



The Latimer Arts College Procedural Document  
Learn, Achieve, Create



Procedures:

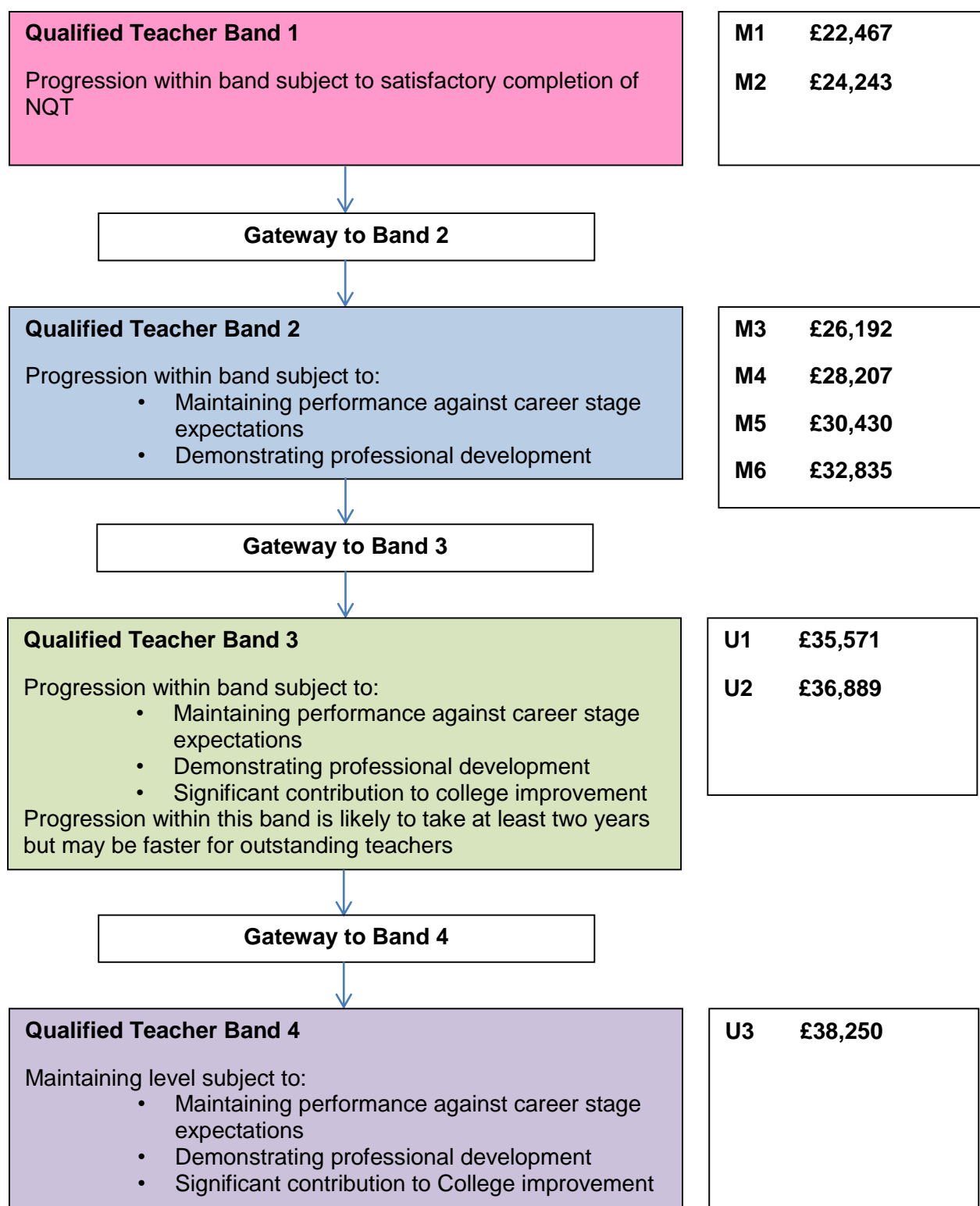
Annexes relating to the Whole College Pay Policy

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## ANNEX 1

### Pay Diagram: September 2016 – Qualified teachers



Not all teachers are expected to pass through all gateways, but all will be encouraged to and will be supported to do so.

## Pay Diagram: September 2016 – Qualified teachers

### Unqualified Teacher Band

Progression on scale subject to:

- Maintaining performance against career stage expectations
- Demonstrating professional development

**UQ1    £16,298**

**UQ2    £18,376**

**UQ3    £20,289**

**UQ4    £22,204**

**UQ5    £24,120**

**UQ6    £26,034**

## ANNEX 2 - CAREER STAGE EXPECTATIONS

Teachers' Standards	Teacher Band 1: M1-2 Securing Good Performance			
	Move within the band by:	TS	Move to the next band if:	
<p>T1 Set high expectations which inspire, motivate and challenge pupils</p> <p>T2 Promote good progress and outcomes by pupils</p> <p>T3 Demonstrate good subject and curriculum knowledge</p> <p>T4 Plan and teach well- structured lessons</p> <p>T5 Adapt teaching to respond to the strengths and needs of all pupils</p> <p>T6 Make accurate and productive use of assessment</p> <p>T7 Manage behaviour effectively to ensure a good and safe learning environment</p> <p>T8 Fulfil wider professional responsibilities</p> <p>C1 Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school</p> <p>C2 Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in attendance and punctuality.</p> <p>C3 Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>	Meeting the standards for induction	T1/2	The progress of most students is in line with the college's expectations which are set in relation to national standards.	
		T3/4/5	Lesson plans that are well-structured and show that teaching is adapted to respond to the strengths and needs of students within each individual group are embedded  Homework is appropriate and relevant to the needs of learners	
		T6	PTW data and intervention processes being completed accurately and on time across the year  Marking and feedback is consistent with College procedures	
		T7	Negative behaviour incidents occur infrequently	
		T8	All calendared directed time events attended	
		C1/3	Personal and professional conduct is displayed by adhering to the Staff Code of Conduct and college procedures Create and maintain effective working relationships with other people	
		C2	Annual attendance and punctuality being in line with the expectations set out in the college policy Engage fully in the annual appraisal process	

	<b>Teacher Band 2: M3-6 Sustaining Good Performance</b>		<b>Teacher Band 3: U1-2 Securing Outstanding Performance</b>		<b>Teacher Band 4: U3 Sustaining Outstanding Performance</b>
<b>TS</b>	<b>Move to the next point on the band by:</b>	<b>Move to the next band when:</b>	<b>Move to the next point on the band by:</b>	<b>Move to the final band when:</b>	<b>Sustain performance by:</b>
<b>T1/2</b>	<p>Student progress across teaching groups is at least in line with the college's expectations which are set in relation to national standards.</p> <p>NB: For exceptional performance, where 2 consecutive years of outcomes that are significantly above expectations, a 2 point move within the band may be awarded</p>	<p>Student progress is consistently at least in line with the college's expectations which are set in relation to national standards.</p>	<p>Student progress across teaching groups is above the college's expectations which are set in relation to national standards.</p>	<p>Student progress is consistently above the college's expectations which are set in relation to national standards.</p>	<p>Continuing to meet all of the requirements for Band 4</p>
<b>T3/4/5</b>	<p>Lessons plans are well structured and show that teaching is adapted to respond to the strengths and needs of students within each individual group.</p> <p>Homework is set and assessed in accordance with College expectations. Homework is appropriate to the needs of the learners.</p>	<p>Planning shows a clear understanding of the needs of all learners within each individual class.</p> <p>A range of creative and innovative activities are planned and prepared for. Risk taking is an emerging feature of planning.</p> <p>The process of setting, completing and assessing homework is robust and rigorous. Homework activities have variety and are relevant to the individual learner</p>	<p>Planning routinely shows a clear understanding of the needs of all learners within each individual class.</p> <p>Planning demonstrates a wide range of creative and innovative activities. Risk taking is a common feature of planning.</p> <p>There is a sustained process of setting, completing and assessing homework which is robust and rigorous. Homework activities have variety and are valuable and relevant to the individual learner</p>	<p>Planning consistently shows a clear understanding of the needs of all learners within each individual class.</p> <p>Planning consistently demonstrates a wide range of creative and innovative activities. Risk taking is an embedded feature of practice.</p> <p>There is a sustained process of setting, completing and assessing homework which is robust and rigorous. Homework activities are creative, varied and are valuable and highly relevant to the individual learner</p>	

	<b>Teacher Band 2: M3-6 Sustaining Good Performance</b>		<b>Teacher Band 3: U1-2 Securing Outstanding Performance</b>		<b>Teacher Band 4: U3 Sustaining Outstanding Performance</b>
<b>T6</b>	PTW data and linked analysis and intervention processes being completed accurately and on time across the year  Marking and feedback being judged as at least good	PTW data and linked analysis and intervention processes are consistently completed accurately and on time  Marking and feedback is judged as consistently good or better	PTW data and linked analysis and intervention processes being completed accurately and on time across the year with evidence of outstanding impact  Marking and feedback being judged as outstanding	PTW data and linked analysis and intervention processes are consistently completed accurately and on time with evidence of outstanding impact  Marking and feedback is sustained at outstanding	<b>Sustain performance by:</b> Continuing to meet all of the requirements for Band 4
<b>T7</b>	Student behaviour being effectively managed in line with college procedures.  Escalated behaviour incidents occurring infrequently	Student behaviour being consistently effectively managed in line with college procedures.  Negative behaviour incidents are isolated	Student behaviour being consistently effectively managed in line with college procedures.  Negative behaviour incidents rarely occurring	Student behaviour being consistently effectively managed in line with college procedures.  Behaviour is consistently exemplary	
<b>T8</b>	A departmental or Achievement Team contribution being made, eg. coaching or mentoring a colleague, leading extended learning opportunities, contributing to curriculum development  Learning and teaching ideas shared with colleagues	A departmental or Achievement Team contribution has consistently been made, eg. coaching or mentoring a colleague, leading extended learning opportunities, contributing to curriculum development  NB. This contribution may change each year  Learning and teaching ideas routinely shared with colleagues	A significant whole college contribution being made eg. literacy, numeracy or G and T departmental lead, VLE champion, leading on a whole college improvement project  Learning and teaching ideas are shared to support other colleagues with their development	A significant whole college contribution consistently being made eg. literacy, numeracy or G and T departmental lead, VLE champion, leading on a whole college improvement project  NB. This contribution may change each year  Learning and teaching ideas routinely shared to support other colleagues with their development	

	Teacher Band 2: M3-6 Sustaining Good Performance	Teacher Band 3: U1-2 Securing Outstanding Performance	Teacher Band 4: U3 Sustaining Outstanding Performance
<b>C1/3</b>	Personal and professional conduct is displayed by adhering to the Staff Code of Conduct and college procedures Create and maintain effective working relationships with other people		<b>Sustain performance by:</b> Continuing to meet all of the requirements for Band 4
<b>C2</b>	Annual attendance and punctuality being in line with the expectations set out in the college policy Engage fully in the annual appraisal process		
	<b>Consistently</b> here refers to 4 consecutive years Marking and Feedback will be judged throughout the year using the college's defined procedure	<b>Consistently</b> here refers to 2 consecutive years	

## ANNEX 3

### PAY PROGRESSION

This annex covers teachers eligible to:

- Progress within a band
- Progress from one band to the next

#### **Progression within a Band**

Progression within Band 1 (i.e. from M1 to M2) is automatic upon successfully meeting the requirements of Newly Qualified Teacher induction.

Teachers on the Qualified Teacher Band 2, Qualified Teacher Band 3 and Unqualified Teacher Band will have their salary reviewed annually in accordance with paragraph 6 of the Pay Policy. To move up the relevant pay band one point, teachers will need to show that they meet the relevant career stage objectives as set out in Annex 2.

Teachers demonstrating exceptional performance may be awarded progression up to two points on the relevant scale. This will be determined by progress significantly above expected.

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

#### **Progression to a Higher Band**

Any teacher who meets the relevant career stage expectations as set out in Annex 2 will be assessed by Principal to be paid on the next pay band.

The assessment shall be on the basis of the annual appraisal document (and such previous appraisal reports as are required to demonstrate that the criteria are met) with supplementary evidence as might be required to reflect the applicant's achievements over the required period. All assessments shall be robustly transparently and equitably carried out by the Principal against the expectations and a decision will be made and communicated in writing by 31 December. Any increased salary awarded will be backdated to 1 September.

Where the application is unsuccessful, the written notification will indicate the areas where the judgement is that the teacher's application does not satisfy the assessment criteria.

If successful, the teacher will progress to the minimum point of the next pay band above their current band, where it is expected that the level of performance assessed will be at least sustained. Further progression in the new band will be dependent meeting the relevant career stage expectations as laid out in Annex 2.

The Latimer Arts College will not be bound by pay decisions made by other schools and where reliance is made on performance at another school to demonstrate consistency, it is the applicant's responsibility to provide such evidence as the College may deem necessary.



## ANNEX 4

### TEACHERS' RECRUITMENT AND RETENTION ALLOWANCES OR BENEFITS

This annex identifies the circumstances under which the College will pay allowances and/or benefits for the purposes of recruiting and retaining teachers.

Recruitment or Retention allowances will be considered as a method of attracting or retaining outstanding teachers and support staff where the school would be adversely affected by not recruiting or retaining them. Typically, this will be in subjects where it has been historically difficult to shortlist, where the subject is underperforming or in other circumstances where it is unlikely that a vacancy will be filled without the payment of a recruitment or retention allowance.

Recruitment and retention allowances will be pensionable payments. On expiry of a recruitment allowance it may be replaced by a retention allowance.

Decisions on recruitment allowances or retention allowances will be made by the Principal following consultation with the Chair of Governors. Prior to consultation the Principal will set out:

- The reasons why the post should attract a recruitment or retention allowance with reference to other allowances awarded and any available recruitment or retention information.
- The start and end dates of the allowance
- The amount of the allowance and its percentage of substantive salary which will not exceed 15%

The decision to award a recruitment or retention allowance will be communicated to the employee in writing stating the start date and end date, the amount and whether it is recruitment or a retention allowance. The decision to award a recruitment or retention allowance will be reported to Pay Committee at the next meeting.

## ANNEX 5

### PROCEDURE FOR A REVIEW OF A SALARY DETERMINATION OR AN APPRAISAL BY THE PAY COMMITTEE OF THE GOVERNING BODY

1. All parties enter together and the Chair outlines the process to be followed.
2. Case for the employee  

The employee is entitled to be accompanied by a representative of his/her trade union or a workplace colleague. The employee or representative:

  - a) presents the employee's written application for the review.
  - b) the members of the Pay Committee may ask questions of the employee
3. The Chair of the Pay Committee:
  - a) explains the process and evidence used to come to the decision under review with reference to the written statement of reasons for the decision of the Pay Committee previously provided to the employee.
  - b) If the Pay committee has asked the Principal (or a governor as referred to in Note 3 below) to be present at the hearing the Principal (or governor) may be asked questions by the members of the Pay Committee, and the employee or representative.
4. Summing up and withdrawal
  - a) the employee, or representative, has the opportunity to sum up his/her case if s/he so wishes.
  - b) all persons other than the members of the Pay Committee and the adviser (See Note 5 below), are then required to withdraw.
5. Pay Committee decision
  - a) The Pay committee and the person who is advising, if other than the Principal or a governor, are to deliberate in private, only recalling other persons to clear points of uncertainty on evidence already given. Any recall will involve all persons involved in the earlier hearing.
  - b) The Chair of the Pay Committee will announce the decision of the review to the employee, which will be confirmed in writing within 5 working days.

## Procedural Notes:

1. For the purposes of the review, the Pay Committee and the employee will have the following documents:
  - the written statement of reasons for the decision of the Pay Committee previously provided to the employee
  - the written statement of reasons for the application for the review from the employee. (The grounds for the appeal must comply with paragraph 2.3.2 of the Pay Policy).
  - any additional documents to be used at the review hearing which must be provided to the other party at least 48 hours before the commencement of the hearing.
2. For the purposes of the review, the Pay Committee may ask the Principal (or in accordance with note 3 below, a governor) to be present. In that event the Principal (or governor) may also be asked questions by the members of the Pay Committee and by the employee or his/her representative. The Principal (or governor) may not be involved in the decision of the Pay Committee.
3. Where the Principal has asked for the review the Pay Committee may ask the Chair of Governors or a representative of the governors referred to in 2.8.1 of the Pay Policy to be present.
4. The employee may be represented by a representative of his/her trade union or a workplace colleague.
5. The Pay Committee may have an adviser present to advise on fact and the law.
6. The review is not an appeal against the decision.
7. Where a teacher is seeking a review against a determination of an application to move to a higher band or an appraisal decision of the Principal, the same procedure will be used with the Principal taking the role of the Pay Committee. The Principal may have an adviser present to advise on the law, procedure and merits of the case, who may not be an employee of the College.

## ANNEX 6

### PROCEDURE FOR AN APPEAL AGAINST A SALARY OR APPRAISAL DETERMINATION TO THE PAY APPEALS COMMITTEE OF THE GOVERNING BODY

1. All parties enter together and the Chair outlines the process to be followed.
2. The Appeal of the employee  

The employee is entitled to be accompanied by a representative of his/her trade union or a workplace colleague. The employee or representative,

  - a) introduces the employee's written reasons for the appeal and the representative of the Pay Committee and then members of the Pay Appeals Committee may ask questions of the employee.
  - b) may call witnesses, each of whom will have provided a written statement of the information s/he wishes to give, and each witness may be asked questions by the representative of the Pay Committee and then by the Pay Appeals Committee.
3. The response of the Pay Committee  

The representative of the Pay Committee

  - a) explains the process and evidence used to come to the decision being appealed with reference to the written statement of reasons for the decision of the Pay Committee previously provided to the employee, and the employee or representative and then members of the Pay Appeals Committee may ask questions of the representative of the review Committee.
  - b) may call witnesses, who will have provided a written statement of the information they wish to give, and each witness may be asked questions by the employee or his/her representative and then by the Pay Appeals Committee.
3. Summing up and withdrawal
  - a) the representative of the Pay Committee has the opportunity to sum up if s/he so wishes.
  - b) the employee, or representative, has the opportunity to sum up his/her case if s/he so wishes.
  - c) all persons other than the Pay Appeals Committee and its adviser are then required to withdraw.
4. Pay Appeals Committee decision
  - a) the Pay Appeals Committee and the person who is advising on law, procedure, and merits of the case (See Note 4 below) are to deliberate in private, only recalling the parties to clear points of uncertainty on evidence already given. Any recall must involve both parties
  - b) the Chair of the Pay Appeals Committee will announce the decision to the employee, which will be confirmed in writing within 5 working days.

## Procedural Notes:

1. For the purposes of the appeal, the Pay Appeals Committee will have the following documents:-
  - the written statement of reasons for the Pay Committee decision previously provided to the employee
  - the written statement of reasons for the appeal from the employee. (The grounds for the appeal must comply with paragraph 2.3.2 of the Pay Policy).
  - any additional documents to be used at the appeal hearing which must be provided to the other party at least 48 hours before the commencement of the hearing.
2. For the purposes of the appeal, the Pay Committee representative may call the Principal (or in accordance with note 3 below, a governor) as a witness for the Pay Committee. In that event the Principal (or governor) may be questioned as a witness.
3. Where the Principal has asked for the review the representative of the Pay Committee may call the Chair of Governors and/or one of the governors referred to in paragraph 2.8.1 of the Pay Policy as a witness.
4. The Pay Appeals Committee may appoint an adviser to advise on the law, procedure, and merits of the case who may not be an employee of the school.
5. The employee may be represented by a representative of his/her trade union or a workplace colleague.
6. Where a teacher is appealing against a determination of an application to be paid in a higher band or an appraisal decision the same procedure will be used with the Principal taking the role of the representative of the Pay Committee. The Principal may have an adviser present, as in Note 4 above, who may not be an employee of the school.