



## **Pay Policy – Teaching Staff**

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**St. Francis' College**

September 2024

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## Introduction & Aims

- 1 **Application:** This policy applies to all teaching staff employed by the College at the 31<sup>st</sup> August 2024.
- 2 **Purpose:** The purpose of this policy is to set out a framework for making decisions on teachers' pay.
- 3 **Aims:** In adopting this policy the College wants to ensure that;
  - 3.1 all employees of the College are treated fairly and pay decisions are free from discrimination;
  - 3.2 the College is able to recruit and retain highly skilled teachers;
  - 3.3 it recognises and rewards teachers for their contribution to the College;
  - 3.4 it maximises the quality of teaching and learning at the College;
  - 3.5 it manages its budget to deliver the College's strategic development plan effectively.

## Roles and Responsibilities

- 4 **Overall responsibility:** The Inspired Learning Group (ILG) Senior Management has overall responsibility for this policy and will monitor its effectiveness including trends on progression and the College's compliance with equalities legislation. ILG will consider on an annual basis whether there should be any increase applied to all, part or some of the College's pay scales.
- 5 **Head:** The Head will make all pay decisions which fall within the scope of this policy and within budgetary plans. Any decisions outside of the policy must be referred to ILG.

## Pay Determination on Appointment

- 6 The Head will determine the pay range for a vacant post prior to advertising. An appropriate offer will be made to the successful applicant which may take into account all or any of the following factors at the College's discretion;
  - 6.1 The employee's current pay grade;
  - 6.2 The nature of the post;
  - 6.3 The level of qualifications, skills and experience required;
  - 6.4 Market conditions;
  - 6.5 The College's Development Plan;
  - 6.6 The wider College context.

## Pay Reviews

- 7 Teachers' pay will be reviewed annually normally to take effect from 1<sup>st</sup> September in each year. A review does not imply an increase in salary and decisions will be made in accordance with this policy.
- 8 Pay reviews may take place at other times of year to reflect any changes in circumstance or job description.

## Main Pay Scale Reference points

- 9 The College will pay teachers in accordance with the Main Pay Scale.

## Pay Progression through the Main Pay Scale

- 10 It is anticipated that following appointment teaching staff will (subject always to Threshold requirements) normally be awarded progression to the next point on the Main Pay Scale annually.
- 11 A teacher who is subject to formal capability or disciplinary procedures will not normally be eligible for progression.

## Pay Progression to the Upper Pay Scale

- 12 **Eligibility:** A teacher at the top of the Main Pay Scale may apply to be paid on the Upper Pay Scale and any such application will be assessed in line with this policy. It is for employees to decide whether or not they wish to apply to be paid on the Upper Pay Scale.
- 13 **Applications:** All applications should be made in writing no later than summer half term break and should be supported by sufficient evidence to demonstrate that the teacher has met the assessment criteria. All applications should include results of the last two appraisals. Where that information is not available then sufficient evidence to demonstrate that the applicant has met the assessment criteria should be produced. In order to be eligible to be assessed, teachers must have Qualified Teacher Status (QTS). There are no barriers to movement onto the upper pay range that are connected with length of service and no requirement to be at the top of the main pay range.
- 14 **Assessment:** An application from a qualified teacher to progress to the Upper Pay Scale will be successful where the College is satisfied that;
  - 14.1 The teacher has met the assessment criteria set out at Appendix 1. These criteria are set out in paragraph 15.2 of the College and Teachers' Pay and Conditions Document 2014 (STPCD 2014).
  - 14.2 The teacher is highly competent in all elements of the relevant Teaching standards; and

- 14.3 The teacher's achievements and contribution to the College are substantial and sustained.
- 15 **Decisions:** Teachers will be advised of the outcome of their application to the Upper Pay Scale no later than the last day of June. If successful, applicants will move to the Upper Pay Scale with effect from 1<sup>st</sup> September.
- 16 **Upper Pay Scale:** The College will pay teachers on the Upper Pay Scale in accordance with the Scale.
- 17 **Pay Progression through the Upper Pay Scale**
- Decisions about progression through the Upper Pay Scale will depend on the College being satisfied that;
- 17.1 The teacher has demonstrated that they are continuing to meet the assessment criteria set out at Appendix 5;
- 17.2 That they are highly competent in all elements of the relevant Teaching standards;
- 17.3 The teacher's achievements are substantial and sustained;
- 17.4 All objectives have been met; or
- 17.5 If objectives were not fully met, the extent that objectives were met, the reasons for any failure to meet objectives, including the difficulty of objectives set.
- 17.6 Pay positions on the upper pay scale can be revoked if performance declines.

**Pay Progression through the Upper Pay Scale:**

- 18.1 A teacher will normally have to demonstrate that they have met the relevant criteria (set out at paragraph 17 above) for a minimum of two years before being eligible for progression to the next point on the Upper Pay Scale.
- 18.2 A teacher who is subject to formal capability proceedings will not normally be awarded pay progression.

**Leadership Scale**

19. **Leadership Scale:** Where agreed in writing and appropriate, having regard to the job description and responsibilities of the post the College will pay Senior Leadership positions in accordance with the Scale set out to a maximum of five levels. Pay progression for the Head is determined by ILG.
- 20 **Pay decisions:** Decisions about a teacher's pay progression through the Leadership Scale will be made with reference to the teacher's performance as assessed at the

annual appraisal and subject always to any limits on progression for a particular post. The College will exercise its discretion reasonably and taking into account:

- 20.1 Whether the teacher is meeting all the requirements of their job description;
- 20.2 Whether the Teaching Standards have been met;
- 20.3 Whether all objectives have been met;
- 20.4 If objectives were not fully met, the extent that objectives were met, the reasons for any failure to meet objectives, including the difficulty of objectives set;
- 20.5 The employee's wider contribution to the College and its Development plan.

### **Allowances**

- 21 **Allowances:** The College may award responsibility allowances for the performance of certain duties in accordance with the bands as set out at Appendix 1. Where teachers no longer carry out the duties connected to that allowance, the entitlement to that allowance will cease. These allowances will be pensionable unless expressly stated in writing otherwise.
- 22 **Fixed term allowances:** The College may at its discretion make an award of a fixed term allowance for a fixed term project or time limited responsibility. Entitlement to this allowance will automatically cease at the expiry of the fixed term. Any fixed term allowance will not be pensionable.

### **General Principles**

23. **Evidence:** Where pay decisions relate to performance against objectives or other criteria it will as far as reasonably possible be the teacher's responsibility to produce the relevant evidence to demonstrate these have been met.
24. **Assessing performance:** To be fair and transparent, assessment of performance will as far as practicable be evidence based. The evidence that will be taken into account when assessing whether objectives have been met will include: self-assessment, lesson observations, peer feedback, pupil progress information.
25. **Monitoring and support:** All teachers will receive regular and constructive feedback during their employment. Where the College identifies that a teacher is unlikely to meet their objectives they will usually be advised of this and consideration given to what further support is available to help them improve.
26. **Grievance procedure:** Any teacher who is dissatisfied with a pay decision should raise a grievance in accordance with the College's procedure within 20 working days of receipt of the written pay notification, with proof of receipt of documentation.

**Version Control**

**Start date: 1 September 2015**

Reviewed By:	Head
Authorised By:	Head
Effective from	September 2024
Date of next Review:	September 2026

## **Appendix 1: Threshold criteria**

### **Teachers' Standards (England)**

#### **Introduction**

The Teachers' Standards (England) and Practising Teacher Standards (Wales) are presented in this Document as they underpin the assessment process for accessing the upper pay range.

### **Teachers' Standards (England)**

#### **Preamble**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

#### **Part One: Teaching**

##### **A teacher must:**

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

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

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

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

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



- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and
- maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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

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

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

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

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

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;

- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the College, in accordance with the College's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the College;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;