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Pay Policy for Teachers and School Leaders – November 2021 (Review November 2022)

(This policy is derived from the WSCC model policy 2021 of the same name.)

Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)

Broadwater is a Christian School. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things! Galatians 5:22

It is this fruit that, in partnership with parents, we will instil in the children of our school.

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I. Introduction and Aims

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) 2019 and has been consulted on with the recognised teaching trade unions and the headteachers consultative groups. It is recommended that maintained schools adopt this document and, in addition, adhere to the DfE guidance as set out in ['Implementing Your School's Approach to Pay'](#).

This policy applies to all teachers and school leaders employed in this school with effect from 1 September 2021. It also applies to West Sussex County Council's Centrally Employed Teachers with effect from 1 September 2020.

For Centrally Employed Teachers the term Headteacher should be read as 'Manager', the term Governing Body should be read as 'Head of Service' and school should be read as 'Service'. The arrangements for the Pay Committee for Centrally Employed Teachers will be made by WSCC.

In adopting this pay policy, the **aim** is to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high-quality workforce
- enable the school to recognise and reward excellent school leadership
- enable the school to recognise and reward teachers appropriately for their contribution to the school
- help to ensure that decisions on pay are managed in a fair, just and transparent way

Note: information about support staff pay can be found in the 'Support Staff Pay and Conditions' policy document.

2. Summary of changes to the School Teachers' Pay and Conditions Document (STPCD) 2021

In accordance with the STPCD document which can be found online [here](#), from 1 September 2021, the following changes are to be applied:

- A £250 consolidated pay award for eligible unqualified teachers earning less than £24k p.a.
- The reintroduction of an advisory pay point structure for the Unqualified Teachers Pay Range.
- A reduction of 1 day from 195 to 194 that teachers (FTE) must be available to work as a result of the additional Bank Holiday on Friday 3rd June 2022 to mark the Queen's Platinum Jubilee.
- Statutory induction changes for Early Career Teachers (ECTs).
The introduction of flexibilities around TLR3 by removing the consecutive use clause, which could introduce a payment mechanism for tutoring when being delivered by Main Pay Range teachers and Upper Pay Range teachers, to address learning disruption as a result of the pandemic.

3. Annual Pay Reviews for Teachers

The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1st September and no later than 31st October and that all teachers 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 to, 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.

4. Pay on Appointment and Pay Progression for Teachers, Lead Practitioners, Unqualified Teachers and the Leadership Group Classroom teachers - Pay on Appointment

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 which will be offered to the successful candidate.

In making such determinations, the Governing Body may take into account a range of factors, including:

- nature of the post;
- level of qualifications, skills and experience required;
- market conditions;
- wider school context.

These options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments.

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

The only exception to this is where a teacher applies for a post within the same school, without a break in service. In this situation the STPCD document which can be found [here](#) requires the teacher's current salary to be maintained.

Pay Portability

Whilst there is no longer any statutory requirement in the STPCD for the Governing Body to match teachers' previous salaries when they are appointed to a post, the Governing Body does have discretion to set salaries on appointment. This includes the freedom to pay teachers more or less than their previous salary from the start of their new employment in a school.

Governing bodies will need to be mindful of the following criteria:

- the need to attract, recruit and maintain teachers.
- that decisions about pay do not discriminate against teachers because of a protected characteristic under the Equality Act 2010. Salary determinations made at school level should also be monitored to ensure that decisions in respect of starting salary/pay portability are not discriminatory.

The relevant body must avoid discriminating against teachers returning to the profession following a career break whether they return to the same school or to another school. Blanket policies against pay portability are likely to disadvantage women teachers who have taken a break from teaching to give birth and/or to care for their children.

Schools are advised to ensure that their adverts for vacancies clearly stipulate the pay range that is offered for the post.

Unqualified teachers - Pay on Appointment

The Pay Committee will pay any unqualified teacher in accordance with paragraph 17 of the STPCD. The Governing Body will determine where a newly appointed unqualified teacher will be placed on the scale, having regard to any qualifications or experience he/she may have, which are considered to be of value. The Governing Body will consider whether it wishes to pay an additional allowance, in accordance with paragraph 22.

Headteachers - Pay on Appointment

The Governing Body will determine the pay range for a vacancy prior to advertising it.

- 1. The pay range for the Headteacher is determined by defining the role and determining the Headteacher Group** – the STPCD document which can be found [here](#) sets out the minimum and maximum salary amounts a Governing Body is able to pay a Headteacher of each school size.
- 2. Setting the indicative pay range** - in determining this, the Governing Body will take into account the following factors:
 - scale and challenge of the role
 - budgetary considerations
 - market conditions
 - scope for progression
 - relationship to other positions within the school.

Normally, the pay range set for the Headteacher's role will not exceed the maximum of the Group Size. However, the maximum of the Headteacher's pay range and any additional allowances may exceed the maximum of the Group Size by up to 25% if there are specific circumstances that warrant a higher than normal payment.

Additionally, in exceptional circumstances which are supported by a business case, the maximum of the range plus allowances may exceed the 25% limit. Please refer to the guidance document for the process to be followed in such situations.

- 3. Deciding the starting salary and individual pay range** - on appointment the Governing Body will determine the starting salary within that range to be offered to the successful candidate. In making such determinations the Governing Body may take into account a range of factors, including:
 - nature of the post
 - level of qualifications, skills and experience required
 - market conditions
 - wider school context
 - how closely the candidate meets the requirements of the post
 - candidate's previous salary.

These options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments.

In all circumstances the rationale for the setting of the pay range, and determining the starting salary, must be recorded and justified.

Assistant/Deputy Headteachers - Pay on Appointment

The Governing Body will determine the pay range for a vacancy prior to advertising it.

The pay range for Assistant Headteachers / Deputy Headteachers is determined by:

1. **Defining the role and determining the position of the Assistant / Deputy's role** - the Governing Body must ensure there is an appropriate differential maintained between the Headteacher and other leadership roles as necessary. It is not expected that the pay range for the Assistant/Deputy Headteacher will overlap with the range set for the Headteacher, unless there are exceptional circumstances.
2. **Setting the indicative pay range** - establishing the available pay range for the Assistant/Deputy Headteacher role within the minimum and maximum amounts specified. In determining this, the Governing Body will take into account the following factors:
 - all permanent responsibilities of the role
 - challenges specific to the role
 - market conditions
 - budgetary considerations
 - scope for progression to other school leadership positions. The range set for the post must not exceed the Headteacher's school Group size.
3. **Deciding the starting salary and individual pay range** - on appointment the Governing Body will determine the starting salary within that range to be offered to the successful candidate. In making such determinations, the Governing Body may take into account a range of factors, including:
 - nature of the post
 - level of qualifications, skills and experience required
 - market conditions
 - wider school context

These options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments.

5. Appraisal and Pay Progression

In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy, further guidance can be found in the document [Implementing Your School's approach to Pay](#).

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of Early Career Teachers (ECTs), whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

Teachers and school leaders can expect to progress to the top of their pay range if they demonstrate continued good performance.

A decision not to award pay progression for a teacher will be made where the teacher's performance has been assessed as 'Requires Improvement' and significant progress has not been made against the support plan put in place or is assessed as 'Inadequate'.

In the case of the leadership team, sustained, high quality performance, confirmed by the most recent appraisal, should give the individual an expectation of progression up the pay range.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

In this school, judgements of performance will be made against evidence criteria set out in the appraisal document and will also include:

- objectives that have been set for the leadership group
- self-assessment
- peer reviews
- lesson observations
- the views of pupils and parents
- statistical measures
- performance of tasks delivered over and above the objectives achieved
- impact on school improvement priorities
- student outcomes and progress
- Teachers' Standards
- behaviours and attitudes (including those specified in relation to personal and professional conduct as detailed in the Teachers' Standards)
- advice of the independent advisor for the Headteacher, or other external reports on the moderation of the school's progress.

Teachers will be eligible for pay progression if they have made progress against their appraisal objectives and met teacher standards as outlined below.

Leading Practitioners

This school has determined that it will not employ any teachers in the role of leading practitioner for this school year. The Governing Body will review this decision on an annual basis.

Pay Progression

In order to progress up the unqualified teacher range, unqualified teachers will need to show that they have made good progress towards their objectives.

Unqualified Teachers

Pay Progression

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Leadership Posts

Pay Progression

The Governing Body must consider annually whether or not to increase the salary of members of the leadership who have completed a year of employment since the previous pay determination and, if so, to what salary within the relevant pay range.

Pay Progression Based on Performance - Teachers

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by consistently analysing and using the evidence set out in the appraisal document.

The evidence we will use will include:

- objectives that have been set for the leadership group
- self-assessment
- peer reviews
- lesson observations
- the views of pupils and parents
- statistical measures
- performance of tasks delivered over and above the objectives achieved
- impact on school improvement priorities
- student outcomes and progress
- Teachers' Standards
- behaviours and attitudes (including those specified in relation to personal and professional conduct as detailed in the Teachers' Standards)
- advice of the independent advisor for the Headteacher, or other external reports on the moderation of the school's progress.

In this school, judgements of performance and pay progression will be made against objectives and evidence outlined in the appraisal document.

Pay Progression Based on Performance for the Leadership Group

The Governing Body will consider annually (providing the employee has one or more years' employment since the last pay determination), whether or not to increase the salary of members of the leadership group. This will be determined by an assessment of performance carried out by the appointed Governors responsible for appraising the Headteacher or, in the case of the Assistant/Deputy, the Headteacher.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by consistently analysing and using the evidence set out in the appraisal document.

The evidence we will use will include:

- objectives that have been set for the leadership group
- peer reviews
- statistical measures
- performance of tasks delivered over and above the objectives achieved
- impact on school improvement priorities
- student outcomes and progress
- Teachers' Standards
- behaviours and attitudes (including those specified in relation to personal and professional conduct as detailed in the Teachers' Standards)
- advice of the independent advisor for the Headteacher, or other external reports on the moderation of the school's progress.
- In this school, judgements of performance and pay progression will be made against the criteria outlined below.

Assessment Criteria for Performance and Pay Progression all Teachers

A teacher's overall performance will be assessed as:

Outstanding	<i>Where the teacher has exceeded most objectives and demonstrated that they have met the Teacher Standards and they have made a significant contribution to whole</i>
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	<i>school priorities, for example through the school improvement plan. They have also consistently role modelled positive behaviours.</i>
Good	<i>Where the teacher has met all objectives and demonstrated that they have met the Teacher Standards and consistently demonstrated positive behaviours</i>
Requires Improvement	<i>Where the teacher has met or partially met only some of the objectives and demonstrated that they have met or partially met the Teacher Standards and demonstrated some positive behaviours. Overall performance does not meet the required standard in some aspects</i>
Inadequate	<i>Where the teacher has failed to meet key objectives and demonstrated some negative or inconsistent behaviour or that they have failed to meet the Teacher Standards. Overall performance is below the required standard and is inadequate</i>

Pay progression will be recommended where a teacher has been assessed as ‘Outstanding’ or ‘Good’.

- Where an assessment of ‘**Outstanding**’ has been awarded the school has the discretion to advance by more than a single point.
- Where an assessment of ‘**Good**’ has been given, progression to the next point will be recommended.
- Where an assessment of ‘**Requires Improvement**’ has been given and significant progress has been made against the support/improvement plan put in place (such that the appraiser is confident that the relevant performance improvement will be achieved) progression to the next pay point will be recommended.
- Where an assessment of ‘Requires improvement’ has been given and significant progress against the support plan has **not** been made, progression to the next pay point will **not** be recommended. The support plan should continue to be followed (with additional interventions if necessary) **and** the school will consider managing the teacher’s performance under the capability procedure. **However**, if there are **sufficient mitigating circumstances** the school may decide not to manage the teacher’s performance under the capability procedure at this stage.
- Where an assessment of ‘**Inadequate**’ has been given, progression to the next pay point will **not** be recommended. The expectation is that supportive interventions will have failed and that the teacher’s performance will be managed under the capability procedure.

Pay Progression – Main Pay Range

Teachers, who are not recommended to go up an advisory point, will receive the percentage increase for their existing advisory point.

Reminder Note: in 2018/19 West Sussex reverted to a 6-point Main Scale and removed M6B making pay point M6 the maxima of the Main Scale as prescribed in the STPCD.

Process – Classroom Teachers, Unqualified teachers and Leading Practitioners

Recommendations about pay will be made in the first instance by the teacher's appraiser. The recommendation will then be put forward to the Headteacher (or leadership group), who will decide whether or not to endorse the appraiser's recommendation.

A reason for the endorsement or otherwise must be given by the Headteacher and supplied to the Pay Committee.

Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee having regard to the appraisal report and advice from the leadership group. The Governing Body will ensure that adequate funding is allocated for pay progression at all levels.

Process – Leadership Group

Recommendations about pay will be made in the first instance by the appraiser.

A reason for the endorsement or otherwise must be given by the appraiser and supplied to the Pay Committee.

Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee having regard to the appraisal report and advice from the Headteacher or external advisor. The Governing Body will ensure that adequate funding is allocated for pay progression at all levels.

Process – All Teachers

Once the Pay Committee has decided on the pay recommendations, each teacher will be notified in writing, without undue delay, what their approved pay determination is.

MOVEMENT TO THE UPPER PAY RANGE (UPR)

Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and **any such application must be assessed in line with this policy**. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications may be made at least once a year and will be discussed as part of the appraisal process. Application should be made at the beginning of the appraisal process for each individual this ensures that if a member of staff returns to work after a maternity leave, for example, they would not be discriminated against. Deadlines for applications should be at the end of the summer term (in a normal appraisal cycle).

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria).

Applications should contain evidence from a teacher's last two years of appraisal.

The Assessment

An application from a qualified teacher will be successful where the Governing Body is satisfied that:

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

For the purposes of this pay policy:

- **‘Highly competent’** means that we would expect the teacher to demonstrate competence in the areas of:
 - pupil progression
 - teacher effectiveness
 - wider contribution /effectiveness and
 - personal and professional development.
- **‘Substantial’** means that the teacher has at least four years’ experience within a classroom setting or has other relevant subject matter or other relevant transferable experience.
- **‘Sustained’** means that a teacher will be able to supply evidence of at least two consecutive appraisals where the overall assessment of performance has been ‘Good’ or ‘Outstanding’. These will usually be obtained within the school in which they have applied to admission to the UPR. However, in exceptional circumstances evidence from another source may be considered.

The application will be assessed initially by the applicant’s line manager before a thorough review by the school leadership team. A recommendation will then be made to the Governing Body.

Processes and procedures

The assessment will be made as part of the regular appraisal cycle in September in most circumstances. For applications outside of this cycle the assessment will take place within 20 working days of the application.

If successful, applicants will move to the upper pay range from 1st September as part of the regular appraisal cycle or from the date of application for those teachers making an application outside of this cycle.

If unsuccessful, feedback will be provided by the Headteacher.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school’s general appeals arrangements

Progression through the UPR

Progression through the UPR will be determined every other year. A teacher can expect to progress through the upper pay range if s/he has had two consecutive annual appraisals where the overall assessment of performance has been ‘Good’ or ‘Outstanding’ whilst in the UPR and can fully demonstrate the indicators set out above.

The process for assessment for progression will be the same as for other classroom teachers (except that it would not be on an annual basis).

6. Appeals Procedure

Stage I - Informal Stage

Any teacher, including the Headteacher, who is dissatisfied with the pay recommendation that has been made by their appraiser or decision not to admit them to the UPR, should first discuss this

informally with the Headteacher (or their Appraiser in the case of the Leadership Group) BEFORE the recommendation is put forward to the Pay Committee.

The Headteacher should meet with the employee and the decision-maker to discuss the employee's concerns and understand the appraiser's rationale for their decision, as well as considering the employee's representations.

In the case of the Leadership Group, they should meet with their Appraiser to discuss the recommendation and put forward their representations as to why they disagree with their Appraisers' decision.

This should be done within 5 working days of being advised of their Appraiser's initial decision.

Stage 2 - Formal Stage A formal representation to the person or Governors committee making the pay determination.

If following informal discussion with the Headteacher, the teacher (or Headteacher) feels an incorrect recommendation about their pay will be made to the Pay Committee, or they will not be admitted to the UPR they may make a formal appeal to the Pay Committee.

The Appeal must be submitted no later than 5 working days BEFORE the Pay Committee sits to ratify the pay decisions.

The teacher must submit their appeal in writing and state the grounds on which they believe their pay recommendation is incorrect. This may be because they believe:

- the Pay Policy has been incorrectly applied
- a provision of the STCPD has been incorrectly applied
- proper regard has not been given to the statutory guidance
- proper account of the relevant evidence has not been taken
- the appraiser has taken account of irrelevant or inaccurate evidence
- the appraiser was biased
- they have been unlawfully discriminated against.

This list is indicative rather than exhaustive. Any additional evidence the employee wishes to be considered by the panel must be submitted with their appeal letter.

The Pay Committee should be convened within 5 working days of receipt of the employee's appeal to hear the appeal, if no pre-arranged date for the consideration of appeals has been specified.

The employee should attend the meeting and have the opportunity to make representations, present evidence and call witnesses in support of their case.

The Pay Committee will, having considered all the evidence, make a pay determination for that employee and will confirm this in writing to the employee within 5 working days of the meeting.

This means that the employee's case is dealt separately from the other pay recommendations.

Stage 3A - Formal appeal hearing with an appeals panel of governors

If the employee is dissatisfied with the decision of the Pay Committee, the teacher may appeal to the Chair of Governors.

The teacher (Headteacher) must submit their appeal in writing and state the grounds on which they believe their pay recommendation is incorrect (as described in Stage 2).

Any additional evidence the employee wishes to be considered by the panel must be submitted with their appeal letter.

The appeal must be lodged within 5 working days of receiving confirmation of the pay determination from the Pay Committee.

The Chair of Governors will arrange for a separate panel of three governors to consider the appeal. The panel must not consist of any governors who were involved in the original decision-making process.

The panel may be advised by a representative of the Authority. Where there is no pre-arranged appeal date, the appeal must be arranged to be held within 5 working days of receipt of the employee's notice of appeal. This timescale may be extended to allow the Authority representative to attend.

The employee has the right to be accompanied to the appeal by a work colleague or their Trade Union Representative.

The outcome should be notified in writing within 5 working days of the meeting. If the appeal is rejected, then a summary of the evidence considered and the reason for the decision should be given in writing to the individual, as part of the outcome letter.

If the appeal is upheld, then a summary of the evidence considered and reason for the decision should also be given in writing in the outcome letter. The Headteacher is then responsible for ensuring that the relevant adjustment to the teacher's pay is made (or Chair of Governors in the case of the Headteacher).

If the appeal is not upheld, the relevant adjustment/or non-adjustment to the teacher's pay will be made.

The pay hearings and appeals procedure perform the function of the grievance procedure on pay matters and as the decision is final, there is no recourse to the grievance procedure.

Format of Formal Appeals Meeting

Appeals should be heard by a panel of no less than three governors, one of whom will be appointed to act as the Appeal Chair.

The Appeal Chair will open the meeting by welcoming the attendees and making introductions. The Appeal Chair should also confirm which documents are to be used in the meeting. If there are additional documents to be added, or there are any discrepancies, the meeting will be adjourned to enable the documents to be copied and read.

The employee may bring a Trade Union Representative or work colleague to the Appeal.

The Appeal Chair will ask the employee to explain their reason for the appeal – they may do this in person or ask their companion to assist them. The employee cannot introduce new grounds for raising an appeal.

The employee may invite witnesses to the meeting, having provided prior notice to the Chair. The witnesses will be asked questions by the employee, and then the Appeal Chair and other panel members, if applicable.

The Appeal Chair will invite the Appraising manager to the Appeal, as a witness, in order to understand the rationale for their decision.

When the Appeal Chair has heard all the information in respect of the Appeal, and the rationale for the original decision, they will invite the employee to sum up their reasons, before adjourning.

During the adjournment, the Appeal Chair and panel will consider all the information that they have heard and reach a balanced decision. The rationale for their decision must be recorded in the notes of the meeting. The Appraising manager will not play any part in the Appeal deliberation and decision-making process and must leave the room. The employee and their companion will then be asked to re-join the meeting and be given the outcome verbally, which will be confirmed in writing. If the Appeal Panel/Chair cannot reach a decision on the day, the employee will be told of this, and advised of the outcome of the meeting within 5 working days.

All appeals held under the formal part of the Appeals Procedure must be properly clerked and notes of the meeting must be taken.

7. General Provisions

Equality

The Governing Body will ensure that its processes are objective, open, and fair and that all decisions can be objectively justified. Adjustments will be made to take account of special circumstances, e.g. absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on all the circumstances.

Schools and local authorities must stay within the legal framework set out in the Document and the procedures for determining pay, comply with all the requirements of discrimination legislation, for example, the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

Job Descriptions

The Headteacher will ensure that all members of staff have an up-to-date job description. Job descriptions may be amended from time to time, in discussion with the employee concerned, to reflect the changing needs of the school. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed at least annually as part of the appraisal process.

Monitoring the Impact of the Policy

The Governing Body will monitor the outcomes of this policy on a regular basis. In this school, the monitoring will take place annually, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with Equalities legislation.

Progression at the End of Induction

Teachers who have successfully completed their induction year can expect to progress to the next point in accordance with this Pay Policy.

Pay Differentials

Appropriate pay differentials will be created and maintained between posts within the school. These differentials will recognise accountability, job weight and the Governing Body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

Pay Increases for Teachers Arising from Changes to the Document

All teachers are paid in accordance with the statutory provisions of the STPCD document which can be found [here](#) as updated from time to time.

The Governing Body has the discretion to apply the teachers' pay award (if agreed) to its pay scales, apart from those elements that are specified within the STPCD document which can be found [here](#), such as minimum and maximum points of the scale which must be uplifted in accordance with the agreed pay award.

The school will annually review its position in regard to the teachers' pay award.

Pay Recommendations for Teachers

Pay recommendations are made by the teacher's appraiser. The school's leadership group may moderate all recommendations made to ensure consistency amongst appraisers and refer the final recommendations to the Pay Committee for approval.

In the case of the Headteacher's pay, the governors appointed to appraise the Headteacher's performance will make a recommendation for pay progression to the Pay Committee. The relevant governors and Pay Committee should have regard to advice or comments of an externally appointed advisor.

The Pay Committee has fully delegated powers to implement all aspects of the Pay Policy. In exercising these powers, the Pay Committee will take account of the Headteacher's advice, except in relation to the Headteacher's own pay.

The Pay Committee will consist of members of the Governing Body but will not include the staff governor representatives who work at the school.

The Pay Committee will report its decisions to the Governing Body at its next meeting. The Headteacher will inform the relevant teacher of decisions made by the Pay Committee.

The timing of the appraisals process, pay recommendations, and dates of the Pay Committee should be published with this Pay Policy, so employees know when decisions about their pay will be made and the timescale for appealing against the decision should they wish to do so.

Pay Scales

The pay scales for teachers and school leaders are set out within Appendix I of this policy.

Salary Safeguarding

Where a pay decision for a teacher results in a reduction in salary, the Governing Body will comply with the salary safeguarding provisions of the STPCD document which can be found [here](#). The teacher concerned will be notified as soon as possible and no later than one month after the decision is taken.

Transition to Qualified Teacher Status

When an unqualified teacher gains qualified teacher status (QTS) they will transfer to a salary within the main pay range (MPR) for teachers. If, immediately prior to gaining QTS, the teacher was an unqualified teacher in this school, their new salary will be the same as, or higher than, the salary originally paid and will be in accordance with this Pay Policy.

Vacancies

All vacancies will be advertised with an indication of the salary range that the school is prepared to pay for the role. This will reflect the tasks/level of responsibility of the post. Tasks carrying additional payments, whether permanent or temporary, will be made known to staff and applicants.

8. Part-Time and Short Notice / Supply Teachers

Short Notice / Supply Teachers

Teachers employed 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 (194 days for the school year beginning in 2021), with periods of employment of less than a day being calculated pro rata based on 1258.5 hours for the school year beginning in 2021.

Existing supply teachers will continue on their current salary point, and this should be guaranteed all the time they continue within the same school.

Newly appointed supply teachers, or supply teachers taking on a new supply contract in a different school, will have their salary determined in accordance with this policy.

Part-Time Teachers

Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time.

The Governing Body will give them a written statement, detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

9. Allowances and Other Provisions

Acting Allowances

Teachers who are assigned and carry out the duties of the Headteacher, Deputy Headteacher, or Assistant Headteacher can receive an acting allowance.

The Governing Body will, within a four-week period of the teacher starting acting duties, decide whether or not the acting post holder will be paid an allowance.

In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and will be paid from the first day of absence.

The amount payable should be decided by the Governing Body and must:

- Not be lower than the minimum of the pay range set for the post the teacher is covering;
- Be a reasonable and appropriate amount;
- Be paid only for as long as the teacher occupies the position on an acting basis. If the teacher is appointed permanently to the post, then they will be appointed in accordance with Appendix I of this policy.

Additional Payments for Classroom Teachers

The Governing Body may award additional payments to classroom teachers for:

- **Continued Professional Development** undertaken outside the school day;
- **Initial Teacher Training activities** as part of the ordinary conduct of the school;
- **Out-Of-Hours learning activities** agreed between the teacher and Headteacher.

No other payments such as bonuses or honoraria will be made to teachers.

Recruitment and Retention Allowance

The Governing Body can award lump sum payments, periodic payments or other financial assistance, support or benefits as a recruitment or retention initiative as set out in the relevant paragraph of the STPCD document which can be found [here](#) to teachers, other than to the Leadership Group (see below). It will make clear at the outset, in writing, the expected duration of the award and the review date after which it may be withdrawn.

The Governing Body will review all recruitment and retention allowances annually.

Headteachers, Deputy and Assistant Headteachers may not be awarded payments for recruitment and retention other than for reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations must be taken into account when determining the salary range.

Special Educational Needs Allowance (SEN)

A SEN allowance of no less than £2,270 and no more than £4,479 per annum is payable to a classroom teacher in accordance with this paragraph.

The Governing Body will award a SEN allowance to a classroom teacher:

- in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
- in a special school;
- 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;
- in any non-designated setting that is analogous to a designated special class or unit, where the post:
 - involves a substantial element of working directly with children with SEN;
 - requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and
 - has a greater level of involvement in the teaching of children with SEN 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 Governing Body must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

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

The Governing Body must set out in its pay policy the arrangements for rewarding classroom teachers with SEN responsibilities.

Teaching and Learning Responsibility Payments (TLR)

The Governing Body may award a TLR to a classroom teacher (except unqualified teachers) as follows:

TLR 1 or 2 will be paid for clearly defined and sustainable additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning.

The Governing Body has determined that the following post(s) will be awarded a TLR:

- Senior Leader with a responsibility for Early Years and Lower Key stage 2
- Senior Leader with a responsibility for Key stage 1
- Senior Leader with a responsibility for Upper Key stage 2

The value of the TLR is subject to a minimum and maximum amount as set out in the STPCD document which can be found [here](#). TLRs within this school will be paid on one of the levels listed in Appendix 1, which will be determined according to the size and complexity of the duties for which they are being awarded. Please find below an illustration of the types of responsibility which will attract TLRs of specified reference points:

The Senior Leader is expected to manage the day to day work of the Key Stage including the management of Key Stage meetings. The Senior Leaders will take on an aspect of whole school development and are expected to meet periodically with the school senior leadership team.

A TLR 1 and 2 may not be held at the same time and cannot be awarded to unqualified teachers.

Posts to which TLRs have been attached will be reviewed regularly by the Governing Body, who will ensure that the posts meet the criteria for the payment of TLRs.

The Governing Body may award a TLR3 of between £571 and £2,833 for a clear time limited period. The Governing Body will set out in writing to the teacher the period of time the TLR3 will be awarded for and the amount of the award. The TLR3 will be paid in monthly instalments. The Governing Body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic. No safeguarding will apply in relation to the ending of an award of a TLR3.

Temporary Payments to Headteachers

Any additional payment made to the Headteacher must be for clearly temporary duties and responsibilities that are in addition to the post for which their salary has been determined. The Governing Body will not take into account factors which were considered when determining the pay range for the post.

The total sum of temporary payments made to the Headteacher in any school year must not exceed 25% of their annual salary or, when combined with their annual salary, exceed 25% above the maximum of their Headteacher Group.

Only in wholly exceptional circumstances will the Governing Body consider awarding an additional temporary payment to the Headteacher that exceeds the 25% limit. Where this is proposed the approvals process set out in the guidance of the STPCD document which can be found [here](#) will be followed.

The limit does not apply to payments that are made:

- for residential duties; and/or
- for relocation expenses that relate solely to the personal circumstances of the Headteacher.

Salary safeguarding does not apply to the ending of temporary payments that are made to Headteachers.

Unqualified Teachers' Allowance

The Governing Body may award an additional allowance to an unqualified teacher, where the teacher has taken on a sustained additional responsibility which: is focused on teaching and learning or requires the exercise of a teacher's professional skills and judgement; or where he/she has qualifications or experience which bring added value to the role being undertaken.

DOCUMENT REVIEWED AND REVISED BY KMG 09/08/2019.

DOCUMENT FINALISED BY KMG 25/10/2019.

SECTION 2 UPDATED BY KMG 06/11/2019 AS IT REFERRED TO 2018/19 DETAILS NOT 2019/20.

SECTION TITLED 'PAY PROGRESSION – MAIN PAY SCALE' UPDATED BY KMG 06/11/2019 AS IT REFERRED TO 2018/19 DETAILS NOT 2019/20.

DOCUMENT UPDATED BY KMG FOR 2020/21 TEACHERS PAY AWARD 16/10/2020.

DOCUMENT UPDATED BY KMG FOR 2021/22 UPDATES TO STPCD 14/09/2021, 01/10/2021, 15/10/2021 and 18/11/2021

(CHECKED/UPDATED STPCD and IMPLEMENTING YOUR SCHOOL'S APPROACH TO PAY HYPERLINKS TO POINT AT LATEST VERSION OF DOCUMENTS).

END OF DOCUMENT.

Appendix 1

Pay scales 2021/22

These are the pay scales that are on Payroll for West Sussex Schools.

Leadership				
Point	England		Fringe	
	2020	2021	2020	2021
1	42,195	42,195	43,356	43,356
2	43,251	43,251	44,415	44,415
3	44,331	44,331	45,495	45,495
4	45,434	45,434	46,604	46,604
5	46,566	46,566	47,737	47,737
6	47,735	47,735	48,901	48,901
7	49,019	49,019	50,190	50,190
8	50,151	50,151	51,314	51,314
9	51,402	51,402	52,568	52,568
10	52,723	52,723	53,888	53,888
11	54,091	54,091	55,254	55,254
12	55,338	55,338	56,506	56,506
13	56,721	56,721	57,890	57,890
14	58,135	58,135	59,302	59,302
15	59,581	59,581	60,744	60,744
16	61,166	61,166	62,333	62,333
17	62,570	62,570	63,746	63,746
18* Group 1 heads stop here	63,508	63,508	64,663	64,663
18	64,143	64,143	65,310	65,310
19	65,735	65,735	66,900	66,900
20	67,364	67,364	68,536	68,536
21* Group 2 heads stop here	68,347	68,347	69,509	69,509
21	69,031	69,031	70,204	70,204
22	70,745	70,745	71,914	71,914
23	72,497	72,497	73,661	73,661
24* Group 3 heads stop here	73,559	73,559	74,718	74,718
24	74,295	74,295	75,466	75,466
25	76,141	76,141	77,307	77,307
26	78,025	78,025	79,195	79,195
27* Group 4 heads stop here	79,167	79,167	80,320	80,320
27	79,958	79,958	81,124	81,124
28	81,942	81,942	83,105	83,105
29	83,971	83,971	85,139	85,139
30	86,061	86,061	87,221	87,221
31* Group 5 heads stop here	87,313	87,313	88,472	88,472
31	88,187	88,187	89,357	89,357
32	90,379	90,379	91,549	91,549
33	92,624	92,624	93,795	93,795
34	94,914	94,914	96,083	96,083
35* Group 6 heads stop here	96,310	96,310	97,468	97,468

35	97,273	97,273	98,443	98,443
36	99,681	99,681	100,848	100,848
37	102,159	102,159	103,327	103,327
38	104,687	104,687	105,855	105,855
39* Group 7 heads stop here	106,176	106,176	107,328	107,328
39	107,239	107,239	108,402	108,402
40	109,914	109,914	111,086	111,086
41	112,660	112,660	113,828	113,828
42	115,483	115,483	116,653	116,653
43 Group 8 Max	117,197	117,197	118,356	118,356

Upper Pay Scale				
Point	England		Fringe	
	2020	2021	2020	2021
UPS 1	38,690	38,690	39,864	39,864
UPS 2	40,124	40,124	41,295	41,295
UPS 3	41,604	41,604	42,780	42,780

Main Pay Scale				
Point	England		Fringe	
	2020	2021	2020	2021
1	25,714	25,714	26,948	26,948
2	27,600	27,600	28,828	28,828
3	29,664	29,664	30,883	30,883
4	31,778	31,778	32,999	32,999
5	34,100	34,100	35,307	35,307
6	36,961	36,961	38,174	38,174

Unqualified Scale				
Point	England		Fringe	
	2020	2021	2020	2021
1	18,169	18,419	19,363	19,613
2	20,282	20,532	21,473	21,723
3	22,394	22,644	23,587	23,837
4	24,507	24,507	25,699	25,699
5	26,622	26,622	27,812	27,812
6	28,735	28,735	29,924	29,924

Note: points 1, 2 and 3 only on the unqualified scale are different in 2021 reflecting the £250 consolidated pay award for eligible unqualified teachers earning less than £24k p.a. set out in the STPCD.

Appendix 2

Centrally Employed Teachers

Introduction

There are four parts to this Appendix:

Part A – Pay Progression

Part B – Pay scales

Part C – Movement to the Upper Range

Part D – Centrally Employed Teachers Pay Appeals Procedure

One of the key pillars in the Council’s People Framework is **Performance and Development**, an ongoing regular cycle of performance conversations between an employee and their line manager.

It’s important to note the following when reading this appendix:

- In the context of Performance and Development, the employee is the Centrally Employed Teacher and for brevity they will sometimes be referred to simply as a “teacher”.
- This document refers to both ‘Director’ and ‘Assistant Director’ to identify the two most senior positions in a directorate that a service is aligned to. Some directorates may use slightly different titles.
- Where the STPCD refers to “appraisals” and “appraisal arrangements” this means Performance and Development and performance conversations.
- Where the STPCD refers to “teachers standards” and “criteria” these align to Mandatory Objectives under the Performance and Development Policy which covers professional practice requirements.
- This appendix must be read alongside the main body of the Model Pay Policy For Schools, in particular sections 5 and 6, and not in isolation.

Further information about [Performance and Development](#) is available on The Point.

Part A: Pay Progression

The line manager will make a pay progression recommendation annually for Centrally Employed Teachers (and every other year for those on the Upper Pay Range, see below). This will be made in writing as part of the Performance Conversation cycle to the Head Of Service (or delegate) who will make the final decision about whether or not to accept.

Decisions and pay progression recommendations for Centrally Employed Teachers will be made with reference to the Performance Conversations held between the teacher and their line manager throughout the year.

The line manager’s pay progression recommendation will be based on their overall performance i.e., how the teacher performed against all of their mandatory, performance and personal development objectives.

Each Centrally Employed Teacher will normally be notified of their line manager’s recommendation by no later than 31st October each year. This is predicated on the final version of the STPCD having been published. Any pay increase will be paid, with effect from 1st September, in the next available payroll run.

Assessment Criteria for Pay Progression Recommendations

A Centrally Employed Teacher's overall performance will be assessed as follows:

- **Outstanding** - exceeded most of their mandatory, performance and personal development objectives and made a significant contribution to the priorities of the service. They also consistently role modelled positive behaviours in how they achieved their objectives.
- **Good** - met all of their mandatory, performance and personal development objectives and consistently demonstrated positive behaviours in how they achieved their objectives.
- **Requires Improvement** - met or partially met only some of their mandatory, performance and personal development objectives and demonstrated some positive behaviours in how they achieved their objectives. Their overall performance does not meet the required standard in some aspects. **Note** – a teacher who is assessed as 'requires improvement' should have been identified well in advance of the line manager making their final assessment for pay progression and a support or improvement plan will be in place. In other words, such a rating should not come as a surprise to the teacher.
- **Inadequate** – did not meet their mandatory, performance and personal development objectives and demonstrated some negative or inconsistent behaviours. Their overall performance is below the required standard and is inadequate. **Note** – a teacher who is assessed as 'inadequate' will be managed under the Council's capability procedure.

Pay progression will be recommended by the line manager to their Head Of Service (or delegate) where a teacher has been assessed as either 'Outstanding' or 'Good'.

Additional Information to Consider When Making A Pay Progression Recommendation

- Where an assessment of '**Outstanding**' has been awarded the service has the discretion to advance the teacher by more than a single point. This applies to the Main Pay Scale only.
- Where an assessment of '**Good**' has been given, progression to the next point will be recommended.
- Where an assessment of '**Requires Improvement**' has been given and significant progress has been made against the support or improvement plan put in place (such that the line manager is confident that the relevant performance improvement will be achieved) progression to the next pay point will be recommended.
- Where an assessment of '**Requires Improvement**' has been given and significant progress against the support or improvement plan put in place has not been made, progression to the next pay point will not be recommended. The support or improvement plan should continue to be followed (with additional interventions if necessary) and the service will consider managing the teacher's performance under the Council's capability procedure. However, if there are sufficient mitigating circumstances the service may decide not to manage the teacher's performance under the capability procedure at this stage.
- Where an assessment of '**Inadequate**' has been given, progression to the next pay point will not be recommended. The expectation is that supportive interventions will have failed and that the teacher's performance will be managed under the capability procedure.

The line manager should contact their HR Business Partner for further advice on the above if necessary.

Communication of Pay Progression

Once the Head of Service (or delegate) has made their decision the teacher will be notified in writing of the details and Payroll contacted to process any changes.

Part B: Pay Scales

Line managers and Centrally Employed Teachers should refer to the details set out in Appendix I of the Model Schools Pay Policy.

Part C: Movement to The Upper Pay Range

This section covers details about moving to and progression through the Upper Pay Range.

Applications, Evidence and Assessment

Any qualified Centrally Employed Teacher may apply to be paid on the Upper Pay Range.

All applications must be submitted to the teacher's line manager who will make an assessment in line with this policy. It is the responsibility of the Centrally Employed Teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.

If a teacher is simultaneously employed by another employer (e.g., by another local authority or school), they may submit separate applications if they wish to apply to progress on the Upper Pay Range by the other employer. However, the Council will not be bound by any pay decision made by another employer.

Applications may be made once a year as part of the Performance and Development process. A Centrally Employed Teacher who wishes to be assessed should notify their line manager in writing on the Performance Conversations record using the section on monthly development discussions.

The evidence to be used will mainly be what is available through the Performance and Development process. Other examples may include, pay progression recommendations or a statement which includes a summary of evidence to demonstrate that the teacher has met the assessment criteria. To show sustained performance over time, applications can contain evidence from up to the previous three years. Evidence should be collated and presented by the teacher in the most appropriate format to support the application. For example, a document, presentation, or portfolio. There is no standard form.

An application from a qualified teacher will be assessed by the line manager and deemed successful where the teacher has met their mandatory, performance and personal development objectives and the line manager is fully satisfied that:

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

The line manager's decision will be fully justified in writing and agreed with the Head Of Service (or delegate).

The **Council's indicators** of 'highly competent', 'substantial' and 'sustained' in the context of this pay policy are as follows:

'Highly competent' means that we would expect the teacher to demonstrate competence in the areas of:

- pupil progression
- teacher effectiveness
- wider contribution /effectiveness and
- personal and professional development.

'Substantial' means that the teacher has at least four years' experience within a classroom setting or has other relevant subject matter or other relevant transferable experience.

'Sustained' means that a teacher will be able to supply evidence of at least two consecutive appraisals where the overall assessment of performance has been 'Good' or 'Outstanding'. These will usually be obtained whilst working as a Centrally Employed Teacher for the Council. However, in exceptional circumstances evidence from another source may be considered by the line manager.

The line manager will complete the whole assessment including agreement with the Head Of

Service (or delegate) by October 31st at the very latest.

The line manager will notify the teacher of the result of their application as part of the Performance and Development process. The feedback will include information about the appeals process.

If successful, the teacher will normally move to UPS 1 of the Upper Pay Scale, with effect from 1st September, in the next payroll run.

If unsuccessful, feedback will be provided by the teacher's line manager within 10 working days of the decision.

Progression of Centrally Employed Teachers through the Upper Pay Range will be determined every *other year* as part of the Council's Performance and Development process and only by a single point.

Pay progression will be recommended by the line manager to their Head Of Service where a teacher has been assessed as either 'Outstanding' or 'Good' for two consecutive years in the Upper Pay Range and they have fully demonstrated the Council's indicators as set out above.

Part D: Centrally Employed Teachers - Pay Appeals Procedure

The Council is committed to ensuring that appeals against pay decisions meet and are consistent with the requirements of the dispute resolution provisions of employment law.

Centrally Employed Teachers may seek a review of any determination in relation to their pay or any other decision taken by their line manager and or Head of Service that affects their pay.

The list below includes some of the reasons a Centrally Employed Teacher may raise an appeal and seek a review of their pay determination.

That the decision made:

- a) Incorrectly applied any provision of the STPCD.
- 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 following sets out the order of proceedings:

- 1) The Centrally Employed Teacher receives written confirmation of their pay determination and where applicable the basis on which the decision was made.
- 2) If the Centrally Employed Teacher is not satisfied, they should seek to resolve this by discussing the matter informally with their line manager within ten working days of the decision.
- 3) Where this is not possible, or where the Centrally Employed Teacher continues to be dissatisfied, they may follow the appeal process.
- 4) The Centrally Employed Teacher should set down in writing the grounds for questioning the pay decision and send it to their line manager, within ten working days of the discussion referred to above (in point 2).
- 5) The line manager should discuss the appeal and work with their HR Business Partner to arrange a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the Centrally Employed Teacher an opportunity to make representations in person. The hearing can be chaired by either the Director or Assistant Director of the Service. Following the hearing the Centrally Employed Teacher should be informed in writing of the decision which is final.

The Centrally Employed Teacher is entitled to be accompanied by a work colleague or union representative.

Each step and action of this process must be taken without unreasonable delay.

The timing and location of formal meetings must be reasonable.

Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows:

- Introductions and outline of roles (e.g., Chair, Centrally Employed Teacher, work colleague / representative, line manager, HR Business Partner, witness(es), meeting minute taker).
 - **Note:** Confirmation of any witness(es) attending (these must be communicated to the Director or Assistant Director of the Service in advance of the meeting).
- The Centrally Employed Teacher or their representative states their case and presents any witnesses.
- The Chair asks questions.
- The line manager to ask questions.
- The line manager states their case.
- The Chair asks questions.
- The Centrally Employed Teacher or their representative to ask questions.
- The Chair sums up both sides.
- The Chair and HR Business Partner adjourn for deliberation.
- The Chair reconvenes the meeting and informs all parties to their decision.
- Written notification of the decision is sent to the Centrally Employed Teacher and the line manager. The meeting minutes/notes are published to all attendees.

END OF APPENDIX 2 WRITTEN BY KMG SHRS 20/09/2021 FINAL DRAFT 01/10/2021. UPDATED 14/10/2021. FINALISED 18/11/2021.