

**ST HUGH'S COMMUNICATION AND INTERCATION SPECIALIST
COLLEGE**

PAY POLICY

INTRODUCTION

1. This document sets out the framework for making decisions on the pay of all employees in the school. It has been adopted following consultation and the governing body is committed to its operation in a transparent manner taking account of relevant statutory requirements.
2. The governing body recognises its responsibilities under relevant legislation including:
 - Equality Act 2010
 - Employment Relations Act 1999
 - Part-time workers (Prevention of less favourable treatment) Regulations 2000
 - Fixed-term employees (Prevention of less favourable treatment) Regulations 2002.
 - Education (School Teachers' Appraisal) (England) Regulations 2012
3. The governing body aims to maintain and improve the quality of education provided by having a pay policy which supports the school's development and seeks to ensure that all employees are valued and receive proper recognition for their work and their contribution to school life.
4. This policy is based on a whole school approach to pay issues. The governing body are responsible for demonstrating that decisions on pay are fair and equitable and recognise the principle of equal pay for like work and work of equal value.
5. The governing body will consult fully with employees (through their trade unions) and with the council when considering any review of this pay policy. This pay policy will be reviewed on an annual basis.
6. In the case of employees on teachers' terms and conditions of employment this policy should be read in conjunction with the school's agreed teacher appraisal policy.

ROLES AND RESPONSIBILITIES

7. Role of the head teacher:
 - Support the governing body in the management and implementation of this policy.
 - Observe all statutory and contractual obligations, including the requirement to provide employees on teachers' terms and conditions with an annual salary statement, between 1 September and 31 October.
 - Advise the relevant committee on appraisal outcomes and associated pay recommendations.
 - Communicate pay decisions of the relevant committee to the Human Resources (HR) service team in the form of minutes of the meeting or a written summary.
 - Establish a staffing structure which avoids equal pay issues arising and identifies posts with specific teaching and learning responsibilities.

8. Role of the relevant committee
 - To apply the criteria of this policy in determining the pay of employees.
 - Observe all statutory and contractual obligations, including the requirement to make pay decisions for employees on teachers' terms and conditions by 31 October at the latest, or in the case of the head teacher by 31 December.
 - Communicate decisions on the pay of the head teacher to the HR service team and/or the clerking service in the form of minutes of the meeting and a signed letter from the chair of the relevant committee/chair of governors, as appropriate.
 - Determine the establishment and staffing structure of the school, at least every three years, in line with the school's development plan.

9. Role of appeal committee
 - Hear any appeals from employees together with representations from the head teacher and chair of the relevant committee.
 - Communicate pay decisions of the appeal committee to the HR service team in the form of minutes of the meeting or a written summary.
 - 9.1 The appeals committee will consist of governors who have had no prior involvement with the matter. The employee and/or their representatives will have the opportunity to present their case.

 - 9.2 For support staff whose posts have been evaluated using the Greater London Provincial Council (GLPC) job evaluation scheme, the appeals

committee will be advised by a member of the HR service or a governor trained on the scheme.

10. Role of the HR service team

- To provide advice, guidance and support to the head teacher, and/or relevant committee in line with their chosen service level agreement.
- Communicate decisions on any changes to an employee's salary, in writing.
- Notify the relevant payroll provider of any changes to the employees' salary as appropriate.
- Arrange for a new principal statement of main terms of employment to be sent to the employee as appropriate.

10.1 Any additional services provided e.g. attendance at meetings or training will be in keeping with the school's chosen service level agreement.

RECRUITMENT

Vacant posts

11. When a vacancy occurs the governing body will consider whether there is a need to fill the vacancy, on what basis and whether finance is available to fund the post.
12. The governing body will consider the most appropriate way of advertising vacancies having obtained guidance from the HR service team if appropriate. Vacancies will normally be advertised widely unless filled through the Redeployment Code of Practice.
13. In the case of the head teacher or deputy head teacher, a full meeting of the governing body will take place to agree the salary range of the post and recruitment details before it is advertised. A decision not to advertise one of these posts will only be taken if the governing body can demonstrate there is good reason not to and will be documented fully.

Job descriptions

14. Job descriptions will be prepared for all posts and will include:
 - The post title;
 - The salary grade of the post;
 - The overall purpose of the post;
 - To whom the post holder reports;
 - The persons line managed by the post holder;

- The generic duties and responsibilities; and
 - The specific duties and responsibilities
15. The job descriptions of employees on teachers' terms and conditions of employment will make reference to the duties as laid down in the relevant School Teachers' Pay and Conditions Document (STPCD) and the relevant professional standards.
16. Support staff job descriptions will be produced on the pro-forma recommended by the HR service team and will be evaluated in accordance with the locally agreed version of the Greater London Provincial Council (GLPC) job evaluation scheme.

Employee specifications

17. Employee specifications will be prepared in advance of advertising vacant posts and used to identify experience, education, training and qualifications, skills and knowledge, personal qualities and working arrangements required of the successful applicant.

Starting salaries

18. The governing body will determine the pay range for a vacancy prior to advertising it and on appointment it will determine the starting salary within that range to be offered to the successful candidate, having regard to the standards framework and pay reference tables and points adopted and referenced at Appendix 1.
19. In making such determinations, the governing body will take into account:
- The requirements of the post;
 - Any specialist knowledge required for the post;
 - The experience required to undertake the specific duties and responsibilities of the post;
 - The wider school context.
20. Specific starting salary considerations for leadership posts and support staff posts are outlined elsewhere in this document.

TEACHERS' PAY AND CONDITIONS

21. Pay scales and conditions of service for teaching staff are determined by the current edition of the STPCD, the Conditions of Service for School Teachers in England and Wales (Burgundy book) and any locally negotiated terms and conditions, agreed with the recognised trade unions.
22. The governing body will take account of any pay awards agreed nationally and will apply these as appropriate to the pay scales detailed in this policy.

Pay progression based on performance

23. This policy should be read in conjunction with the school's teacher appraisal policy which provides details of the arrangements relating to teachers' appraisal in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012.
24. The changes in the 2013 STPCD mean that September 2013 will be the last time when teachers on the main scale receive automatic annual increments and the pay recommendations and decisions made in September 2014 and all subsequent ones will be linked to assessments of performance for all teachers.
25. Appraisal arrangements apply equally to the head teacher and to all teachers employed by the school with the exception of:
 - teachers on contracts of less than one term,
 - those undergoing induction (*i.e.* NQTs) and
 - those who are the subject of capability procedures.
26. Teachers' appraisal reports will contain pay recommendations and the assessment will be based on the achievement of individual appraisal objectives, the relevant standards, classroom observation and any other evidence agreed in advance with the employee.
27. Achievement towards appraisal objectives and wider performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings. Teachers' will be made aware as soon as possible if their performance to date is likely to result in a recommendation of no pay progression.
28. Where the head teacher has delegated the role of appraiser this role will be normally undertaken in its entirety, including making pay recommendations.

29. Decisions about whether or not to accept a pay recommendation will be made by the relevant committee of the governing body, having regard to the appraisal report and taking into account advice from the head teacher.
30. Appraisal reports will initially be passed to the head teacher, or in the case of the head teacher's appraisal report, to the relevant committee of the governing body.

Head teacher

31. The governing body notes that the school is allocated to a group on the leadership pay spine. The appropriate group is determined from the school's 'unit score' which is calculated from the number of pupils within different key stages as set out in the current edition of the STPCD.
32. The governing body has determined the Individual School Range (ISR) of seven consecutive spine points on the leadership pay spine, to assign the head teacher to. On appointment the head teacher will be appointed on one of the first four points on the ISR.
33. The salary and any movement up the pay spine of the head teacher will be determined, by the relevant committee by 31 December of each year, in accordance with the provisions of the STPCD and with due regard to advice and guidance from the DfE and the council as applicable. This includes the requirement for the governing body to determine performance objectives annually and to review the head teacher's performance against these, having sought external independent advice from an appropriate person or body.
34. The governing body may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the governing body may decide that there should be no pay progression.
35. In the following limited circumstances:
 - school's causing concern,
 - difficulties filling a vacant head teacher post,
 - difficulties retaining the current head teacher, and
 - temporary appointment as a head teacher of more than one schoolthe relevant committee has discretion to make additional payments to the head teacher. However, such payments will not exceed 25% of the amount that

corresponds to the head teacher's point on the leadership group pay spine in accordance with the current edition of the STPCD and with due regard to advice and guidance from the DfE and the council as applicable.

Other leadership posts (Deputies, assistant heads and leading practitioners)

36. The governing body has determined a 5-point pay range for each individual leadership post within the approved staffing structure.
37. The determination of the salary has been made in accordance with the current edition of the STPCD and the associated pay range, with due regard to advice and guidance from the DfE and the council. A post with a designated deputy role in the absence of the head teacher will be remunerated accordingly above the range for other leadership posts.
38. The current STPCD makes it clear that whilst there must be a differential between all groups on the leadership pay structure it is satisfactory for this differential to be one point (i.e. L9 and L10).
39. On appointment to a leadership post the postholder will be appointed on one of the first four points on the ISR.
40. The salary and any movement up the pay spine of leadership posts will be determined, by the relevant committee by 31 October of each year, in accordance with the provisions of the STPCD and with due regard to advice and guidance from the head teacher, DfE and the council as applicable
41. The governing body may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the governing body may decide that there should be no pay progression.

Advanced Skills Teachers (AST) and Excellent Teachers (ET)

42. AST and ET designations were discontinued from 1 September 2013. Any post holder previously designated as an AST or ET no longer acting as a leading practitioner whose primary purpose is to model and lead the improvement of teaching skills, will have their salary safeguarded in accordance with the current provisions of the STPCD

Main scale and upper pay spine

43. The governing body has established in this school that the pay range for teachers on main scale will consist of a six point range as identified in the existing STPCD and the upper pay spine will be a three point range.

Pay progression

44. In this school judgements of performance will be made against the extent to which teachers have met their individual appraisal objectives, assessment against the relevant standards, classroom observation and any other evidence agreed in advance with the employee.
45. Evidence from the annual appraisal process should show that as a teacher moves up the pay spines there has been:
- an increasing positive impact on pupil progress
 - an increasing impact on wider outcomes for pupils
 - improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
 - an increasing contribution to the work of the school
 - an increasing impact on the effectiveness of staff and colleagues
46. The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of absolute criteria. Appraisal objectives will be made clear and agreed between the employee and appraiser at the beginning of each appraisal cycle.
47. Teachers will be eligible for a pay increase of one pay point if they meet all their objectives, are assessed as fully meeting the relevant standards and the majority of teaching is assessed as at least good with some teaching being assessed as outstanding.
48. Teachers may be eligible for two pay points if they exceed all their objectives, are assessed as fully meeting the relevant standards and the majority of their teaching is assessed as outstanding.
49. Meeting appraisal objectives in isolation will not automatically mean that pay progression will be awarded. Where a teachers' performance does not demonstrate a sustained level and is below the school's expectations at that level of post, the governing body may decide that there should be no pay progression in that year.

50. Where performance has been unsatisfactory a recommendation of no pay progression will be made to the governing body and this will normally be dealt with in accordance with the school's Capability/Disciplinary procedure as appropriate.

Application to move onto the upper pay spine

51. Teachers employed on the top of the main pay spine for one year will be eligible to apply to go through the 'threshold barrier' for potential access to the 'upper pay spine' for classroom teachers. An employee has completed a year for this purpose only if they have completed a period of employment amounting to at least twenty-six weeks in aggregate within the previous school year.
52. The threshold application is voluntary and staff should not be forced or discouraged from applying. Once an application has been submitted it is first assessed by the head teacher. Teachers will be invited to provide supporting evidence from the preceding two years of the normal appraisal process, prior to consideration by the relevant committee.
53. Teachers who have successfully passed through the threshold will not be eligible to progress a further pay point until two years have lapsed from the original entry through the threshold barrier.
54. Teachers will be required to meet the criteria set out in the current STPCD, namely that:
- the teacher is highly competent in all elements of the relevant standards; and
 - the teacher's achievements and contribution to the school are substantial and sustained.
55. For the purposes of this pay policy:
- 'highly competent' means their own performance is not only good but is also good enough to provide coaching, mentoring and support 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.

- '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 at least the previous two appraisal cycles.

Payments for INSET

56. When agreed in advance, payment to teachers for in-service training will be made:
- (a) in respect of training undertaken on a day other than any of the 195 days, they would normally be expected to work.
 - (b) in the case of teachers employed to teach part-time, deputy and or assistant head teachers, for training undertaken on a day they would not normally be expected to work.
57. The governing body will also compensate full-time classroom teachers who undertake additional voluntary INSET at weekends or during school holidays outside the 1265 hours over 195 days on which teachers are required to be available for specified work.
- i) Compensation for teachers will be on the basis of the daily rate for each teacher based on $\frac{1}{195}$ of their particular salary position on the Classroom Teachers' pay spine, the unqualified teachers' pay spine or the leadership pay spine.
 - ii) Where part-time teachers participate in voluntary in-service training at weekends or out of school term-time, payments will be made on the same basis.
 - iii) INSET organised after normal school hours as "twilight sessions" will not attract payments under these provisions.
 - iv) Standards Fund monies or funding from other INSET/supply budgets may be used to finance these payments.

- v) Any in-service training undertaken within the 195 days of directed time will not be eligible for any payments under these provisions.
- vi) The basis of payment will be made clear to each teacher.
- vii) The governing body recognises the voluntary nature of such activity. A number of teachers may find it difficult to attend INSET organised at weekends and out of term-time due to caring commitments, religious observance and other commitments. In these circumstances, the school will offer suitable alternative training arrangements within normal directed time.

Part-time teachers

- 58. The salary and allowances of any person employed as a part-time teacher will be determined in accordance with the 'pro-rata principle' as set out at in the current STPCD.
- 59. This principle means that the total remuneration will correspond to the actual time tabled teaching work, including PPA and other non-contact time, excluding breaks, registration and assemblies. This is then paid as the % of time measured against that of a full time teacher in the school.

Unqualified teachers

- 60. The relevant committee will determine a six point pay range for an unqualified teacher in accordance with the current STPCD.
- 61. Where these points overlap with the pay range of main scale teachers the governing body will take account of the professional skill level descriptors for those teachers in setting the relevant expectations for an unqualified teacher paid at this level.
- 62. Unqualified teachers will be eligible for pay progression in accordance with the criteria outlined above for main scale and upper pay spine teachers, as appropriate.
- 63. Unqualified teachers are not eligible for special educational needs allowances or TLR payments, but the relevant committee may award them an unqualified teachers' allowance in recognition of their responsibilities, qualifications and

experience and have discretion to determine the value of that allowance in accordance with the current STPCD.

Supply teachers

64. Such teachers employed to work directly by the school 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
65. Supply teachers employed directly by the school will be eligible for pay progression in accordance with the criteria outlined above for main scale and upper pay spine teachers, as appropriate.

Allowances

Teaching and Learning Responsibilities (TLRs)

66. TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure. They may also be paid to teachers occupying a post in the absence of a TLR post holder.
67. TLR payments will be awarded to a teacher on the main scale or upper pay spine where a teacher is required to undertake a sustained additional responsibility for ensuring the continued delivery of high quality teaching and learning for which they are accountable.
68. The criteria for TLR posts are:
 - Duties include a significant responsibility not required of other classroom teachers.
 - Focused on teaching and learning.
 - Requires the exercise of professional skills and judgement.
 - To lead, manage and develop a subject or curriculum area or manage pupil development across the curriculum.
 - Impacts on the educational progress of pupils in addition to own assigned classes.
 - Leads, develops and enhances teaching practice of other staff.
 - TLR1 includes line management responsibility for a significant number of people.

69. The two levels of permanent TLR payment are:
- TLR2: £2,535 to £6,197.
 - TLR1: £7,323 to £12,393.
70. Teachers can be appointed to any value within the range but where there are different levels of responsibilities of post holders there must be a differential of at least £1500 between these levels.
71. The governing body may award a temporary TLR (TLR3) payment of between £500 and £2,500 to a post requiring additional duties for a time limited period; for a specific project identified as a priority within the school development plan or other substantial school improvement projects; or exceptional one off externally driven responsibilities.
- 71.1 The value of this TLR3 will be determined within the above range on an individual basis according to the complexity and level of responsibility of the role.
- 71.2 The duration of any TLR3 will not normally exceed a period of three years.
- 71.3 There will be no safeguarding of any temporary TLR3 payments.

Recruitment/Retention

72. Allowances may be awarded to a value considered appropriate to the recruitment and retention of teachers. Payments will not exceed a period of 3 years.

Special Educational Needs

73. SEN allowances will be allocated to all teachers who satisfy the statutory criteria contained within the current STPCD. Spot points will be established within the given range of £2,001 to £3,954 per annum and will be allocated after taking consideration of
- Whether any mandatory qualifications are required for the post,
 - The qualifications or expertise required of the teacher relevant to the post, and
 - The relative demands of the post.
- No additional criteria apply beyond those in the current STPCD.

Honorarium payments

74. Where teachers are covering the duties of the head teacher, the deputy or assistant head teacher, the relevant committee, will, within a four week period of the commencement of undertaking these duties, determine whether or not the post holder will be paid any additional allowance for undertaking them.

SUPPORT STAFF PAY AND CONDITIONS

75. Pay rates and conditions of service for support staff are determined by the National Joint Council for Local Government Service's National Agreement on Pay & Conditions of Service (the Green book) and any locally negotiated terms and conditions. The pay grades have been locally negotiated within the national scale and are attached at Appendix 1.

Job descriptions

76. The governing body will normally adopt and adhere to standard job descriptions provided by the council for support posts. Where the governing body proposes any variation or new job description, it will be submitted to the HR service team on the council's pro-forma together with a supporting statement. The job description will then be quality checked and submitted to a panel for evaluation using the council's scheme. Any changes to job descriptions will be done in consultation with the employee and their trade union (if requested).

Starting pay

77. All appointees, regardless of whether they are full-time, part-time, permanent or temporary will start at the minimum point of the grade except where the person to be appointed already receives a basic salary which is greater than or within the grade of the new post.

77.1 In such cases the person will be appointed to the next higher incremental point, subject always to the maximum point of the grade not being exceeded. If the person is moving jobs within the council on the same grade they will move across on the same point.

78. In determining the basic salary of a candidate, all supplementary payments or allowances, such as regular overtime, bonus, attendance allowances, etc., shall be disregarded. Similarly, no account will be taken of any non-financial benefit.

79. Previous basic salary will not be taken into account, where there is a break in service.
80. Where more than one contract is held at any one time, the salary in the first will not count towards the calculation of salary for a second or subsequent contract unless both are for exactly the same job type i.e. working to the same evaluated job description and grade.
81. Where a person is being appointed to a career graded post and meets all the criteria for a specific grade within the career grade they will be appointed to the minimum point of that specific grade.

Increments

82. If, on or between 2 October and 31 March, a candidate external to the council is appointed, or their spinal column point (Scp.) increases for whatever reason, the next increment will be payable 12 months after the following 1 April. In all other cases, the next increment will be payable on the following 1 April until the top of the grade or, in the case of career grades, the next bar point is reached.

Regradings

83. Where an employee is regraded to a higher grade they will be appointed to the bottom point of the new grade. If they are regraded from a date on or between 2 October and 31 March, the next increment will be payable 12 months after the following 1 April. In all other cases, the next increment will be payable on the following 1 April until the top of the grade or, in the case of career grades, the next bar point is reached.
84. Where the grade goes down they will be appointed to the top of the new grade.

Temporary employees and casual workers

85. All the provisions stated above will be applied equally to temporary employees as to permanent employees.
86. Casual workers do not work regularly but are engaged on an 'as and when required' basis and will be paid on an hourly basis at the minimum point of the evaluated grade for the job undertaken. The rate of pay will include, as appropriate, any premium payments which would be payable to employees

working similar hours, provided that all the qualifying conditions are met. No other national, or local conditions of service will apply. An additional allowance of 10.7% of their basic salary will be paid for annual leave.

87. If the nature of work undertaken by or the length of continuous service of, a casual worker is such that they cannot be distinguished from a temporary employee, they will be treated as a temporary employee and the provisions described above applied.

Overtime

88. Overtime payments will be calculated in accordance with the National Agreement on Pay & Conditions of Service (the Green book), and the collective agreement on the implementation of Job Evaluation in schools.
89. Enhanced rates will only be payable to employees on Scp. 25 or less.
90. Part-time employees will only be paid enhanced rates in circumstances where an equivalent full time employee would receive them. E.g. for a part-time employee who normally works Monday to Friday, work up to 37 hours per week Monday to Friday will be paid at plain time; thereafter and at weekends enhanced rates will be payable.
91. All overtime must be authorised in advance by an appropriate manager unless other arrangements are in place.

Working time regulations

92. In considering overtime and hours of work in general, the provisions of the Working Time Regulations will be taken into account. The main provisions of the Regulations are as follows:
- i) 48 hours per week maximum (may be averaged over a 17 week period).
 - ii) A daily rest period of at least 11 consecutive hours.
 - iii) An uninterrupted rest period of at least 24 hours per week or 48 hours over a two-week period.
 - iv) Provision for a 20 minute break every 6 hours away from the main work area.
 - v) Night work (defined as any seven hours which include the period 12 midnight to 5.00 am) must not exceed eight hours in any 24 hour period.

Apprentices and the National Minimum Wage

93. Apprentices will be paid £98.05 per week (£2.65 per hour or £5112.62 per annum) in the first year of apprenticeship. This will increase to £99.16 per week (£2.68 per hour or £5170.50 per annum) from 1 October 2013.
94. Subject to satisfactory progress with their qualification, apprentices will be paid £122.00 per week (Increased figure from 1 October 2013 to be recommended by the council) in the second and subsequent years, unless or until such time as paragraph 93 applies.
95. Apprentices are entitled to the appropriate national minimum wage rate when they are aged 19 or over and have completed the first year of their apprenticeship.
- Workers aged 18 to 20 (the 'development rate'), currently £4.98 an hour (£5.03 an hour from 1 October 2013).
 - Adults (which means people aged 21 and over), currently £6.19 an hour (£6.31 an hour from 1 October 2013).
96. The annual salary outlined at paragraph 91 is payable to full-time non term-time only apprentices. For term-time only apprentices the annual salary should be pro-rata accordingly.

APPEALS PROCEDURE FOR TEACHING STAFF

General provisions

97. The teacher is entitled to be accompanied by a trade union representative, employee representative or workplace colleague at each formal stage. The head teacher may exercise their discretion and allow the teacher to be accompanied at any informal stage.
98. The teacher must take all reasonable steps to attend meetings.
99. Meetings should be arranged without undue delay. A maximum of about 10 working days between steps [e.g. between receipt of a request for an appeal hearing and that hearing being convened] is normally seen as reasonable.
100. The timings and location of meetings must be reasonable.
101. There is no further internal process available to the teacher once the appeal stage has been completed.

A/ Pay progression decisions for relevant teachers,

Procedural stages

102. Where appropriate, the appraiser advises the teacher at the meeting of the nature of the pay recommendation that he/she is intending to make to the relevant committee. The outcomes of the meeting and the recommendation about pay progression should be confirmed in writing as soon as practicable after the end of the appraisal period.
103. The appraiser will make recommendations to the relevant committee with respect to the individual teacher and give an outline of the evidence that has been used to arrive at this recommendation, how this relates to the guidance in the current STPCD and the governing body's pay policy. The members of the relevant committee are entitled to read copies of the teacher's appraisal records, if they wish.
104. The relevant committee reaches a decision and writes to the teacher, advising him of their decision, the reasons for the decision and the teacher's right to make representations to the committee. If the teacher wishes to take

advantage of this right, they must write to the chair of the committee within 10 school working days. The letter must include a statement in sufficient detail of the representations that they intend to make.

105. The relevant committee must then arrange to meet with the teacher to receive representations about their decision. The appraiser should be invited to attend the meeting, to respond to the teacher's representations and to clarify the basis for the original recommendation. If the appraiser does attend the meeting it will be in the role of a witness, as the representations are against the decision of the committee not against the appraiser's recommendation.
106. The relevant committee, alone, will reconsider their decision and write to the teacher to notify him of the outcome of their fresh deliberations and of the teacher's right of appeal. If the teacher wishes to take advantage of this right, they must write to the clerk to the governing body within 10 school working days. They must include a statement of the grounds for the appeal and sufficient details of the facts on which they will rely.
107. The clerk to the governing body will convene a meeting of the appeals committee within 20 school working days of receiving written notification from the teacher. The chair of the relevant committee will also be invited to attend the meeting to explain the basis for the original decision. The appraiser will also be invited to attend. If the appraiser does attend the meeting it will be in the role of a witness, as any appeal is against the decision of the relevant committee not against the appraiser's recommendation.
108. The chair of the appeals committee will invite the teacher to set out their case in detail. The teacher may also call witnesses in support of their case. The teacher and their witnesses, if any, may then be questioned in turn by the other parties, in order to clarify the evidence that has been presented.
109. The appraiser will then be invited to explain the basis for their original recommendation to the relevant committee and to present additional evidence in response to the evidence presented by the teacher. The appraiser may then be questioned in turn by the other parties, in order to clarify the evidence that they have presented.
110. The chair of the relevant committee will then be invited to explain the procedure followed by the relevant committee and the basis for their final decision. The chair of the relevant committee may then be questioned in turn

by the other parties, in order to clarify the evidence that they have presented.

111. The appeals committee will write to the teacher to advise them of their decision. If the decision is to reject the appeal, the notification should include a note of the evidence that they considered and the reasons for the decision.

B/ Decisions relating to Threshold applications

Procedural stages

112. The head teacher returns the completed application form, thereby advising the teacher of the decision that they have communicated to the relevant committee, and invites the teacher to a meeting to receive oral feedback on the assessment process, within 10 school working days. After this stage the head teacher could revise their decision in light of additional evidence of representations from the teacher.
113. If the decision is not revised, it should be confirmed to the teacher, in writing, that their application has been unsuccessful and that they have the right to appeal against the decision if they wish. This notification should include a statement of any additional feedback provided to the teacher during the oral feedback, where this was not included in the assessed application form. Any appeal should be made in writing to the head teacher, within 10 working days. The teacher's letter must include a statement of their concerns about the decision.
114. The head teacher must then arrange to meet with the teacher to receive detailed representations about the decision. The head teacher will then reconsider their decision and write to the teacher to notify them of the outcome of their fresh deliberations and of the teacher's right of appeal and to a "step 3 appeal hearing". If the teacher wishes to take advantage of this right, they must write to the clerk to the governing body within 10 school working days. They must include a statement of the grounds for their appeal and sufficient details of the facts on which they will rely.
115. The clerk to the governing body will convene a meeting of the appeal committee within 20 school working days of receiving written notification from the teacher. The head teacher will also be invited to attend this meeting.

116. The chair of the appeal committee will invite the teacher to set out their case in detail. The teacher may also call witnesses in support of their case. The teacher and their witnesses, if any, may then be questioned in turn by the other parties, in order to clarify the evidence that has been presented.
117. The head teacher will then be invited to explain the basis for his decision and to present additional evidence in response to the evidence presented by the teacher. The head teacher may then be questioned in turn by the other parties, in order to clarify the evidence that they have presented.
118. The appeals committee, alone, will then consider the evidence and reach a decision.
119. The appeals committee will write to the teacher to advise him of their decision. The notification should include a note of the evidence that they considered and the reasons for the decision. The head teacher and the relevant committee should each receive copies of this notification.

C/ Teachers who left employment of the school before registering a pay grievance

Assumptions

120. The teacher may have initiated the informal stage of the relevant procedure, but has not registered a formal grievance prior to their last day of employment.

Procedural stages

121. The teacher must set out a statement of their grievance in writing, including sufficient details of its basis.
122. The teacher must send a copy of this statement to the chair of the governing body, in their capacity as the representative of the employer.
123. The chair of the governing body will consult with the person or committee with delegated responsibility for the relevant pay decision and ensure that the teacher is provided with an appropriate written response, on behalf of the employer.

