



Woolwich Polytechnic School

PolyMAT PAY POLICY

Reviewed November 2016

Approved by Governors December 2016

Revision due September 2017

INTRODUCTION

This policy sets out the framework for making pay decisions for all employees of this Academy. This policy does not form part of the terms and conditions of employees' employment with the Academy and is not intended to have contractual effect. The Academy reserves the right to amend or vary this policy at any time and will inform employees when the policy is updated.

The Academy will comply with current legislation and the requirements of TUPE. It also intends to broadly comply with the provisions of the current School Teachers' Pay and Conditions Document (STPCD) going forward, but in the case of any conflict between this policy and the STPCD, this policy will take precedence.

The primary aims of this policy are to:

- support the recruitment and retention of a high quality workforce;
- enable the Academy to recognise and reward employees appropriately for their contribution to the Academy; and
- ensure that decisions on pay are managed in a fair and transparent way.

Pay decisions regarding Head Teachers' salaries are made by the pay committee of the Governing Body and for all other staff decisions on pay have been delegated to the Head Teachers.

Confidentiality

All information regarding the pay of individual employees, whether verbal or written, must be treated as strictly confidential and not communicated to anyone who is not directly involved in the process. Breach of confidentiality may be treated as a disciplinary matter.

Equal Opportunities

This policy will be applied fairly and consistently to all employees regardless of gender, gender reassignment, race, religion or belief, ethnicity, national origin, age, marital status or civil partnership, disability, sexual orientation, pregnancy or maternity, part-time or fixed-term status.

Review and monitoring

The Academy will review this policy on an annual basis and will monitor outcomes in order to assess the effectiveness of this policy in rewarding good performance and to ensure the Academy's continued compliance with equalities legislation.

TEACHERS' PAY: INITIAL DETERMINATION

The Academy will determine the likely 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. In making such determinations, the Academy may take into account a range of factors, including but not limited to:

- the nature of the post;
- the level of qualifications, skills and experience required;
- the pay of current employees doing the same or a similar job; and

- market conditions and the wider Academy context.

There is no expectation that an employee should be paid the same salary that they received in a different school or academy.

Unqualified Teachers

The Academy will pay an unqualified teacher on one of the employment based routes into teaching on the unqualified teachers' pay scale. The Academy may pay an additional unqualified teachers' allowance if it considers that the basic salary is not adequate, having regard to the unqualified teacher's responsibilities, qualifications and experience. Such an allowance may be awarded where the teacher has:

- a. Taken on a sustained additional responsibility which is:
 - a. focused on teaching and learning; and
 - b. requires the exercise of a teacher's professional skills and judgement; or
- b. Qualifications or experience which bring added value to the role undertaken.

Leadership Pay

The Head Teachers and any Deputy Head Teachers and Assistant Head Teachers in this Academy will each be assigned a pay scale which falls within the Leadership Group Pay Range set out in the current STPCD.

The Head Teachers' pay scale will be set by the pay committee of the Governing Body after taking into account the appropriate Head Teacher group in the current STPCD and the needs of the Academy and can be changed in order to attract or retain a Head Teachers or when there have been significant changes in the responsibilities of the Head Teachers.

The pay scale for Deputy and Assistant Head Teachers will be set by the Academy after taking into account the current STPCD and the Head Teachers' pay scale and can be changed in order to attract or retain a Deputy or Assistant Head Teachers or when there have been significant changes in the responsibilities of a serving Deputy or Assistant Head Teachers.

All members of the Leadership Group must demonstrate sustained high quality of performance with particular regard to leadership, management and pupil progress at the Academy. There will be no automatic pay progression for teachers in the Leadership Group: progression (if any) up the leadership group pay range will depend on performance in relation to agreed objectives.

Teachers on the Leadership Group Pay Range are not subject to the provisions of the STPCD regarding directed time and may be required to work for more than 195 days and 1265 hours per year in order to fulfil the responsibilities of their position.

Supply Teachers

Teachers employed on a day-to-day or other short notice basis will be paid based on a reference salary on the Main Pay Range in the STPCD. Pay will be calculated on a daily basis using the assumption that a full working year consists of 195 days, and periods of employment for less than a day will be calculated on a pro-rata basis.

Pay Deductions

Where a day's pay is to be deducted because of unauthorised absence or approved unpaid leave, this will be calculated as 1/195 annual salary on the basis that there are 195 working days in a year. The calculation will be amended on a pro rata basis for a half day absence or for teachers who work part time hours.

Teaching and Learning Responsibility payments (TLRs)

Teaching and Learning Responsibility payments (TLRs) will be awarded to posts identified in the Academy's staffing structure (located at Appendix B) in accordance with the STPCD. In order to qualify for a TLR payment the teacher's duties must include a significant responsibility that is not required of all classroom teachers which:

- 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 other than the teacher assigned classes or groups of pupils; and
- e. involves leading, developing, and enhancing the teaching practice of other staff.

In order to qualify for a TLR1 payment, the significant responsibility defined above must include line management responsibility for a significant number of people; otherwise a TLR2 payment will be appropriate. A teacher cannot hold a TLR1 and a TLR2 concurrently, but a teacher who receives either a TLR1 or a TLR2 may also hold a concurrent TLR3. A TLR can be based on a job description that includes several different areas of significant responsibility. TLR3 payments are awarded on a fixed term basis for clearly time-limited academy improvement projects or external responsibilities.

A TLR payment is attached to a specific post in the Academy's staffing structure and therefore may only be held by two or more people if they are job-sharing that post. TLRs awarded to part-time teachers must be paid on a pro rata basis.

Special Educational Needs allowances

The Academy may award a SEN allowance to a classroom teacher who would qualify for such an allowance under the relevant provisions of the STPCD. Where a SEN allowance is to be paid, the Academy will determine the value of the allowance, taking into account the structure of the Academy's SEN provision; the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post.

TEACHERS' PAY: ANNUAL REVIEWS AND PROGRESSION

The Academy will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year. All teachers will be provided with an annual statement setting out their salary and any other financial benefits to which they are entitled.

Pay reviews may take place at other times of the year following changes in circumstances or job description that affect the basis for calculating an individual's pay. A written statement will be provided if pay is changed following such a review.

Safeguarding

The Academy operates a system of “safeguarding” pay for a period of 36 months in respect of pay increases or allowances awarded after 1 January 2006. Where a pay determination leads or may lead to the start of a period of safeguarding, the Academy will give the required notification as soon as possible and no later than one month after the date of the determination.

Inflationary pay increases

The STRB produces an annual report recommending whether the pay scales in the STPCD should be uplifted. In recent years a 1% increase has been recommended to the minima and maxima of each pay scale, but schools and academies have total discretion as to whether to apply an increase to any intermediary points, while bearing in mind that pay increases for individual teachers must always be justified by good performance.

This Academy will consider the STRB recommendation and the new STPCD each year before deciding whether to uplift the teacher pay scales (current version provided in Appendix C). The minima of each pay range will usually be uplifted in line with the STPCD, but other increases will be at the discretion of the Governing Body who will take into account affordability, overall Academy performance and market conditions.

Pay progression based on performance

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 Academy’s appraisal procedure contains further information about the appraisal process.

Subject to the Academy’s appraisal procedure, teachers will be eligible for pay progression if they meet all their objectives, are fully meeting the relevant standards, and all their teaching is assessed as being at least good. The rate of progression may be differentiated according to individual teacher performance. The appraisal report will indicate whether a teacher should be considered for pay progression.

Decisions regarding pay progression for each teacher will be made with reference to their appraisal report and the pay recommendation it contains. Newly qualified teachers will usually be appointed at the minima of the Main Pay Scale and recommended for pay progression if they successfully complete their induction year.

Where a teacher is absent due to long term sickness absence during the academic year or at the time of a salary review, decisions will be contingent upon individual circumstances and based on the employee’s performance during relevant periods of attendance. Where a teacher is absent due to pregnancy or maternity or adoption or shared parental leave, decisions will be no less favourable than if the employee had not been absent due to such reasons.

Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the Head Teachers. The Academy will ensure that appropriate funding is allocated for performance based pay progression at all levels.

Successful progression means an increase of one point on the main pay scale. Teachers will only increase by more than one point in exceptional circumstances and should discuss this progression with the Head Teachers prior to submitting an application.

Progression to Upper Pay Range

Any qualified teacher may apply to be paid on the Upper Pay Range and applications will 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. It is usual for teachers to consider applying for progression after approximately 5 years' teaching experience, by which time they are likely to be able to achieve and sustain the necessary level of competence and contribution. However in exceptional cases teachers may feel ready at an earlier stage, whereas other teachers may decide not to apply for progression until later in their career.

Applications (Appendix C) to be paid on the Upper Pay Range may be made once a year by 31 October, in writing, to the Head Teacher. Applications cannot be back dated to previous academic years. Teachers are encouraged to discuss with their line manager or appraiser their intention to apply for progression at an early stage in the preceding academic year, for example when their performance objectives are being set, so that they can be supported to achieve the required standards and gather the necessary evidence to demonstrate their achievements and contribution.

An application to be paid on the Upper Pay Range should include the results of at least two recent appraisals together with a statement explaining how the applicant has met the assessment criteria and supporting evidence. An application will be successful where the Head Teachers is satisfied that:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to the Academy are substantial and sustained.

For the purposes of this pay policy:

- '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 Academy, in order to help them meet the relevant standards and develop their teaching practice;
- 'substantial' means of real importance, validity or value to the School; playing a critical role in the life of the school; providing a role model for teaching and learning; making a distinctive contribution to the raising of pupil standards; taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils' learning; and
- 'sustained' means maintained continuously over two academic years.

The application will be assessed by the Head Teachers (or the member of staff with delegated responsibility) following a meeting with the teacher to discuss their application. The Head Teachers may also seek supporting evidence from the teacher's line manager and the appropriate head of subject/department/year/Key Stage. The decision will be communicated verbally and confirmed in writing within 5 working days.

If successful, the teacher will move to the Upper Pay Scale with effect from 1 September in the year in which the application is approved. The teacher will be placed on the minimum point of the Upper Pay Range.

If unsuccessful, feedback will be provided which includes an explanation of where the teacher was assessed to be falling short of the progression criteria. Any appeal against a decision not to move the teacher to the Upper Pay Scale will be heard under the Appeal arrangements set out in Appendix A.

Progression on Upper Pay Range

A teacher will need to show that they are continuing to meet the criteria for progression to the Upper Pay Range, as well as their performance objectives and the relevant standards, in order to achieve pay progression whilst on the Upper Pay Range. Teachers on the Upper Pay Range will need to achieve two consecutive successful appraisals in order to achieve pay progression.

Successful progression means an increase of one point on the upper pay scale. Teachers will only increase by more than one point in exceptional circumstances and should discuss this progression with the Head Teachers prior to submitting an application.

Stepping down from Upper Pay Range

A teacher may request to be moved down the pay scales (for example from the Upper Pay Scale to Main Pay Scale). This may be for personal reasons (such as to improve work/life balance, or to manage a health condition, or as part of a planned move towards retirement) or for professional reasons (for example if a teacher decides that he/she prefers classroom practice to leadership and management activities, or wishes to develop a new skill set such as SEN expertise). Such a request can be made to the Head Teachers at any time and will be discussed with the teacher before a decision is made, based on individual circumstances and the needs of the Academy.

A teacher may also be offered downward movement on the pay scale as an alternative to formal capability action or during the course of capability action, in order to enable the teacher to focus on improving their classroom practice by removing additional responsibilities. This may be offered as either a temporary or permanent adjustment, and will not usually be considered until after the teacher has been offered support.

Where downward movement is requested or agreed by the teacher, pay safeguarding will not apply.

ASSOCIATE STAFF PAY: INITIAL DETERMINATION

All associate staff at the Academy are paid at the appropriate grade on the same pay spine (see Appendix D). The Academy's associate staff includes employees performing the following roles:

- Classroom support staff such as teaching assistants
- Clerical, administrative, financial, exam officer, bursars and business managers;
- Technical staff supporting science, design and technology, food, IT, art etc;
- Pastoral staff including learning mentors;
- Site staff
- Cover Supervisors

The Academy may also employ casual staff on an hourly paid basis where the requirement for certain types of work is not predictable: for example bank staff covering support staff absences, exam invigilators, music or sports instructors. Hourly rates for casual staff will depend on the qualifications required for the post and will be uplifted to include an allowance for holiday pay.

The Academy has full discretion to determine the grades of newly appointed support staff and the point of entry onto the grade. However, the Academy must have regard to the

responsibilities of the post and to the pay scales, terms and grading applicable for similar roles of work when deciding the grade for a post. The point of entry on the grade will usually be at the minimum point but the Academy may pay at a higher incremental point if this is justified by a new employee's skills or experience.

The Academy has discretion to temporarily re-grade staff who are covering for absent colleagues at a higher grade. Consideration can be given to the payment of an acting allowance once a member of the support staff has been covering the duties of an absent colleague for more than four weeks, and may be backdated to the start of the acting up period. If the relevant duties and responsibilities are being shared then consideration may be given to paying an honorarium.

The Academy may consider payment of an honorarium in other situations, with the amount depending on the circumstances of each case. In general this is likely to be considered when an employee performs duties beyond his/her normal role for a specific task or over an extended period or where the additional duties and responsibilities are exceptionally onerous and required by the Head Teachers.

SUPPORT STAFF PAY: ANNUAL REVIEWS AND PROGRESSION

Inflationary pay increases

The Academy will consider applying an inflationary increase to its pay scale for support staff each year, to become effective on 1 September. It is currently anticipated that a 1% increase will be considered each year between 2016 and 2020 in line with public sector pay, however a higher or lower amount may be considered depending on affordability.

Pay progression based on performance

All members of associate staff can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths and supports their future development. The Academy's appraisal procedure contains further information about the appraisal process.

Progression to the top of the relevant pay grade will depend on good performance as assessed in the annual appraisal. Associate staff will be eligible for pay progression if they meet all their performance objectives and relevant standards. The Academy will ensure that appropriate funding is allocated for performance based pay progression at all levels.

Where an employee is absent due to long term sickness during the academic year or at the time of a salary review, pay and appraisal decisions will take into account individual circumstances and will be based on the employee's performance during relevant periods of attendance. Where an employee is absent due to pregnancy or maternity or adoption or shared parental leave, decisions will be no less favourable than if the employee had not been absent due to such reasons.

Appendix A. Appeals Procedure

1. PRINCIPLES

- 1.1 An employee who wishes to appeal a decision in relation to his/her pay must comply with this procedure. The matter should not be raised or dealt with under the Academy's Grievance Policy and Procedure. The reasons for seeking a review may include the person or Committee who made the decision having:
 - (a) incorrectly applied any provision of the pay policy;
 - (b) failed to have proper regard for statutory guidance;
 - (c) failed to take proper account of relevant evidence;
 - (d) took account of irrelevant or inaccurate evidence;
 - (e) being biased; or
 - (f) unlawfully discriminated against the employee.
- 1.2 The employee will receive written confirmation of the pay determination and where applicable the basis on which the decision was made. If the employee is not satisfied, he/she should seek to resolve this by raising the matter informally with the Head Teachers within ten working days of the decision. The Head Teachers will arrange a meeting without unreasonable delay.
- 1.3 If the employee is not satisfied with the outcome of the informal discussion with the Head Teachers then he/she may follow the formal appeal process.

2. FORMAL APPEAL PROCESS

- 2.1 The employee will provide in writing the specific grounds for questioning the pay decision together with evidence which s/he considers should be taken into account. The appeal letter must be sent to the person or committee who made the decision within ten working days of the pay determination or the informal discussion with the Head Teachers.
- 2.2 Three Governors who were not party to the original decision will form a panel to hear the appeal.
- 2.3 The appeal hearing should be held without unreasonable delay following receipt of the letter of appeal.
- 2.4 The panel may invite the Head Teachers to the hearing and he/she will provide the meeting with any relevant information required by the Governors. No specific information concerning the remuneration of other members of staff shall be given in the presence of the employee for whom the appeal is being heard. Where the panel requests such pay information from the Head Teachers, it will be conveyed confidentially to them alone. The employee may ask questions of the Head Teachers.
- 2.5 The employee will be given the opportunity to make representations in person and may be accompanied by a work colleague or union representative.
- 2.6 The panel will carefully consider all the evidence that is presented before making a decision. The outcome of the appeal will be communicated to the employee in writing without unreasonable delay and will include reasons for the decision.
- 2.7 The decision of the panel at the appeal hearing is final.

Appendix B. Staffing Structure

Head Teachers * 2
Deputy Head Teachers * 1 (listed below)
Assistant Head Teachers * 9 (listed below)

Maths

Director of Maths
Head of Department
Year 7 Coordinator plus responsibility for Peer Mentoring
Year 8 Coordinator plus responsibility for Peer Mentoring
Coordinator of KS5
Responsibility for CPD in Maths
Teacher * 6.7
School Direct Teacher of Maths * 2

English

Director of English
Assistant Head Teacher * 2.0
Acting Head of English
2iC English
Year 9 & 10 Coordinator
KS3 Coordinator
Literacy Coordinator
Lead Practitioner
Head of Year 13
Teacher * 3.0
School Direct Teacher * 2

EAL

Head of EAL
Teacher

Drama

Head of Drama
Teacher * 1.4

Humanities

Head of Geography
Head of History
Assistant Head Teacher * 2
Associate Director of Learning
Head of EBC & Citizenship
Coordinator of Community Languages
Teacher of History * 3.0
Unqualified Teacher of Geography
Teacher of Geography * 1.6

Science

Co-Head of Science/Head of Psychology/Behaviour Impact Coordinator
Co-Head of Science/Raising Standards Leader Year 13
2iC Science
Head of Behaviour in Science
Head of Biology
Head Year 8

Head Year 10/raising Standards Leader Years 7 & 8
Deputy Head Year 13
Deputy Head Year 12
NQT Coordinator
KS5 Practical Assessment Coordinator
Year 9 Coordinator
Years 7 & 8 Coordinator
Teacher * 4.0
Teacher of Psychology & Extended Project 0.6

Business

Director of Business
Director of Progress
A Level Accounts and Applied Business Courses
2iC Business
KS5 Coordinator with responsibility for Economics and Enterprise
School Direct
Unqualified Teacher

PE

Head of Department
2iC
Head of Careers
Head of PSHE
Head Year 9/Raising Standards Leader Years 7 & 8
Head Year 7

Design Technology

Head of Department
Teacher * 1.8
Unqualified Teacher

Music

Head of Department
Head of Alternative Curriculum KS3
Teacher

Art

Head of department
Deputy Head Year 10
Teacher

Learning Support/ACE

Assistant Head Teacher
SENCO
Head of ACE
Head of Transition & Primary Liaison
Coordinator ITT
Teacher of ACE * 2.5
Deputy SENCO
Teachers * 1.1

MFL

Head of Department
2iC of MFL
Deputy Head Year 9
Head Year 11
Teacher of Latin * 0.3
Teacher * 1.3
Unqualified Teacher

ICT & Computing

Director of Computing & Technology
Head of ICT
Assistant Head Teacher
Head of Photography
Teacher * 2.8
Teacher of Photography

Pastoral (all listed above)

Deputy Head of Pastoral Care
Head of Year for 7, 8, 9, 10, 11, 12 and 13
2iC for Years 7, 8, 9, 10, 11, 12 and 13
Head of Alternative Curriculum KS3
Tutors
Co-Tutors

Associate Staff

Business Manager
Premises Manager
Premises Assistants * 4
Librarian
Cover Supervisors * 3.6
Academic Counsellors * 1.8
Counsellors * 2.0
DT Technician
Science Technicians * 2.8
IT Technicians * 3
Finance Manager
Finance Assistants * 2
Exams Officer
Data Manager
Exam/Data Assistant
Reprographics Assistant
Digital Media Development Manager
Teaching Assistants * 3.0
Foreign Language Assistants * 2

Receptionist
Office Manager
Administrative Assistants * 5
Cover Administrator
Heads' PA
PA to SLT
Learning Support Assistants * 15
Sixth Form Administrator
Sixth Form Attendance Officer

Appendix C: Teachers' Pay Scales

Teachers' Pay Scales 2015-16

Main Pay Range

	Inner London Area
1	28,096
2	29,561
3	31,103
4	32,723
5	35,240
6	38,239

Upper Pay Range

	Inner London Area
1	43,182
2	45,304
3	46,827

Unqualified Teachers

	Inner London Area
1	20,701
2	22,613
3	24,528
4	26,442
5	28,355
6	30,269

Leadership Pay Range

	Inner London Area
1	£46,349
2	£47,330
3	£48,332
4	£49,350
5	£50,399
6	£51,476

7	£52,666
8	£53,709
9	£54,861
10	£56,082
11	£57,344
12	£58,500
13	£59,778
14	£61,084
15	£62,416
16	£63,885
17	£65,184
18	£65,977
18b	£66,638
19	£68,106
20	£69,612
21	£70,448
21b	£71,152
22	£72,736
23	£74,349
24	£75,263
24b	£76,017
25	£77,718
26	£79,459
27	£80,438
27b	£81,242
28	£83,079
29	£84,956
30	£86,885
31	£87,972
31b	£88,853
32	£90,874
33	£92,950
34	£95,066
35	£96,283
35b	£97,247
36	£99,469
37	£101,765
38	£104,094
39	£105,397
39b	£106,451
40	£108,930
41	£111,469
42	£114,069
43	£115,581
44	£118,239.74
45	£120,959.26

46	£123,741.32
47	£126,587.37
48	£129,498.88
49	£132,477.35
50	£135,524.33

Allowances				
	TLR1	TLR2	TLR3	SEN
Minimum	7,620	2,638	500	2,082
Maximum	12,895	6,071	5,000	4,115

Appendix D: Associate Staff Pay Scales

Scale	Grade	Salary inc. Lon Weighting
Scale 1	LLW	16,679
Scale 1/2	10	17,001
Scale 2	11	17,183
Scale 2	12	17,507
Scale 2	13	17,925
Scale 3	14	18,225
Scale 3	15	18,564
Scale 3	16	18,971
Scale 3	17	19,374
Scale 4	18	19,720
Scale 4	19	20,395
Scale 4	20	21,065
Scale 4	21	21,768
Scale 5	22	22,283
Scale 5	23	22,886
Scale 5	24	23,567
Scale 5	25	24,267
Scale 6	26	24,991
Scale 6	27	25,761
Scale 6	28	26,540
SO1	29	27,525
SO1	30	28,385
SO1	31	29,224
SO2	32	30,024
SO2/PO1	33	30,861
SO2/PO1	34	31,682
PO1/PO2	35	32,306
PO1/PO2	36	33,112
PO2	37	33,997
PO2/PO3	38	34,936
PO3	39	36,011
PO3	40	36,924
PO3/PO4	41	37,850
PO4	42	38,760
PO4	43	39,690
PO4/PO5	44	40,620
PO5	45	41,484
PO5/PO6	46	42,450
PO5/PO6	47	43,381
PO6	48	44,308
PO6	49	45,214
PO7	50	46,146
PO7	51	47,074
PO7	52	48,011
PO7	53	48,961

