



The Skinners' School

Pay Policy (Teaching and Support Staff)

1. PRINCIPLES AND PROCESSES

1.1 Background

All teachers employed at the Skinners' School are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as updated from time to time. A copy of the latest version may be viewed on-line at: <http://www.teachernet.gov.uk/docbank/index.cfm?id=12401>.

All pay-related decisions are made taking full account of the Skinners' School Improvement Plan. All pay related decisions are taken in compliance with The Race Relations Act 1976, The Sex Discrimination Act 1975, The Equal Pay Act 1970, The Disability Discrimination Act 1995, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, as well as The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

The Trust recognises the importance of having a clear policy that has regard to equal pay and equal opportunities legislation covering direct and indirect discrimination, the School Teachers' Pay and Conditions Document (STPCD) and relevant national and local conditions of service for teachers and support staff. It is intended that all procedures for determining pay will be consistent with the principles of public life – objectivity, openness and accountability. The Trust is committed to recruiting high quality staff and appropriately rewarding them.

1.2 This Skinners' School pay policy has been adopted by the Trust. Any changes to this policy will be made by the full Trust after advice from the Skinners' School's personnel advisors.

1.3 Decision Making

The terms of reference for the relevant Trusts' committee include the following delegated powers:

- a. To agree and review the staffing structure (in consultation with the F&GP Committee where there are financial costs).
- b. To decide any appeals by staff against pay determinations.
- c. To decide exceptional increment cases.
- d. To decide other payments to staff outside the scope of this policy.
- e. To review in and decide changes to this policy, except that changes to an Skinners' School's group size for pay purposes will be made by the full Trust body.

N.B. Headmaster's increments and are decided by the Pay committee.

Individual decisions about the award of one increment are made by the Headmaster, taking account of any recommendations made through the Performance Management policy.

1.4 This pay policy sets out how salary decisions will be taken for the following groups of staff:

First Appointment as a Qualified Teacher:	Section 2
Subsequent Appointments and Assessments of Qualified Teachers: (pre threshold)	Section 3
Threshold and Post Threshold teachers:	Section 4
Head Teachers Deputy Head Teachers and Assistant Head Teachers:	Section 5
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Fast Track Teachers	Section 9
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2. FIRST APPOINTMENT AS A QUALIFIED TEACHER

The STPCD sets out a pay spine for classroom teachers of 6 points, which are numbered M1 to M6.

A newly Qualified Teacher will receive additional whole points as follows:

2.1 Qualifications

No additional increment is given for a good honours qualification.

2.2 Experience

One discretionary point for each complete 3 years of relevant paid work experience prior to gaining QTS in a relevant area after the age of 18. Part time experience will be equated to the full time equivalent. The definition of relevance is that the experience is as broadly relevant to teaching duties as teaching service would be. 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 the 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.

Teachers whose first appointment following qualification is as a Fast Track Teacher should be awarded one mandatory experience point.

3. SUBSEQUENT APPOINTMENTS AND ASSESSMENTS OF QUALIFIED TEACHERS (PRE THRESHOLD)

Teachers will be assessed and receive whole points on the spine according to the criteria laid down below. Staff who are dissatisfied with their pay assessment have the right to raise the matter with the Headmaster. The arrangements for seeking to resolve such a disagreement are those set out in the Grievance Procedure.

3.1 Experience

3.1.1 Teachers will be awarded up to 6 points for experience. These will be awarded as follows:

- i. Teachers will be awarded 1 point for each year of qualified teaching service as at 1st September each year subject to 3.1.2 below. One year's service is defined as teaching in at least 26 weeks in the previous 12 months.
- ii. Other relevant work experience will be assessed as set out in 2.2 above.

3.1.2 The relevant body has the power to withhold an experience point due on 1st September if they consider a teacher's service to be unsatisfactory. If the teacher has been notified that a disciplinary or capability case is under consideration, the decision to award the increment will be deferred. The relevant body may at any later date decide to award an experience point for the year's service in question where it judges that that would be right.

3.2 Teaching and Learning Responsibilities (TLR payments)

From January 2006, the relevant body had discretion to allocate level 1 or level 2 TLR allowed for undertaking defined extra responsibilities specifically focusing on teaching and learning. The Trust has decided to award TLR allowances on the basis of job descriptions that meet the criteria listed below. The overall structure of TLR allowances will be determined by the Trust or staffing committee. TLR allowances will be allocated on a permanent basis unless the teacher's duties are no longer to include significant responsibility for which the TLR was awarded or that his/her significant responsibility merits, in accordance with The Skinners' School's pay policy and staffing structure, a TLR of a lower annual value.

The teacher is covering a temporary vacancy or who have additional duties of a time-limited nature can be awarded temporary TLR points.

The factors which are applied in awarding payment of TLR points are as follows;

TLR2 (3 point scale)

1. focus on teaching and learning
2. requires the exercise of a teacher's professional skills and judgement
3. impact on educational progress beyond the teacher's assigned students
4. leading, developing and enhancing the teaching practice of others
5. having accountability for leading, managing and developing a subject or curriculum area or student development across the curriculum

TLR1 (4 point scale)

All of the above. In addition to this;

6. having line management responsibility for a significant number of people

TLRs will be awarded to the holders of the posts indicated in the Skinners' School's staffing structure and in accordance with the criteria set out in STPC Document.

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 values of the TLRs to be awarded are set out below (as at September 2008):

Scale:

TLR 2a	£2422
TLR 2b	£4171
TLR 2c	£5920
TLR 1a	£6997
TLR 1b	£8611
TLR 1c	£10226
TLR 1d	£11841

These values will increase in line with pay award inflation or minimum and maximum values set in the document and will be included in the annual salary assessment letter.

Safeguarding management allowances

The Governing Body will ensure appropriate salary protection/safeguarding for teachers in accordance with the School Teachers' Pay and Conditions Document. In respect of support staff, the Governing Body will apply the Kent County Council salary policy.

Employees in receipt of safeguarding will be expected to undertake commensurate work.

3.3 Recruitment and Retention

The Headmaster or designate may award up to £2,000 p.a. for up to three years to those teachers appointed in shortage areas or after an advertisement has failed to produce a suitable candidate for appointment. Such payments may only be extended beyond three years in exceptional circumstances.

3.4 Special Needs

The relevant body has discretion to allocate up to 2 Special Needs Allowances to those teachers wholly or mainly teaching pupils with special educational needs statemented or non-statemented. Allowance 1 is mandatory for teachers engaged wholly or mainly in teaching pupils with statements of special educational needs, whether in designated special classes or otherwise.

The Trust has decided that "wholly or mainly" is defined as at least greater than 50% of the students taught by the teacher and also that the students concerned should have statements of special educational needs, exceptional resource funding or resourced provision placement.

Special Needs Allowance 2 is at discretion of the relevant body for recognition of relevant qualifications and/or experience. The Trust has decided that this Allowance will only be awarded to teacher who

are in receipt of the first allowance and who hold one of the recognised certificates for teaching pupils who are blind, deaf or autistic or other SEN aspect.

3.5 Annual Performance Bonus

Members of the Skinners' School's Leadership Team will have elements of Performance Related Pay attached to their annual pay increases. This will be determined by negotiation with the Trust and the Headmaster. In the case of the Headmaster, this will be negotiated with the Trust.

Examples for criteria which may be used:

- i. Educational targets relating to student educational attainment, including those judged by national curricular tests, examination achievements and levels of literacy and numeracy
- ii. Aspirational targets including those relating to the co-sponsors vision and any appropriate inspection regime
- iii. Financial targets
- iv. Staffing targets (including sickness absence); and
- v. Infrastructure targets relating to the Skinners' School implementation plan milestones set down by the DCSF

The exact targets and objectives in each of these areas will be agreed for the start of each academic year.

4. THRESHOLD AND POST THRESHOLD TEACHERS

4.1 Teachers are eligible for consideration to go to the first point on the upper pay spine i.e. go through the threshold, after they have been on the maximum point (M6) on the main scale for one year as at 1st September. The DCSF has published threshold standards. Teachers are required to submit an application, setting out how they consider that they meet the standards. The application will be considered by the Headmaster. The deadline for application for movement through the threshold is 1st December each year. For teachers wishing to move onto Upper Pay Spine 2 or 3, the deadline for consideration is the 30th September. No applications will be accepted after this point.

4.2 Teachers may be considered every two years for an increment on the upper pay spine up to its maximum points. The criteria in the STPC Document (paragraph 17.4) states that there shall not be movement up the spine unless:

- a. There has first been a review of the performance of the post-threshold teacher; and
- b. The achievements of the post-threshold teacher and his contribution to the Skinners' School have been substantial and sustained.

The Headmaster will consider all eligible teachers with effect from 1st September. The decision on progression will be taken by the Headmaster after evidence has been provided and consultation has taken place with other members of the Leadership Team.

In making the judgement about 4.2.b above, the Headmaster will consider appropriate evidence drawn from the previous two years, which may include evidence from performance management and evidence of performance with regard to threshold standards.

The STPCD criteria is as follows:

"The achievements of the post-threshold teacher and his contribution to the school, or to a school or schools in which the teacher has previously worked, have been substantial and sustained."

The STPCD contains the following guidance regarding UPS progression criteria:

"Upper Pay Spine point 3 teachers play a critical role in the life of the school; They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

The following paragraphs refer to all teachers seeking to progress on the Upper Pay Scale.

To achieve progression, the STPCD requires that the achievements of post-threshold teachers and their contribution to school(s) should have been substantial and sustained. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance.

Progression on UPS should be based on two successful consecutive performance management reviews, other than under the exceptional circumstances as set out in STPCD.

A successful performance review as prescribed by the appraisal regulations involves a performance management process of:

- performance objectives
- classroom observation
- other evidence

To ensure that the achievements and contribution have been substantial and sustained, that performance review will need to assess that the teacher has:

- continued to meet threshold standards: and
- grown professionally by developing their teaching post threshold”.

The Headmaster will annually consider all teachers eligible for UPS progression with effect from 1st September. Teachers may be asked if they wish to draw any information to the Headmaster’s attention but will not be required to submit an application. The decision on progression will be taken by the Headmaster after consultation with other members of the Leadership Team and will be advised to the teacher.

5. HEADMASTER, DEPUTY HEADMASTERS AND ASSISTANT HEADMASTERS

5.1 The Headmaster must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the Skinners’ School and will be subject to a review of performance against performance objectives before any performance points will be awarded.

The Skinners’ School will follow STPCD guidance on criteria for the Headmaster, however, salary determination will fall within the Trust’s pay scale (Headmaster only). The STPCD guidance clarifies this as follows:

“Those on the leadership spine play a critical role in the life of the school. They inspire confidence in those around them and work with others to create a shared strategic vision that motivates pupils and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning.

To achieve progression, the STPCD requires individuals on the leadership spine to have demonstrated sustained high quality performance. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance.

A successful performance review, as prescribed by the appraisal regulations, will involve a performance management process of:

- Performance objectives;
- Classroom observation (where relevant);
- Other evidence

To ensure that there has been a high quality performance, the performance review will need to assess that the teacher has grown professionally by developing their leadership and (where relevant) teaching expertise.”

The committee who carry out the Headmaster’s performance review will consider whether the Headmaster’s reviewed performance meets the criteria set out above. If it does, the Headmaster should be permitted to receive the full or a proportion of the 10% of annual salary as a PRP bonus and as set out in the Headmaster’s contract and offer letter. It should be noted that the performance review process must be followed with all Headmasters, even those who are already at the top of their ISR and therefore cannot be considered for a performance increment.

The STPCD permits up to two increments to be awarded at each pay review using the criteria set out above, provided that the maximum of the teacher’s range is not exceeded. The relevant body has decided that the normal expectation should remain as one increment; the use of a second increment should only apply in cases when a particular argument justifying this has been presented. In order to ensure consistency of approach to second increment cases, they will all be decided by the Trusts’ committee who determine the Headmaster’s incremental position. Therefore the Headmaster will put any proposal for a second increment to be granted to a teacher on the leadership spine to the committee.

Any such consideration will take place at the same time as the consideration of the Headmaster's incremental position.

As the review usually takes place in the first part of the autumn term, any increment will be backdated to 1st September. The Headmaster, Vice Headmasters and Assistant Vice Headmaster's cannot receive a performance increment without the review taking place. Therefore, an increment will only be considered for leadership teachers who were in post in the previous two terms.

5.2 Headmaster's range

The salary range on which a Headmaster is paid is derived in accordance with the Trust's pay scales, which may be varied from time to time. The salary will be subject to a national annual salary pay review, where any applicable increase will take effect from 1st September. The bonus will also be subject to an annual cost of living review.

5.3 Deputy Headmaster range

Deputy Headmaster's range must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded.

The governors committee will consider movement by more than one point in the following circumstances set out above.

A range of five points must be chosen from the Leadership Spine.

5.4 Assistant Headmaster's range

Assistant Headmaster's range must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded.

The governors committee will consider movement by more than one point in the following circumstances set out above.

A range of five points must be chosen from the Leadership Spine.

5.5 Starting salary on appointment

The Trust has decided that any new appointment of Deputy Headmaster or Assistant Headmaster will be made at the minimum of the ISR, unless either:

- a. it is necessary to match the salary of an existing VP/AVP; or
- b. the post is difficult to fill;

In which case, appointment may be made up to the fourth point on the ISR (with the VP and AVP, this is up to the third point).

5.6 Progression up the pay range

The Trust agrees the Skinners' School budget and will ensure that appropriate funding is allocated for appropriate pay progression at all levels. The Trust recognises that funding cannot be used as a criterion to determine any progression.

5.7 Classroom teachers on the main scale

Main scale classroom teachers will receive one extra point for each year of satisfactory performance. A classroom teacher may be awarded an extra point on the main scale for excellent performance over the previous academic year, having regard to all aspects of their professional duties, but in particular classroom teaching.

The Headmaster has the power to withhold an experience point due on 1 September if they consider a teacher's service to be unsatisfactory.

Such an increment will only be withheld if the formal stage of the capability or disciplinary procedures has been invoked. If the teacher has been notified that a disciplinary or capability case is under consideration, the decision to award the increment will be deferred. The Headmaster may at any later date decide to award an experience point for the year's service in question where they judge that would be right.

5.8 Setting Performance Objectives

The STPCD states that with regard to the Headmaster as an employee, a committee of the relevant body and the Headmaster shall seek to agree performance objectives relating to school leadership and management and pupil progress, and in default of agreement the relevant body shall set such performance objectives. Guidance on the process of setting performance objectives is in the Skinners' School's performance management guidance.

5.9 Pay Review

The Trust 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 Trust will give the required notification as soon as possible and no later than one month after the date of the determination.

Pay Implications

- a. The committee will also consider whether the Headmaster's reviewed performance meets the criteria set out in 5.7 above. If it does, the Headmaster should be permitted to progress to the next increment within their approved pay range unless evidence of unsatisfactory service has been substantiated through the appropriate procedures. If the postholder has been notified that a case is under consideration, the decision on the increment will be deferred. It should be noted that this performance review process must be followed with all Headmasters, even those who are already at the top of their scale and therefore cannot be considered for a performance increment.
- b. The Trust has decided that the normal expectation should remain as one increment; the use of a second increment should only apply in cases when a particular argument justifying this has been presented. In order to ensure consistency of approach to second increment cases, they will all be decided by the Trusts' committee who determine the Headmaster's incremental position. Therefore the Headmaster will put any proposal for a second increment to be granted to a teacher on the leadership spine to the committee. Any such consideration will take place at the same time as the consideration of the Headmaster's incremental position.
- c. As the review usually takes place in the autumn term, any increment will be backdated to 1st September. The Headmaster, Vice Headmasters and Assistant Vice Headmasters cannot receive a performance increment without the review taking place. Therefore, an increment will only be considered for Headmasters who were in post in the previous two terms.

Trusts Committee

5.10 The Trust's responsibilities will be carried out by a committee of the Trust. It is recommended that the committee consist of three members. In accordance with the Education (School Government) (England) Regulations 1999 (schedule 6, paragraph 4), the committee will not contain Trust members who are employees at the Skinners' School and no individual employee including the Headmaster, can be present during the committee's deliberations regarding that employee's pay. All deliberations of the committee are strictly confidential.

Appeals

5.11 A Teacher may seek a review of any determination in relation to his/her pay or any other decision taken by the Headmaster (or committee) that affects his/her pay. The following list includes the usual reasons for seeking a review of a pay determination.

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.

Note

5.12 The above arrangements for performance objectives and pay review (section 5.6 onwards) apply to Vice Headmaster and Assistant Vice Headmasters except that the Headmaster will carry out the review and take the pay decision (except a decision to grant two increments).

6. UNQUALIFIED TEACHERS

6.1 The Trust will pay an unqualified teachers' allowance to unqualified teachers when the governing body consider their basic salary is not adequate having regard to their responsibilities, qualifications and experience. 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.

6.2 If the unqualified teacher gains Qualified Teacher Status (QTS), they will transfer to the qualified teacher pay spine. The point on that spine will be the higher of:

- i. the nearest spine point equivalent to their current salary point on the Unqualified Scale, rounded up if necessary; or
- ii. the spinal point that would be determined by applying the criteria set out in Section 2.

7. GRADUATE TEACHERS, INCLUDING OVERSEAS TRAINED TEACHERS

7.1 This section applies to teachers who are on a TDA recognised route, which is intended to lead to QTS.

7.2 Overseas trained teachers (OTTs) who are judged to 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, subject to signing within two months the formal agreement to commence the assessment programme. Previous teaching experience in the UK and abroad will be assessed on a 1 point for 1 year basis.

7.3 Graduate Teachers (whether OTTs or not) who do not meet the QTS standards and therefore commence the full graduate training programme will be paid as unqualified teachers as set out in section 6 above.

8. ADVANCED SKILLS TEACHERS

The STPCD sets out a 18 point spine for Advanced Skills Teachers.

A range of five points will be chosen from this spine, to reflect the responsibilities of the post.

New appointments must be made at the minimum of the range. Paragraphs 5.7 to 5.10 above apply in relation to incremental progression, except that the review of performance should take account of outreach work.

ASTs 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 points will be awarded. Any work undertaken at other schools, in higher education facilities, at facilities of the Local Authority and elsewhere will be taken into account. The clarification of the application of the criteria for AST progression given in the STPCD will be taken fully into account. The Trust will consider movement by more than one point in the same circumstances as for leadership teachers.

Website: <http://www.teachernet.gov.uk/professionaldevelopment/ast/>

9. FAST TRACK TEACHERS

Fast Track teachers are recognised as being committed, talented, highly motivated teachers, with academic strength, excellent subject knowledge and highly effective communication and leadership skills. They have challenging performance objectives and should make a substantial contribution to the school and wider community.

Fast Trackers are entitled to an additional recruitment and retention incentive (funded by the DCSF for 5 years). They also start one point higher on the main scale. This too is funded by the DCSF.

Website: <http://www.teachernet.gov.uk/professionaldevelopment/ast/>

10. EXCELLENT TEACHERS

The Excellent Teacher Scheme (ETS) enables schools to create teaching posts for Excellent Teachers, without the outreach duties that are

required of Advanced Skills Teachers (ASTs). The first ETS appointments can take effect on 1st September 2006, after applicants have been assessed against England and Wales ETS standards.

The Secretary of State intended to make provision for the relevant ETS standards and assessment arrangements to come into force so that applications and assessments can be handled properly before September 2006.

Website:

http://www.teachernet.gov.uk/management/payandperformance/pay/excellent_teacher_scheme/

11. 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.

12. ADDITIONAL PAYMENTS TO TEACHERS

12.1 The STPC Document permits additional payments to teachers who work outside the 1265 hours of directed time on a voluntary basis in two circumstances.

12.2 **Continuing Professional Development** - Payment may be made to teachers on the unqualified scale, main scale or upper pay spine, VPs and AVPs. The Trust has decided not to make such payments, but will ensure that priority is given to the allocation of finances to cover professional development activities.

12.3 **Out of Hours Learning Activities** - Payments can be made to teachers, where the teacher has agreed to the Headmaster's request to participate, and they make a substantial and where

appropriate regular commitment to such activity. The Authority's advice is that payments may be made:

- a. For work outside the 195 days, at the hourly sessional rate (£22.22 at September 2006); when the work involves teaching students 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 (£12.40 at September 2006), for the supervision of student's study.

The relevant body has decided not to make such payments/to make such payments, decided by the Headmaster

12.4 Acting Up Allowances

If a teacher agrees to take on the full duties of a higher graded post, and does them for a period in excess of four weeks, they will be paid the higher grade with effect from the date of commencing the additional duties.

13 SUPPORT (NON-TEACHING) STAFF

13.1 Grade/Scale: The Trust will use one of the grades/scales used by the Authority. The Authority assesses appropriate grades/scales for posts using job evaluation schemes to ensure comparability across its workforce and the proper recognition of the responsibilities of each post.

13.2 Starting salary (monthly paid staff): Staff on a scale are entitled to move up an increments each 1st April, subject to having 6 months service, in that scale and to not exceeding the maximum scale points. Staff will be appointed to the minimum of the scale, subject to:

- i. recognition of any additional travelling expenses compared with their current employment.
- ii. recognition of the previous service of the appointee in an identical post. This discretion will be exercised by the Headmaster.

13.3 Incremental progression (APT & C staff): Staff on a scale are entitled to move up one increment each 1st April, subject to having 6 months service in that scale, subject to not exceeding the maximum scale point. The Trust has the power to grant additional increments and to withhold increments. It has agreed the following policy:

Additional increments

Under their national conditions, an additional increment (a merit increment) may be awarded to support staff who has not reached the top of his/her Scale on 1st April. The Trust has decided that it will consider awarding an additional increment to those support staff whose work performance has been particularly meritorious in the previous twelve months. The power to grant additional increments is delegated to the Pay Committee on the recommendation of the Headmaster.

Withholding Annual Increments

If a member of the support staff's work in the previous year has been unsatisfactory any annual increment due on 1st April may be withheld. (This can only apply to officers who are not at the top of the Scale). The Trust has decided that such an increment will only be withheld if evidence of unsatisfactory service has been substantiated through the appropriate procedures. If the officer has been notified that a case is under consideration, the decision on the increment will be deferred. Any such decision will be taken by the head teacher who will advise the officer in writing prior to 1st April.

14 DECLARATION OF POWER OF APPOINTMENT

The Trust will be involved in the appointment of the Leadership Team. Responsibility for appointing to all other posts is delegated to the Headmaster. Link governors will be invited to take part in interviews, where practicable.

15 EQUAL OPPORTUNITIES

For all appointments, the Skinners' School will not discriminate on grounds of gender, sexuality, race, religion or disability. All decisions on advertising of posts, appointing, promoting and training staff will have regard to relevant legislation.

16 RELOCATION

The Skinners' School does not pay for travel expenses to interviews or for relocation expenses.

APPEAL AGAINST PAY DETERMINATION

The order of appeal arrangements is as follows:

1. The employee receives written confirmation of the pay determination 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 Headmaster within ten 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.
4. The employee should set down in writing the grounds for questioning the pay decision and send it to the Headmaster within ten 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 Headmaster should provide a meeting with himself/herself within twenty 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 union representative or friend. 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 Headmaster stating their wish to appeal to Trustees within five days of receiving the Headmaster's letter set out in paragraph 5.
7. Any appeal should be heard by a panel of three trustees who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification. Five days notice should be given of the appeal date. Both parties should submit written evidence. The Headmaster'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 three 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 Trustees have the written evidence that was submitted beforehand.
5. The Headmaster to present their case, based on the written evidence.
6. At the conclusion of the presentation of their case, the Headmaster 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:
 - Headmaster (or other respondent)
 - Trustees
9. The Headmaster 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 Trustees to consider the case. A written decision with reasons will be issued within five working days. Where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

September 2009