



Pay Policy

Revised and applicable from September 2018

Policy Creation & Review	
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Appendix A1

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NEWHAM MODEL PAY POLICY FOR SCHOOLS

INTRODUCTION

The statutory pay arrangements for teachers give significant discretion to “relevant bodies” – normally governing bodies, but Local Authorities in some instances – to make pay decisions. The School Teachers’ Pay and Conditions Document (hereafter called the Document) places a statutory duty on schools and Local Authorities to have a pay policy in place which sets out the basis on which they determine teachers’ pay, and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge of pay decisions.

Schools and Local Authorities, when taking pay decisions, must have regard both to their pay policy and to the teacher’s particular post within the staffing structure. A copy of the staffing structure should be made available with the pay policy.

The pay policy should comply with the current School Teachers’ Pay and Conditions Document and the accompanying statutory guidance. It should be used in conjunction with these documents, but, in the event of any inadvertent contradictions, the Document and its statutory guidance take precedence.

NEWHAM SCHOOL PAY POLICY

1. PRINCIPLES AND PROCESSES

1.1 Background

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as annually updated by the DfE. Support staff are paid in accordance with the Local Government Conditions of Service as agreed by London Borough of Newham.

All pay-related decisions are made taking full account of the school improvement plan; staff and unions have been consulted on this policy.

1.2 Equalities

All pay related decisions are taken in line with the Equalities Act 2010. The Act provides a single legal framework to more effectively tackle disadvantage and discrimination with regard to the protected characteristics as follows: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race – including ethnic or national origin, colour or nationality, Religion or Belief – including lack of belief, Sex, and Sexual Orientation.

The governing body will comply with other relevant equalities legislation:

- Employment Relations Act 1999
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Agency Workers Regulations 2010
- The Equality Act 2010

The governing body will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting, and paying staff, training, and staff development.

The governing body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. for absences related to maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual teacher's circumstances and the school's circumstances.

1.3 Pay Reviews

The governing body will ensure that every teacher's salary is reviewed with effect from 1 September and by no later than 31 October each year and ensure that they are given a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body will give the required notification as soon as possible and no later than one month after the date of the determination.

The school is committed to increase all existing pay points and allowances for all teachers set out on Appendix 2 by the statutory annual increase in minimum values and will continue this principle in future years.

1.4 Decision Making

The terms of reference for the relevant governors' committees include the following delegated powers:

- a) To agree the staffing structure (in consultation with the relevant committee where there are financial costs) and decide any changes to ranges or additional allowances in individual cases.
- b) To decide other payments to staff outside the scope of this policy.
- c) To decide the Head Teacher's pay range if above the relevant school range set out in Appendix 3.
- d) To review in consultation with union representatives and decide changes to this policy.

NB Head Teacher's annual performance pay progression is decided by the appraisal review committee.

Individual decisions about progression on a pay range, including movements through the threshold to the Upper Pay Spine are made by the Head Teacher, taking account of any recommendations made through the appraisal policy. The exception to this is that awarding more than one increment to an Assistant or Deputy Head Teacher will be made by the Head Teacher's appraisal review committee, following a recommendation by the Head teacher.

1.5 Appeals

A teacher may appeal against any recommendation or determination in relation to his/her pay or any other decision taken by the Head Teacher (or committee) that affects his/her pay. The teacher's reasons for the appeal should be in accordance with the following list:

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

- a) incorrectly applied any provision of the 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.

The arrangements for considering appeals are set out in Appendix 1.

This procedure for considering pay appeals applies instead of the Grievance Procedure which cannot be used to pursue them further.

1.6 Monitoring and Review

The implementation of this policy will be monitored and will be reviewed on an annual basis. A report will be submitted to the governing body on the operation of the policy, including an assessment of its equalities impact, in a suitably anonymised form; a copy of this report will be provided to staff and their unions on request.

Staff and their trade union representatives will be consulted as part of any review.

2. USE OF DISCRETION IN BASIC PAY DETERMINATION

2.1 Newly Qualified Teachers

Appendix 2 sets out the main range values as 6 main points and 5 sub points. One main point is awarded for each complete 3 years of relevant paid work experience prior to gaining Qualified Teacher Status (QTS) in a relevant area after the age of 18, up to a maximum award of 2 main points. Part time experience will be equated to the full-time equivalent. The definition of relevance is that the experience is as broadly relevant to the teaching duties required. It would therefore include:

- Experience of working with children, e.g. nursery nurse, social worker.
- Industrial/commercial experience using subject specialism, e.g. scientist, book editor, commercial artist.

Teachers will be required to supply evidence that clearly supports their claim e.g. references, reports, testimonials, job description.

For a teacher who has previously been employed on the unqualified scale, teaching experience prior to gaining QTS will be assessed so far as it is necessary, in order that the qualified teacher receives a higher salary than their unqualified pay.

2.2 Experienced Teachers

The school is committed to the principle of pay portability and will apply this principle in practice when making all new appointments to the school.

The school will not restrict the pay available for appointees to vacant classroom teacher posts, other than the lower limit of the Main Pay Spine and the upper limit of the Upper Pay Spine.

2.3 Part-time Teachers

The calculation of the pay of part time teachers is based on the number of aggregate hours the teacher is employed to work within the capacity of the school's timetabled teaching week. Details of the calculation method are set out in the Document.

2.4 Short Notice/Supply Teachers

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.

Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by 6.48 (1265/195) to arrive at the hourly rate. The agreed directed time, per day including non-contact time will be paid.

2.5 Unqualified Teachers

Unqualified teachers will start on the minimum of the unqualified pay range unless the Head Teacher judges that a higher point is required due to previous experience as set out in 2.1 above.

Overseas trained teachers (OTTs) who are judged by the Head Teacher to already be meeting the QTS standards and therefore commence the "assessment only" route for QTS will be offered a contract with pay equal to that of a QTS teacher. Previous teaching experience in the UK and abroad may be assessed and up to a 1 pay point for each full year of teaching service may be given.

2.6 Schools Direct (salaried) Teachers, including Overseas Trained Teachers and Teach First

This section applies to teachers who are on a Teaching Agency recognised route which is intended to lead to QTS.

School Direct (salaried) teachers (whether OTTs or not) and Teach First teachers who do not meet the QTS standards and therefore commence the full graduate training programmes will be paid as unqualified teachers as set out above.

2.7 Leading Practitioners

Leading Practitioners are posts which have the primary purpose of modelling and leading improvement of teaching skills. The Document sets out minimum and maximum points for Leading Practitioners. The governing body has agreed to use a range of five points from the spine set out in Appendix 2 to reflect the responsibilities of the particular post. New appointments will be made at the minimum of the selected range.

2.8 Head Teacher

2.8.1 Introduction

The Document sets out a minimum and maximum value of the Leadership Spine. The responsibility for fixing the salary range rests with the relevant body, as delegated to a committee. The salary range on which a Head Teacher is paid is derived from the two steps, as set out in the next three paragraphs below.

2.8.2 Head Teacher's Group Range

Under the Document, schools are allocated to one of eight Groups depending on:

- i) the number of pupils, and
- ii) the key stage of pupils.

The relevant body has discretion to take into account the number of pupils at the school with SEN statements. In Newham the relevant body has decided to exercise this discretion so that

stated pupil numbers (and those in resource provision or exceptional resource funding) are additionally taken into account in the group size calculation.

The group size calculation of the school will be checked annually by the Local Authority, using the January pupil numbers and any increase in group size advised to the Chair of Governors. If the Head Teacher is currently on a salary point lower than the Individual Head Teacher Range of the new group, he or she will progress to the new minimum point on the following 1st September. The Head Teacher has a right to make representations to the relevant body about the Head Teacher group at any time. The governing body of a non-delegated school also has such a right.

Where a Head Teacher is permanently accountable for more than 1 school, the Head Teacher's Group Range will be based on the calculation of the total number of pupil units across all schools, as required by paragraphs 6.6 & 7.9 of the Document 2018.

A minimum and maximum pay value is specified for each Head Teacher Group.

2.8.3 Individual Head Teacher Range

Within this Head Teacher Group Range, the relevant body will select seven points to form the Individual Head Teacher Pay Range. The Individual Head Teacher Range will take account of the context and challenge arising from pupils' needs, the full responsibilities of the post, including any responsibility for more than one school on a permanent basis. It will also take account of any additional responsibility for extended services, including Children's Centres, and the challenge of recruitment and retention, as required by the Document.

The governing body has agreed to adopt the Individual Head Teacher Pay Range structure set out in Appendix 3.

2.8.4 Exceptional Circumstances - Pay Range Enhancement (Appendix 3b)

Whilst pay for the Head Teacher should not normally exceed the maximum of the Head Teacher Group Range, the governing body may exceed the maximum where they determine that circumstances specific to the role or post holder warrant higher than normal pay. The governing body will ensure that the maximum of the actual pay including any additional payments does not exceed the maximum of the relevant Head Teacher Group Range by more than 25% unless in wholly exceptional circumstances. Any temporary payments referred to in 4.12 also fall within the 25% limit.

Where there are considered to be exceptional circumstances that might warrant the Head Teacher being paid 25% or more above their Group Range, the governing body will seek external independent advice before making this decision. A clear business case, as required by the Document, will also be presented to the governing body.

The governing body has adopted the Individual Head Teacher Pay Ranges set out in Appendices 3 and 3a. These ranges take account of all pay determination factors and an appropriate pay range will be decided by the relevant governor committee. No additional and/or separate payments will be made and the 25% rule as set out above and in the Document, continue to apply.

2.9 Deputy Head Teacher Range

2.9.1 A range of five points will be chosen from the Leadership Spine. The governing body has adopted the structure of Deputy Head Teacher Pay Ranges set out in Appendix 3 which complies with the statutory requirements set out in the Document. Any change will be agreed by the relevant governor committee.

2.9.2 The governing body has adopted the Deputy Head Teacher Pay ranges set out in Appendices 3 and 3a. These ranges take account of all pay determination factors and will be decided by the relevant governor committee. No separate and/or additional payments will be made. The pay range set for the Deputy Head Teacher/s will not overlap with the Head Teacher's individual pay range.

2.10 Assistant Head Teacher Range

A range of five points will be chosen from the Leadership Spine set out in Appendix 3. The governing body has decided that it will assess what range to apply on an individual basis, ensuring the maximum of the Assistant Head Teacher range/s will be less than the maximum of the Deputy Head Teacher range/s and that other requirements in the Document are met. Any changes will be agreed by the relevant governor committee. No separate and/or additional payments will be made.

2.11 Leadership Spine - Starting Salary on Appointment

The relevant body has decided that any new appointment of Head Teacher, Deputy or Assistant Head Teacher will be made at the minimum of the range, unless either:

- it is necessary to match the salary of an existing teacher: or
- the post is difficult to fill;

In which case, appointment may be made up to the fourth point for a Head Teacher and up to the third point for a Deputy or Assistant Head Teacher.

3. MOVEMENT UP THE PAY RANGES

The governing body agrees that the school budget will ensure that appropriate funding is allocated for appropriate pay progression at all levels. The governing body recognises that funding or the lack of it cannot be used as a criterion to determine any progression.

Progression will be from 1st September of each year and the decision based on the outcome of teachers annual appraisal review. As these reviews usually take place in the autumn term, any pay progression awarded will be backdated to 1st September. All reviews for teachers will be undertaken by 31st October and for the Head Teacher by 31st December. Pay progression will only be considered for those teachers on the leadership spine who were in post throughout the previous two terms.

The performance review process must be followed for all Head Teachers, even those who are already at the top of their range and therefore will not be considered for a performance increment.

The normal expectation for all teachers, including Head Teachers, is that they will progress by one increment. The use of three additional sub increments should apply in cases where performance is judged to be exceptional, as defined below.

3.1 Main Pay Range Teachers

Teachers will be awarded pay progression on the Main Pay Range following a successful annual appraisal review which will encompass a review against their objectives and against the Teachers' Standards. Successful reviews will be judged as one of the following:

- a) **Partially** meeting objectives and standards which will lead to one sub increment;
- b) **Fully** meeting objectives and standards which will lead to one main increment (two sub increments);
- c) **Exceeding** meeting objectives and standards which will lead to three sub increments.

Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school and recorded in the appraisal statement by the conclusion of that process.

Teachers in their induction year will be awarded pay progression on the successful completion of induction in accordance with b) and c) above.

Progression will be from 1st September for the review of the previous year's performance, regardless of when the review is actually carried out.

3.2 Threshold Assessment

The Document states as follows:

"An application from a qualified teacher will be successful where the relevant body is satisfied:

- a) that the teacher is highly competent in all elements of the standards; and
- b) that the teacher's achievements and contribution to the school are substantial and sustained."

NB: In accordance with Section 3 of the STPCD 2018, Schools should make clear in their pay policies how they will interpret the above criteria and what evidence they will take into account.

Applications will need to be made to the appraiser in writing by the date of the teacher's individual review meeting for progression on the previous 1st September (assuming the review meeting takes place in the autumn term).

Teachers who apply to move to the Upper Pay Range will be awarded progression to that Range having regard to the two most recent appraisal reviews, provided that these demonstrate a) and b) above.

Reviews will be deemed to be successful if the teacher has been assessed as fully meeting their objectives and the Teachers' Standards.

Teachers may be asked if they wish to draw any information to the Head Teacher's attention but will not be required to submit evidence with their application. The decision on progression will be taken by the Head Teacher after consideration of the evidence and consultation with other relevant school managers. The decision will be advised to the teacher in writing.

3.3 Upper Pay Range Teachers (Post Threshold Teachers)

Upper Pay Range teachers will be awarded pay progression along the Upper Pay Range following a successful annual appraisal review, provided that the review demonstrates the teacher has met their objectives, Teachers' Standards and continued to meet a) and b) above. Successful appraisal reviews will be judged as one of the following:

- a) **Fully** meeting objectives and standards – this will lead to one sub increment;
- b) **Exceeding** meeting objectives and standards – this will lead to one main increment.

3.4 Leading Practitioners

Leading Practitioners must demonstrate sustained high quality of performance in the light of their agreed performance criteria and will be subject to a review of performance before any performance progression point will be awarded. Any work undertaken at other schools, in higher education facilities, or at facilities of the Local Authority and elsewhere will be taken into account.

3.5 Head Teacher, Deputy Head Teachers and Assistant Head Teachers

The Head Teacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school. The results of the most recent appraisal must also be taken into account. The Head Teacher is expected to have fully met their objectives and to continue to meet the relevant Teachers' Standards.

The committee who carry out the Head Teacher's performance review will consider whether the Head Teacher's performance meets the criteria set out above. If it does, the Head Teacher should be permitted to progress to the next point within their approved pay range. The Chair of the committee will sign the Schools HR Approval Form.

Deputy Head Teachers and Assistant Head Teachers must also demonstrate sustained high quality of performance with particular regard to leadership, management and pupil progress. The results of the most recent appraisal must also be taken into account. The Deputy and Assistant Head Teacher are expected to have fully met their objectives and continue to meet the relevant Teachers' Standards.

The normal expectation is one increment; the use of a second increment should apply in cases where performance is judged to be exceptional. In order to ensure consistency of approach, where a second increment is recommended, these recommendations will be decided by the governors committee who determine the Head Teacher's incremental position. Therefore the Head Teacher will put any recommendations for a second increment for Deputy and Assistant Head Teachers, to this committee. Any such consideration will take place at the same time as the consideration of the Head Teacher's pay progression.

As the review usually takes place in the autumn term, any pay progression will be backdated to 1st September. Head Teachers, Deputy and Assistant Head teachers cannot receive pay progression without the review-taking place. Therefore pay progression will only be considered for school leaders who were in post the previous two terms.

3.6 Unqualified Teachers

Teachers will be awarded pay progression on the Unqualified Pay Range following a successful annual appraisal review which will encompass a review against their objectives and against the Teachers' Standards. Successful reviews will be judged as one of the following:

- a) **Partially** meeting objectives and standards which will lead to one sub increment;
- b) **Fully** meeting objectives and standards which will lead to one main increment (two sub increments);
- c) **Exceeding** meeting objectives and standards which will lead to three sub increments.

Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school and recorded in the appraisal statement by the conclusion of that process.

4 DISCRETIONARY/TEMPORARY ALLOWANCES AND PAYMENTS

4.1 Teaching and Learning Responsibility Payments (TLRs)

TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure and in accordance with the criteria set out in the Document, as follows:

TLR1 or TLR2 payments may be awarded to a teacher on the Main or Upper Pay Ranges for undertaking a sustained additional responsibility which is required by the school for the purpose of ensuring the continued delivery of high-quality teaching and learning. The teacher will be made clearly accountable for this additional responsibility in the context of the school's staffing structure.

A TLR3 payment will only be awarded for a clearly time limited school improvement project or for one-off externally driven responsibilities. The duration of the fixed term must be established at the outset and the payment made on a monthly basis for the duration of the fixed term.

With the exception of sub-paragraphs (c) and (e) which do not have to apply to the award of TLR3s, before awarding any TLR the relevant body must be satisfied that the teacher's duties include a significant responsibility and that is not required of all classroom teachers and that:

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

The level of TLR awarded will depend on the degree of significant responsibility, the workload involved and the time required.

The TLR level 1 can only be paid to teachers whose duties include a requirement of line management responsibility for a significant number of people.

The governing body has agreed the structure and annual values of the TLRs to be awarded are set out in Appendix 2.

The values within the TLR Structure set out in Appendix 2 will increase in line with any annual pay award for inflation purposes and will be included in the annual salary assessment letter.

Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

TLR payments cannot be awarded to those teachers paid on the Unqualified or the Leadership spine.

4.2 Special Educational Needs Allowance

The relevant body must award a Special Needs Allowance to a classroom teacher:

- a) in any SEN post that requires a mandatory SEN qualification;
- b) in a special school;
- c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
- d) in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, where the post:
 - i) involves a substantial element of working directly with children with special educational needs;
 - ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

Where a SEN allowance is to be paid, the relevant body must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

- a) whether any mandatory qualifications are required for the post;
- b) the qualifications or expertise of the teacher relevant to the post; and
- c) the relative demands of the post.

The governing body has decided that:

- a) "substantial element" means that more than 50% of the pupils have SEN;
- b) the higher allowance will only be awarded to a teacher who is in receipt of the lower allowance and who holds one of the recognised certificates for teaching pupils who are blind, deaf or autistic or other SEN aspect; and
- c) that the value of the two allowances is set out in Appendix 2.

Teachers paid on the Leadership spine cannot be paid an SEN Allowance.

4.3 Recruitment and Retention Payments

4.3.1 General

The governing body may pay recruitment or retention payments for a fixed period then to be formally reviewed.

These payments can be made where the governing body considers it to be necessary as an incentive for the recruitment of new teachers and the retention of existing teachers.

The governing body has agreed to adopt the five level payment structure set out in Appendix 2. The value of these Payments will be updated by any annual pay (inflation) award.

4.3.2 Recruitment

The governing body has decided to make these payments in the following circumstances to support the recruitment of:

- i) Newly Qualified Teachers who do not qualify for any relevant work experience points. They will receive Payment 1 as set out above, subject to this payment terminating at the same time as the teacher moves to the maximum of the Main Pay Range.
- ii) Where there is clear evidence that a proposed advertisement will not attract any suitable applicants, one of the above payments will be allocated.

4.3.3 Retention

School specific provisions will apply as determined by the governing body.

4.3.4 Head Teacher, Deputy Head Teachers and Assistant Head Teachers

Other than in respect of housing or re-location expenses, the Head Teacher, Deputy and Assistant Head Teachers will not be entitled to a separate recruitment and retention payment. Remuneration in respect of any recruitment and retention payment will be reflected in the agreed pay ranges.

Where the governing body has agreed to pay a recruitment or retention award to a Head Teacher, Deputy and Assistant Head Teachers, prior to 1st September 2014, this payment may continue at the same value as originally determined. No increase in the payment can be awarded and it must be kept under review. The payment should cease at the point the respective payment is determined under the provisions of the 2018 Document.

4.4 Continuing Professional Development

Payment may be made to teachers for CPD undertaken outside the school day. The relevant body has decided not to make such payments.

The basis of payment will be an hourly sessional rate recommended by the Local Authority as set out on Appendix 2.

In accordance with the provisions of the Document, these payments cannot be paid to a Head Teacher.

4.5 Out of School Learning Activities

Payments can be made to teachers, where the teacher has agreed to the Head Teacher's request to participate, and they make a substantial and, where appropriate, regular commitment to such activity. Payments may be made:

- a) For work outside the 195 days, at the hourly sessional rate higher rate; and
- b) For work on one of the 195 days outside 1265 hours a session of at least 2 hours at least once a week at the lower rate, see Appendix 2.

The relevant body has decided *to make such payments* and these will be decided by the Head Teacher.

In accordance with the provisions of the Document, these payments cannot be paid to a Head Teacher.

4.6 Provision of Initial Teacher Training (ITT)

The governing body may decide to make an additional payment to teachers for activities relating to ITT and in accordance with provision of the Document, the appropriate level of payment will be determined by the governing body. In some circumstances and in accordance with paragraph 4.1, it may be appropriate to award a TLR 3 payment for these activities.

This allowance cannot be paid to Leading Practitioners or those teachers on the Leadership Spine.

4.7 Additional Responsibilities in Relation to the Provision of Services Relating to the Raising of Educational Standards in One or More Additional Schools

The governing body may make a payment to teachers in respect of the above additional responsibilities and activities in accordance with the Document and the local guidance set out Appendices 4 and 5.

4.8 Unqualified Teachers' Allowance

The governing body will pay an unqualified teachers' allowance to unqualified teachers when the governing body determines that in the context of its staffing structure and pay policy, the teacher has:

- a) Taken on sustained additional responsibility which is:
 - 1) focussed on teaching and learning; and
 - 2) requires the exercise of a teacher's professional skills and judgment; or
- b) Qualifications or experience which bring added value to the role being undertaken

This will apply when in the absence of a suitably qualified and experienced teacher, the unqualified teacher is undertaking the responsibilities of a TLR and payment will be this TLR value.

4.9 Acting up Allowances

If a teacher agrees to undertake the full duties of a Head Teacher, Deputy or Assistant Head Teacher post, and performs these duties for a period in excess of four weeks, they will be paid an acting up allowance. The allowance will be determined by the governing body and the level of the allowance will be commensurate with the minimum level of salary for the post, that the teacher is

carrying out the duties for. The agreed allowance will be paid from the date the teacher commenced the additional duties.

4.10 Safeguarding

All safeguarding arrangements will be in accordance with the provisions set out in the Document, S2 Part 5, paragraphs 30-37. The school will follow these provisions and ensure that teachers are correctly notified.

4.11 Temporary and Discretionary Payments to Head Teachers

The Document permits Head Teachers to be paid temporary and/or discretionary payments for the following reasons:

4.11.1 Temporary Responsibility for One or More Schools

In the above circumstances and in accordance with the relevant provisions of the Document, a Head Teacher may be paid a temporary allowance at an appropriate level to reflect these additional responsibilities and duties. The governing body will decide on the level of payment to be made taking account of the nature and level of responsibility required.

The total sum of this temporary payment, and any other payments made to the Head Teachers, must not exceed 25% above the maximum of the Head Teacher Group, unless in wholly exceptional circumstances where the provisions set out in paragraph 2.8.4 will apply.

4.11.2 Service Provision

A discretionary payment can be made where a Head Teacher undertakes additional responsibilities/activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools. This is for situations when a Head Teacher is working under a contract for services, rather than under a contract of employment, where they are personally responsible for the service being provided but not accountable for the outcomes of the school, e.g. as a National Leader of Education or Consultant Leader. Please also refer to Appendices 4 and 5 for further Guidance.

It cannot be used when the Head Teacher is appointed as Head teacher of one or more additional schools on a temporary or permanent basis).

All discretionary and temporary payments will be determined and approved by the relevant governors committee.

4.11.3 Recruitment and Retention

From 1st September 2014 Payment to Head Teachers can only be made in relation to housing and relocation expenses. Please also refer to paragraph 4.3.4.

5. Support Staff

5.1 Conditions of Service

The pay and conditions of service for support staff employed are in accordance with the National Joint Council (NJC) for Local Government Services and those agreed locally by the Local Authority.

5.2 Pay Scales

The pay scales adopted by the governing body for support staff employed in this *school/academy* are those currently used by the London Borough of Newham. A copy is attached as Appendix 5.

The governing body has determined the grade and salary range for all support staff posts using the agreed job evaluation scheme, i.e. The Greater London Provincial Scheme (GLPC). This service is administered through the Schools HR Service. Appendix 5 sets out a list of sample grades as at September 2018.

The governing body has decided to apply/not apply the London Living Wage. Therefore if necessary, an additional hourly payment will be made so that all employees at least receive the hourly London Living Wage (currently £10.20 per hour).

5.3 Job Descriptions

All members of the support staff will receive a copy of their job description, which will be the basis of any job evaluation for the post. Any significant changes to job profiles may require a re-evaluation of the post.

Where the governing body, on the advice of the Head Teacher, considers that the duties and responsibilities of an individual member of support staff have evolved to a higher (or lower) level, this will be considered as part of an annual review process. It may, if necessary, result in the staffing structure and job description being amended and the salary of the post re-evaluated. The member of staff may also request a re-evaluation where they can demonstrate that a significant change to duties and responsibilities has occurred.

5.4 Starting Salaries

The governing body will normally appoint to the minimum pay point of the evaluated grade. This is unless the individual member of staff was previously paid under the same conditions of service at a higher point in the pay range, in which case the salary offered on appointment may be equivalent to the previous salary, but not exceeding the maximum of the evaluated grade. In exceptional circumstances, the governors may also consider appointing above the minimum of the grade where previous experience and/ or qualifications or previous salary justify doing so, within the overall grade of the post.

5.5 Incremental Progression

Support staff will, subject to satisfactory performance, progress by annual increments to the maximum of the scale for the post. In exceptional circumstances, incremental progression may

be withheld where the performance of the member of staff is poor/below standard or if attendance or conduct record justifies such action.

In addition, eligible support staff, subject to satisfactory service, may qualify for an additional increment after 5 years' service and one further additional increment after the 10 years' service in the same grade. Incremental progression will be to the equivalent of the first and second increment points of the next grade. To qualify staff must be on a grade no higher than P07 and have reached the maximum incremental point of their grade. The staff member must also not have benefited by promotion or regrading during the 5 or 10 years.

Subject to the above, incremental progression, will normally take place on 1st April each year, except where a member of staff starts after 1st October in the previous year in which case incremental progression will occur at the start of the month following completion of 6 months service and then on 1st April in subsequent years.

5.6 Acting up Allowances / Additional Responsibilities

Where a member of staff covers the full range of duties of a higher graded post, the governing body will pay that member of staff on the appropriate point on the higher scale (normally the minimum) for the period of acting up.

Where a member of staff is covering some, but not all of the duties of the higher graded post, the governors will consider an honorarium payment, calculated on the difference in salary between the substantive and higher graded post and taking account of the proportion of higher graded work undertaken.

Where a member of staff is required to meet a short-term excessive workload, to undertake essential tasks within a defined timescale, the Head Teacher may give prior approval to the member of staff to work additional hours. This will be paid at their normal hourly rate or be paid at agreed overtime rates where the weekly hours worked exceed the standard hours (36 hours per week) for a relevant full time member of support staff. Time off in lieu may also be authorised by the Head Teacher as an alternative to being paid overtime.

5.7 Other Additional Payments

The governing body will consider other additional payments for support staff in accordance with the arrangements set out earlier in this document for teaching staff, where these are relevant and appropriate to support staff.

5.8 Safeguarding

The arrangements for the safeguarding of salaries for support staff is in accordance with the current policy of the London Borough of Newham. The current safeguarding period is for a maximum period of 12 months (6 months at full pay and 6 months at half of the difference between the pay of the previous role and the new role).

5.9 Appeals

The arrangements for support staff wishing to appeal pay decisions are as outlined for teaching staff, but subject to the relevant conditions of service for support staff. The procedure outlined in Appendix 1 will be followed.

September 2018

Appendix 1: PAY APPEAL ARRANGEMENTS

The order of appeal arrangements is as follows:

Informal Appeal Process

1. The employee receives written confirmation of the pay recommendation and where applicable the basis on which the decision was made.
2. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Head Teacher (or the person making the recommendation) within 10 working days of the decision.
3. Where this is not possible or where the employee continues to be dissatisfied, he/she may follow a formal appeal process.

Formal Appeal Process

4. The employee should set down in writing the grounds for questioning the pay decision. It must be sent to the Head Teacher within 10 working days of the notification of the decision being appealed against or of the outcome of the discussion referred to in 2 above.
5. The Head Teacher should provide a meeting with himself/herself within 20 working days of receipt of the written grounds for questioning the pay decision to consider this and give the employee an opportunity to make representations in person. The employee is entitled to be accompanied by a trade union representative or work colleague. Following this meeting the employee should be informed in writing of the decision and the right to appeal to governors.
6. The employee should write to the Head Teacher stating their wish to appeal to governors within 5 days of receiving the Head Teacher's letter set out in paragraph 5.
7. Any appeal should be heard by a panel of three governors who were not involved in the Original determination normally within 20 working days of the receipt of the written appeal notification. 5 working days' notice should be given of the appeal date. Both parties should submit written evidence. The Head Teacher's evidence will explain the basis of the decision and the employee's evidence will set out the basis for the appeal. Witnesses will not be called unless agreed by both parties in exceptional circumstances. Copies of the evidence must be available to all parties at least 3 working days prior to the Committee meeting.
8. The procedure for the appeal hearing is set out below.

Formal Pay Appeal Hearing Procedure

1. The Committee should elect a Chair for the meeting.
2. The Chair to call in all parties.
3. The Chair to explain procedure.

4. Chair to establish that all parties and Governors have the written evidence that was submitted beforehand.
5. The Head Teacher to present their case, based on the written evidence.
6. At the conclusion of the presentation of their case, the Head Teacher to be questioned (in order) by:
 - employee (or representative)
 - Governors
7. Employee (or representative) to present their case, based on the written evidence.
8. At the conclusion of the presentation of their case, the employee should be questioned (in order) by:
 - Head Teacher (or other respondent)
 - Governors
9. The Head Teacher has the opportunity to summarise their case and respond to evidence raised without introducing any new evidence.
10. The employee has the opportunity to summarise their case and respond to evidence raised without introducing any new evidence.
11. Both parties will withdraw for the Governors to consider the case. A written decision with reasons will be issued within 5 working days of the appeal hearing. Where the appeal is rejected, it will include a note of the evidence considered and the reasons for the decision.
12. For centrally employed teachers, the formal appeal will be to the relevant second tier officer of the Local Authority.

**APPENDIX 2: RECOMMENDED PAY SCALES AND ADDITIONAL PAYMENTS FOR
NEWHAM TEACHERS, SEPTEMBER 2018**

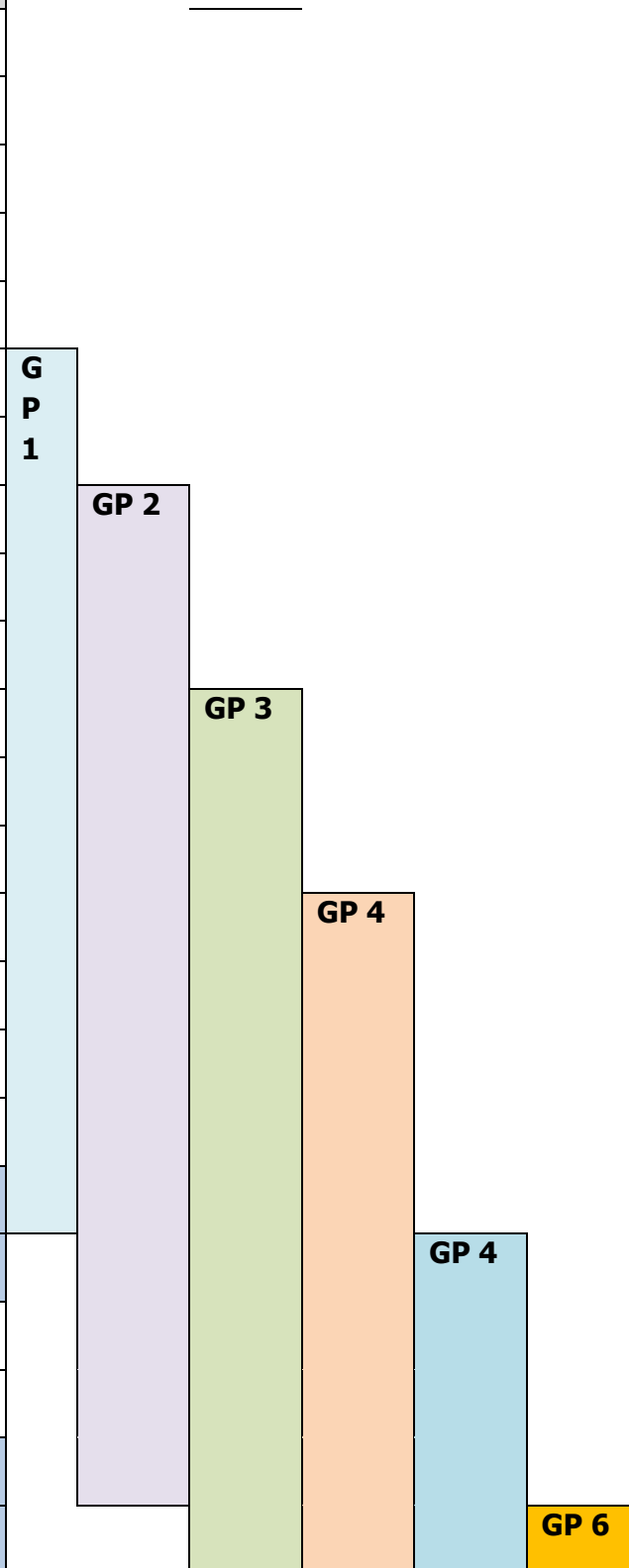
Main Pay Range		Unqualified Teachers Range		Recruitment and Retention Payment	
M1a	29,664	UQ1a	21,641		
M1b	30,436	UQ1b	22,640	1	1,279
M2a	31,211	UQ2a	23,642	2	2,518
M2b	32,022	UQ2b	24,641	3	3,813
M3a	32,837	UQ3a	25,644	4	5,312
M3b	33,690	UQ3b	26,641	5	6,921
M4a	34,548	UQ4a	27,644	Special Educational Needs (SEN) Allowance	
M4b	35,874	UQ4b	28,643	SEN 1	2,148
M5a	37,206	UQ5a	29,644	SEN 2	4,241
M5b	38,588	UQ5b	30,642	Outside of School Learning Activities	
M6a	39,975	UQ6	31,644	Outside 195 days	26.17
M6b	40,372			Outside 1265 hours	14.61
Upper Pay Range		TLR Allowances			
U1a	44,489	TLR 3 is fixed term:		TLR 2a	2,720
U1b	45,5796	TLR 3a	540	TLR 2b	4,679
U2a	46,674	TLR 3b	1,071	TLR 2c	6,645
U2b	47,458	TLR 3c	1,608	TLR 1a	7,853
U3	48,244	TLR 3d	2,143	TLR 1b	9,661
		TLR 3e	2,683	TLR 1c	11,472
				TLR 1d	13,288

Leading Practitioner

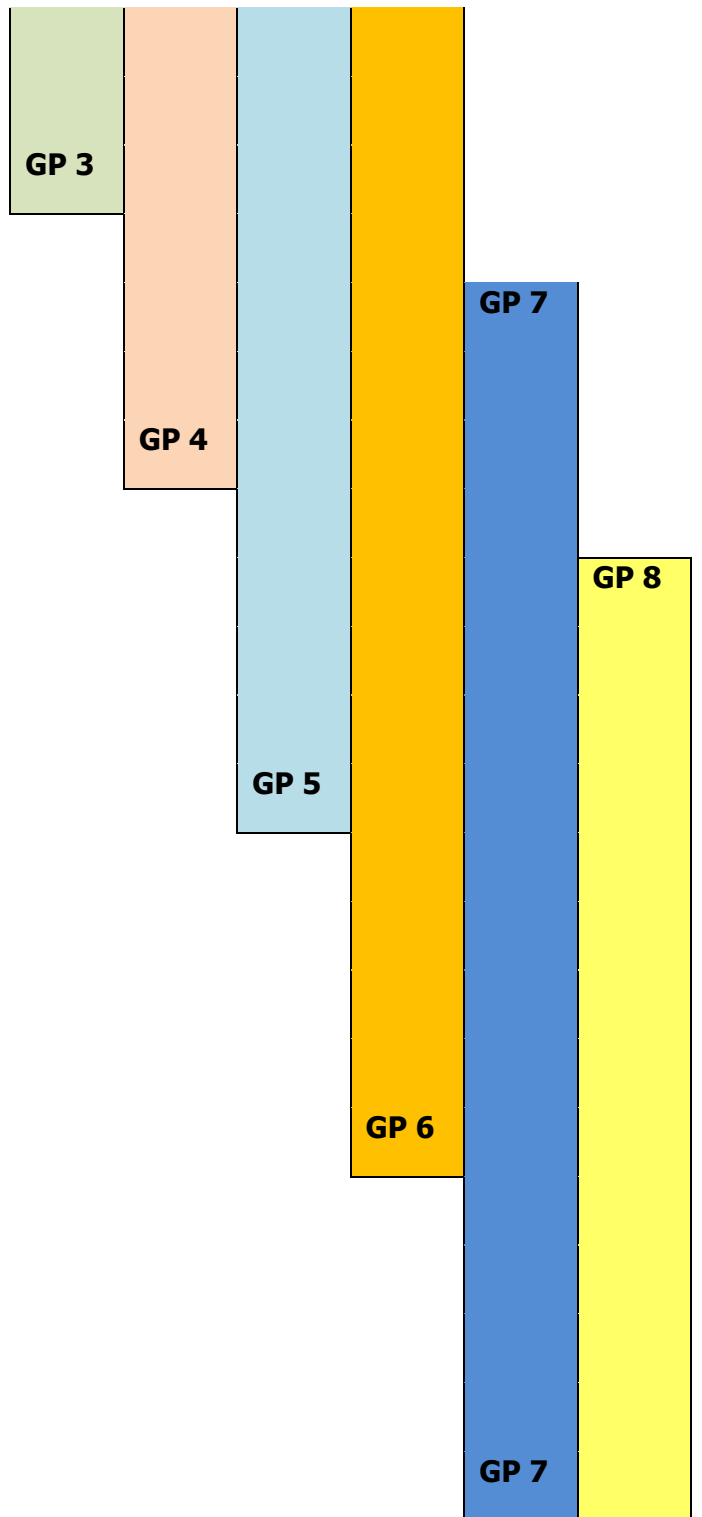
Range (choose 5 points)	
1	47,751
2	48,759
3	49,791
4	50,841
5	51,923
6	53,031
7	54,258
8	55,332
9	56,520
10	57,777
11	59,076
12	60,268
13	61,584
14	62,929
15	64,301
16	65,816
17	67,154
18	68,652

APPENDIX 3: NEWHAM LEADERSHIP PAY SPINE

Spine Point	01/09/2018
Leadership Spine	
L1	47,517
L2	48,522
L3	49,549
L4	50,592
L5	51,670
L6	52,771
L7	53,992
L8	55,061
L9	56,243
L10	57,494
L11	58,787
L12	59,974
L13	61,282
L14	62,621
L15	63,987
L16	65,493
L17	66,825
L18a*	67,638
L18b	68,315
L19	69,821
L20	71,365
L21a*	72,221
L21b	72,943



L22	74,567
L23	76,221
L24a*	77,158
L24b	77,930
L25	79,675
L26	81,458
L27a*	82,463
L27b	83,288
L28	85,169
L29	87,095
L30	89,072
L31a*	90,186
L31b	91,089
L32	93,160
L33	95,290
L34	97,459
L35a*	98,706
L35b	99,694
L36	101,971
L37	104,325
L38	106,713
L39a*	108,048
L39b	109,129
L40	111,671
L41	114,273



- * These scale points represent the statutory maximum for each of the 8 Head Teacher Group Ranges and a 1.5% uplift has been applied to all Leadership points for 2018/19.

- * The "a" pay points are to be applied to Head Teachers who are already at the top of their Head Teacher Group Range (and their agreed individual pay range) and cannot progress any further. It will also apply to those Head Teachers progressing the top of their Head Teacher Group Range (and their agreed individual pay range) from 1st September 2018.

- * The "b" pay points were created in 2015/16 when no uplift was awarded to the maximum pay points of the 8 Head Teacher Groups. This decision affected those Head Teachers on an individual pay range that extended beyond the statutory maximum of their Head Teacher Group. The "b" point created an appropriate pay progression point on their extended pay range. "B" points should only be applied to those Head Teachers on an extended range.

**APPENDIX 3a: NEWHAM RECOMMENDED RANGES FOR HEAD TEACHERS
AND DEPUTY HEAD TEACHERS**

STPCD Head Teacher Group Size	Newham Head Teacher Pay Range	Newham Individual Head Teacher Pay Range	Newham Deputy Pay Range
1	6 – 18	12 – 18	6 – 10
2	8 – 21	15 – 21	8 – 12
3	11 – 24	18 – 24	9 – 13
4	14 – 27	21 – 27	12 – 16
5	18 – 31	25 – 31	16 – 20
6	21 – 35	29 – 35	19 – 23
7	24 – 39	33 – 39	23 – 27
8	28 – 43	37 – 43	27 – 31

APPENDIX 3b: RECOMMENDED ENHANCED RANGES FOR HEAD TEACHERS

Leadership Spine			L.025	L.05	L.075	L1	L.125	L.15	L.175	L.2	L.225	
	% add on	0%	2.50%	5%	7.50%	10%	12.50%	15%	17.50%	20%	22.50%	25%
L1		47,517	48,705	49,893	51,081	52,269	53,457	54,645	55,832	57,020	58,208	59,396
L2		48,522	49,735	50,948	52,161	53,374	54,587	55,800	57,013	58,226	59,439	60,653
L3		49,549	50,788	52,026	53,265	54,504	55,743	56,981	58,220	59,459	60,698	61,936
L4		50,592	51,857	53,122	54,386	55,651	56,916	58,181	59,446	60,710	61,975	63,240
L5		51,670	52,962	54,254	55,545	56,837	58,129	59,421	60,712	62,004	63,296	64,588
L6		52,771	54,090	55,410	56,729	58,048	59,367	60,687	62,006	63,325	64,644	65,964
L7		53,992	55,342	56,692	58,041	59,391	60,741	62,091	63,441	64,790	66,140	67,490
L8		55,061	56,438	57,814	59,191	60,567	61,944	63,320	64,697	66,073	67,450	68,826
L9		56,243	57,649	59,055	60,461	61,867	63,273	64,679	66,086	67,492	68,898	70,304
L10		27,494	28,181	28,869	29,556	30,243	30,931	31,618	32,305	32,993	33,680	34,368
L11		58,787	60,257	61,726	63,196	64,666	66,135	67,605	69,075	70,544	72,014	73,484
L12		59,974	61,473	62,973	64,472	65,971	67,471	68,970	70,469	71,969	73,468	74,968
L13		61,282	62,814	64,346	65,878	67,410	68,942	70,474	72,006	73,538	75,070	76,603
L14		62,621	64,187	65,752	67,318	68,883	70,449	72,014	73,580	75,145	76,711	78,276
L15		63,987	65,587	67,186	68,786	70,386	71,985	73,585	75,185	76,784	78,384	79,984
L16		65,493	67,130	68,768	70,405	72,042	73,680	75,317	76,954	78,592	80,229	81,866
L17		66,825	68,496	70,166	71,837	73,508	75,178	76,849	78,519	80,190	81,861	83,531
L18a		67,638	69,329	71,020	72,711	74,402	76,093	77,784	79,475	81,166	82,857	84,548
L18b		68,315	70,023	71,731	73,439	75,147	76,854	78,562	80,270	81,978	83,686	85,394
L19		69,821	71,567	73,312	75,058	76,803	78,549	80,294	82,040	83,785	85,531	87,276

L20	71,365	73,149	74,933	76,717	78,502	80,286	82,070	83,854	85,638	87,422	89,206
L21a	72,221	74,027	75,832	77,638	79,443	81,249	83,054	84,860	86,665	88,471	90,276
L21b	72,943	74,767	76,590	78,414	80,237	82,061	83,884	85,708	87,532	89,355	91,179
L22	74,567	76,431	78,295	80,160	82,024	83,888	85,752	87,616	89,480	91,345	93,209
L23	76,221	78,127	80,032	81,938	83,843	85,749	87,654	89,560	91,465	93,371	95,276
L24a	77,158	79,087	81,016	82,945	84,874	86,803	88,732	90,661	92,590	94,519	96,448
L24b	77,930	79,878	81,827	83,775	85,723	87,671	89,620	91,568	93,516	95,464	97,413
L25	79,675	81,667	83,659	85,651	87,643	89,634	91,626	93,618	95,610	97,602	99,594
L26	81,458	83,494	85,531	87,567	89,604	91,640	93,677	95,713	97,750	99,786	101,823
L27a	82,463	84,525	86,586	88,648	90,709	92,771	94,832	96,894	98,956	101,017	103,079
L27b	83,288	85,370	87,452	89,535	91,617	93,699	95,781	97,863	99,946	102,028	104,110
L28	85,169	87,298	89,427	91,557	93,686	95,815	97,944	100,074	102,203	104,332	106,461
L29	87,095	89,272	91,450	93,627	95,805	97,982	100,159	102,337	104,514	106,691	108,869
L30	89,072	91,299	93,526	95,752	97,979	100,206	102,433	104,660	106,886	109,113	111,340
L31a	90,186	92,441	94,695	96,950	99,205	101,459	103,714	105,969	108,223	110,478	112,733
L31b	91,089	93,366	95,643	97,921	100,198	102,475	104,752	107,030	109,307	111,584	113,861
L32	93,160	95,489	97,818	100,147	102,476	104,805	107,134	109,463	111,792	114,121	116,450
L33	95,290	97,672	100,055	102,437	104,819	107,201	109,584	111,966	114,348	116,730	119,113
L34	97,459	99,895	102,332	104,768	107,205	109,641	112,078	114,514	116,951	119,387	121,824
L35a	98,706	101,174	103,641	106,109	108,577	111,044	113,512	115,980	118,447	120,915	123,383
L35b	99,694	102,186	104,679	107,171	109,663	112,156	114,648	117,140	119,633	122,125	124,618
L36	101,971	104,520	107,070	109,619	112,168	114,717	117,267	119,816	122,365	124,914	127,464
L37	104,325	106,933	109,541	112,149	114,758	117,366	119,974	122,582	125,190	127,798	130,406

L38	106,713	109,381	112,049	114,716	117,384	120,052	122,720	125,388	128,056	130,723	133,391
L39a	108,048	110,749	113,450	116,152	118,853	121,554	124,255	126,956	129,658	132,359	135,060
L39b	109,129	111,857	114,585	117,314	120,042	122,770	125,498	128,227	130,955	133,683	136,411
L40	111,671	114,463	117,255	120,046	122,838	125,630	128,422	131,213	134,005	136,797	139,589
L41	114,273	117,130	119,987	122,843	125,700	128,557	131,414	134,271	137,128	139,984	142,841
L42	116,940	119,864	122,787	125,711	128,634	131,558	134,481	137,405	140,328	143,252	146,175
L43	118,490	121,452	124,415	127,377	130,339	133,301	136,264	139,226	142,188	145,150	148,113

APPENDIX 4: GUIDANCE ON TEACHERS CARRYING OUT WORK IN A PROFESSIONAL CAPACITY OUTSIDE THEIR OWN SCHOOL

This Newham specific guidance is based on national and other relevant Newham guidance, and is written in consultation with the teacher unions.

Context

1. From time to time, teachers and Head Teachers are asked to undertake work outside their own institution for external bodies or other schools in a professional capacity (e.g. exam marking, acting as an SLE or NLE or being on full-time secondment to help to turn round a 'failing school').
2. Traditional practice in the case of teachers undertaking examination marking is generally that the teacher is paid directly for the work done (this should be in his / her own time and at home) and where they need to attend meetings in school time, for example moderation purposes, the school is reimbursed for the cost of any supply cover that may be needed.
3. In the case of NLEs and SLEs the school should receive the agreed payment and then pass on an agreed proportion to the teacher / head teacher for the part of the work that has been undertaken in their own time. With regard to Heads and other members of the leadership group, it is not easy to quantify 'own time', because their contracts are not time-limited. Therefore it is important to agree at school level as to what constitutes a 'normal working time' and when it might be reasonable to make additional salary payments for activities of this kind. Any payment to the Head Teacher falls within the 25% discretionary payments limit.
4. The principles and procedures outlined below are not intended to cover:
 - a. the circumstances where teachers/Heads are seconded to other schools. Support of this nature is a major responsibility and should be remunerated appropriately within the provisions permitted in the Document; or
 - b. payments for duties specified in paragraph 26 of the Document 2015 (CPD, ITT and out-of-school hours payments) for which the relevant body may determine separate arrangements; or
 - c. the circumstances when schools, rather than individuals, agree to provide support to each other by way of sharing good practice etc.
 - d. the circumstances of teachers e.g. Leading Practitioners, whose job description requires them to work in other schools.

Principles for release of staff

5. The following principles should apply for the release of staff:
 - a. Any absence from school for work of this kind should be authorised formally by a governors' committee in the case of the head and by the head in the case of other teachers. If the head puts a case to governors concerning themselves, they should advise governors of any other cases so that governors can ensure equitable treatment of all staff. All submitted cases should address the factors in b) below.

- b. When deciding whether to release teachers to undertake such work, the governors/head teacher should take into account:
 - the needs of the school and its pupils;
 - the benefits that the activity would bring to the school;
 - the impact of the absence on other staff, including their workload; and
 - the workload and work/life balance of the individual teacher.
- c. The governors/Head Teacher should monitor the operation of the arrangements and their impact on staff and pupils.
- d. All approvals should be reviewed annually and if appropriate approved for a further year.
- e. A robust performance management process should play an important role in identifying the appropriateness of such development opportunities
- f. Any teacher who considers they are treated unfairly in the application of this procedure has the right of appeal through the grievance procedure.

Principles for Payment of Staff

6. The following principles should apply regarding the payment to staff for external work:
 - a. Arrangements for payment for external work should be clearly set out in a protocol by the governing body (or the finance committee) and decisions duly recorded. A model protocol and approval paperwork is attached at Appendix 4.
 - b. The proportion of any payment for external services that should be paid to the teacher or Head and the proportion that should be paid to the school should be agreed in advance. The terms of such an agreement should be signed by the Chair of governors or Head and the teacher or Head as appropriate.
 - c. Payment to the individual teacher or Head should be based on the proportion of the work, including preparation, done outside of normal working hours. A specific determination should be made for members of the leadership group and ASTs as their contractual hours are not time-limited to 195 days or 1265 hours.
 - d. Teachers and Heads should not be paid twice for the same time worked. If the external work takes place wholly in directed time, all of the payment received should be paid to the school.
 - e. Only if all of the work is carried out in time when the school is not in session, should the whole of the additional payment go to the individual.

- f. Any payment to the Head teacher falls within the 25% limit of discretionary payments.
- g. Any work for which the Head Teacher is directly paid should be recorded on his/her Declaration of Pecuniary Interest Form.

Administration

7. Any such additional personal income should be paid to the teacher via Schools HR Payroll. Unless it is for a Head Teacher and is therefore a discretionary payment under 4.10 above, the payment is not superannuable as it falls outside the scope of the Document. Each payment should be requested by letter signed by an appropriate authorised person (the Chair of governors / Chair of committee in the case of the Head Teacher).

APPENDIX 5: PROTOCOL AGREED BY GOVERNING BODY FOR TEACHERS CARRYING OUT WORK IN A PROFESSIONAL CAPACITY OUTSIDE OF THEIR OWN SCHOOL

We recognise the value of staff sometimes carrying out work outside the school. Such work can develop the member of staff and indirectly benefit the school. However, the approval and organisation of such work needs to be arranged so that the arrangements are fair, transparent and the interests of the school and staff are properly taken into account. Therefore we agree to follow the guidance produced by the Authority in consultation with the teachers unions.

Authority to approval applications will be delegated as follows:

Approval to do work only

For Head teacher	- by Chair
For Leadership team	- by Head teacher
For other staff	- by Head or Senior Manager

Approval to do work and receive payment

For Head teacher discretionary payments.	- by Chair plus relevant committee authorised to agree
For Leadership team	- by Head and Chair
For other staff	- by Head

**APPENDIX 6: FORM FOR REQUESTING APPROVAL TO CARRY OUT WORK
OUTSIDE OWN SCHOOL IN A PROFESSIONAL CAPACITY**

Application by _____

Proposed work (for whom, when, timescale, actual tasks)

Benefits to the school (a wider Newham community)

Adverse impact on school (e.g. staff's workload, pupils)

Link to performance management

My workload

Proposed method of reporting on the work and date for review

Any other relevant cases in the school?

Financial Arrangements

Is any pay-out being made usually by the recipient of the work?

If yes, is it your intention that all of the income is passed to the school as its income?

If no, what are the exceptional reasons that you consider mean you should directly receive a payment?

How much / what proportion and rationale? (see 6c)

Signed _____ **Date** _____

Governors / Head Teacher's decision

Signed _____ **Date** _____

Cc: completed form to Performance Management Reviewer

Appendix 7: GRADES FOR MODEL SUPPORT STAFF POSTS

This schedule sets out the grades that have been assessed by the Authority as being the appropriate grades for the standard job specifications as at 1st September 2018. Any departure by a governing body from these grades will be based on appropriate changes to the job specification and subsequent re-evaluation by Schools HR.

Site Supervisor	Scale 3, 5 or 6
Assistant Site Supervisor	Scale 3
Teaching Assistant (Unqualified)	Scale 2
Teaching Assistant (Qualified)	Scale 3
Senior Teaching Assistant	Scale 5
Class Supervisor	Scale 4
Classroom Practitioner (HLTA)	Scale 6/S01
Learning Mentor	Scale 4
Welfare Assistant	Scale 1
Supervisory Assistant	Scale 1
Senior Supervisory Assistant	Scale 2
Cleaner	Scale 1
Nursery Nurse	Scale 4