



Performance Related Pay Policy

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Adopted by the Governing Body

To be reviewed:

1 Introduction

- 1.1 The Governing Body has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for all staff employed in the schools.
- 1.2 The Governing Body recognises the requirement that all pay progression decisions for all teaching staff must be linked to annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair, equitable and transparent way.
- 1.3 This policy has been agreed by the Remuneration Committee of the Governing Body following consultation with staff and the recognised trade unions. Any subsequent changes will also be subject to further consultation before amendment.
- 1.4 The school staffing structure will be published as an appendix to this policy. (Appendix 2) Any subsequent changes to the staffing structure will be subject to consultation.

2 Aims of the Policy

- 2.1 The Governing Body aims to use the school pay policy to:
 - Maintain and improve the quality of teaching and learning at the schools;
 - Support the school improvement plan;
 - Underpin the school's Appraisal Policy;
 - Ensure that all staff are valued and appropriately rewarded for their work and contribution to the schools;
 - Ensure staff are well motivated, and supported by positive recruitment and retention policies and staff development;
 - Demonstrate that decisions on pay are fair, just and transparent and recognise the principle of equal pay for like work and work of equal value;
 - Provide flexibility to recognise individual staff performance linked to pay decisions;
- 2.2 The Governing Body will also consider advice issued by the Department for Education, recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation
- 2.3 Pay decisions at these schools are made by the Governing Body.

3 Job Roles and Responsibilities

- 3.1 All members of staff will be provided with a job description outlining the roles and responsibilities of the post. This will also include the pay range and any additional payments or allowances covered by this policy. The job description will state the reason for any additional allowances or payments and whether this is a permanent or temporary payment.
- 3.2 Any significant changes to duties and responsibilities of a post will be subject to discussion with the member of staff with a view to reaching agreement. Where there is a significant change in duties and responsibilities of a post a new job description will be issued.
- 3.3 Where the staffing structure of the school needs to be changed, resulting in broader changes to roles and responsibilities, this will be the subject of consultation with staff and the recognised trade unions before any changes are made and with a view to seeking to agree the changes before new job descriptions are issued.

4 Pay Assessment and Pay Review

4.1 Teaching Staff

- 4.1.1 The Governing Body will ensure that every teacher’s salary is reviewed on an annual basis with effect from 1 September, no later than 31 October for teaching staff, and 31 December for the Principal and for those on the leadership spine and for non-teaching staff
- 4.1.2 The teacher’s appraisal report will contain a recommendation on pay. The Principal will be responsible for submitting any recommendations for pay progression, in accordance with the relevant sections of this policy, to the Governing Body for approval.
- 4.1.3 All teachers will be entitled to receive an annual pay statement including details of any salary and financial benefits to which they are entitled.
- 4.1.4 A review may occur at other times where there has been a significant change affecting an individual teacher’s pay. A revised written statement will be issued to the teacher in such circumstances, including any salary safeguarding arrangements that may apply.

4.2 Support Staff

Support staff will be appointed on the following basis:

Personal Coaches	
C1	Inexperienced and new to role
C2	With experience in a similar position
C3	Experienced and able to lead the learning activities

Administrative Spine

E4	Inexperienced and new to role
E5	More experienced and able to work with a degree of independence
E6	Experienced with an area of responsibility, eg: MIS
E7	Experienced and supervising other staff

Learning Support Assistants	
H12	
H13	
H14	
H15	

Unqualified Teachers on Schools Direct	
B1	No Experience in education setting
B2	Limited educational experience
B3	Relevant experience and ready to complete CETs

In all cases, salaries will take into consideration similar roles within the sponsor organization, the MAT, other studio schools and prevailing market conditions.

5 Recruitment

5.1 Teaching Staff

5.1.1 The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.

5.1.2 Advertisements for vacant posts in the school will be considered by the Principal and the Remuneration Committee where appropriate. All posts will be advertised either internally or externally, locally or nationally, as appropriate.

5.1.3 The advertisement will include the relevant pay range for the post as determined by the Governing Body as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post. In cases of exceptional need, the above may be applied retrospectively.

5.1.4 Where the post is on a temporary basis, the advertisement will specify the reason for and duration of the post.

5.1.5 There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

5.2 Support Staff

The arrangements for advertising vacancies for support staff will mirror those for teaching staff. Advertisements will indicate the number of working hours and working weeks and will show the appropriate salary and grade.

6 Teaching Staff Pay

- 6.1 Teachers will be paid on the Da Vinci pay scale, which is closely aligned to the national pay schedule. The contractual arrangements are as discussed and agreed at interview, largely mirroring teachers' pay and conditions, but with a 1365 hour stipulation. Teachers operate within the following bands:

Main Scale Teacher Pay Spine		
Basic Teaching Band	M1 M2 M3	Probationary Salary Entry Stage Teacher needing support
Accomplished Teacher Band	M4 M5 M6	Good teachers, needing little/minimal support and able to lead resource development
Expert Teacher Band	UPS1 UPS2 UPS3	Outstanding teachers, giving considerable support to others, eg: teacher training, community work, marketing

The bands are clearly linked to the relevant teacher standards

6.2 Principal

- 6.2.1 Principal's basic salary linked to:

- School sizes
- Differentials within MAT
- Comparison against SST movement
- Local conditions
- Recognition of the recruitment issues for 14-19 school in 11-18 catchment areas
- PRP linked to agreed targets

- 6.2.2 Progression of basic salary for the Principal will be subject to a review of the Principal's performance set against the annual appraisal review. 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. The pay review for the Principal will be completed by 31 December.

6.2.3 The Governing Body will ensure that reasons for setting the basic salary at a given level are recorded and that the process for the determination of the Principal's salary is fair and transparent.

6.2.4 Discretionary payments to the Principal

6.2.5 The Governing Body may consider a discretionary payment not exceeding 25% of the Principal's salary, as determined above, for reasons not already taken into account in determining the basic salary, and which may include:

- The school is a school causing concern;
- Without such additional payment, the Governing Body considers that the school would have substantial difficulty filling a vacant Principal post
- Without such additional payment, the Governing Body considers the school would have substantial difficulty retaining the existing Principal; or
- The Principal is appointed as a temporary Principal of one or more additional schools.

6.2.6 In wholly exceptional circumstances the Governing Body may consider a payment in excess of 25%. In such circumstances the Governing Body will seek external independent advice.

6.2.7 The Governing Body may also consider additional payments in respect of:

- Continuing professional development undertaken outside the school day;
- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- Participation in out-of-school hours learning agreed between the Principal and the Governing Body;
- Additional responsibilities and activities due to, or in respect of, the provision of services by the Principal relating to the raising of educational standards to one or more additional schools.
- Residential duties.

Where a Principal undertakes additional duties in school time which, in turn, will bring additional income into the school, the Governing Body will determine the percentage of income to go to the Principal.

6.3 Other Leadership Posts

6.3.1 The Senior Leadership Team and teacher with responsibility for curriculum leadership or SEN will be placed on the leadership spine. The school will not adopt TLR points to reward teachers, using instead the leadership spine. Movement along the spine will be linked to targets.

- 6.3.2 The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. A post with a designated deputy role in the absence of the Principal will be remunerated accordingly above the range for other leadership posts.
- 6.3.3 The Governing Body will ensure that there is no overlap of pay points between the Principal and any other leadership post.
- 6.3.4 The pay range for teachers paid on the leadership range will be reviewed 1 September each year or at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for a member of staff on the leadership range.
- 6.3.5 Progression on the pay range for a member of staff paid on the leadership scale will be subject to a review of their performance set against the annual appraisal review. If an increase is recommended, this will be notified to staff on the leadership scale (but not on the Senior Leadership Group) by 31 October. Staff on the SLG will be notified by 31 December.

6.4 Main Range and Upper Pay Range Teachers

- 6.4.1 The Governing Body will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the School Teachers' Pay and Conditions Document.
- 6.4.2 The three bands link directly to the teacher standards. In band 1, teachers are expected to meet the 8 basic standards (see Appendix 1). By band 2, the performance of teachers needs to be consistently good in all aspects, with teachers assessed as meeting all relevant standards. To be considered for band 3, teachers need to meet the professional skills descriptors for the band (see Appendix 2), and be capable of consistently providing outstanding teaching as evidenced by impact on student outcomes and specific element of practice. Considerable support of others is also expected within this band.

Pay progression within bands

- 6.4.3 Pay progression within bands will be subject to sustained performance towards the next higher band, and meeting the relevant teacher standards and Professional Skills Level Descriptors for that band. Meeting appraisal objectives will not automatically mean that pay progression will be awarded. Where a teacher's performance does not demonstrate a sustained level and is below the school's expectations at that level of post, the governors may determine that no incremental progression will be awarded in that year.
- 6.4.4 Progression within a pay band will be subject to a review of the teacher's performance set against the annual appraisal review and the

Teacher Standards. The Governing Body may decide to award one increment for sustained high quality performance in line with school expectations or two increments where performance has exceeded school expectations. For teachers on the upper pay range (Band 3 – Expert Teacher) progression will normally be considered after 2 years of sustained high quality performance.

- 6.4.5 The Governing Body has determined that, other than in exceptional circumstances, a teacher would not move to Band 2 (Accomplished Teacher) unless they are able to demonstrate a minimum 2 years' teaching experience/experience of working across different key stages and including a period of a sustained level of performance at the higher level immediately prior to moving to Accomplished Teacher or to Band 3 unless they are able to demonstrate 3 or 4 years' teaching experience/experience of working across different key stages and including a period of a sustained level of performance at the higher level immediately prior to moving to Expert Teacher
- 6.4.6 Progression between bands will be based on the teacher demonstrating, through performance appraisal that they meet the Teacher Standards and Professional Skills Level Descriptors for the new band.

Appointments

- 6.4.7 A newly appointed teacher will usually be appointed at the minimum of the band. The Principal can appoint to a higher point in the band to take account of a teacher's previous salary and/or relevant experience.
- 6.4.8 The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.

Application to move onto the Upper Pay Range (Band 3: Accomplished Teacher)

- 6.4.9 Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply.
- 6.4.10 The Governing Body will consider applications from a teacher during the summer term for progression at the start of the autumn term. A teacher may submit one application in any academic year
- 6.4.11 For an application to be successful the teacher will need to demonstrate that they meet all the teacher standards and the professional skills level descriptors agreed by the Governing Body for teachers on the upper pay range (Band 3 – Accomplished Teacher). The teacher will also need to demonstrate that they have been working at that level for a significant period of time, at least 2 terms.

6.4.12 As defined in the School Teachers' Pay and Conditions Document, a teacher being considered for a move onto the upper pay range (Expert Teacher – Band 3) must therefore be able to demonstrate:

- Substantial and sustained achievement of objectives, appropriate skills and competence in all elements of the Teachers' Standards; and
- Potential and commitment to undertake professional duties which make a wider contribution (which involves working with adults) beyond their own classroom.

As exemplified by the school's professional skills level descriptors.

6.4.13 An application for progression to the upper pay range (Band 3 – Accomplished Teacher) will be assessed by the Principal and a decision notified to the teacher in writing within 20 working days.

6.4.14 If unsuccessful the teacher will be provided with feedback by the Principal or relevant senior leader.

6.4.15 Any appeal against the decision, which should be submitted within 10 working days, will be considered in line with the school's pay appeals procedure.

6.5 Overseas Trained Teachers

6.5.1 Teachers who trained and qualified in the European Economic Area (EEA) and Australia, Canada, New Zealand and the United States of America must apply to the Teaching Agency for the award of QTS. Once QTS has been awarded payment will be made on the ranges applicable to qualified teachers.

6.5.2 Non-EEA trained teachers (with the exception of Australia, Canada, New Zealand and the United States of America), will be paid on the Unqualified Teachers' pay scale (see 6.9 below).

6.6 Unqualified Teachers

Due to the specific nature of the school and the desire to have input from suitably qualified industry specialists, unqualified staff (including School Direct applicants) will be placed on the following scales:

Unqualified Teachers on Schools Direct		
B1	£16K	No Experience in education setting
B2	£18K	Limited educational experience
B3	£20K	Relevant experience and ready to complete QTS

In exceptional circumstances, appointments may be made of staff from other educational establishments who have not yet gained QTS, but have been under teaching contracts. In such circumstances, they will be assessed against the standards and will be banded accordingly. It will be expected that QTS is sought as soon as possible. Initial appointments are likely to be made on a probationary basis, with a 6-monthly review.

Progression within the range will be subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teacher Standards. The Governing Body may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality the Governing Body made decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level this will be addressed through the school's appraisal and possibly capability procedure.

7 Supply Teachers

- 7.1 Teachers employed on a supply basis will have their pay determined in line with the arrangements outlined in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195.
- 7.2 Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual salary by 1365 to give an hourly rate.

8 Part time Teachers

- 8.1 The Governing Body will ensure that part time teachers' pay and working time will be dealt with in accordance with the Da Vinci Pay and Conditions Document. Pay scales and pay progression will be as detailed earlier in this policy.
- 8.2 Part time teachers will be entitled to be paid for their contractual hours pro rata to a full time teacher and will also be entitled to PPA time, other non-contact time and directed time allocated on a pro rata basis.

9 Allowances

Da Vinci Schools do not operate TLR payments, instead teachers with significant curriculum responsibility will be placed on the leadership scale.

9.1 Acting Allowances

Teachers who cover all of the duties associated with a post of a higher grade or allowance than their own for a period of at least 4 weeks will be considered for payment of an acting allowance. This will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher level post, and will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

9.2 Recruitment and Retention

9.2.1 The Governing Body may, on the advice of the Principal, consider the award of a recruitment and retention payment where there is clearly demonstrated evidence that such a payment is:

- Required to attract suitable candidates for a post which it has been or it is considered difficult to fill; or
- Required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill;
- To recognise a teacher's performance which exceeds the school's expectations and which is not recognised through accelerated salary progression in other sections in this policy.

9.2.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future and would normally be within the range £500 - £2,500).

9.2.3 The duration of the payment will be determined according to the circumstances of the payment. Initially this may be for a period of 3 years but will be subject to annual review which may extend the period if appropriate.

9.2.4 Normally a recruitment or retention payment will be financial, but where appropriate, governors may consider other benefits e.g. relocation, expenses, health care, sports membership, childcare provision etc.

9.3 Continuing Professional Development

The Governing Body, advised by the Principal, may consider in advance awarding additional payments to teachers in respect of continuing professional development undertaken outside of the school day. The Governing Body will consider each case on an individual basis. Where approved additional payments will be calculated based on the teacher's normal hourly rate.

10 Support Staff Pay

10.1 Conditions of service

Support staff in Da Vinci Schools are employed on the same terms and conditions as those within the sponsor organisation, NHC (please see Appendix 3)

10.2 Job Descriptions and Starting Salaries

In determining the pay of support staff, account will be taken of relevant model job descriptions available within NHC and the Studio School Trust, along with guidance on job evaluation and grades by HR. The Governing Body is legally entitled to devise and grade its own posts and may do so in circumstances when there is no appropriate equivalent job description. Such decisions will be made by the Principal after consulting the Chair of the relevant committee.

10.3 VA, Foundation, Free, Trust and Academy Schools

A process of incremental progression influenced by length of service will apply within set bands, however, progression will be linked to performance targets and pay increases are not automatic, other than inflationary adjustments.

10.4 Acting up Allowances

When a position is available for a short term due to a reason other than annual leave, e.g. to cover for maternity, long term sickness or a vacant post, a temporary acting up arrangement can be considered. Consideration must be made of the following two conditions:

- The arrangement is to cover the post for a minimum of 4 weeks
- The acting up arrangement covers the full duties and responsibilities of the post.

If both of the conditions are met, then any person accepting the acting up arrangement will be paid the evaluated grade for the post from the date they start.

10.5 Honoraria Payments

Honoraria payments may be made in order to recognise an employee either taking on some additional duties of a higher graded post or to reward exceptional or onerous work at the same grade. Honoraria should only be used if additional work is for a specified period, over 4 weeks and under 6 months. If work is for over 6 months, managers should consider making appropriate adjustments to salary.

11 Safeguarding

The Governing Body will apply the salary safeguarding provisions of the School Teachers' Pay and Conditions Document.

12 Appeals

12.1 Appeals for Teachers

In matters relating to pay the teacher has one and only one opportunity to appeal.

The arrangements for considering appeals for teachers are as follows:

A teacher may appeal against any determination in relation to his/her pay or any other decision taken by the Governing Body that affects his/her pay.

At any stage of the appeal, a teacher may be accompanied by and represented by a work colleague or trade union or professional association representative and no one else.

The following list which is not exhaustive includes the usual reasons for appealing against a pay determination.

That the person or committee by whom the decision was made:

- a) Incorrectly applied any provision of the Da Vinci Pay and Conditions Document;
- 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) Was biased; or
- f) Otherwise unlawfully discriminated against the teacher.

12 .2 Appeals for Support Staff

The arrangements for considering appeals by support staff against pay decisions will be the same as those for teachers.

12.3 The Order of Proceedings

The order of proceedings for hearing appeals, which meet the requirements of the dispute resolution provisions, is as follows:

- The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
- If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Principal within ten working days of the decision.
- Where this is not possible or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
- The teacher should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the person or committee who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
- Any appeal should be heard by a panel of three governors who were not involved in the determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

13 Monitoring the Impact of the Policy

The Governing Body will monitor the outcomes and impact of this policy on a regular basis (insert the frequency, e.g. yearly/biennially), including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.