best education for our pupils.

We believe in a consistent and equitable approach to the appointment of all staff.

The purpose of the allowance is for recruitment and retention, not for carrying out specific responsibilities or to supplement pay in other ways

Allowances

The Governing Board will pay recruitment awards of £2,000 in the following circumstances

- ***Poor response to adverts as evidenced by the need to re-advertise***

A review of rates will be necessary if the Governing Board intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the Governing Board may determine.

The above will be kept under review and subject to change.

Appendix 4

Teacher Pay Progression based on Performance

Basis for judging performance

*The 2018 report of the **Independent Review Group on Teacher Workload, Making Data Work**, recommended against using pupil data as performance management targets. The Group's recommendations were accepted by the DfE and have been incorporated into the revised Ofsted inspection handbook.*

Joint Union Advice 2022

The approach to the use of 2022 performance data within schools must align with the approach at system level where Ofsted, local authorities, regional schools commissioners and other users are being advised to exercise caution in using and interpreting this school-level data.

In light of this, we do not think it is appropriate for school and college leaders to use 2022 performance data as the basis for performance management or decisions about pay progression for teachers.

Similarly, we would counsel against governors and trustees using 2022 performance data as the basis for performance management or decisions about pay progression for school and college leaders. Instead, they should seek to understand how school leaders are ensuring that any knowledge gaps that do exist as a result of the pandemic are being addressed.

Therefore, in this school judgements of performance will be made against:

- Objectives
- Teacher Standards

The rate of progression will be differentiated according to an individual teacher's performance. Teachers on the main pay range with an overall assessment of Level 1 will receive two increments* and teachers on the main pay range with an overall assessment of Level 2 will receive one increment*. Teachers on the upper pay range will receive one increment if the overall assessment in the preceding two years is Level 1.

The decision about whether a teacher progresses will be based solely on whether the stated criteria are met; there will be no 'quota' imposed for financial or other reasons.

The use of evidence, and the need for it to be proportionate and minimise workload is explained in the appraisal policy. Teachers should be aware of the evidence that will be used when the assessment of their performance is made.

Objectives will be graded on the basis of exceeded, met, partially met and not met.

When assessing objectives, the reviewer will use their professional judgement taking account of circumstances and the aspirational nature of the objectives.

Teacher Standards will be graded on the basis of exceeded, met, partially met and not met. All eight teacher standards will be individually graded and score allocated to the grades with 3 points for exceeded, 2 points for met, 1 point for partially met and 0 points for not met. A total score for the teacher standards will be reached, with the maximum score being 24.

Overall assessment

An overall assessment of performance will be made. All the criteria listed in each category must be met in order to achieve the overall grade.

- | | |
|----------------|---|
| Level 1 | $\frac{2}{3}$ of objectives exceeded
A score of 20+ on teacher standards (but with no individual standard being graded as 0) |
| Level 2 | All objectives are met
A score of 16+ on teacher standards (but with no individual standard being graded as 0) |
| Level 3 | At least one objective met and the others partially met
A score of 8+ on teacher standards |
| Level 4 | Where the teacher has not met the above criteria |

Head of School and Deputy Executive Headteacher

The same principles will apply as qualified teachers however performance will be measured against the ten **Headteacher Standards** will apply as follows:

- | | |
|----------------|---|
| Level 1 | $\frac{2}{3}$ of objectives exceeded
A score of 25+ on headteacher standards (but with no individual standard being graded as 0) |
| Level 2 | All objectives are met
A score of 20+ on headteacher standards (but with no individual standard being graded as 0) |
| Level 3 | At least one objective met and the others partially met
A score of 10+ on headteacher standards |
| Level 4 | Where the teacher has not met the above criteria |

Unqualified Teachers

The same principles will apply to unqualified teachers however different overall scores on **Teacher Standards** will apply as follows:

- Level 1: 16+
- Level 2: 12+
- Level 3: 8+
- Level 4: Less than 8

Early Career Teachers (ECTs)

ECTs will receive incremental progression in line with the principles stated in this appendix. ECTs receive regular feedback during their induction period.

ECTs who are making satisfactory, or better, progress towards meeting the teacher standards at the end of the first year should be recommended for incremental progression, and that all those who pass ECT induction at the end of the second year of teaching should receive a further increment.

Appendix 5

Croydon Teacher Pay Scales

This appendix to the model pay policy for Croydon schools uses pay scales based on the Outer London Area pay ranges for teachers.

The statutory ranges for allowances have been included in this appendix for ease of reference.

Leadership Pay

However, Points 18, 21*, 24*, 27*, 31*, 35*, 39* and 43 on the Leadership Pay Range are the salary figures for head teachers at, or moving to, the top of the school group ranges only. These different figures are a legacy of the 2015 STPCD which provided for no uplift to the maxima of the eight head teacher group ranges.*

PAY SCALE FOR LEADERSHIP GROUP - Sept 2022

Leadership Group Pay Reference Points	2021 (Last Uprated 2020) £	2022 £
L1	45,542	47,820
L2	46,601	48,932
L3	47,676	50,060
L4	48,785	51,225
L5	49,919	52,415
L6	51,082	53,637
L7	52,371	54,990
L8	53,499	56,174
L9	54,750	57,488
L10	56,072	58,876
L11	57,436	60,308
L12	58,688	61,623
L13	60,073	63,077
L14	61,479	64,553
L15	62,926	66,073
L16	64,514	67,740
L17	65,921	69,218
L18*	66,827	70,169
L18	67,496	70,871
L19	69,087	72,542

L20	70,713	74,249
L21*	71,666	75,250
L21	72,383	76,003
L22	74,090	77,795
L23	75,842	79,635
L24*	76,874	80,718
L24	77,643	81,526
L25	79,489	83,464
L26	81,372	85,441
L27*	82,480	86,604
L27	83,305	87,471
L28	85,290	89,555
L29	87,316	91,682
L30	89,406	93,877
L31*	90,632	95,164
L31	91,539	96,116
L32	93,724	98,411
L33	95,975	100,774
L34	98,263	103,177
L35*	99,624	104,606
L35	100,620	105,651
L36	103,026	108,178
L37	105,509	110,785
L38	108,037	113,439
L39*	109,489	114,964
L39	110,584	116,114
L40	113,266	118,930
L41	116,010	121,811
L42	118,828	124,770
L43	120,513	126,539

* These points and point 43 are the maximum salaries for the eight head teacher group ranges

PAY SCALE
FOR TEACHERS – Sept 2022

Explanatory note:

From 1 September 2022, it is a requirement of the STPCD to uplift all pay and allowance ranges and advisory points by 5%, with higher increases to some parts of the Main Pay Scale Ranges as a step towards achieving a minimum starting salary of £30,000.

The tables below reflect these uplifts to reference points and allowances.

Unqualified Teacher Pay Scale

Unqualified Teacher Pay Reference Points	2021 £	2022 £
1	21,832	22,924
2	23,946	25,144
3	26,059	27,362
4	27,926	29,323
5	30,037	31,539
6	32,151	33,759

Main Pay Scale

Main Pay Reference Points	2021 (Last Updated 2020) £	2022 £
M1	29,915	32,407
M2	31,604	34,103
M3	33,383	35,886
M4	35,264	37,763
M5	38,052	40,050
M6	41,136	43,193

Upper Pay Scale

Upper Pay Scale	2021 (Last Uprated 2020) £	2022 £
U1	42,559	44,687
U2	44,133	46,340
U3	45,766	48,055

Allowances

	2021 (Last Uprated 2020)	2022 £
TLR1	Minimum £8,291 Maximum £14,030	Minimum £8,706 Maximum £14,732
TLR2	Minimum £2,873 Maximum £7,017	Minimum £3,017 Maximum £7,368
TLR3	Minimum £571 Maximum £2,833	Minimum £600 Maximum £2,975
SEN	Minimum £2,270 Maximum £4,479	Minimum £2,384 Maximum £4,703