

CEREDIGION COUNTY COUNCIL

Report to: Council

Date of meeting: 3 March 2022

Title: Approval of Teacher Pay Policies

Purpose of the report: To approve the model Teachers' Pay Policy to commend to School Governing Bodies within Ceredigion for adoption.

To gain approval of the Model Unattached Teacher Pay Policy for centrally employed teachers

For: Decision

**Cabinet Portfolio and Cllr Catrin Miles
Cabinet Member:**

The third School Teachers' Pay and Conditions (Wales) Document (STPC(W)D) was presented by the Minister for Education in June 2021 and confirms the teachers' pay arrangements in Wales for 2021/22. The statutory elements of the STPC(W)D that are required to be implemented are as follows:

- A 1.75% uplift has been applied to all statutory scale points and allowances.
- All pay lifts will be payable from 1 September 2021.

The STPC(W)D makes provision for the September 2021 pay award and clarifies the position of the five point Main Pay scale, pay progression and performance, and pay progression on the upper pay range. Inclusion of a set of mandatory and discretionary principles of pay portability and clarification of the position of headteachers responsible for more than one school has been added. Further as a result of the extra bank holiday to celebrate the Queen's Platinum Jubilee in 2022, for the academic year 2021/2022, teachers must be available to work for 194 days. (1258.5 hours of directed time).

Following consultation with our Local Trade Union Officers, a comprehensive list of relevant equality legislation has been included. Also, to enhance the commitment of pay portability it is proposed that most recent service under either the STPC(W) or STPCD is recognised, but reviewed annually to consider any divergence between the pay scales.

The Model Pay Policy, which applies to school based teachers and the Model Unattached Teacher Pay Policy, which applies to centrally employed teachers, reflect these changes and adopt the requirements of the STPC(W)D.

The Pay Policies 2021/2022 have been the subject of consultation with the teaching trade unions on a regional and local basis.

Has an Integrated Impact Assessment been completed? If, not, please state why

Wellbeing of Future Generations:

Summary:

Long term: This policy is updated every year in order to ensure compliance with the annual STPC(W)D

Collaboration: Local trade unions have been consulted and provided feedback on the policy.

Involvement:

Prevention:

Integration:

Recommendation(s):

The Council is requested to approve

1. The Model School Pay Policy 2021/22 to commend to Governing Bodies for adoption within schools in Ceredigion

2.The Model Unattached Teacher Pay Policy for centrally employed teachers

Reasons for decision:

To ensure:

- **compliance with the STPC(W)D 2021**
- **consistency across schools and services in Ceredigion.**

Overview and Scrutiny:

Policy Framework:

The School Teachers Pay & Conditions (Wales) document requires all schools to approve a Pay Policy. The pay policy is an updated version for commending to Governing Bodies that complies with the STPC(W)D 2021

Corporate Priorities:

Finance and Procurement implications:

Within budget.

Legal Implications:

Failure to adhere to the statutory requirements

Staffing implications:

Property / asset implications: None

Risk(s): Risk of non-compliance with School Teachers Pay & Conditions (Wales) Document

Statutory Powers: Requirements of the School Teachers Pay & Conditions (Wales) Document

Background Papers:

Appendices: Model Teachers Pay Policy
Model Unattached Teachers Pay Policy

Corporate Officer: **Lead** Geraint Edwards

Reporting Officer: Geraint Edwards

Date: 10 January 2022

DRAFT
Model
Teachers' Pay Policy
2021/2022

MODEL TEACHERS' PAY POLICY 2021/22

| DOCUMENT CONTROL | |
|--|------------------------------|
| Policy Name | Teachers' Pay Policy 2021/22 |
| Service | People and Organisation |
| Reviewing Officers | HR Officers |
| CONSULTATION PROCESS | |
| <p>The following Trade Unions have been consulted in respect of this Policy:</p> <ul style="list-style-type: none">• ASCL• NAHT• NASUWT• NEU• UCAC | |

MODEL TEACHERS' PAY POLICY 2021/22

The Governing Body of _____ School
formally adopted this Policy on _____ .

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MODEL TEACHERS' PAY POLICY 2021/22

1. INTRODUCTION

- 1.1. This Pay Policy provides a framework for making decisions on Teachers' pay. It has been developed to comply with the requirements of the School Teachers' Pay and Conditions (Wales) Document (STPC(W)D) and has been subject to consultation with all recognised Teaching Associations.
- 1.2. This pay policy only applies to those directly employed by Local Authorities and does not apply to anyone employed via an agency.

2. STATEMENT OF INTENT

- 2.1. The primary statutory duty of Governing Bodies in Wales, as set out in paragraph 21(2) of the Education Act 2002 is to '...conduct the school with a view to promoting high standards of educational achievement at the school'. This Policy intends to support that statutory duty.
- 2.2. The procedures for determining pay in this School will be consistent with the principles of public life: objectivity, openness and accountability.
- 2.3. The Governing Body will act with integrity, confidentiality, objectivity and honesty in the best interest of the School in relation to the operation of this Policy.
- 2.4. The Governing Body will be open about pay decisions made and actions taken, and will be prepared to explain decisions and actions to the interested persons.
- 2.5. Any future revisions to this policy will comply with the STPC(W)D and will be subject to consultation with relevant parties, including recognised trade unions.

3. EQUALITIES

- 3.1. The School is committed to ensuring equality in everything that we do. The Governing Body will comply with all relevant equalities legislation, including.
 - Employment Relations Act 1999;
 - Equality Act 2010;
 - Employment Rights Act 1996;
 - The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000;
 - The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002; and
 - The Agency Workers Regulations 2010
- 3.2. This Policy will be applied consistently to all employees irrespective of age, disability, race, gender (sex), gender reassignment, marriage / civil partnership, pregnancy / maternity, religion, belief and sexual orientation.
- 3.3. The Governing Body will promote equality in all aspects of school life, particularly in relation to all decisions on the advertising of posts, appointing, promoting and paying staff, training and staff development.

- 3.4. The Governing Body will ensure that pay processes are transparent and fair. All decisions made will be objectively justified and recorded. Reasonable adjustments will be made on a case by case basis to take account of individuals' circumstances such as long-term absence on the grounds of maternity or ill-health including any Covid related absences.

4. JOB DESCRIPTIONS

- 4.1. The Headteacher will ensure that each member of staff is provided with a job description in accordance with the School's staffing structure (**see Appendix 10**), as agreed by the Governing Body.

5. APPRAISALS

- 5.1. The Governing Body will comply with the School Teacher Appraisal (Wales) Regulations 2011 concerning the appraisal of Headteachers and Teachers through the application of the School's Performance Management Policy.

6. GOVERNING BODY'S OBLIGATIONS

- 6.1. The Governing Body will:
- fulfil its obligations as set out in the STPC(W)D and the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book');
 - establish a Pay Committee and Pay Appeals Committee;
 - determine relevant pay decisions, taking account of recommendations from the Headteacher;
 - ensure that it makes funds available to support pay decisions, in accordance with this Pay Policy and the School's spending plan;
 - ensure that Teachers, via the Headteacher, are informed about pay decisions which affect them, and that records are kept of recommendations and decisions made; and
 - monitor, on an annual basis, the outcomes of pay decisions, including the extent to which different groups of Teachers may progress at different rates. The outcome of the review will be shared with school-level trade union representatives.

7. HEADTEACHER'S OBLIGATIONS

- 7.1. The Headteacher will:
- ensure that appraisers (where not the Headteacher) provide accurate, relevant, complete and timely information about pay recommendations;
 - moderate performance assessments and initial pay recommendations to ensure consistency and fairness;
 - submit relevant pay recommendations to the Pay Committee and ensure the Pay Committee has relevant information upon which to make pay decisions;

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- inform Teachers about the School's Pay Policy and ensure its accessibility;
- notify payroll and/or HR staff within the Local Authority about pay decisions to be implemented; and
- ensure that a report on the operation of the Pay Policy is presented to the Governing Body and the relevant Trade Unions on an annual basis.

8. TEACHERS' OBLIGATIONS

8.1. Teachers will:

- familiarise themselves with the provisions of this Pay Policy, the STPC(W)D, the relevant professional standards and all relevant school employment policies; and
- engage positively with the processes set out in this Policy.

9. DIFFERENTIALS

- 9.1. Within the framework of the STPC(W)D, appropriate differentials will be created and maintained between posts within the School, recognising accountability and job weight, and the Governing Body's need to recruit and retain sufficient Teachers of the required quality at all levels.

10. SAFEGUARDING

- 10.1. Where a pay determination leads, or may lead, to the start of a period of safeguarding, the Governing Body will comply with the relevant provisions of the STPC(W)D and will give the required notification as soon as possible and within no later than one month after the determination.

11. CAPABILITY AND PAY PROGRESSION

- 11.1. Where the Teacher is subject to the formal stages of the School's Capability Procedure, the School's performance management processes will be suspended in relation to the Teacher concerned until the Capability Procedure has been concluded.
- 11.2. On conclusion of the Capability Procedure, the Teacher will resume performance management processes in accordance with the School's Policy.
- 11.3. Pay progression will not be permissible in accordance with this Pay Policy while a Teacher is subject to the formal stages of the School's Capability Procedure.
- 11.4. On conclusion of the Capability Procedure, the Teacher would re-enter the Performance Management cycle.

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11.5. Pay progression will not be applied retrospectively in any case of formal capability.

12. PAY DETERMINATION

12.1. The Governing Body has delegated its pay determination powers to the Pay Committee.

12.2. Annual Determination of Pay

12.2.1. All teaching staff salaries, including those of the leadership group, will be reviewed annually to take effect from 1st September. The Governing Body will conclude Teachers' annual appraisals, and assessments of applications to progress to the Upper Pay Scale, by 31st October; the Headteacher's annual appraisals will be concluded by 31st December.

12.2.2. Reviews may take place at other times of the year to reflect, for example, any changes in circumstances, changes in a job description that lead to a change in the basis for calculating an individual's pay.

12.2.3. The Governing Body will apply any future national pay awards as specified by the STPC(W)D.

12.3. Notification of Pay Determination

12.3.1. A written statement will be given to each Teacher setting out the pay and any other financial benefits to which they are entitled following a determination. Where applicable, this will include information about the basis on which it was made. This will be done by 31st October for Teachers, 31st December for Headteachers, or by no later than one month following the determination.

12.4. Appeals Procedure

12.4.1. The Governing Body has an appeals procedure in relation to pay. This is set out in **Appendix 8** of this Pay Policy.

13. HEADTEACHER PAY

13.1. The Governing Body will ensure that the process of determining the remuneration of the Headteacher is fair and transparent.

13.2. The Governing Body will assign a seven-point leadership pay range taken from the Leadership Scale within the STPC(W)D as set out in Appendix 1. This can be reviewed as necessary for the Headteacher based on the school group size and any permanent additional relevant factors as determined within the framework of the STPC(W)D (specifically paragraphs 9.2, 9.3 and 9.4).

13.3. Additional factors to be taken into account will include all permanent responsibilities of the post, challenges specific to the role and all other relevant considerations, alongside any factors relating to recruitment and retention.

- 13.4. The Governing Body may re-determine the Headteacher's pay range if it becomes necessary to change the Headteacher group (including where the Headteacher becomes responsible and accountable for more than one school in a federation on a permanent basis). The Headteacher's pay range may also be reviewed at any time if it considers it necessary to reflect a significant change in the responsibilities of the post.
- 13.5. Payments in respect of temporary responsibilities for the Headteacher will not be included in the pay range but will be determined in accordance with the STPC(W)D as explained in **Appendix 6**.
- 13.6. In this School, the Governing Body will apply discretionary reference pay points for leadership pay as indicated in **Appendix 1** and has agreed a seven step pay range of L xxx to L xxx (*details to be inserted here by the school*).
- 13.7. **Pay on Appointment**
- 13.7.1. For new appointments, the Governing Body will determine the leadership pay range to be advertised and will agree the starting pay on appointment, taking account of the full role of the Headteacher and the provisions of the STPC(W)D.
- 13.7.2. The Governing Body will adopt a three-stage process when setting the pay for new Headteacher appointments as set out in **Appendix 6**.
- 13.7.3. The Pay Committee will review the School's Headteacher group and the Headteacher's leadership pay range, as necessary, to ensure fair pay relativities within the School.
- 13.7.4. See **Appendix 6** of this Pay Policy for guidelines on leadership pay ranges and **Appendix 7** for the Annual Review Pay Statement.
- 13.8. **Headteachers responsible and accountable for more than one school on a permanent basis**
- 13.8.1. When a Headteacher is appointed to be permanently responsible and accountable for more than one school, the Governing Body should base the determination of the Headteacher group on the total number of pupil units across all schools, which will give a group size for the federation in accordance with **Appendix 6**.
- 13.8.2. Consideration also needs to be given to the remuneration of other Teachers who, as a result of the Headteacher's role, are taking on additional responsibilities. This will be based on any additional responsibilities attached to the post (not the Teacher), which is recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the Headteacher's enlarged role, it is not automatic.

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14. DEPUTY / ASSISTANT HEADTEACHER PAY

- 14.1. In this School, the Governing Body will use the discretionary reference pay points for leadership pay as indicated in **Appendix 1**.
- 14.2. The Governing Body will assign a five-point leadership pay range taken from the Leadership Scale within the STPC(W)D as set out in Appendix 1. This can be reviewed as necessary for Deputy / Assistant Headteacher posts based on the school group size and any permanent additional relevant factors as determined within the framework of the STPC(W)D.
- 14.3. The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts.
- 14.4. In this School, the Deputy Headteacher five-step pay range is L xx to L xxx (*pay details to be inserted here by the school*).
- 14.5. In this School, the Assistant Headteacher five-step pay range is L xx to L xxx (*pay details to be inserted here by the school*).
- 14.6. **Pay on appointment**
- 14.6.1. When a new appointment needs to be made, the Governing Body will determine the leadership pay range for the post to be advertised and will agree the starting pay on appointment.
- 14.6.2. The pay range will be determined in accordance with the STPC(W)D.
- 14.6.3. The Governing Body will adopt the three-stage process when setting the pay for new appointments to the wider leadership team as set out in **Appendix 6**.

15. PAY PROGRESSION FOR LEADERSHIP GROUP MEMBERS

- 15.1. The Governing Body must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination and, if it determines to do so, to what salary within the relevant pay range determined in accordance with the STPC(W)D.
- 15.2. A person has completed a 'year of employment' if they have completed periods of employment amounting to at least twenty-six weeks in aggregate within the previous school year. For these purposes, a period of employment runs from the beginning of the week in which the employment commences to the end of the week in which the employment is terminated and includes any holiday periods and any periods of absence from work in consequence of sickness or injury, whether the person's service during that period has been full-time, part-time, regular or otherwise.
- 15.3. Pay progression should be on an annual basis from 1st September, with an assumption in favour of progression unless an individual has been notified through formal capability procedures that service was unsatisfactory in respect of that year.

- 15.4. The Governing Body may award an additional point to any Headteacher, Deputy or Assistant Headteacher whose performance in the previous year was excellent, with particular regard to agreed objectives.
- 15.5. A decision may be made not to award progression where the Headteacher, Deputy or Assistant Headteacher is subject to formal capability proceedings.
- 15.6. The Pay Committee will record its decision regarding pay progression on the Annual Pay Review form contained at **Appendix 7**. A copy of this form will be provided to the member of staff.
- 15.7. Where pay progression is granted, the member of staff's salary will increase with effect from 1st September of the current academic year.
- 15.8. Where pay progression is not granted, the rationale for that decision will be recorded on the Annual Pay Review form. The member of staff has the right to appeal against any decision not to grant pay progression. The appeals procedure is set out in **Appendix 8**.

16. CLASSROOM TEACHER PAY

16.1. Pay on Appointment

- 16.1.1. Advertisements for vacant posts in the School will be considered by the Headteacher [and the (*insert details of committee*) where appropriate]. All posts will be advertised either internally or externally, locally or nationally as appropriate.
- 16.1.2. The advertisement will include details of the pay range and any additional payments or allowances applicable to the post.
- 16.1.3. The Governing Body will determine the starting salary of a vacant classroom Teacher post, in accordance with the Main Pay Scale and Upper Pay Scale, detailed at **Appendix 1**.
- 16.1.4. The Governing Body will determine the starting salary of a vacant classroom teacher post. The Governing Body is committed to the principle of pay portability for Teachers who are currently paid in accordance with the provisions of the STPC(W)D or STPCD and will apply the principles set out in paragraph 12.3 of the STPC(W)D in practice when making new appointments.
- 16.1.5. When determining the starting pay for an existing classroom Teacher in a local authority maintained school in Wales, or a local authority maintained school or academy in England, and paid under the STPC(W)D or STPCD, the Governing Body will pay the Teacher on the main pay scale or upper pay scale at a scale point, which at least maintains the Teacher's previous pay entitlement, plus any pay progression, which they would have received had they remained in their previous post.

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- 16.1.6. Pay portability will be applied on a “pro rata” basis when a teacher moves to/from a part-time teaching post.
- 16.1.7. In addition, if the successful applicant is a Teacher who has had a break in service, then the Governing Body may determine their scale point based on their previous final salary paid under STPC(W)D or STPCD including any increment that the teacher would have been entitled to be awarded had they remained in their previous post at the time when the change in employment occurred. The Governing Body may take into account any relevant experience gained from a teaching role in another sector in Wales or jurisdiction or a period of employment in a relevant sector outside teaching.
- 16.1.8. Pay portability must span a break in teaching service for health and social reasons such as maternity/paternity, medical or family reasons. In a situation where the new employer proposes to take a different view, the grounds for doing so must be non-discriminatory in relation to equality and other relevant legislation.
- 16.1.9. The Governing Body will not restrict the pay range advertised or starting salary and pay progression prospects available for classroom Teacher posts, other than the minimum of the Main Pay Scale and the maximum of the Upper Pay Scale.
- 16.2. **Pay Progression for Existing Main Pay Scale Teachers**
- 16.2.1. The Governing Body must consider annually whether or not to increase the salary of Teachers (excluding NQTs undertaking their induction year) who have completed a year of employment since the previous pay determination and, if it determines to do so, to what salary on the relevant pay scale determined in accordance with the STPC(W)D.
- 16.2.2. Teachers in their induction year will be awarded pay progression on the successful completion of their induction.
- 16.2.3. A person has completed a ‘year of employment’ if they have completed periods of employment amounting to at least twenty-six weeks in aggregate within the previous school year. For these purposes, a period of employment runs from the beginning of the week in which the employment commences to the end of the week in which the employment is terminated and includes any holiday periods and any periods of absence from work in consequence of sickness or injury, whether the person’s service during that period has been full-time, part-time, regular or otherwise.
- 16.2.4. The Governing Body must award a Teacher on scale points M2 to M6 of the Main Pay Scale progression of one point following completion of a year of employment completed as a qualified Teacher during the previous school year, unless the Teacher has been notified through formal capability procedures that service was unsatisfactory in respect of that year.
- 16.2.5. Pay progression should be on an annual basis from 1st September, with an assumption in favour of progression unless an individual has been notified through formal capability procedures that service was unsatisfactory in respect of that year.

- 16.2.6. The Governing Body may award an additional point to any Main Scale Teacher whose performance in the previous school year was excellent, with particular regard to classroom teaching.
- 16.2.7. A decision may be made not to award progression where the Teacher is subject to formal capability proceedings.
- 16.2.8. The Pay Committee will record its decision regarding pay progression on the Annual Teachers' Pay Review Statement contained at **Appendix 2**. A copy of this form will be provided to the Teacher.
- 16.2.9. Where pay progression is granted, the Teacher's salary will be increased with effect from 1st September of the current academic year.
- 16.2.10. Where pay progression is not granted, the rationale for that decision will be recorded on the Annual Teachers' Pay Review Statement. The Teacher has the right to appeal against any decision not to grant pay progression. The appeals procedure is set out in **Appendix 8**.
- 16.3. **Pay Progression for Existing Upper Pay Scale Teachers**
- 16.3.1. The Governing Body must consider annually whether or not to increase the salary of Teachers on the upper pay Scale who have completed a year of employment since the previous pay determination and, if it determines to do so, to what salary within the relevant pay range determined in accordance with the STPC(W)D.
- 16.3.2. A person has completed a 'year of employment' if they have completed periods of employment amounting to at least twenty-six weeks in aggregate within the previous school year. For these purposes, a period of employment runs from the beginning of the week in which the employment commences to the end of the week in which the employment is terminated and includes any holiday periods and any periods of absence from work in consequence of sickness or injury, whether the person's service during that period has been full-time, part-time, regular or otherwise.
- 16.3.3. Pay progression on the Upper Pay Scale should be in most cases on a **two-yearly basis**, with an assumption in favour of progression unless an individual has been notified through formal capability procedures that service was unsatisfactory in respect of that period, as prescribed by the School Teachers Appraisal (Wales) Regulations 2011.
- 16.3.4. The Pay Committee will record its decision regarding pay progression on the Annual Teachers' Pay Review Statement contained at **Appendix 2**. A copy of this form will be provided to the Teacher.
- 16.3.5. Where pay progression is granted, the Teacher's salary will be increased with effect from 1st September of the current academic year.

16.3.6. Where pay progression is not granted, the rationale for that decision will be recorded on the Annual Teachers' Pay Review Statement. The Teacher has the right to appeal against any decision not to grant pay progression. The appeals procedure is set out in **Appendix 8**.

17. APPLICATIONS TO BE PAID ON THE UPPER PAY SCALE

17.1. A qualified Teacher may apply once each year to be paid on the Upper Pay Scale in accordance with the STPC(W)D and this School's Pay Policy.

17.2. It is each Teacher's responsibility to decide whether to submit an application.

17.3. In order for the assessment to be robust and transparent, it will be an evidence-based process.

17.4. Personal objectives for the forthcoming appraisal cycle will be set, and agreed where possible, at a level which is sufficient to ensure that the criteria included in the STPC(W)D for progression to the Upper Pay Scale can be met, including that the Teacher is highly competent in all elements of the relevant standards, and their achievements and contribution to the school are substantial and sustained.

17.5. Teachers who have been absent from work for sickness, disability or maternity-related reasons, along with those who are not subject to the Appraisal Regulations 2011 (i.e. a Teacher who is employed on a short term contract of less than one term), may cite written evidence from a suitable and relevant period before the date of application in support of their application.

17.6. Process

17.6.1. The closing date for an application to be submitted by a Teacher to their appraiser is *(school to insert date here - normally prior to the end of the Summer Term i.e. 31st August)*.

17.6.2. Exceptions may be made in some specific circumstances, e.g. those Teachers who are on maternity leave or on sick leave as at the closing date for receipt of applications. In such circumstances, the Teacher may request - at least 2 weeks before the specified closing date - an extension of no more than half a term for the submission of an application.

17.6.3. The process for applications is:

- Teacher to inform appraiser in writing that they wish to be considered for progression to the Upper Pay Scale and that their personal objectives for the forthcoming appraisal period should reflect this request.

Following completion of the relevant appraisal period:

- The appraiser will complete an assessment pro-forma as shown in **Appendix 4**, setting out the appraiser's recommendation in relation to progression to the Upper Pay Scale, following completion of the relevant appraisal period.

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- The Headteacher will consider the appraiser's recommendation and will make a recommendation to the Pay Committee.
- The Pay Committee will make a decision about progression to the Upper pay Scale, following receipt of advice from the Headteacher.
- The Teacher will receive written notification of the outcome of their application by 31st October in the relevant year.
- Where the application is unsuccessful, the written notification will set out details of the areas of the Teacher's performance which are not considered to have satisfied the relevant criteria set out in this Policy (see "Assessment" below).
- If requested, oral feedback will be provided by the Headteacher. Oral feedback will normally be given within 10 working days of the date of notification of the outcome of the application. Feedback will be given in a positive manner and will include advice and support about areas for improvement in order for the Teacher to meet the relevant criteria.
- Where the application is successful the teacher will move to step 1 of the Upper Pay Scale on 1st September in the relevant year i.e. following successful completion of objectives set in academic year to 31st August 2020, the teacher will move to UPS1 on 1st September 2020.

17.6.4. Unsuccessful applicants may appeal the decision as outlined in **Appendix 8**.

17.7. **Assessment**

17.7.1. An application will only be successful where the Governing Body is satisfied that all of the requirements of the STPC(W)D have been met, including that:

- the Teacher is highly competent in all elements of the relevant standards; and
- the Teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

17.7.2. For the purposes of this Pay Policy, the Pay Committee will be satisfied that the Teacher has met the Governing Body's expectations for progression to the Upper Pay Scale where the Upper Pay Scale criteria (see **Appendix 3**) have been satisfied as evidenced by a successful appraisal review.

17.7.3. Further information, including details about sources of evidence, is contained in the School's Performance Management Policy.

18. **LEADING PRACTITIONER ROLE**

18.1. The Governing Body may establish Leading Practitioner posts for Teachers whose primary purpose is the modelling and leading improvement of teaching skills.

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- 18.2. Where the Governing Body wishes to establish such posts, it will determine the responsibilities and pay range for these posts. Consultation with relevant staff and trade unions will take place in relation to any such proposed changes to the staffing structure.
- 18.3. The Policy of the Governing Body will be to appoint any new Leading Practitioner Teacher to a 5-point range, as deemed appropriate by the Governing Body.
- 18.4. The pay range for Leading Practitioners will be in accordance with the STPC(W)D, which is currently a minimum of £43,145 per annum and a maximum of £65,590 per annum.
- 18.5. In this School, the Governing Body will use the discretionary reference pay points detailed at **Appendix 1**.
- 18.6. Pay progression for Leading Practitioners will be determined as per the process set out at 16.3.1 to 16.3.4 above.

19. UNQUALIFIED TEACHERS

- 19.1. A Teacher on the unqualified pay scale will be paid an annual salary in accordance with the STPC(W)D. In this School, the Governing Body will use the statutory pay points detailed at **Appendix 1**.
- 19.2. Under the Education (Specified and Registration) (Wales) Regulations 2010 there are specific circumstances when those other than qualified Teachers who are registered with the Education Workforce Council may carry out 'specified work'.
- 19.3. The School will comply with these legal requirements and will only employ unqualified Teachers as specified in these Regulations.
- 19.4. The Governing Body may pay an additional allowance to an unqualified Teacher who meets the criteria as defined in the STPC(W)D.
- 19.5. The Governing Body must award a Teacher on scale points 1 to 6 of the Unqualified Teacher Pay Scale progression of one point following completion of a year of employment completed during the previous school year, unless the Teacher has been notified through the formal capability process that service was unsatisfactory in respect of that year.
- 19.6. A person has completed a 'year of employment' if they have completed periods of employment amounting to at least twenty-six weeks in aggregate within the previous school year. For these purposes, a period of employment runs from the beginning of the week in which the employment commences to the end of the week in which the employment is terminated and includes any holiday periods and any periods of absence from work in consequence of sickness or injury, whether the person's service during that period has been full-time, part-time, regular or otherwise.

MODEL TEACHERS' PAY POLICY 2021/22

- 19.7. Pay progression on the 6-point Unqualified Teacher Pay Scale should be on an annual basis from 1st September, with an assumption in favour of progression unless an individual has been notified through formal capability procedures that service was unsatisfactory in respect of that year.
- 19.8. The Pay Committee will record its decision regarding pay progression on the Annual Teachers' Pay Review Statement contained at **Appendix 2**. A copy of the form will be provided to the unqualified Teacher.
- 19.9. Where pay progression is granted, the unqualified Teacher's salary will be increased with effect from 1st September of the current academic year.
- 19.9.1. A decision may be made not to award progression where the Teacher is subject to formal capability proceedings.
- 19.10. Where pay progression is not granted, the rationale for that decision will be recorded on the Annual Teachers' Pay Review Statement. The Teacher has the right to appeal against any decision not to grant pay progression. The appeals procedure is set out in **Appendix 8**.
- 19.11. An unqualified Teacher who obtains qualified Teacher status will be paid on the pay scales for qualified Teachers, in accordance with this Pay Policy and STPC(W)D.

20. DISCRETIONARY ALLOWANCES AND PAYMENTS

20.1. Teaching and Learning Responsibility Payments (TLRs)

- 20.1.1. The Governing Body will award TLR1 and TLR2 payments to post holders as indicated in the School's staffing structure (see **Appendix 10**).
- 20.1.2. These payments will be awarded to Teachers who undertake clearly defined and sustained additional responsibility in the context of the School's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning and for which the Teacher is made accountable.
- 20.1.3. All job descriptions will be regularly reviewed and will make clear the responsibility or package of responsibilities for which a TLR is awarded.
- 20.1.4. The criteria for awarding a TLR1 and TLR2 payment will be in accordance with the STPC(W)D.
- 20.1.5. The minimum and maximum range for a TLR1 is £8,437 to £14,276 per annum.
- 20.1.6. The minimum and maximum range for a TLR2 is £2,924 to £7,140 per annum.
- 20.1.7. In this School the value of TLRs currently in use is as follows

TLR1 - (details of each TLR1 to be inserted here by school)
TLR2 - (details of each TLR2 to be inserted here by school)

MODEL TEACHERS' PAY POLICY 2021/22

- 20.1.8. The Governing Body may award a fixed-term TLR3 payment to a Teacher of between £581 and £2,883 per annum for a clearly time-limited school improvement project, or one-off externally driven responsibilities.
- 20.1.9. The duration of the fixed term, and the amount of annual payment will be established at the outset and will be paid on a monthly basis.
- 20.1.10. Where the Governing Body wishes to make TLR3 payments, the proposed responsibilities, level of payment and the duration of payment will be set out clearly following consultation with relevant staff and union representatives.
- 20.1.11. A Teacher in receipt of either a TLR1 or 2 may also hold a concurrent TLR3.
- 20.1.12. No safeguarding will apply in relation to an award of a TLR3.
- 20.1.13. A TLR1 or 2 payment awarded to a part-time Teacher will be on a pro rata basis but where a TLR3 payment is awarded to a part-time Teacher, the pro rata principle will **not** apply.
- 20.2. **Additional Learning Needs (ALN) Allowances**
- 20.2.1. The Governing Body will award ALN allowances in accordance with the criteria and provisions set out in the STPC(W)D.
- 20.2.2. An ALN Allowance of no less than £2,310 per annum, and no more than £4,558 per annum, will be payable to a classroom Teacher in accordance with STPC(W)D.
- 20.2.3. In this School, the ALN values are: (*details of each ALN Allowance / value to be inserted here by school*)
- 20.2.4. In deciding the ALN value, the Governing Body will take into account the structure of the School's ALN provision, 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.
- 20.3. **Acting Allowances**
- 20.3.1. Acting allowances are payable to Teachers who are assigned and carry out the duties of Headteacher, Deputy Headteacher or Assistant Headteacher in accordance with the STPC(W)D.
- 20.3.2. The Governing Body will, within a four-week period of the commencement of acting duties, determine whether or not the acting postholder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance may be agreed in advance and paid from the first day of absence.
- 20.3.3. Any Teacher who carries out the duties of Headteacher, Deputy Headteacher, or Assistant Headteacher, for a period of four weeks or more, will be paid at an appropriate point of the Headteacher's pay range, Deputy Headteacher pay range or Assistant Headteacher pay range, as determined by the Pay Committee.

MODEL TEACHERS' PAY POLICY 2021/22

Payment will be backdated to the commencement of the duties but will normally be paid a month in arrears.

20.3.4. Acting allowances may also apply to Teachers covering absent colleagues in receipt of a TLR and / or ALN allowance.

20.3.5. Additional allowances may be payable to unqualified teachers in line with SCTP(W)D.

20.4. **Additional Payments**

20.4.1. With exception of those on the leadership range the Governing Body may make additional payments to a Teacher, in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial Teacher training as part of the ordinary conduct of the School;
- participation in out-of-school hours learning activity agreed between the Teacher and the Headteacher; and
- additional responsibilities and activities due to, or in respect of, the provisions of services by the Teacher relating to the raising of educational standards to one or more additional schools.

20.5. **Recruitment or Retention Incentive Benefits**

20.5.1. The Governing Body can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive. In deciding any such awards, the Governing Body will have regard to the STPC(W)D and specialist HR advice.

20.5.2. Headteachers, Deputy Headteachers and Assistant Headteachers may not be awarded such a payment other than as reimbursement of reasonably incurred housing or relocation costs.

20.5.3. All other recruitment and retention considerations in relation to a Headteacher, Deputy Headteacher or Assistant Headteacher post will be taken into account when determining the pay range.

20.5.4. The reason for the award of any additional payment, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn will be made clear at the outset, in writing.

20.5.5. The Governing Body will conduct an annual review of all such awards.

21. **PART-TIME TEACHERS' PAY AND TIME CALCULATIONS**

MODEL TEACHERS' PAY POLICY 2021/22

- 21.1. Teachers employed on an ongoing basis at the school but who work less than a full working week will be deemed to be part-time.
- 21.2. Part-time Teachers will be provided with 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. This does not affect the TLR3 payment which is not pro rata for part-time staff. See **Appendix 9** for further information.

22. TEACHERS EMPLOYED ON A SHORT-TERM NOTICE BASIS (SUPPLY)

- 22.1. Teachers employed on a supply basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro rata.
- 22.2. If the school is using an agency, the school enters into a voluntary supply agency pledge whereby they only procure from agencies identified on the NPS Framework Approved Supply Agencies and commit to a minimum daily rate of M2 ÷ 195 days. The exception will be that when agencies on the NPS framework are unable to supply a suitably skilled teacher, the school will be able to approach alternative agencies but with a commitment to pay as a minimum, the M2 pay rate. **Please delete where the governing body has not signed up to the voluntary agency pledge.**

2020/21 PAY SCALES**Main Pay Scale:**

| Point | Value |
|--------------|--------------|
| M2 | £27,491 |
| M3 | £29,699 |
| M4 | £31,987 |
| M5 | £34,506 |
| M6 | £37,974 |

Upper Pay Scale:

| Point | Value |
|--------------|--------------|
| U1 | £39,368 |
| U2 | £40,827 |
| U3 | £42,333 |

Leading Practitioner Pay Range:

| Point | Value |
|--------------|--------------|
| LP1 | £43,145 |
| LP2 | £44,226 |
| LP3 | £45,330 |
| LP4 | £46,458 |
| LP5 | £47,615 |
| LP6 | £48,809 |
| LP7 | £50,124 |
| LP8 | £51,279 |

| | |
|-------|---------|
| LP9 | £52,560 |
| LP10 | £53,911 |
| LP11 | £55,309 |
| LP12 | £56,584 |
| LP13 | £57,998 |
| LP14 | £59,444 |
| LP15 | £60,923 |
| LP16 | £62,543 |
| LP17 | £63,979 |
| LP 18 | £65,590 |

Unqualified Teachers Pay Scale:

| Point | Value |
|--------------|--------------|
| UNQ1 | £18,487 |
| UNQ2 | £20,637 |
| UNQ3 | £22,786 |
| UNQ4 | £24,936 |
| UNQ5 | £27,088 |
| UNQ6 | £29,238 |

Leadership Pay Range:

| Point | Value |
|--------------|--------------|
| L1 | £42,934 |
| L2 | £44,008 |
| L3 | £45,107 |
| L4 | £46,230 |

| | |
|-------------|----------------|
| L5 | £47,381 |
| L6 | £48,571 |
| L7 | £49,877 |
| L8 | £51,029 |
| L9 | £52,302 |
| L10 | £53,646 |
| L11 | £55,038 |
| L12 | £56,307 |
| L13 | £57,714 |
| L14 | £59,153 |
| L15 | £60,624 |
| L16 | £62,237 |
| L17 | £63,665 |
| L18* | £64,620 |
| L18 | £65,266 |
| L19 | £66,886 |
| L20 | £68,543 |
| L21* | £69,544 |
| L21 | £70,240 |
| L22 | £71,984 |
| L23 | £73,766 |
| L24* | £74,847 |
| L24 | £75,596 |
| L25 | £77,474 |
| L26 | £79,391 |
| L27* | £80,553 |

| | |
|-------------|-----------------|
| L27 | £81,358 |
| L28 | £83,376 |
| L29 | £85,441 |
| L30 | £87,568 |
| L31* | £88,841 |
| L31 | £89,731 |
| L32 | £91,961 |
| L33 | £94,245 |
| L34 | £96,575 |
| L35* | £97,996 |
| L35 | £98,976 |
| L36 | £101,426 |
| L37 | £103,947 |
| L38 | £106,520 |
| L39* | £108,035 |
| L39 | £109,116 |
| L40 | £111,838 |
| L41 | £114,632 |
| L42 | £117,504 |
| L43 | £119,248 |

* These points and Point L43 are the maximum scale points for the eight Headteacher Group Ranges

ANNUAL TEACHERS' PAY REVIEW STATEMENT

| | |
|----------------------|------------------------------|
| Name: | Employee No.: |
| School: | Effective Date: |

SALARY DETAILS

| | | |
|--|---|-------|
| Salary and Point - Main Pay Scale (MPR2 - MPR6) | £ | Point |
| Salary and Point - Upper Pay Scale (UPS1 – UPS3) | £ | Point |
| Salary and Point - Unqualified Range (UNQ1 - UNQ6) | £ | Point |
| Salary and Leading Practitioner Range | £ | Point |

ALLOWANCES

Details e.g. temp
(with dates), reason
for allowance

| | |
|---|--------------|
| Teaching and Learning Responsibility Payments (See Pay Policy Advice) TLR1 / TLR2 / TLR3 | TLR____ £ |
| Recruitment or Retention (See Pay Policy Advice) | £ |
| Additional Learning Needs Allowance (See Pay Policy Advice) | £ |
| Other Allowances - Please specify (See Pay Policy Advice) | £ |
| SAFEGUARDING | £ |
| TOTAL SALARY | £ |

Pay Committee Meeting on:

Signature of Headteacher / Chair of Committee: Date:

UPPER PAY RANGE PROGRESSION CRITERIA

1. Professional Attributes

- 1.1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

2. Professional Knowledge and Understanding

- 2.1. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5. Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people

3. Professional Skills

- 3.1. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3. Promote collaboration and work effectively as a team member.
- 3.4. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

ASSESSMENT OF TEACHER APPLICATION TO PROGRESS TO UPPER PAY RANGE

For Completion by the Teacher's Appraiser

| | |
|-----------------|--|
| Teacher's Name: | |
| Post: | |

| | |
|--|--------------------------|
| Evidence from most recent appraisal Please state which appraisal statement is attached: | |
| *Criteria Met | *Criteria Not Met |
| (* Please delete as appropriate) | |
| If criteria have not been met in full, please record details below (and continue overleaf, as necessary) about the areas of the Teacher's performance which do not satisfy the criteria: | |

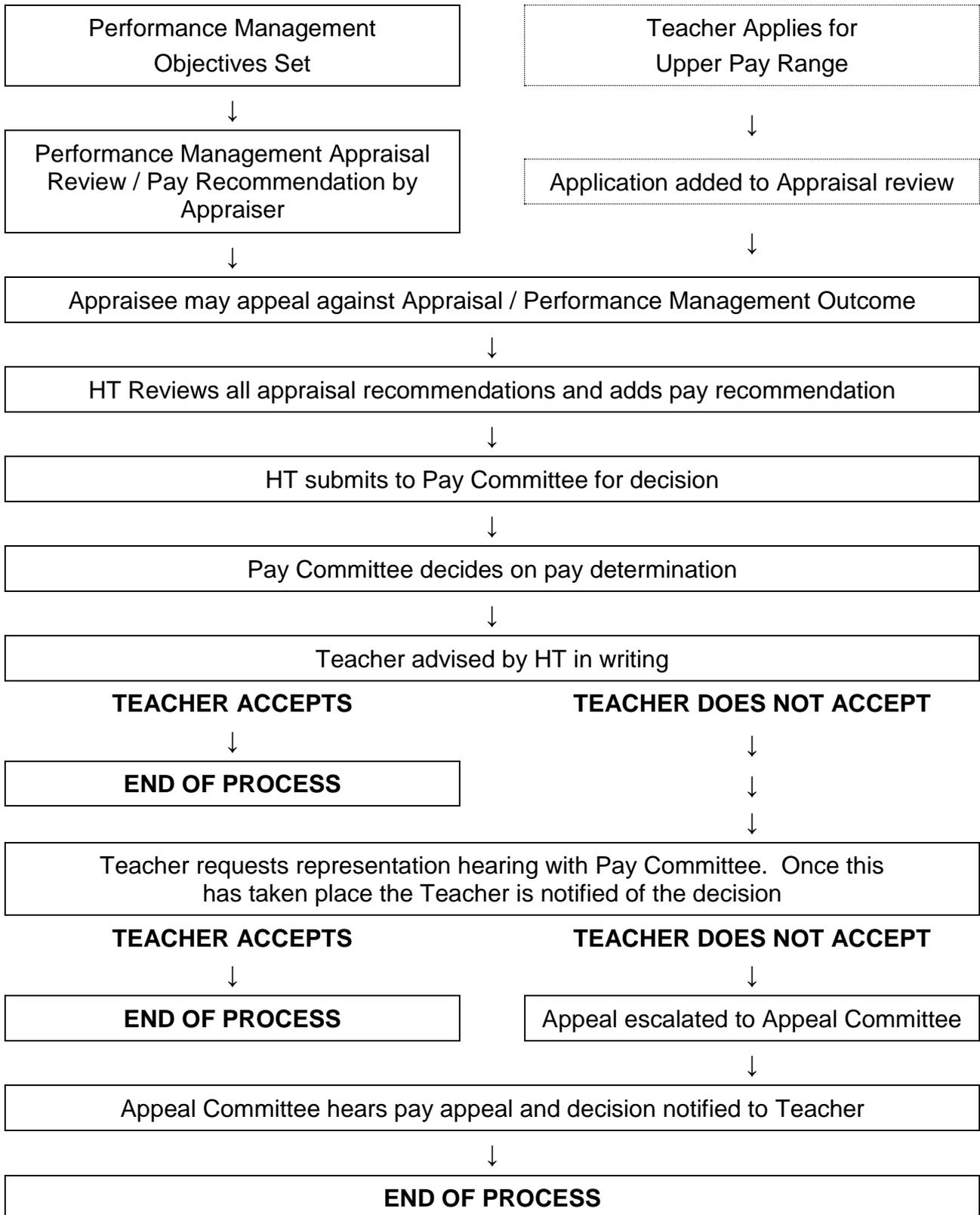
Signed _____ (Appraiser)

Date: _____

TO BE SUBMITTED TO THE HEADTEACHER

| |
|-------------------------------------|
| <u>School Use Only</u> |
| Application Form Received on: _____ |
| Assessment made on: _____ |
| By: _____ |

**FLOWCHART OF PAY REVIEW PROCESS
(Not including Headteachers)**



LEADERSHIP GROUP SALARIES GUIDANCE

1. Headteacher and Leadership Team (ALL SCHOOLS)

A statutory 43 step Leadership Pay Scale has been reintroduced. Headteachers, Deputy Headteachers and Assistant Headteachers will be paid as determined by the Governing Body. These are set out below:

2. School Groups (ALL SCHOOLS)

There are eight school groups determined from the unit score of the school. The STPC(W)D specifies a maximum and minimum pay value for each group and the indicative pay rates published jointly by the employers and trade unions attach values to individual pay points within those ranges

The Governing Body has established a 7 point pay range for the Headteacher and a 5 point pay range for all other leadership posts.

3. Unit Score of School

a. All Schools (excluding Special Schools)

The unit score is calculated to determine the group of the School, using the formula in the STPC(W)D. In this Authority*, the LA will recalculate the unit score annually and the results will be applied from 1st January each year. If a school has reasonable grounds to expect a change in pupil numbers, they should request a recalculation by the Authority at that time.

** Delete if not appropriate*

Information on how the unit score is calculated:

This is determined by pupil numbers as shown on the most recent STATS 1 (annual school census) return to the Welsh Government.

| | |
|--|-----------------|
| For each pupil at the foundation phase/ KS1/KS2 | 7 units |
| For each pupil in the school at KS3 | 9 units |
| For each pupil in the school at KS4 | 11 units |
| For each pupil in the school at KS5 | 13 units |

Each pupil with a **statement of special educational needs** shall, if they are in a special class consisting wholly or mainly of such pupils, count three units more than they would otherwise count. If they are not in such a special class count three such units only where the relevant body so determine.

Each pupil who attends for no more than half a day on each day for which they attend the school shall count half as many units as they would otherwise count.

| Total Unit Score | School Group |
|------------------|--------------|
| Up to 1,000 | 1 |
| 1,001 - 2,200 | 2 |
| 2,201 - 3,500 | 3 |
| 3,501 - 5,000 | 4 |
| 5,001 - 7,500 | 5 |
| 7,501 - 11,000 | 6 |
| 11,001 - 17,000 | 7 |
| 17,001 and over | 8 |

b. Modified Unit Score (Special Schools Only)

The modified unit score is calculated to determine the group of the school, using the formula in the STPC(W)D. In this Authority* the LA will recalculate the unit score annually and the results will be applied from 1st January each year. If a school has reasonable grounds to expect a change in pupil numbers, they should request a recalculation by the Authority at that time.

* Delete if not appropriate

A special school must be assigned to a Headteacher group in accordance with the following table by reference to its modified total unit score calculated in accordance with sub-sections (i) and (ii) below:

| Total Unit Score | School Group |
|------------------|--------------|
| Up to 2,200 | 2 |
| 2,201 - 3,500 | 3 |
| 3,501 - 5,000 | 4 |
| 5,001 - 7,500 | 5 |
| 7,501 - 11,000 | 6 |
| 11,001 - 17,000 | 7 |
| 17,001 and over | 8 |

(i) Information on how the staff-pupil ratio is calculated

The proportion of staff to pupils at the school must be calculated and expressed as a percentage ('the staff-pupil ratio') in accordance with the following formula:

$$\frac{A}{B} \times 100$$

Where A is the number of Teachers and Support Staff weighted as provided at (a) below, and B is the number of pupils at the school weighted as provided at (b) below:

- a) The weighting for a Teacher is two units for each full-time equivalent Teacher, and the weighting for each Support Staff member is one unit for each full-time equivalent individual; and
- b) The weighting for a full-time pupil is one unit and the weighing for a part-time pupil is half a unit.

The staff-pupil ratio modifier must be calculated in accordance with the following table by reference to the staff-pupil ratio determined in accordance with the above:

| Staff-Pupil Ratio | Staff-Pupil Ratio Modifier |
|--------------------------|-----------------------------------|
| 1 - 20% | 1 |
| 21 - 35% | 2 |
| 36 - 50% | 3 |
| 51 - 65% | 4 |
| 66 - 80% | 5 |
| 81% or more | 6 |

NB: 'Support Staff member' means a member of the school staff who is not:

- A Teacher;
- A person employed in connection with the provision of meals;
- A person employed in connection with the security or maintenance of the school premises; or
- A person employed in a residential school to supervise and care for pupils out of school hours.

(ii) Information on how the modified total unit score is calculated

This is determined by pupil numbers as shown on the most recent STATS 1 (annual school census) return to Welsh Government.

The relevant body must determine the school's total unit score in accordance with the number of pupils on the school register calculated as follows:

| Key Stage | Units Per Pupil |
|---|------------------------|
| For each pupil in the Foundation Phase, KS1 and KS2 | 10 |
| For each pupil in KS3 | 12 |
| For each pupil in KS4 | 14 |
| For each pupil in KS5 | 16 |

The relevant body must determine the school's modified total unit score by multiplying the school's total unit score determined under this section (i.e. as per the above table) by the staff-pupil ratio modifier calculated under section 3.

NB: Where the Headteacher is appointed as Headteacher of more than one school on a permanent basis, the relevant body of the Headteacher's original school or, under the Collaboration Regulations (5), the collaborating body must calculate the Headteacher group by combining the unit score of all the schools for which the Headteacher is responsible to arrive at a total unit score, which then determines the Headteacher group.

4. New Leadership Appointments / Changes to existing Leadership Pay Structures - Three Stage Process (ALL SCHOOLS)

The Governing Body should follow the three-stage process when setting the pay for **new appointments or revising existing pay structures in respect of headship or the wider leadership team.**

Stage 1 - Defining the role and determining the Headteacher group

Stage 2 - Setting the indicative pay range

Stage 3 - Deciding the starting salary and individual pay range

All decisions and the reasons for them should be well documented at every stage. All pay decisions must be made on objective criteria so that there is no discriminatory effect of any group of Teachers with a particular protected characteristic under the Equality Act 2010.

It is suggested that schools seek advice when calculating and recording leadership pay structure decisions

Stage 1 - Defining the Role and Determining the Headteacher Group

The Governing Body should, at this stage, define the job and identify the broad pay range as a provisional guide to determining appropriate level of pay. The Governing Body will need to define and set out the specific role, responsibilities and accountabilities of the post as well as the skills and relevant competences required.

For Headteacher posts, the Governing Body will assign the School to a Headteacher group (as defined in 3 above) which will determine the appropriate broad pay range as outlined below:

| Group Size | Range of Steps | Salary Range (STPC(W)D 2020) |
|------------|----------------|------------------------------|
| 1 | L6 - L18* | £ 48,571- £ 64,620 |
| 2 | L8 - L21* | £ 51,029- £ 69,544 |
| 3 | L11 - L24* | £ 55,038- £ 74,847 |
| 4 | L14 - L27* | £ 59,153- £ 80,553 |
| 5 | L18 - L31* | £ 65,266- £ 88,841 |
| 6 | L21 - L35* | £ 70,240- £ 97,996 |
| 7 | L24 - L39* | £ 75,596- £ 108,035 |
| 8 | L28 - L43 | £ 83,376- £ 119,248 |

For other leadership group posts, the Governing Body should consider how the role fits within the wider leadership structure of the School. The pay range for a Deputy Headteacher or Assistant Headteacher should only overlap the Headteacher's pay range **in exceptional circumstances**.

Stage 2 - Setting the Indicative Pay Range

At this stage, the Governing Body will need to consider the complexity and challenge of the role in the particular context of the School and make a judgement on pay in light of this.

For Headteacher posts, it is expected that normally the Governing Body will conclude that the total unit score fully captures the complexity of the Headteacher role and that the relevant broad pay range accommodates appropriate levels of reward, in line with the STPC(W)D. The Governing Body will need to consider whether the indicative pay range should start at the minimum of the Headteacher group or whether they wish it to start at a higher level because of the level of challenge of the post.

There may be circumstances, however, in which there are additional factors that suggest the indicative pay range should be higher than would be provided by the basic calculation in Stage 1.

The following represent some examples of additional factors to be considered (this list is not exhaustive):

- The context and challenge arising from pupils' needs e.g. if there is a high level of deprivation in the community (Free School Meal entitlement and/or English as an Additional Language) or there are high numbers of looked after children or children with Additional Learning Needs and this affects the challenge in relation to improving outcomes;
- A high degree of complexity and challenge e.g. accountability for multiple schools or managing across several dispersed sites, which goes significantly beyond that expected of any Headteacher of similar-sized school(s) and is not already reflected in the total unit score used at stage 1;
- Additional accountability not reflected in stage 1, e.g. leading a teaching school alliance; and
- Factors that may impede the school's ability to attract appropriately qualified and experienced leadership candidates e.g. location, language medium, subject area / specialism and/or level of support from the wider leadership team.

The Governing Body may set the indicative pay range with a **maximum of up to 25% above the top of the relevant Headteacher group range.**

Above that limit, external independent advice must be sought and, should the advice suggest a range which exceeds this limit is appropriate, a business case must be made and agreed by the full Governing Body.

The Governing Body should ensure that no **double counting** takes place e.g. of things taken account of in stage 1, such as responsibility for an additional school already reflected in the total unit score; or from using overlapping indicators, such as FSM and the pupil premium.

The Governing Body **SHOULD NOT** increase base pay nor pay an additional allowance for regular local collaboration which is part of the role of all Headteachers.

For other leadership roles the process is broadly the same. The Governing Body will wish to consider how the other leadership roles should be set in accordance with the level set for the Headteacher and to ensure that there is sufficient scope for progression. Consideration should also be given to any teaching posts that carry additional allowances.

At the end of this stage, the Governing Body should decide where in the broad range to position the indicative pay range and set this out clearly when advertising the post. An overall judgement should be made on the position and breadth of range, allowing appropriate scope for progression over time.

There should be a clear audit trail for all decisions made and the reasoning behind them.

It is also expected where possible that the School will undertake a process of benchmarking of salaries before setting the pay range for the Headteacher or other leadership posts.

For those factors which are not expected to persist, such as temporary responsibility for an additional school, these should be reflected through an allowance rather than consolidated into the indicative pay range.

Stage 3 - Deciding the starting salary and Individual Pay Range for new appointments

The first two stages provide the means for determining the appropriate pay range. The third stage is essentially about deciding on the starting salary for the individual who is to be offered the post.

At this stage, the Governing Body will have a preferred candidate for the role and will wish to set the starting salary in the light of candidate-specific factors, such as the extent to which the candidate meets the specific requirements of the post.

It will be important to ensure there is scope for progression over time.

There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

5. Establishing a Pay Range above the School's Headteacher Group (ALL SCHOOLS)

The expectation is that in most cases the pay range will be within the limits of the Headteacher group. However, in some cases e.g. where there may be significant difficulty in making an appointment or there is a need to incentivise a Headteacher to take on responsibility for a very large school or to lead multiple large schools, it may be appropriate to consider extending the individual pay range.

The Governing Body can, in such cases, decide that the maximum of the pay range may be above the maximum of the Headteacher group, **up to an additional 25%**.

If it is considered that there are exceptional circumstances that warrant an extension beyond that limit, a business case would be required. The Governing Body would need to seek external independent advice from an appropriate person or body who can consider whether it is justifiable to exceed the limit in a particular case.

There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

6. Temporary Payments for Headteachers (ALL SCHOOLS)

The Governing Body may consider an additional payment to the Headteacher in respect of clearly temporary additional duties and responsibilities or duties that are in addition to the post for which their salary has been determined e.g. where they are providing services to other schools. Including where the Headteacher is appointed as a temporary Headteacher of one or more additional schools not included as a permanent factor in the calculation of the pay range.

7. Salary Protection (ALL SCHOOLS)

If the School is assigned to a lower group, or the Governing Body chooses to reduce the leadership pay range, the member of staff will be entitled to receive a safeguarded sum for a period of up to three years, subject to the STPC(W)D.

HEADTEACHER / DEPUTY HEADTEACHER / ASSISTANT HEADTEACHER
ANNUAL REVIEW FORM
(September 20__)

| | |
|----------------------|----------------------------|
| Name: _____ | Employee No.: _____ |
| School: _____ | |

*** Headteacher:**

School Group: _____ Headteacher Pay Range: £ _____ to £ _____

*** Deputy / Assistant Headteacher:**

Pay Range: £ _____ to £ _____

Salary and Point at August 20__: £ _____ Point: _____

Rationale used for Pay Decision:

Revised Salary and Point at August 20__: £ _____ Point: _____

Certified by Chair of Governors / Pay Committee: _____

Certified by Headteacher: _____ Date: _____

*** Please delete as appropriate**

PAY APPEALS PROCESS

The Governing Body is committed to ensuring that appeals against pay decisions are dealt with quickly, fairly and are consistent with equalities and other relevant legislation, as well as the STPC(W)D.

Teachers, including Headteachers, may appeal any determination in relation to their pay or any other decision taken by the Governing Body (or a Committee or individual acting with delegated authority) that affects their pay.

Reasons for appeal may include the following, which is not an exhaustive list. That the person or Committee making the decision:

- a) incorrectly applied any provision of the STPC(W)D;
- 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.

For both the representation hearing and the appeal hearing, the Teacher is entitled to be accompanied by a work colleague or trade union representative.

Stage 1 - Informal Discussion (Optional Stage)

A Teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation with the Headteacher before the recommendation is actioned and confirmation of the pay decision is made by the School.

If, having had an informal discussion with the person making the pay recommendation, or on receipt of the notification of pay determination the Teacher believes that an incorrect recommendation has been made, they may choose to make representation to the Pay Committee of the Governing Body (see Stage 2 below).

Stage 2 - Representation Hearing

1. The Teacher receives written notification of the pay determination and, where applicable, details of the basis on which the decision was made. The Pay Committee will ensure the Teacher is aware of the process for making representation and appealing against the decision, if appropriate.
2. If the Teacher wishes to make representation, they should do so by writing to the Clerk to Governors within 10 school days of receiving the decision. The decision to request a representation hearing rests with the teacher.
3. The Clerk to Governors will arrange for a representation hearing to take place as soon as possible, which will be chaired by the Pay Committee. The Headteacher may be required to attend the hearing to clarify the grounds for the pay recommendation.

4. The Teacher will be provided with between 5 and 10 school days' notice of the representation hearing. The Teacher may attend the hearing in order to present evidence, call witnesses and ask questions of the Pay Committee.
5. The Pay Committee will decide if the original pay determination is to be amended and will write to the Teacher about the outcome within 5 school days of the decision being reached.
6. Where the Teacher continues to be dissatisfied, they may appeal this decision within 10 school days of receiving the Committee's outcome letter by proceeding to Stage 3 of the process.

Stage 3 - Appeal Hearing

1. The Teacher should clearly set out in writing the grounds for appealing the pay decision and send it to the Clerk to Governors within 10 school days of receipt of the written outcome.
2. The Clerk to Governors will arrange for an appeal hearing to take place as soon as possible, but normally within 20 school days of the receipt of the written appeal notification.
3. The Teacher should be provided with between 5 and 10 school days' notice of the hearing.
4. The appeal should be heard by the Pay Appeals Committee comprising of a minimum of three eligible governors who were not involved in the original decision, or where the original Pay Committee comprised of more than three members, a number at least equal to that of the Pay Committee.
5. The Pay Appeals Committee's decision is final.
6. Those required to attend the appeal hearing include:
 - Chair and other Appeal Committee members
 - The Teacher and their representative or work colleague (if the Teacher is accompanied)
 - Witnesses for the employee side (if appropriate)
 - a member of the original Pay Committee who will clarify the reasons for the original decision
 - Witnesses for the management side (if appropriate)
 - Clerk to the hearing
 - HR Adviser to give advice to the Appeal Committee (subject to the provisions of any Service Level Agreement)

A model procedure for formal appeal meetings

Chair introduces everyone and their role in the proceedings.

- The Teacher will present their case including any evidence to be considered and any witnesses they have called;
- Pay Appeals Committee members may ask questions of the Teacher, as may the Pay Committee representative;
- Pay Committee representative will state their case including the evidence on which the decision was based and call any witnesses to support the case, if appropriate
- Pay Appeals Committee members may ask questions of the Pay Committee representative, as may the Teacher;
- Both parties may make a closing statement if they wish (Teacher first, followed by Pay Committee representative). No new evidence can be introduced at this stage;
- Both parties leave the hearing;
- The Pay Appeals Committee may request advice from the HR Adviser (if applicable). Once this has been given, the HR Adviser will leave the hearing but may be recalled for further advice (if applicable);
- The Pay Appeals Committee will consider all the evidence and reach a final decision;
- The Pay Appeals Committee will call the parties back to inform the Teacher of the decision (if awaiting the decision) or instruct the Clerk to write to the Teacher on their behalf with their decision and the reasons for it; and
- The Clerk will notify the Local Authority of change of pay, if appropriate.

PART-TIME TEACHERS' PAY AND TIME CALCULATIONS

A **School's Timetabled Teaching Week** must be established and a part-time Teacher must be paid a proportion of the STTW.

Each school must establish a STTW week for each Teacher, this refers to school sessions hours that are timetabled for teaching, including PPA but excluding break times, registration and assemblies.

Part-time Teachers will then be paid on actual teaching time excluding registration assemblies and breaks.

For Example:

If the school day, excluding registration and assembly, runs from 9.00am to 12.15pm and again from 1.15pm to 3.30pm with one 15 minute break in the morning session and one 15 minute break in the afternoon session, the STTW for a full-time Teacher would be calculated as 25 hours. If a part-time Teacher were employed for mornings only working 9.00am to 12.15pm every day, their percentage of the timetabled teaching week would be calculated as 15 hours. This is shown below:

| | Morning Session (less breaks, registration & assembly) | + | Afternoon Session (less breaks, registration & assembly) | x | No. of Days in Timetable | = | STTW | % of STTW |
|-----------|---|---|---|---|--------------------------|---|----------|-----------|
| Full-Time | 3 Hours | + | 2 Hours | x | 5 Days | = | 25 Hours | 100% |
| Part-Time | 3 Hours | | | x | 5 Days | = | 15 Hours | 60% |

PPA and Management Time must be included when calculating class contact time.

Directed Time - a Headteacher may allocate directed time to part-time Teachers (subject to conditions) as a proportion of a FTE 1258.5. Part-time Teachers can now be directed to cover breaks, assemblies and registration as part of their directed duties.

Part-time Teachers cannot be required to be available for work (either for teaching or other duties) on days they do not normally work. However, they may attend by mutual agreement with the Headteacher. Any resultant additional hours should be paid at the Teacher's normal salary.

Part-time Teachers may be required to carry out duties, other than teaching pupils, outside school sessions on the day on which the Teacher is normally required to be available for work (whether the Teacher is normally required to be available for work for the whole or part of that day). This can form part of directed time.

SCHOOL STAFFING STRUCTURE

(School to enter details below as applicable at the time of this Pay Policy being adopted by the Governing Body)

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



This **Integrated Impact Assessment tool** incorporates the principles of the Well-being of Future Generations (Wales) Act 2015 and the Sustainable Development Principles, the Equality Act 2010 and the Welsh Language Measure 2011 (Welsh Language Standards requirements) and Risk Management in order to inform effective decision making and ensuring compliance with respective legislation.

1. PROPOSAL DETAILS: (Policy/Change Objective/Budget saving)

| | |
|----------------|---|
| Proposal Title | Approval School Teacher Pay Policy |
|----------------|---|

| | | | | | |
|--------------|-------------------------|-----------------|-----------------|--------------------|----------------|
| Service Area | People and Organisation | Head of Service | Geraint Edwards | Strategic Director | James Starbuck |
|--------------|-------------------------|-----------------|-----------------|--------------------|----------------|

| | | | | | |
|------------------------------------|-----------------|--------|------------------------------------|----------|------|
| Name of Officer completing the IIA | Geraint Edwards | E-mail | Geraint.Edwards2@ceredigion.gov.uk | Phone no | 2019 |
|------------------------------------|-----------------|--------|------------------------------------|----------|------|

Please give a brief description of the purpose of the proposal

The Model Pay Policy provides a framework for making decisions on teachers' pay. It has been developed to comply with the requirements of the School Teachers Pay and Conditions (Wales) Document (STPC(W)D) and it has been consulted with Teaching Unions.

Who will be directly affected by this proposal? (e.g. The general public, specific sections of the public such as youth groups, carers, road users, people using country parks, people on benefits, staff members or those who fall under the protected characteristics groups as defined by the Equality Act and for whom the authority must have due regard).

School Teachers and Governing Bodies

VERSION CONTROL: The IIA should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development, Welsh language and equality considerations wherever possible.

| Author | Decision making stage | Version number | Date considered | Brief description of any amendments made following consideration |
|--------|-----------------------|----------------|-----------------|--|
| | Council | V1 | | |
| | | | | |
| | | | | |
| | | | | |

COUNCIL STRATEGIC OBJECTIVES: Which of the Council's Strategic Objectives does the proposal address and how?

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| | |
|--|---|
| Boosting the Economy | |
| Investing in People's Future | This policy will determine teachers' pay, when the annual pay review will take place and how any teachers' pay grievances will be addressed by Governors. |
| Enabling Individual and Family Resilience | |
| Promoting Environmental and Community Resilience | |

NOTE: As you complete this tool you will be asked for **evidence to support your views**. These need to include your baseline position, measures and studies that have informed your thinking and the judgement you are making. It should allow you to identify whether any changes resulting from the implementation of the recommendation will have a positive or negative effect. Data sources include for example:

- *Quantitative data - data that provides numerical information, e.g. population figures, number of users/non-users*
- *Qualitative data – data that furnishes evidence of people's perception/views of the service/policy, e.g. analysis of complaints, outcomes of focus groups, surveys*
- *Local population data from the census figures (such as Ceredigion Welsh language Profile and Ceredigion Demographic Equality data)*
- *National Household survey data*
- *Service User data*
- *Feedback from consultation and engagement campaigns*
- *Recommendations from Scrutiny*
- *Comparisons with similar policies in other authorities*
- *Academic publications, research reports, consultants' reports, and reports on any consultation with e.g. trade unions or the voluntary and community sectors, 'Is Wales Fairer' document.*
- *Welsh Language skills data for Council staff*

2. SUSTAINABLE DEVELOPMENT PRINCIPLES: How has your proposal embedded and prioritised the five sustainable development principles, as outlined in the Well-being of Future Generations (Wales) Act 2015, in its development?

| Sustainable Development Principle | Does the proposal demonstrate you have met this principle? If yes, describe how. If not, explain why. | What evidence do you have to support this view? | What action (s) can you take to mitigate any negative impacts or better contribute to the principle? |
|-----------------------------------|--|---|--|
| Long Term | <ul style="list-style-type: none"> • This policy is updated every year in order to ensure compliance with the | | |

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| | | | |
|---|---|--|--|
| Balancing short term need with long term and planning for the future. | annual School Teachers Pay and Conditions (Wales) Document | | |
| Collaboration Working together with other partners to deliver. | <ul style="list-style-type: none"> Regional and local trade unions have been consulted and provided feedback on the policy | | |
| Involvement Involving those with an interest and seeking their views. | | | |
| Prevention Putting resources into preventing problems occurring or getting worse. | | | |
| Integration Positively impacting on people, economy, environment and culture and trying to benefit all three. | <ul style="list-style-type: none"> | | |

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| 3. WELL-BEING GOALS: Does your proposal deliver any of the seven National Well-being Goals for Wales as outlined on the Well-being of Future Generations (Wales) Act 2015? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. We need to ensure that the steps we take to meet one of the goals aren't detrimental to meeting another. | | | |
|--|--|---|---|
| Well-being Goal | Does the proposal contribute to this goal? Describe the positive or negative impacts- | What evidence do you have to support this view? | What action (s) can you take to mitigate any negative impacts or better contribute to the goal? |
| 3.1. A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs. | This Pay Policy provides a framework for making decisions on Teachers' pay. It has been developed to comply with the requirements of the School Teachers Pay and Conditions (Wales) Document (STPC(W)D | | |
| 3.2. A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change). | N/A | | |
| 3.3. A healthier Wales People's physical and mental wellbeing is maximised and health impacts are understood. | n/a | | |
| 3.4. A Wales of cohesive communities Communities are attractive, viable, safe and well connected. | n/a | | |
| 3.5. A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental well-being. | n/a | | |

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| | | | | | | | | | | | | | | | |
|---|--|--|---|--------------------------|--------------|----------|----------|--------------------------|------------------|----------|----------|--------------------------|---|--|--|
| <p>3.6. A more equal Wales People can fulfil their potential no matter what their background or circumstances.</p> <p><i>In this section you need to consider the impact on equality groups, the evidence and any action you are taking for improvement.</i></p> <p><i>You need to consider how might the proposal impact on equality protected groups in accordance with the Equality Act 2010?</i></p> <p><i>These include the protected characteristics of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or beliefs, gender, sexual orientation.</i></p> <p>Please also consider the following guide:: Equality Human Rights - Assessing Impact & Equality Duty</p> | <p>Describe why it will have a positive/negative or negligible impact.</p> <p><i>Using your evidence consider the impact for each of the protected groups. You will need to consider do these groups have equal access to the service, or do they need to receive the service in a different way from other people because of their protected characteristics. It is not acceptable to state simply that a proposal will universally benefit/disadvantage everyone. You should demonstrate that you have considered all the available evidence and address any gaps or disparities revealed.</i></p> | <p>What evidence do you have to support this view?</p> <p><i>Gathering Equality data and evidence is vital for an IIA. You should consider who uses or is likely to use the service. Failure to use <u>data</u> or <u>engage</u> where change is planned can leave decisions open to legal challenge. Please link to involvement box within this template. Please also consider the general guidance.</i></p> | <p>What action (s) can you take to mitigate any negative impacts or better contribute to positive impacts?</p> <p><i>These actions can include a range of positive actions which allows the organisation to treat individuals according to their needs, even when that might mean treating some more favourably than others, in order for them to have a good outcome. You may also have actions to identify any gaps in data or an action to engage with those who will/likely to be effected by the proposal. These actions need to link to Section 4 of this template.</i></p> | | | | | | | | | | | | |
| <p>Age Do you think this proposal will have a positive or a negative impact on people because of their age? (Please tick ✓)</p> <table border="1"> <tr> <td data-bbox="76 995 293 1142">Children and Young People up to 18</td> <td data-bbox="300 995 443 1142">Positive</td> <td data-bbox="443 995 618 1142">Negative</td> <td data-bbox="618 995 786 1142">None/ Negligible ✓</td> </tr> <tr> <td data-bbox="76 1142 293 1254">People 18-50</td> <td data-bbox="300 1142 443 1254">Positive</td> <td data-bbox="443 1142 618 1254">Negative</td> <td data-bbox="618 1142 786 1254">None/ Negligible ✓</td> </tr> <tr> <td data-bbox="76 1254 293 1369">Older People 50+</td> <td data-bbox="300 1254 443 1369">Positive</td> <td data-bbox="443 1254 618 1369">Negative</td> <td data-bbox="618 1254 786 1369">None/ Negligible ✓</td> </tr> </table> | Children and Young People up to 18 | Positive | Negative | None/ Negligible ✓ | People 18-50 | Positive | Negative | None/ Negligible ✓ | Older People 50+ | Positive | Negative | None/ Negligible ✓ | <p>The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination.</p> | | |
| Children and Young People up to 18 | Positive | Negative | None/ Negligible ✓ | | | | | | | | | | | | |
| People 18-50 | Positive | Negative | None/ Negligible ✓ | | | | | | | | | | | | |
| Older People 50+ | Positive | Negative | None/ Negligible ✓ | | | | | | | | | | | | |
| <p>Disability</p> | | | | | | | | | | | | | | | |

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| | | | | | | |
|---|----------|----------|---------------------|--|--|--|
| Do you think this proposal will have a positive or a negative impact on people because of their disability? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| Hearing Impairment | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Physical Impairment | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Visual Impairment | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Learning Disability | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Long Standing Illness | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Mental Health | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Other | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Transgender Do you think this proposal will have a positive or a negative impact on transgender people? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| Transgender | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Marriage or Civil Partnership | | | | | | |

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| | | | | | | |
|--|----------|----------|---------------------|--|--|--|
| Do you think this proposal will have a positive or a negative impact on marriage or Civil partnership? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| Marriage | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Civil partnership | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Pregnancy or Maternity Do you think this proposal will have a positive or a negative impact on pregnancy or maternity? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| Pregnancy | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Maternity | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Race Do you think this proposal will have a positive or a negative impact on race? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| White | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Mixed/Multiple Ethnic Groups | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Asian / Asian British | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |

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| | | | | | | |
|---|----------|----------|---------------------|--|--|--|
| Black / African / Caribbean / Black British | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Other Ethnic Groups | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |

| | | | | | | |
|--|----------|----------|---------------------|--|--|--|
| Religion or non-beliefs Do you think this proposal will have a positive or a negative impact on people with different religions, beliefs or non-beliefs? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| Christian | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Buddhist | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Hindu | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Humanist | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Jewish | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Muslim | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Sikh | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Non-belief | Positive | Negative | None/ Negligible | | | |

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| | | | | | | |
|-------|----------|----------|---------------------|--|--|--|
| | | | ✓ | | | |
| Other | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |

| | | | | | | |
|--|----------|----------|---------------------|--|--|--|
| Sex Do you think this proposal will have a positive or a negative impact on men and/or women? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| Men | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Women | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |

| | | | | | | |
|--|----------|----------|---------------------|--|--|--|
| Sexual Orientation Do you think this proposal will have a positive or a negative impact on people with different sexual orientation? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| Bisexual | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Gay Men | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Gay Women / Lesbian | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Heterosexual / Straight | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |

Having due regards in relation to the three aims of the Equality Duty - determine whether the proposal will assist or inhibit your ability to eliminate discrimination; advance equality and foster good relations.



3.6.2. How could/does the proposal help advance/promote equality of opportunity?

You should consider whether the proposal will help you to:

- Remove or minimise disadvantage
- To meet the needs of people with certain characteristics
- Encourage increased participation of people with particular characteristics

This Policy will be applied consistently to all employees irrespective of age, disability, race, gender (sex), gender reassignment, marriage / civil partnership, pregnancy / maternity, religion, belief and sexual orientation

3.6.3. How could/does the proposal/decision help to eliminate unlawful discrimination, harassment, or victimisation?

You should consider whether there is evidence to indicate that:

- The proposal may result in less favourable treatment for people with certain characteristics
- The proposal may give rise to indirect discrimination
- The proposal is more likely to assist or impede you in making reasonable adjustments

3.6.4. How could/does the proposal impact on advancing/promoting good relations and wider community cohesion?

You should consider whether the proposal will help you to:

- Tackle prejudice
- Promote understanding

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| 3.7. A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh Language are promoted and protected. <i>In this section you need to consider the impact, the evidence and any action you are taking for improvement. This in order to ensure that the opportunities for people who choose to live their lives and access services through the medium of Welsh are not inferior to what is afforded to those choosing to do so in English, in accordance with the requirement of the Welsh Language Measure 2011.</i> | | | | Describe why it will have a positive/negative or negligible impact. | What evidence do you have to support this view? | What action (s) can you take to mitigate any negative impacts or better contribute to positive impacts? |
|---|----------|----------|---------------------|--|---|---|
| Will the proposal be delivered bilingually (Welsh & English)? | Positive | Negative | None/ Negligible | This is a bilingual policy and any training will be delivered in both Welsh and English | | |
| | ✓ | | | | | |
| Will the proposal have an effect on opportunities for persons to use the Welsh language? | Positive | Negative | None/ Negligible | Staff and Managers will be able to access support, advice and employment opportunities in Welsh. | | |
| | ✓ | | | | | |
| Will the proposal increase or reduce the opportunity for persons to access services through the medium of Welsh? | Positive | Negative | None/ Negligible | Employees will have the opportunity to access support through the medium of Welsh | | |
| | ✓ | | | | | |
| How will the proposal treat the Welsh language no less favourably than the English language? | Positive | Negative | None/ Negligible | The policy is bilingual and all training on its implementation will be delivered in both languages | | |
| | ✓ | | | | | |
| Will it preserve promote and enhance local culture and heritage? | Positive | Negative | None/ Negligible | There are no negative impacts if the policy is implemented | | |

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| | | | | | | |
|--|--|--|---|--|--|--|
| | | | ✓ | The policy is bilingual and all training on its implementation will be delivered in both languages | | |
|--|--|--|---|--|--|--|



4. STRENGTHENING THE PROPOSAL: If the proposal is likely to have a negative impact on any of the above (including any of the protected characteristics), what practical changes/actions could help reduce or remove any negative impacts as identified in sections 2 and 3?

4.1 Actions.

| What are you going to do? | When are you going to do it? | Who is responsible? | Progress |
|---------------------------|------------------------------|---------------------|----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

4.2. If no action is to be taken to remove or mitigate negative impacts please justify why.
(Please remember that if you have identified unlawful discrimination, immediate and potential, as a result of this proposal, the proposal must be changed or revised).

There are no negative impacts if the policy is implemented

4.3. Monitoring, evaluating and reviewing.

How will you monitor the impact and effectiveness of the proposal?

The Policy will be monitored on an annual basis to ensure compliance with any changes to the School Teachers Pay and Conditions (Wales) Document

5. RISK: What is the risk associated with this proposal?

| Impact Criteria | 1 - Very low | 2 - Low | 3 - Medium | 4 - High | 5 - Very High |
|---------------------|-----------------------|---|-------------------------------|--|---|
| Likelihood Criteria | 1 - Unlikely to occur | 2 - Lower than average chance of occurrence | 3 - Even chance of occurrence | 4 - Higher than average chance of occurrence | 5 - Expected to occur |
| Risk Description | Impact (severity) | | Probability (deliverability) | | Risk Score |
| | | | | | <i>Probability x Impact e.g. 3 x 5 = 15</i> |
| | | | | | |



Does your proposal have a potential impact on another Service area?

No

6. SIGN OFF

| Position | Name | Signature | Date |
|--------------------|-----------------|-----------|------------|
| Service Manager | Martyn Saycell | | 15/12/2021 |
| Head of Service | Geraint Edwards | | 10/01/2022 |
| Strategic Director | | | |
| Portfolio Holder | | | |

DRAFT
Model
Unattached Teachers' Pay Policy
2021/2022

MODEL UNATTACHED TEACHERS' PAY POLICY 2021/22

| DOCUMENT CONTROL | |
|--|---|
| Policy Name | Unattached Teachers' Pay Policy 2021/22 |
| Service | People and Organisation |
| Reviewing Officers | HR Officers |
| CONSULTATION PROCESS | |
| <p>The following Trade Unions have been consulted in respect of this Policy:</p> <ul style="list-style-type: none">• ASCL• NAHT• NASUWT• NEU• UCAC | |

MODEL UNATTACHED TEACHERS' PAY POLICY 2021/22

The Governing Body of _____ School
formally adopted this Policy on _____ .

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MODEL UNATTACHED TEACHERS' PAY POLICY 2021/22

1. INTRODUCTION

- 1.1. This Pay Policy provides a framework for making decisions on Teachers' pay. It has been developed to comply with the requirements of the School Teachers' Pay and Conditions (Wales) Document (STPC(W)D) and has been subject to consultation with all recognised Teaching Associations.
- 1.2. For the purpose of this policy, unattached Teachers refers to Teachers who do not fall under the control of School's Governing Bodies e.g. Peripatetic Teachers, Athrawon Bro, Centrally Employed Teachers etc.

2. STATEMENT OF INTENT

- 2.1. The primary statutory duty of Governing Bodies in Wales, as set out in paragraph 21(2) of the Education Act 2002 is to '...conduct the school with a view to promoting high standards of educational achievement at the school'. This Policy intends to support that statutory duty.
- 2.2. The procedures for determining pay in this School will be consistent with the principles of public life: objectivity, openness and accountability.
- 2.3. Line Managers will act with integrity, confidentiality, objectivity and honesty in the best interest of the School in relation to the operation of this Policy.
- 2.4. Line Managers will be open about pay decisions made and actions taken, and will be prepared to explain decisions and actions to the interested persons.
- 2.5. Any future revisions to this policy will comply with the STPC(W)D and will be subject to consultation with relevant parties, including recognised trade unions.

3. EQUALITIES

- 3.1. The Local Authority is committed to ensuring equality in everything that we do. The Local Authority will comply with all relevant equalities legislation, including.
 - Employment Relations Act 1999;
 - Equality Act 2010;
 - Employment Rights Act 1996;
 - The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000;
 - The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002; and
 - The Agency Workers Regulations 2010
- 3.2. This Policy will be applied consistently to all employees irrespective of age, disability, race, gender (sex), gender reassignment, marriage / civil partnership, pregnancy / maternity, religion, belief and sexual orientation.

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- 3.3. The Local Authority will promote equality in all aspects of school life, particularly in relation to all decisions on the advertising of posts, appointing, promoting and paying staff, training and staff development.
- 3.4. The Local Authority will ensure that pay processes are transparent and fair. All decisions made will be objectively justified and recorded. Reasonable adjustments will be made on a case by case basis to take account of individuals' circumstances such as long-term absence on the grounds of maternity or ill-health including any Covid related absences.

4. JOB DESCRIPTIONS

- 4.1. The Local Authority will ensure that each member of staff is provided with a job description in accordance with the School's staffing structure (**see Appendix 10**), as agreed by the Governing Body.

5. APPRAISALS

- 5.1. The Local Authority will comply with the School Teacher Appraisal (Wales) Regulations 2011 concerning the appraisal of Headteachers and Teachers through the application of the School's Performance Management Policy.

6. LOCAL AUTHORITY'S OBLIGATIONS

- 6.1. The Local Authority will:

- fulfil its obligations as set out in the STPC(W)D and the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book');
- establish a mechanism for dealing with Pay Decisions and Pay Appeals;
- determine relevant pay decisions, taking account of recommendations from the Line Manager;
- ensure that it makes funds available to support pay decisions, in accordance with this Pay Policy and the School's spending plan;
- ensure that Teachers, via their Line Manager, are informed about pay decisions which affect them, and that records are kept of recommendations and decisions made; and
- monitor, on an annual basis, the outcomes of pay decisions, including the extent to which different groups of Teachers may progress at different rates. The outcome of the review will be shared with school-level trade union representatives.

7. LINE MANAGER'S OBLIGATIONS

- 7.1. The Line Manager will:

- ensure that appraisers (where not the Line Manager) provide accurate, relevant, complete and timely information about pay recommendations;
- moderate performance assessments and initial pay recommendations to ensure consistency and fairness;

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- submit relevant pay recommendations to the appropriate Head of Service / Pay Panel and ensure the Head of Service / Pay Panel has relevant information upon which to make pay decisions;
- inform Teachers about the Local Authority's Pay Policy and ensure its accessibility;
- notify payroll and/or HR staff within the Local Authority about pay decisions to be implemented; and
- ensure that a report on the operation of the Pay Policy is made available for discussion at service area level with the relevant Trade Unions on an annual basis.

8. TEACHERS' OBLIGATIONS

8.1. Teachers will:

- familiarise themselves with the provisions of this Pay Policy, the STPC(W)D, the relevant professional standards and all relevant Local Authority employment policies; and
- engage positively with the processes set out in this Policy.

9. DIFFERENTIALS

- 9.1. Within the framework of the STPC(W)D, appropriate differentials will be created and maintained between posts within the School, recognising accountability and job weight, and the Local Authority's need to recruit and retain sufficient Teachers of the required quality at all levels.

10. SAFEGUARDING

- 10.1. Where a pay determination leads, or may lead, to the start of a period of safeguarding, the Local Authority will comply with the relevant provisions of the STPC(W)D and will give the required notification as soon as possible and within no later than one month after the determination.

11. CAPABILITY AND PAY PROGRESSION

- 11.1. Where the Teacher is subject to the formal stages of the Local Authority's Capability Procedure, the School's performance management processes will be suspended in relation to the Teacher concerned until the Capability Procedure has been concluded.
- 11.2. On conclusion of the Capability Procedure, the Teacher will resume performance management processes in accordance with the Local Authority's Policy.

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- 11.3. Pay progression will not be permissible in accordance with this Pay Policy while a Teacher is subject to the formal stages of the Local Authority's Capability Procedure.
- 11.4. On conclusion of the Capability Procedure, the Teacher would re-enter the Performance Management cycle.
- 11.5. Pay progression will not be applied retrospectively in any case of formal capability.

12. PAY DETERMINATION

12.1. The Governing Body has delegated its pay determination powers to the Pay Committee. The appropriate Head of Service/Pay panel for the service area will make pay decisions. For all Teachers pay the teacher will be advised by the appropriate Line Manager.

12.2. Annual Determination of Pay

12.2.1. All teaching staff salaries, including those of the manager, deputy or assistant manager, will be reviewed annually to take effect from 1st September. The Local Authority will conclude Teachers' annual appraisals, and assessments of applications to progress to the Upper Pay Scale, by 31st October; the Headteacher's annual appraisals will be concluded by 31st December.

12.2.2. Reviews may take place at other times of the year to reflect, for example, any changes in circumstances, changes in a job description that lead to a change in the basis for calculating an individual's pay.

12.2.3. The Local Authority will apply any future national pay awards as specified by the STPC(W)D.

12.3. Notification of Pay Determination

12.3.1. A written statement will be given to each Teacher setting out the pay and any other financial benefits to which they are entitled following a determination. Where applicable, this will include information about the basis on which it was made. This will be done by 31st October for Teachers, 31st December for Managers, or by no later than one month following the determination.

12.4. Appeals Procedure

12.4.1. The Local Authority has an appeals procedure in relation to pay. This is set out in **Appendix 8** of this Pay Policy.

13. MANAGER'S PAY

13.1. The Local Authority will ensure that the process of determining the remuneration of the Manager is fair and transparent.

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- 13.2. The Local Authority will assign a seven-point leadership pay range taken from the Leadership Scale within the STPC(W)D as set out in Appendix 1. This can be reviewed as necessary for the Manager based on the school group size and any permanent additional relevant factors as determined within the framework of the STPC(W)D (specifically paragraphs 9.2, 9.3 and 9.4).
- 13.3. Additional factors to be taken into account will include all permanent responsibilities of the post, challenges specific to the role and all other relevant considerations, alongside any factors relating to recruitment and retention.
- 13.4. The Local Authority may re-determine the Manager's pay range if it becomes necessary to change the Manager group (including where the Manager becomes responsible and accountable for more than one school in a federation on a permanent basis). The Manager's pay range may also be reviewed at any time if it considers it necessary to reflect a significant change in the responsibilities of the post.
- 13.5. Payments in respect of temporary responsibilities for the Manager will not be included in the pay range but will be determined in accordance with the STPC(W)D as explained in **Appendix 6**.
- 13.6. The Local Authority will apply discretionary reference pay points for leadership pay as indicated in **Appendix 1** and has agreed a seven step pay range of L xxx to L xxx (*details to be inserted here by the school*).
- 13.7. **Pay on Appointment**
- 13.7.1. For new appointments, the Local Authority will determine the leadership pay range to be advertised and will agree the starting pay on appointment, taking account of the full role of the Manager and the provisions of the STPC(W)D.
- 13.7.2. The Local Authority will adopt a three-stage process when setting the pay for new Headteacher appointments as set out in **Appendix 6**.
- 13.7.3. The Local Authority will review the Manager's pay range, as necessary, to ensure fair pay relativities within the Service are / Local Authority
- 13.7.4. See **Appendix 6** of this Pay Policy for guidelines on leadership pay ranges and **Appendix 7** for the Annual Review Pay Statement.
- 13.8. **Manager's responsible and accountable for more than one school on a permanent basis**
- 13.8.1. When a Manager is appointed to be permanently responsible and accountable for more than one school, the Local Authority should base the determination of the Headteacher group on the total number of pupil units across all schools, which will give a group size for the federation in accordance with **Appendix 6**.
- 13.8.2. Consideration also needs to be given to the remuneration of other Teachers who, as a result of the Manager's role, are taking on additional responsibilities. This will

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be based on any additional responsibilities attached to the post (not the Teacher), which is recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the Manager's enlarged role, it is not automatic.

14. DEPUTY / ASSISTANT HEADTEACHER PAY

- 14.1. The Local Authority will use the discretionary reference pay points for leadership pay as indicated in **Appendix 1**.
- 14.2. The Local Authority will assign a five-point leadership pay range taken from the Leadership Scale within the STPC(W)D as set out in Appendix 1. This can be reviewed as necessary for Deputy / Assistant Headteacher posts based on the school group size and any permanent additional relevant factors as determined within the framework of the STPC(W)D.
- 14.3. The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts.
- 14.4. In this Local Authority, the Assistant Manager five-step pay range is L xx to L xxx *(pay details to be inserted here by the school)*.
- 14.5. In this Local Authority, the Assistant Manager five-step pay range is L xx to L xxx *(pay details to be inserted here by the school)*.
- 14.6. **Pay on appointment**
 - 14.6.1. When a new appointment needs to be made, the Local Authority will determine the leadership pay range for the post to be advertised and will agree the starting pay on appointment.
 - 14.6.2. The pay range will be determined in accordance with the STPC(W)D.
 - 14.6.3. The Local Authority will adopt the three-stage process when setting the pay for new appointments to the wider leadership team as set out in **Appendix 6**.

15. PAY PROGRESSION FOR LEADERSHIP GROUP MEMBERS

- 15.1. The Local Authority must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination and, if it determines to do so, to what salary within the relevant pay range determined in accordance with the STPC(W)D.
- 15.2. A person has completed a 'year of employment' if they have completed periods of employment amounting to at least twenty-six weeks in aggregate within the previous school year. For these purposes, a period of employment runs from the

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beginning of the week in which the employment commences to the end of the week in which the employment is terminated and includes any holiday periods and any periods of absence from work in consequence of sickness or injury, whether the person's service during that period has been full-time, part-time, regular or otherwise.

- 15.3. Pay progression should be on an annual basis from 1st September, with an assumption in favour of progression unless an individual has been notified through formal capability procedures that service was unsatisfactory in respect of that year.
- 15.4. The Local Authority may award an additional point to any Headteacher, Deputy or Assistant Headteacher whose performance in the previous year was excellent, with particular regard to agreed objectives.
- 15.5. A decision may be made not to award progression where the Manager, or Assistant Manager is subject to formal capability proceedings.
- 15.6. The Head of Service / Pay Panel will record its decision regarding pay progression on the Annual Pay Review form contained at **Appendix 7**. A copy of this form will be provided to the member of staff.
- 15.7. Where pay progression is granted, the member of staff's salary will increase with effect from 1st September of the current academic year.
- 15.8. Where pay progression is not granted, the rationale for that decision will be recorded on the Annual Pay Review form. The member of staff has the right to appeal against any decision not to grant pay progression. The appeals procedure is set out in **Appendix 8**.

16. CLASSROOM TEACHER PAY

16.1. Pay on Appointment

- 16.1.1. Advertisements for vacant posts in the School will be considered by the Line Manager[and the (*insert details of committee*) where appropriate]. All posts will be advertised either internally or externally, locally or nationally as appropriate.
- 16.1.2. The advertisement will include details of the pay range and any additional payments or allowances applicable to the post.
- 16.1.3. The Local Authority will determine the starting salary of a vacant classroom Teacher post, in accordance with the Main Pay Scale and Upper Pay Scale, detailed at **Appendix 1**.
- 16.1.4. The Local Authority will determine the starting salary of a vacant classroom teacher post. The Local Authority is committed to the principle of pay portability for Teachers who are currently paid in accordance with the provisions of the STPC(W)D or STPCD and will apply the principles set out in paragraph 12.3 of the STPC(W)D in practice when making new appointments.

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- 16.1.5. When determining the starting pay for an existing classroom Teacher in a local authority maintained school in Wales, or a local authority maintained school or academy in England, and paid under the STPC(W)D or STPCD, the Local Authority will pay the Teacher on the main pay scale or upper pay scale at a scale point, which at least maintains the Teacher's previous pay entitlement, plus any pay progression, which they would have received had they remained in their previous post.
- 16.1.6. Pay portability will be applied on a "pro rata" basis when a teacher moves to/from a part-time teaching post.
- 16.1.7. In addition, if the successful applicant is a Teacher who has had a break in service, then the Local Authority may determine their scale point based on their previous final salary paid under STPC(W)D or STPCD including any increment that the teacher would have been entitled to be awarded had they remained in their previous post at the time when the change in employment occurred. The Local Authority may take into account any relevant experience gained from a teaching role in another sector in Wales or jurisdiction or a period of employment in a relevant sector outside teaching.
- 16.1.8. Pay portability must span a break in teaching service for health and social reasons such as maternity/paternity, medical or family reasons. In a situation where the new employer proposes to take a different view, the grounds for doing so must be non-discriminatory in relation to equality and other relevant legislation.
- 16.1.9. The Local Authority will not restrict the pay range advertised or starting salary and pay progression prospects available for classroom Teacher posts, other than the minimum of the Main Pay Scale and the maximum of the Upper Pay Scale.
- 16.2. **Pay Progression for Existing Main Pay Scale Teachers**
- 16.2.1. The Local Authority must consider annually whether or not to increase the salary of Teachers (excluding NQTs undertaking their induction year) who have completed a year of employment since the previous pay determination and, if it determines to do so, to what salary on the relevant pay scale determined in accordance with the STPC(W)D.
- 16.2.2. Teachers in their induction year will be awarded pay progression on the successful completion of their induction.
- 16.2.3. A person has completed a 'year of employment' if they have completed periods of employment amounting to at least twenty-six weeks in aggregate within the previous school year. For these purposes, a period of employment runs from the beginning of the week in which the employment commences to the end of the week in which the employment is terminated and includes any holiday periods and any periods of absence from work in consequence of sickness or injury, whether the person's service during that period has been full-time, part-time, regular or otherwise.

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- 16.2.4. The Local Authority must award a Teacher on scale points M2 to M6 of the Main Pay Scale progression of one point following completion of a year of employment completed as a qualified Teacher during the previous school year, unless the Teacher has been notified through formal capability procedures that service was unsatisfactory in respect of that year.
- 16.2.5. Pay progression should be on an annual basis from 1st September, with an assumption in favour of progression unless an individual has been notified through formal capability procedures that service was unsatisfactory in respect of that year.
- 16.2.6. The Local Authority may award an additional point to any Main Scale Teacher whose performance in the previous school year was excellent, with particular regard to classroom teaching.
- 16.2.7. A decision may be made not to award progression where the Teacher is subject to formal capability proceedings.
- 16.2.8. The Line Manager / Head of Service will record their decision regarding pay progression on the Annual Teachers' Pay Review Statement contained at **Appendix 2**. A copy of this form will be provided to the Teacher.
- 16.2.9. Where pay progression is granted, the Teacher's salary will be increased with effect from 1st September of the current academic year.
- 16.2.10. Where pay progression is not granted, the rationale for that decision will be recorded on the Annual Teachers' Pay Review Statement. The Teacher has the right to appeal against any decision not to grant pay progression. The appeals procedure is set out in **Appendix 8**.
- 16.3. **Pay Progression for Existing Upper Pay Scale Teachers**
- 16.3.1. The Local Authority must consider annually whether or not to increase the salary of Teachers on the upper pay Scale who have completed a year of employment since the previous pay determination and, if it determines to do so, to what salary within the relevant pay range determined in accordance with the STPC(W)D.
- 16.3.2. A person has completed a 'year of employment' if they have completed periods of employment amounting to at least twenty-six weeks in aggregate within the previous school year. For these purposes, a period of employment runs from the beginning of the week in which the employment commences to the end of the week in which the employment is terminated and includes any holiday periods and any periods of absence from work in consequence of sickness or injury, whether the person's service during that period has been full-time, part-time, regular or otherwise.
- 16.3.3. Pay progression on the Upper Pay Scale should be in most cases on a **two-yearly basis**, with an assumption in favour of progression unless an individual has been notified through formal capability procedures that service was unsatisfactory in respect of that period, as prescribed by the School Teachers Appraisal (Wales) Regulations 2011.

- 16.3.4. The Line Manger / Head of Service will record their decision regarding pay progression on the Annual Teachers' Pay Review Statement contained at **Appendix 2**. A copy of this form will be provided to the Teacher.
- 16.3.5. Where pay progression is granted, the Teacher's salary will be increased with effect from 1st September of the current academic year.
- 16.3.6. Where pay progression is not granted, the rationale for that decision will be recorded on the Annual Teachers' Pay Review Statement. The Teacher has the right to appeal against any decision not to grant pay progression. The appeals procedure is set out in **Appendix 8**.

17. APPLICATIONS TO BE PAID ON THE UPPER PAY SCALE

- 17.1. A qualified Teacher may apply once each year to be paid on the Upper Pay Scale in accordance with the STPC(W)D and this School's Pay Policy.
- 17.2. It is each Teacher's responsibility to decide whether to submit an application.
- 17.3. In order for the assessment to be robust and transparent, it will be an evidence-based process.
- 17.4. Personal objectives for the forthcoming appraisal cycle will be set, and agreed where possible, at a level which is sufficient to ensure that the criteria included in the STPC(W)D for progression to the Upper Pay Scale can be met, including that the Teacher is highly competent in all elements of the relevant standards, and their achievements and contribution to the school are substantial and sustained.
- 17.5. Teachers who have been absent from work for sickness, disability or maternity-related reasons, along with those who are not subject to the Appraisal Regulations 2011 (i.e. a Teacher who is employed on a short term contract of less than one term), may cite written evidence from a suitable and relevant period before the date of application in support of their application.
- 17.6. **Process**
- 17.6.1. The closing date for an application to be submitted by a Teacher to their appraiser is *(LA to insert date here - normally prior to the end of the Summer Term i.e. 31st August)*.
- 17.6.2. Exceptions may be made in some specific circumstances, e.g. those Teachers who are on maternity leave or on sick leave as at the closing date for receipt of applications. In such circumstances, the Teacher may request - at least 2 weeks before the specified closing date - an extension of no more than half a term for the submission of an application.
- 17.6.3. The process for applications is:

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- Teacher to inform appraiser in writing that they wish to be considered for progression to the Upper Pay Scale and that their personal objectives for the forthcoming appraisal period should reflect this request.

Following completion of the relevant appraisal period:

- The appraiser will complete an assessment pro-forma as shown in **Appendix 4**, setting out the appraiser's recommendation in relation to progression to the Upper Pay Scale, following completion of the relevant appraisal period.
- The Line Manager will consider the appraiser's recommendation and will make a recommendation to the Head of Service / Pay Panel.
- The Head of Service / Pay Panel will make a decision about progression to the Upper pay Scale, following receipt of advice from the Headteacher.
- The Teacher will receive written notification of the outcome of their application by 31st October in the relevant year.
- Where the application is unsuccessful, the written notification will set out details of the areas of the Teacher's performance which are not considered to have satisfied the relevant criteria set out in this Policy (see "Assessment" below).
- If requested, oral feedback will be provided by the Headteacher. Oral feedback will normally be given within 10 working days of the date of notification of the outcome of the application. Feedback will be given in a positive manner and will include advice and support about areas for improvement in order for the Teacher to meet the relevant criteria.
- Where the application is successful the teacher will move to step 1 of the Upper Pay Scale on 1st September in the relevant year i.e. following successful completion of objectives set in academic year to 31st August 2020, the teacher will move to UPS1 on 1st September 2020.

17.6.4. Unsuccessful applicants may appeal the decision as outlined in **Appendix 8**.

17.7. **Assessment**

17.7.1. An application will only be successful where the Governing Body is satisfied that all of the requirements of the STPC(W)D have been met, including that:

- the Teacher is highly competent in all elements of the relevant standards; and
- the Teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

17.7.2. For the purposes of this Pay Policy, the Head of Service / Pay Panel will be satisfied that the Teacher has met the Local Authority's expectations for progression to the Upper Pay Scale where the Upper Pay Scale criteria (see **Appendix 3**) have been satisfied as evidenced by a successful appraisal review.

- 17.7.3. Further information, including details about sources of evidence, is contained in the School's Performance Management Policy.

18. LEADING PRACTITIONER ROLE

- 18.1. The Local Authority may establish Leading Practitioner posts for Teachers whose primary purpose is the modelling and leading improvement of teaching skills.
- 18.2. Where the Local Authority wishes to establish such posts, it will determine the responsibilities and pay range for these posts. Consultation with relevant staff and trade unions will take place in relation to any such proposed changes to the staffing structure.
- 18.3. The Policy of the Local Authority will be to appoint any new Leading Practitioner Teacher to a 5-point range, as deemed appropriate by the Governing Body.
- 18.4. The pay range for Leading Practitioners will be in accordance with the STPC(W)D, which is currently a minimum of £43,145 per annum and a maximum of £65,590 per annum.
- 18.5. The Local Authority will use the discretionary reference pay points detailed at **Appendix 1**.
- 18.6. Pay progression for Leading Practitioners will be determined as per the process set out at 16.3.1 to 16.3.4 above.

19. UNQUALIFIED TEACHERS

- 19.1. A Teacher on the unqualified pay scale will be paid an annual salary in accordance with the STPC(W)D. In this School, the Governing Body will use the statutory pay points detailed at **Appendix 1**.
- 19.2. Under the Education (Specified and Registration) (Wales) Regulations 2010 there are specific circumstances when those other than qualified Teachers who are registered with the Education Workforce Council may carry out 'specified work'.
- 19.3. The Local Authority will comply with these legal requirements and will only employ unqualified Teachers as specified in these Regulations.
- 19.4. The Local Authority may pay an additional allowance to an unqualified Teacher who meets the criteria as defined in the STPC(W)D.
- 19.5. The Local Authority must award a Teacher on scale points 1 to 6 of the Unqualified Teacher Pay Scale progression of one point following completion of a year of employment completed during the previous school year, unless the Teacher has been notified through the formal capability process that service was unsatisfactory in respect of that year.

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- 19.6. A person has completed a 'year of employment' if they have completed periods of employment amounting to at least twenty-six weeks in aggregate within the previous school year. For these purposes, a period of employment runs from the beginning of the week in which the employment commences to the end of the week in which the employment is terminated and includes any holiday periods and any periods of absence from work in consequence of sickness or injury, whether the person's service during that period has been full-time, part-time, regular or otherwise.
- 19.7. Pay progression on the 6-point Unqualified Teacher Pay Scale should be on an annual basis from 1st September, with an assumption in favour of progression unless an individual has been notified through formal capability procedures that service was unsatisfactory in respect of that year.
- 19.8. The Head of Service / Pay Panel will record its decision regarding pay progression on the Annual Teachers' Pay Review Statement contained at **Appendix 2**. A copy of the form will be provided to the unqualified Teacher.
- 19.9. Where pay progression is granted, the unqualified Teacher's salary will be increased with effect from 1st September of the current academic year.
- 19.9.1. A decision may be made not to award progression where the Teacher is subject to formal capability proceedings.
- 19.10. Where pay progression is not granted, the rationale for that decision will be recorded on the Annual Teachers' Pay Review Statement. The Teacher has the right to appeal against any decision not to grant pay progression. The appeals procedure is set out in **Appendix 8**.
- 19.11. An unqualified Teacher who obtains qualified Teacher status will be paid on the pay scales for qualified Teachers, in accordance with this Pay Policy and STPC(W)D.

20. DISCRETIONARY ALLOWANCES AND PAYMENTS

20.1. Teaching and Learning Responsibility Payments (TLRs)

- 20.1.1. The Local Authority will award TLR1 and TLR2 payments to post holders as indicated in the School's staffing structure (see **Appendix 10**).
- 20.1.2. These payments will be awarded to Teachers who undertake clearly defined and sustained additional responsibility in the context of the School's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning and for which the Teacher is made accountable.
- 20.1.3. All job descriptions will be regularly reviewed and will make clear the responsibility or package of responsibilities for which a TLR is awarded.
- 20.1.4. The criteria for awarding a TLR1 and TLR2 payment will be in accordance with the STPC(W)D.
- 20.1.5. The minimum and maximum range for a TLR1 is £8,437 to £14,276 per annum.

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20.1.6. The minimum and maximum range for a TLR2 is £2,924 to £7,140 per annum.

20.1.7. The value of TLRs currently in use is as follows

TLR1 - (details of each TLR1 to be inserted here by school)

TLR2 - (details of each TLR2 to be inserted here by school)

20.1.8. The Local Authority may award a fixed-term TLR3 payment to a Teacher of between £581 and £2,883 per annum for a clearly time-limited school improvement project, or one-off externally driven responsibilities.

20.1.9. The duration of the fixed term, and the amount of annual payment will be established at the outset and will be paid on a monthly basis.

20.1.10. Where the Local Authority wishes to make TLR3 payments, the proposed responsibilities, level of payment and the duration of payment will be set out clearly following consultation with relevant staff and union representatives.

20.1.11. A Teacher in receipt of either a TLR1 or 2 may also hold a concurrent TLR3.

20.1.12. No safeguarding will apply in relation to an award of a TLR3.

20.1.13. A TLR1 or 2 payment awarded to a part-time Teacher will be on a pro rata basis but where a TLR3 payment is awarded to a part-time Teacher, the pro rata principle will **not** apply.

20.2. **Additional Learning Needs (ALN) Allowances**

20.2.1. The Local Authority will award ALN allowances in accordance with the criteria and provisions set out in the STPC(W)D.

20.2.2. An ALN Allowance of no less than £2,310 per annum, and no more than £4,558 per annum, will be payable to a classroom Teacher in accordance with STPC(W)D.

20.2.3. ALN values are: (details of each ALN Allowance / value to be inserted here by school)

20.2.4. In deciding the ALN value, the Local Authority will take into account the structure of the ALN provision, 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.

20.3. **Acting Allowances**

20.3.1. Acting allowances are payable to Teachers who are assigned and carry out the duties of the Manager, Deputy Manager or Assistant Manager in accordance with the STPC(W)D.

20.3.2. The Local Authority will, within a four-week period of the commencement of acting duties, determine whether or not the acting postholder will be paid an allowance.

MODEL UNATTACHED TEACHERS' PAY POLICY 2021/22

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

- 20.3.3. Any Teacher who carries out the duties of Manager, Deputy Manager, or Assistant Manager, for a period of four weeks or more, will be paid at an appropriate point of the Manager's pay range, Deputy Manager pay range or Assistant Manager pay range, as determined by the Head of Service / Pay Panel. Payment will be backdated to the commencement of the duties but will normally be paid a month in arrears.
- 20.3.4. Acting allowances may also apply to Teachers covering absent colleagues in receipt of a TLR and / or ALN allowance.
- 20.3.5. Additional allowances may be payable to unqualified teachers in line with SCTP(W)D.

20.4. **Additional Payments**

- 20.4.1. With exception of those on the leadership range the Local Authority may make additional payments to a Teacher, in respect of:
- continuing professional development undertaken outside the school day;
 - activities relating to the provision of initial Teacher training as part of the ordinary conduct of the School;
 - participation in out-of-school hours learning activity agreed between the Teacher and the Headteacher; and
 - additional responsibilities and activities due to, or in respect of, the provisions of services by the Teacher relating to the raising of educational standards to one or more additional schools.

20.5. **Recruitment or Retention Incentive Benefits**

- 20.5.1. The Local Authority can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive. In deciding any such awards, the Local Authority will have regard to the STPC(W)D and specialist HR advice.
- 20.5.2. Managers, Deputy Managers and Assistant Managers may not be awarded such a payment other than as reimbursement of reasonably incurred housing or relocation costs.
- 20.5.3. All other recruitment and retention considerations in relation to a Manager, Deputy Manager or Assistant Manager post will be taken into account when determining the pay range.
- 20.5.4. The reason for the award of any additional payment, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn will be made clear at the outset, in writing.

20.5.5. The Local Authority will conduct an annual review of all such awards.

21. PART-TIME TEACHERS' PAY AND TIME CALCULATIONS

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

21.2. Part-time Teachers will be provided with 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. This does not affect the TLR3 payment which is not pro rata for part-time staff. See **Appendix 9** for further information.

22. TEACHERS EMPLOYED ON A SHORT-TERM NOTICE BASIS (SUPPLY)

22.1. Teachers employed on a supply basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro rata.

22.2. If the school is using an agency, the school enters into a voluntary supply agency pledge whereby they only procure from agencies identified on the NPS Framework Approved Supply Agencies and commit to a minimum daily rate of M2 ÷ 195 days. The exception will be that when agencies on the NPS framework are unable to supply a suitably skilled teacher, the school will be able to approach alternative agencies but with a commitment to pay as a minimum, the M2 pay rate. **Please delete where the governing body has not signed up to the voluntary agency pledge.**

2020/21 PAY SCALES

Main Pay Scale:

| Point | Value |
|--------------|--------------|
| M2 | £27,491 |
| M3 | £29,699 |
| M4 | £31,987 |
| M5 | £34,506 |
| M6 | £37,974 |

Upper Pay Scale:

| Point | Value |
|--------------|--------------|
| U1 | £39,368 |
| U2 | £40,827 |
| U3 | £42,333 |

Leading Practitioner Pay Range:

| Point | Value |
|--------------|--------------|
| LP1 | £43,145 |
| LP2 | £44,226 |
| LP3 | £45,330 |
| LP4 | £46,458 |
| LP5 | £47,615 |
| LP6 | £48,809 |
| LP7 | £50,124 |
| LP8 | £51,279 |

| | |
|-------|---------|
| LP9 | £52,560 |
| LP10 | £53,911 |
| LP11 | £55,309 |
| LP12 | £56,584 |
| LP13 | £57,998 |
| LP14 | £59,444 |
| LP15 | £60,923 |
| LP16 | £62,543 |
| LP17 | £63,979 |
| LP 18 | £65,590 |

Unqualified Teachers Pay Scale:

| Point | Value |
|--------------|--------------|
| UNQ1 | £18,487 |
| UNQ2 | £20,637 |
| UNQ3 | £22,786 |
| UNQ4 | £24,936 |
| UNQ5 | £27,088 |
| UNQ6 | £29,238 |

Leadership Pay Range:

| Point | Value |
|--------------|--------------|
| L1 | £42,934 |
| L2 | £44,008 |
| L3 | £45,107 |
| L4 | £46,230 |

| | |
|-------------|----------------|
| L5 | £47,381 |
| L6 | £48,571 |
| L7 | £49,877 |
| L8 | £51,029 |
| L9 | £52,302 |
| L10 | £53,646 |
| L11 | £55,038 |
| L12 | £56,307 |
| L13 | £57,714 |
| L14 | £59,153 |
| L15 | £60,624 |
| L16 | £62,237 |
| L17 | £63,665 |
| L18* | £64,620 |
| L18 | £65,266 |
| L19 | £66,886 |
| L20 | £68,543 |
| L21* | £69,544 |
| L21 | £70,240 |
| L22 | £71,984 |
| L23 | £73,766 |
| L24* | £74,847 |
| L24 | £75,596 |
| L25 | £77,474 |
| L26 | £79,391 |
| L27* | £80,553 |

| | |
|-------------|-----------------|
| L27 | £81,358 |
| L28 | £83,376 |
| L29 | £85,441 |
| L30 | £87,568 |
| L31* | £88,841 |
| L31 | £89,731 |
| L32 | £91,961 |
| L33 | £94,245 |
| L34 | £96,575 |
| L35* | £97,996 |
| L35 | £98,976 |
| L36 | £101,426 |
| L37 | £103,947 |
| L38 | £106,520 |
| L39* | £108,035 |
| L39 | £109,116 |
| L40 | £111,838 |
| L41 | £114,632 |
| L42 | £117,504 |
| L43 | £119,248 |

* These points and Point L43 are the maximum scale points for the eight Headteacher Group Ranges

ANNUAL TEACHERS' PAY REVIEW STATEMENT

| | |
|----------------------|------------------------------|
| Name: | Employee No.: |
| School: | Effective Date: |

SALARY DETAILS

| | | |
|--|---|--------------|
| Salary and Point - Main Pay Scale (MPR2 - MPR6) | £ | Point |
| Salary and Point - Upper Pay Scale (UPS1 – UPS3) | £ | Point |
| Salary and Point - Unqualified Range (UNQ1 - UNQ6) | £ | Point |
| Salary and Leading Practitioner Range | £ | Point |

ALLOWANCES

Details e.g. temp
(with dates), reason
for allowance

| | |
|---|--------------|
| Teaching and Learning Responsibility Payments (See Pay Policy Advice) TLR1 / TLR2 / TLR3 | TLR____ £ |
| Recruitment or Retention (See Pay Policy Advice) | £ |
| Additional Learning Needs Allowance (See Pay Policy Advice) | £ |
| Other Allowances - Please specify (See Pay Policy Advice) | £ |
| SAFEGUARDING | £ |
| TOTAL SALARY | £ |

Head of Service / Pay Panel Meeting on:

Signature of Line Manager: Date:

UPPER PAY RANGE PROGRESSION CRITERIA

1. Professional Attributes

- 1.1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

2. Professional Knowledge and Understanding

- 2.1. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5. Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people

3. Professional Skills

- 3.1. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 3.2. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 3.3. Promote collaboration and work effectively as a team member.
- 3.4. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

ASSESSMENT OF TEACHER APPLICATION TO PROGRESS TO UPPER PAY RANGE

For Completion by the Teacher's Appraiser

| | |
|-----------------|--|
| Teacher's Name: | |
| Post: | |

| | |
|--|--------------------------|
| Evidence from most recent appraisal Please state which appraisal statement is attached: | |
| *Criteria Met | *Criteria Not Met |
| (* Please delete as appropriate) | |
| If criteria have not been met in full, please record details below (and continue overleaf, as necessary) about the areas of the Teacher's performance which do not satisfy the criteria: | |

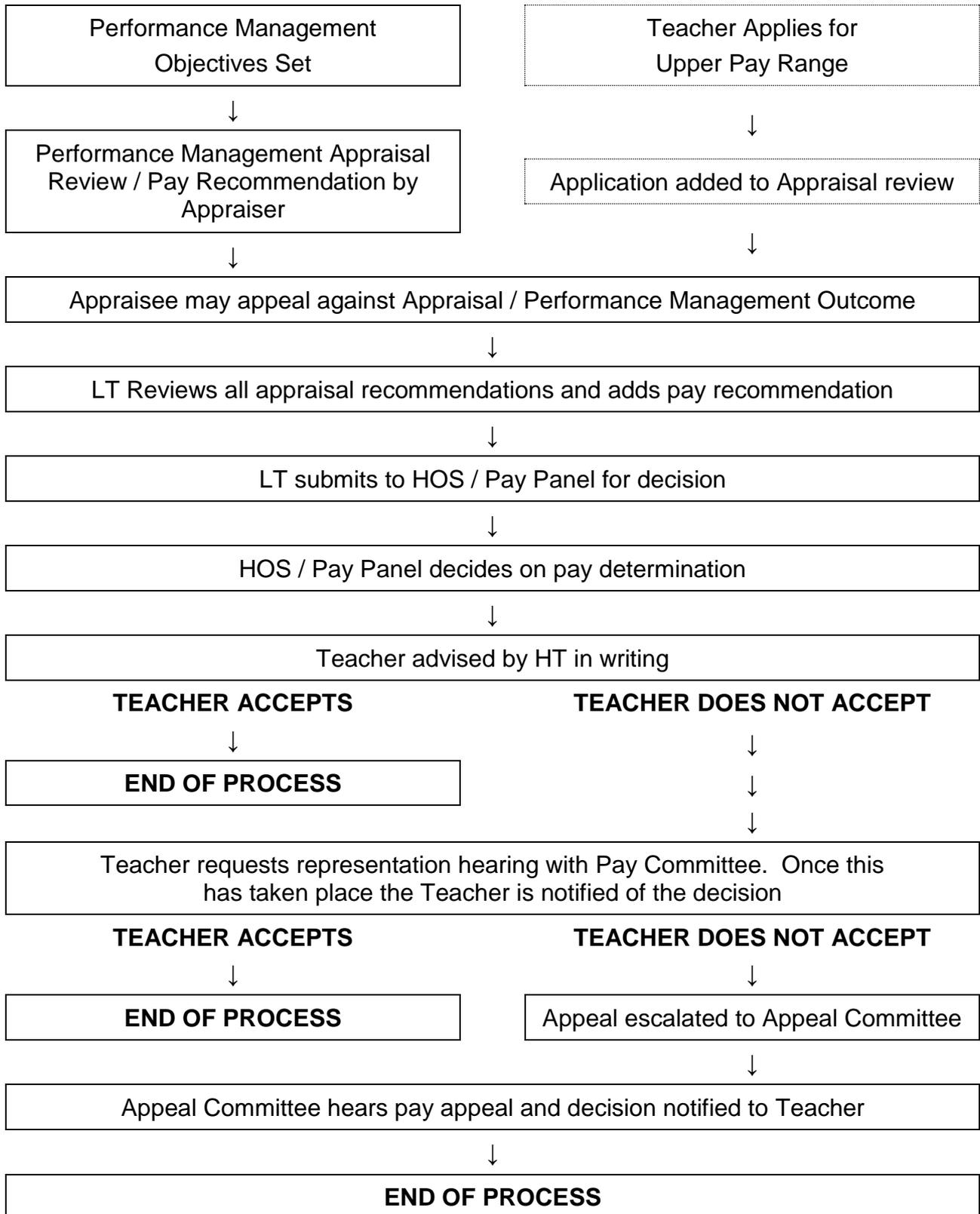
Signed _____ (Appraiser)

Date: _____

TO BE SUBMITTED TO THE HEADTEACHER

| |
|-------------------------------------|
| <u>School Use Only</u> |
| Application Form Received on: _____ |
| Assessment made on: _____ |
| By: _____ |

**FLOWCHART OF PAY REVIEW PROCESS
(Not including Headteachers)**



LEADERSHIP GROUP SALARIES GUIDANCE

1. Manager and Leadership Team (ALL SCHOOLS)

A statutory 43 step Leadership Pay Scale has been reintroduced. Managers, Deputy Managers and Assistant Managers will be paid as determined by the Local Authority. These are set out below:

2. School Groups (ALL SCHOOLS)

There are eight school groups determined from the unit score of the school. The STPC(W)D specifies a maximum and minimum pay value for each group and the indicative pay rates published jointly by the employers and trade unions attach values to individual pay points within those ranges

The Local Authority has established a 7 point pay range for the Manager and a 5 point pay range for all other leadership posts.

3. Unit Score of School

a. All Schools (excluding Special Schools)

The unit score is calculated to determine the group of the School, using the formula in the STPC(W)D. In this Authority*, the LA will recalculate the unit score annually and the results will be applied from 1st January each year. If a school has reasonable grounds to expect a change in pupil numbers, they should request a recalculation by the Authority at that time.

** Delete if not appropriate*

Information on how the unit score is calculated:

This is determined by pupil numbers as shown on the most recent STATS 1 (annual school census) return to the Welsh Government.

| | |
|--|-----------------|
| For each pupil at the foundation phase/ KS1/KS2 | 7 units |
| For each pupil in the school at KS3 | 9 units |
| For each pupil in the school at KS4 | 11 units |
| For each pupil in the school at KS5 | 13 units |

Each pupil with a **statement of special educational needs** shall, if they are in a special class consisting wholly or mainly of such pupils, count three units more than they would otherwise count. If they are not in such a special class count three such units only where the relevant body so determine.

Each pupil who attends for no more than half a day on each day for which they attend the school shall count half as many units as they would otherwise count.

| Total Unit Score | School Group |
|------------------|--------------|
| Up to 1,000 | 1 |
| 1,001 - 2,200 | 2 |
| 2,201 - 3,500 | 3 |
| 3,501 - 5,000 | 4 |
| 5,001 - 7,500 | 5 |
| 7,501 - 11,000 | 6 |
| 11,001 - 17,000 | 7 |
| 17,001 and over | 8 |

b. Modified Unit Score (Special Schools Only)

The modified unit score is calculated to determine the group of the school, using the formula in the STPC(W)D. In this Authority* the LA will recalculate the unit score annually and the results will be applied from 1st January each year. If a school has reasonable grounds to expect a change in pupil numbers, they should request a recalculation by the Authority at that time.

* Delete if not appropriate

A special school must be assigned to a Manager group in accordance with the following table by reference to its modified total unit score calculated in accordance with sub-sections (i) and (ii) below:

| Total Unit Score | School Group |
|------------------|--------------|
| Up to 2,200 | 2 |
| 2,201 - 3,500 | 3 |
| 3,501 - 5,000 | 4 |
| 5,001 - 7,500 | 5 |
| 7,501 - 11,000 | 6 |
| 11,001 - 17,000 | 7 |
| 17,001 and over | 8 |

(i) Information on how the staff-pupil ratio is calculated

The proportion of staff to pupils at the school must be calculated and expressed as a percentage ('the staff-pupil ratio') in accordance with the following formula:

$$\frac{A}{B} \times 100$$

Where A is the number of Teachers and Support Staff weighted as provided at (a) below, and B is the number of pupils at the school weighted as provided at (b) below:

- a) The weighting for a Teacher is two units for each full-time equivalent Teacher, and the weighting for each Support Staff member is one unit for each full-time equivalent individual; and
- b) The weighting for a full-time pupil is one unit and the weighing for a part-time pupil is half a unit.

The staff-pupil ratio modifier must be calculated in accordance with the following table by reference to the staff-pupil ratio determined in accordance with the above:

| Staff-Pupil Ratio | Staff-Pupil Ratio Modifier |
|--------------------------|-----------------------------------|
| 1 - 20% | 1 |
| 21 - 35% | 2 |
| 36 - 50% | 3 |
| 51 - 65% | 4 |
| 66 - 80% | 5 |
| 81% or more | 6 |

NB: 'Support Staff member' means a member of the school staff who is not:

- A Teacher;
- A person employed in connection with the provision of meals;
- A person employed in connection with the security or maintenance of the school premises; or
- A person employed in a residential school to supervise and care for pupils out of school hours.

(ii) Information on how the modified total unit score is calculated

This is determined by pupil numbers as shown on the most recent STATS 1 (annual school census) return to Welsh Government.

The relevant body must determine the school's total unit score in accordance with the number of pupils on the school register calculated as follows:

| Key Stage | Units Per Pupil |
|---|------------------------|
| For each pupil in the Foundation Phase, KS1 and KS2 | 10 |
| For each pupil in KS3 | 12 |
| For each pupil in KS4 | 14 |
| For each pupil in KS5 | 16 |

The relevant body must determine the school's modified total unit score by multiplying the school's total unit score determined under this section (i.e. as per the above table) by the staff-pupil ratio modifier calculated under section 3.

NB: Where the Manager is appointed as Manager of more than one school on a permanent basis, the relevant body of the Manager's original school or, under the Collaboration Regulations (5), the collaborating body must calculate the Manager group by combining the unit score of all the schools for which the Manager is responsible to arrive at a total unit score, which then determines the Manager group.

4. New Leadership Appointments / Changes to existing Leadership Pay Structures - Three Stage Process (ALL SCHOOLS)

The Local Authority should follow the three-stage process when setting the pay for **new appointments or revising existing pay structures in respect of headship or the wider leadership team.**

- Stage 1** - Defining the role and determining the Manager group
- Stage 2** - Setting the indicative pay range
- Stage 3** - Deciding the starting salary and individual pay range

All decisions and the reasons for them should be well documented at every stage. All pay decisions must be made on objective criteria so that there is no discriminatory effect of any group of Teachers with a particular protected characteristic under the Equality Act 2010.

It is suggested that schools seek advice when calculating and recording leadership pay structure decisions

Stage 1 - Defining the Role and Determining the Headteacher Group

The Local Authority should, at this stage, define the job and identify the broad pay range as a provisional guide to determining appropriate level of pay. The Local Authority will need to define and set out the specific role, responsibilities and accountabilities of the post as well as the skills and relevant competences required.

For Manager posts, the Local Authority will assign the School to a Manager group (as defined in 3 above) which will determine the appropriate broad pay range as outlined below:

| Group Size | Range of Steps | Salary Range (STPC(W)D 2020) |
|-------------------|-----------------------|-------------------------------------|
| 1 | L6 - L18* | £ 48,571- £ 64,620 |
| 2 | L8 - L21* | £ 51,029- £ 69,544 |
| 3 | L11 - L24* | £ 55,038- £ 74,847 |
| 4 | L14 - L27* | £ 59,153- £ 80,553 |
| 5 | L18 - L31* | £ 65,266- £ 88,841 |
| 6 | L21 - L35* | £ 70,240- £ 97,996 |
| 7 | L24 - L39* | £ 75,596- £ 108,035 |
| 8 | L28 - L43 | £ 83,376- £ 119,248 |

For other leadership group posts, the Local Authority should consider how the role fits within the wider leadership structure of the School. The pay range for a Deputy Manager or Assistant Manager should only overlap the Manager's pay range **in exceptional circumstances.**

Stage 2 - Setting the Indicative Pay Range

At this stage, the Local Authority will need to consider the complexity and challenge of the role in the particular context of the School and make a judgement on pay in light of this.

For Manager posts, it is expected that normally the Local Authority will conclude that the total unit score fully captures the complexity of the Headteacher role and that the relevant broad pay range accommodates appropriate levels of reward, in line with the STPC(W)D. The Local Authority will need to consider whether the indicative pay range should start at the minimum of the Manager group or whether they wish it to start at a higher level because of the level of challenge of the post.

There may be circumstances, however, in which there are additional factors that suggest the indicative pay range should be higher than would be provided by the basic calculation in Stage 1.

The following represent some examples of additional factors to be considered (this list is not exhaustive):

- The context and challenge arising from pupils' needs e.g. if there is a high level of deprivation in the community (Free School Meal entitlement and/or English as an Additional Language) or there are high numbers of looked after children or children with Additional Learning Needs and this affects the challenge in relation to improving outcomes;
- A high degree of complexity and challenge e.g. accountability for multiple schools or managing across several dispersed sites, which goes significantly beyond that expected of any Headteacher of similar-sized school(s) and is not already reflected in the total unit score used at stage 1;
- Additional accountability not reflected in stage 1, e.g. leading a teaching school alliance; and
- Factors that may impede the school's ability to attract appropriately qualified and experienced leadership candidates e.g. location, language medium, subject area / specialism and/or level of support from the wider leadership team.

The Local Authority may set the indicative pay range with a **maximum of up to 25% above the top of the relevant Headteacher group range.**

Above that limit, external independent advice must be sought and, should the advice suggest a range which exceeds this limit is appropriate, a business case must be made and agreed by the Local Authority.

The Local Authority should ensure that no **double counting** takes place e.g. of things taken account of in stage 1, such as responsibility for an additional school already reflected in the total unit score; or from using overlapping indicators, such as FSM and the pupil premium.

The Local Authority **SHOULD NOT** increase base pay nor pay an additional allowance for regular local collaboration which is part of the role of all Managers.

For other leadership roles the process is broadly the same. The Local Authority will wish to consider how the other leadership roles should be set in accordance with the level set for the Manager and to ensure that there is sufficient scope for progression. Consideration should also be given to any teaching posts that carry additional allowances.

At the end of this stage, the Local Authority should decide where in the broad range to position the indicative pay range and set this out clearly when advertising the post. An overall judgement should be made on the position and breadth of range, allowing appropriate scope for progression over time.

There should be a clear audit trail for all decisions made and the reasoning behind them.

It is also expected where possible that the School will undertake a process of benchmarking of salaries before setting the pay range for the Manager or other leadership posts.

For those factors which are not expected to persist, such as temporary responsibility for an additional school, these should be reflected through an allowance rather than consolidated into the indicative pay range.

Stage 3 - Deciding the starting salary and Individual Pay Range for new appointments

The first two stages provide the means for determining the appropriate pay range. The third stage is essentially about deciding on the starting salary for the individual who is to be offered the post.

At this stage, the Local Authority will have a preferred candidate for the role and will wish to set the starting salary in the light of candidate-specific factors, such as the extent to which the candidate meets the specific requirements of the post.

It will be important to ensure there is scope for progression over time.

There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

5. Establishing a Pay Range above the School's Manager Group (ALL SCHOOLS)

The expectation is that in most cases the pay range will be within the limits of the Manager group. However, in some cases e.g. where there may be significant difficulty in making an appointment or there is a need to incentivise a Manager to take on responsibility for a very large school or to lead multiple large schools, it may be appropriate to consider extending the individual pay range.

The Local Authority can, in such cases, decide that the maximum of the pay range may be above the maximum of the Headteacher group, **up to an additional 25%**.

If it is considered that there are exceptional circumstances that warrant an extension beyond that limit, a business case would be required. The Local Authority would need to seek external independent advice from an appropriate person or body who can consider whether it is justifiable to exceed the limit in a particular case.

There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

6. Temporary Payments for Managers (ALL SCHOOLS)

The Local Authority may consider an additional payment to the Manager in respect of clearly temporary additional duties and responsibilities or duties that are in addition to the post for which their salary has been determined e.g. where they are providing services to other schools. Including where the Manager is appointed as a temporary Manager of one or more additional schools not included as a permanent factor in the calculation of the pay range.

7. Salary Protection (ALL SCHOOLS)

If the School is assigned to a lower group, or the Local Authority chooses to reduce the leadership pay range, the member of staff will be entitled to receive a safeguarded sum for a period of up to three years, subject to the STPC(W)D.

MANAGER / DEPUTY MANAGER / ASSISTANT MANAGER
ANNUAL REVIEW FORM
(September 20__)

| | |
|----------------------|----------------------------|
| Name: _____ | Employee No.: _____ |
| School: _____ | |

*** Manager:**

School Group: _____ Headteacher Pay Range: £ _____ to £ _____

*** Deputy / Assistant Manager:**

Pay Range: £ _____ to £ _____

Salary and Point at August 20__: £ _____ Point: _____

Rationale used for Pay Decision:

Revised Salary and Point at August 20__: £ _____ Point: _____

Certified by Head of Service/ Pay Panel: _____

Certified by Line _____ Date: _____
Manager: _____

*** Please delete as appropriate**

PAY APPEALS PROCESS

The Local Authority is committed to ensuring that appeals against pay decisions are dealt with quickly, fairly and are consistent with equalities and other relevant legislation, as well as the STPC(W)D.

Teachers, including Managers, may appeal any determination in relation to their pay or any other decision taken by the Local Authority (or a Committee or individual acting with delegated authority) that affects their pay.

Reasons for appeal may include the following, which is not an exhaustive list. That the person or Committee making the decision:

- a) incorrectly applied any provision of the STPC(W)D;
- 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.

For both the representation hearing and the appeal hearing, the Teacher is entitled to be accompanied by a work colleague or trade union representative.

Stage 1 - Informal Discussion (Optional Stage)

A Teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation with the Headteacher before the recommendation is actioned and confirmation of the pay decision is made by the Local Authority .

If, having had an informal discussion with the person making the pay recommendation, or on receipt of the notification of pay determination the Teacher believes that an incorrect recommendation has been made, they may choose to make representation to the Head of Service / Pay Panel (see Stage 2 below).

Stage 2 - Representation Hearing

1. The Teacher receives written notification of the pay determination and, where applicable, details of the basis on which the decision was made. The Head of Service / Pay Panel will ensure the Teacher is aware of the process for making representation and appealing against the decision, if appropriate.
2. If the Teacher wishes to make representation, they should do so by writing to the Head of Service / Pay Panel within 10 school days of receiving the decision. The decision to request a representation hearing rests with the teacher.
3. The Head of Service / Pay Panel will arrange for a representation hearing to take place as soon as possible, which will be chaired by the Head of Service / Pay Panel. The Linemanager may be required to attend the hearing to clarify the grounds for the pay recommendation.

4. The Teacher will be provided with between 5 and 10 school days' notice of the representation hearing. The Teacher may attend the hearing in order to present evidence, call witnesses and ask questions of the Head of Service / Pay Panel.
5. The Head of Service / Pay Panel will decide if the original pay determination is to be amended and will write to the Teacher about the outcome within 5 school days of the decision being reached.
6. Where the Teacher continues to be dissatisfied, they may appeal this decision within 10 working days of receiving the Head of Service / Pay Panel's outcome letter by proceeding to Stage 3 of the process.

Stage 3 - Appeal Hearing

1. The Teacher should clearly set out in writing the grounds for appealing the pay decision and send it to the Line Manager within 10 working days of receipt of the written outcome.
2. The Line Manager will arrange for an appeal hearing to take place as soon as possible, but normally within 20 working days of the receipt of the written appeal notification.
3. The Teacher should be provided with between 5 and 10 working days' notice of the hearing.
4. The appeal should be heard by the Panel. The Panel will comprise of a Head of a Service and a Manager not involved in the original decision.
5. The Pay Appeals Committee's decision is final.
6. Those required to attend the appeal hearing include:
 - Chair and other Appeal Panel members
 - The Teacher and their representative or work colleague (if the Teacher is accompanied)
 - Witnesses for the employee side (if appropriate)
 - The Head of Service / Chair of Pay Panel who will clarify the reasons for the original decision
 - Witnesses for the management side (if appropriate)
 - Clerk to the hearing
 - HR Adviser to give advice to the Appeal Panel (subject to the provisions of any Service Level Agreement)

A model procedure for formal appeal meetings

Chair introduces everyone and their role in the proceedings.

- The Teacher will present their case including any evidence to be considered and any witnesses they have called;
- Appeals Panel members may ask questions of the Teacher, as may the Pay Committee representative;
- Head of Service / Pay Panel representative will state their case including the evidence on which the decision was based and call any witnesses to support the case, if appropriate
- Appeals panel members may ask questions of the Pay Committee representative, as may the Teacher;
- Both parties may make a closing statement if they wish (Teacher first, followed by Head of Service / Pay Panel representative). No new evidence can be introduced at this stage;
- Both parties leave the hearing;
- The Appeals Panel may request advice from the HR Adviser (if applicable). Once this has been given, the HR Adviser will leave the hearing but may be recalled for further advice (if applicable);
- The Appeals Panel will consider all the evidence and reach a final decision;
- The Appeals Panel will call the parties back to inform the Teacher of the decision (if awaiting the decision) or instruct the Clerk to write to the Teacher on their behalf with their decision and the reasons for it; and
- The Clerk will notify the Local Authority of change of pay, if appropriate.

PART-TIME TEACHERS' PAY AND TIME CALCULATIONS

A **School's Timetabled Teaching Week** must be established and a part-time Teacher must be paid a proportion of the STTW.

Each school must establish a STTW week for each Teacher, this refers to school sessions hours that are timetabled for teaching, including PPA but excluding break times, registration and assemblies.

Part-time Teachers will then be paid on actual teaching time excluding registration assemblies and breaks.

For Example:

If the school day, excluding registration and assembly, runs from 9.00am to 12.15pm and again from 1.15pm to 3.30pm with one 15 minute break in the morning session and one 15 minute break in the afternoon session, the STTW for a full-time Teacher would be calculated as 25 hours. If a part-time Teacher were employed for mornings only working 9.00am to 12.15pm every day, their percentage of the timetabled teaching week would be calculated as 15 hours. This is shown below:

| | Morning Session (less breaks, registration & assembly) | + | Afternoon Session (less breaks, registration & assembly) | x | No. of Days in Timetable | = | STTW | % of STTW |
|-----------|---|---|---|---|--------------------------|---|----------|-----------|
| Full-Time | 3 Hours | + | 2 Hours | x | 5 Days | = | 25 Hours | 100% |
| Part-Time | 3 Hours | | | x | 5 Days | = | 15 Hours | 60% |

PPA and Management Time must be included when calculating class contact time.

Directed Time - a Headteacher may allocate directed time to part-time Teachers (subject to conditions) as a proportion of a FTE 1258.5. Part-time Teachers can now be directed to cover breaks, assemblies and registration as part of their directed duties.

Part-time Teachers cannot be required to be available for work (either for teaching or other duties) on days they do not normally work. However, they may attend by mutual agreement with the Headteacher. Any resultant additional hours should be paid at the Teacher's normal salary.

Part-time Teachers may be required to carry out duties, other than teaching pupils, outside school sessions on the day on which the Teacher is normally required to be available for work (whether the Teacher is normally required to be available for work for the whole or part of that day). This can form part of directed time.

SCHOOL STAFFING STRUCTURE

(School to enter details below as applicable at the time of this Pay Policy being adopted by the Local Authority)

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This **Integrated Impact Assessment tool** incorporates the principles of the Well-being of Future Generations (Wales) Act 2015 and the Sustainable Development Principles, the Equality Act 2010 and the Welsh Language Measure 2011 (Welsh Language Standards requirements) and Risk Management in order to inform effective decision making and ensuring compliance with respective legislation.

1. PROPOSAL DETAILS: (Policy/Change Objective/Budget saving)

| | |
|----------------|--|
| Proposal Title | Approval Unattached Teachers Pay Policy |
|----------------|--|

| | | | | | |
|--------------|-------------------------|-----------------|-----------------|--------------------|----------------|
| Service Area | People and Organisation | Head of Service | Geraint Edwards | Strategic Director | James Starbuck |
|--------------|-------------------------|-----------------|-----------------|--------------------|----------------|

| | | | | | |
|------------------------------------|-----------------|--------|------------------------------------|----------|------|
| Name of Officer completing the IIA | Geraint Edwards | E-mail | Geraint.Edwards2@ceredigion.gov.uk | Phone no | 2019 |
|------------------------------------|-----------------|--------|------------------------------------|----------|------|

Please give a brief description of the purpose of the proposal

The Model Unattached Teachers Pay Policy provides a framework for making decisions on teachers' pay. It has been developed to comply with the requirements of the School Teachers Pay and Conditions (Wales) Document (STPC(W)D) and it has been consulted with Teaching Unions.

Who will be directly affected by this proposal? (e.g. The general public, specific sections of the public such as youth groups, carers, road users, people using country parks, people on benefits, staff members or those who fall under the protected characteristics groups as defined by the Equality Act and for whom the authority must have due regard).

Centrally employed teachers eg Athrawon Bro

VERSION CONTROL: The IIA should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development, Welsh language and equality considerations wherever possible.

| Author | Decision making stage | Version number | Date considered | Brief description of any amendments made following consideration |
|--------|-----------------------|----------------|-----------------|--|
| | Council | V1 | | |
| | | | | |
| | | | | |
| | | | | |

COUNCIL STRATEGIC OBJECTIVES: Which of the Council's Strategic Objectives does the proposal address and how?

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| | |
|--|---|
| Boosting the Economy | |
| Investing in People's Future | This policy will determine teachers' pay, when the annual pay review will take place and how any teachers' pay grievances will be addressed by the Schools service. |
| Enabling Individual and Family Resilience | |
| Promoting Environmental and Community Resilience | |

NOTE: As you complete this tool you will be asked for **evidence to support your views**. These need to include your baseline position, measures and studies that have informed your thinking and the judgement you are making. It should allow you to identify whether any changes resulting from the implementation of the recommendation will have a positive or negative effect. Data sources include for example:

- *Quantitative data - data that provides numerical information, e.g. population figures, number of users/non-users*
- *Qualitative data – data that furnishes evidence of people's perception/views of the service/policy, e.g. analysis of complaints, outcomes of focus groups, surveys*
- *Local population data from the census figures (such as Ceredigion Welsh language Profile and Ceredigion Demographic Equality data)*
- *National Household survey data*
- *Service User data*
- *Feedback from consultation and engagement campaigns*
- *Recommendations from Scrutiny*
- *Comparisons with similar policies in other authorities*
- *Academic publications, research reports, consultants' reports, and reports on any consultation with e.g. trade unions or the voluntary and community sectors, 'Is Wales Fairer' document.*
- *Welsh Language skills data for Council staff*

2. SUSTAINABLE DEVELOPMENT PRINCIPLES: How has your proposal embedded and prioritised the five sustainable development principles, as outlined in the Well-being of Future Generations (Wales) Act 2015, in its development?

| Sustainable Development Principle | Does the proposal demonstrate you have met this principle? If yes, describe how. If not, explain why. | What evidence do you have to support this view? | What action (s) can you take to mitigate any negative impacts or better contribute to the principle? |
|-----------------------------------|--|---|--|
| Long Term | <ul style="list-style-type: none"> • This policy is updated every year in order to ensure compliance with the | | |

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| | | | |
|---|---|--|--|
| Balancing short term need with long term and planning for the future. | annual School Teachers Pay and Conditions (Wales) Document | | |
| Collaboration Working together with other partners to deliver. | <ul style="list-style-type: none"> Regional and local trade unions have been consulted and provided feedback on the policy | | |
| Involvement Involving those with an interest and seeking their views. | | | |
| Prevention Putting resources into preventing problems occurring or getting worse. | | | |
| Integration Positively impacting on people, economy, environment and culture and trying to benefit all three. | <ul style="list-style-type: none"> | | |

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| 3. WELL-BEING GOALS: Does your proposal deliver any of the seven National Well-being Goals for Wales as outlined on the Well-being of Future Generations (Wales) Act 2015? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. We need to ensure that the steps we take to meet one of the goals aren't detrimental to meeting another. | | | |
|--|---|---|---|
| Well-being Goal | Does the proposal contribute to this goal? Describe the positive or negative impacts- | What evidence do you have to support this view? | What action (s) can you take to mitigate any negative impacts or better contribute to the goal? |
| 3.1. A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs. | This Pay Policy provides a framework for making decisions on Teachers' pay. It has been developed to comply with the requirements of the School Teachers Pay and Conditions (Wales) Document (STPC(W)D) | | |
| 3.2. A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change). | N/A | | |
| 3.3. A healthier Wales People's physical and mental wellbeing is maximised and health impacts are understood. | n/a | | |
| 3.4. A Wales of cohesive communities Communities are attractive, viable, safe and well connected. | n/a | | |
| 3.5. A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental well-being. | n/a | | |

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| | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|---------------------|--|--|---|--------------|----------|----------|---------------------|--|--|---|------------------|----------|----------|---------------------|--|--|---|---|--|--|
| <p>3.6. A more equal Wales People can fulfil their potential no matter what their background or circumstances.</p> <p><i>In this section you need to consider the impact on equality groups, the evidence and any action you are taking for improvement.</i></p> <p><i>You need to consider how might the proposal impact on equality protected groups in accordance with the Equality Act 2010?</i></p> <p><i>These include the protected characteristics of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or beliefs, gender, sexual orientation.</i></p> <p>Please also consider the following guide:: Equality Human Rights - Assessing Impact & Equality Duty</p> | <p>Describe why it will have a positive/negative or negligible impact.</p> <p><i>Using your evidence consider the impact for each of the protected groups. You will need to consider do these groups have equal access to the service, or do they need to receive the service in a different way from other people because of their protected characteristics. It is not acceptable to state simply that a proposal will universally benefit/disadvantage everyone. You should demonstrate that you have considered all the available evidence and address any gaps or disparities revealed.</i></p> | <p>What evidence do you have to support this view?</p> <p><i>Gathering Equality data and evidence is vital for an IIA. You should consider who uses or is likely to use the service. Failure to use <u>data</u> or <u>engage</u> where change is planned can leave decisions open to legal challenge. Please link to involvement box within this template. Please also consider the general guidance.</i></p> | <p>What action (s) can you take to mitigate any negative impacts or better contribute to positive impacts?</p> <p><i>These actions can include a range of positive actions which allows the organisation to treat individuals according to their needs, even when that might mean treating some more favourably than others, in order for them to have a good outcome. You may also have actions to identify any gaps in data or an action to engage with those who will/likely to be effected by the proposal. These actions need to link to Section 4 of this template.</i></p> | | | | | | | | | | | | | | | | | | | | | |
| <p>Age Do you think this proposal will have a positive or a negative impact on people because of their age? (Please tick ✓)</p> <table border="1" data-bbox="69 989 786 1372"> <tr> <td rowspan="2">Children and Young People up to 18</td> <td>Positive</td> <td>Negative</td> <td>None/ Negligible</td> </tr> <tr> <td></td> <td></td> <td>✓</td> </tr> <tr> <td rowspan="2">People 18-50</td> <td>Positive</td> <td>Negative</td> <td>None/ Negligible</td> </tr> <tr> <td></td> <td></td> <td>✓</td> </tr> <tr> <td rowspan="2">Older People 50+</td> <td>Positive</td> <td>Negative</td> <td>None/ Negligible</td> </tr> <tr> <td></td> <td></td> <td>✓</td> </tr> </table> | Children and Young People up to 18 | Positive | Negative | None/ Negligible | | | ✓ | People 18-50 | Positive | Negative | None/ Negligible | | | ✓ | Older People 50+ | Positive | Negative | None/ Negligible | | | ✓ | <p>The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination.</p> | | |
| Children and Young People up to 18 | | Positive | Negative | None/ Negligible | | | | | | | | | | | | | | | | | | | | |
| | | | ✓ | | | | | | | | | | | | | | | | | | | | | |
| People 18-50 | Positive | Negative | None/ Negligible | | | | | | | | | | | | | | | | | | | | | |
| | | | ✓ | | | | | | | | | | | | | | | | | | | | | |
| Older People 50+ | Positive | Negative | None/ Negligible | | | | | | | | | | | | | | | | | | | | | |
| | | | ✓ | | | | | | | | | | | | | | | | | | | | | |
| <p>Disability</p> | | | | | | | | | | | | | | | | | | | | | | | | |

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| | | | | | | |
|---|----------|----------|---------------------|--|--|--|
| Do you think this proposal will have a positive or a negative impact on people because of their disability? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| Hearing Impairment | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Physical Impairment | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Visual Impairment | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Learning Disability | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Long Standing Illness | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Mental Health | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Other | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Transgender Do you think this proposal will have a positive or a negative impact on transgender people? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| Transgender | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Marriage or Civil Partnership | | | | | | |

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| | | | | | | |
|--|----------|----------|---------------------|--|--|--|
| Do you think this proposal will have a positive or a negative impact on marriage or Civil partnership? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| Marriage | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Civil partnership | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Pregnancy or Maternity Do you think this proposal will have a positive or a negative impact on pregnancy or maternity? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| Pregnancy | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Maternity | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Race Do you think this proposal will have a positive or a negative impact on race? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| White | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Mixed/Multiple Ethnic Groups | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Asian / Asian British | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |

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| | | | | | | |
|---|----------|----------|---------------------|--|--|--|
| Black / African / Caribbean / Black British | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Other Ethnic Groups | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |

| | | | | | | |
|--|----------|----------|---------------------|--|--|--|
| Religion or non-beliefs Do you think this proposal will have a positive or a negative impact on people with different religions, beliefs or non-beliefs? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| Christian | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Buddhist | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Hindu | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Humanist | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Jewish | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Muslim | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Sikh | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Non-belief | Positive | Negative | None/ Negligible | | | |

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| | | | | | | |
|-------|----------|----------|---------------------|--|--|--|
| | | | ✓ | | | |
| Other | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |

| | | | | | | |
|--|----------|----------|---------------------|--|--|--|
| Sex Do you think this proposal will have a positive or a negative impact on men and/or women? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| Men | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Women | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |

| | | | | | | |
|--|----------|----------|---------------------|--|--|--|
| Sexual Orientation Do you think this proposal will have a positive or a negative impact on people with different sexual orientation? (Please tick ✓) | | | | The policy sets out the approach to pay in regards to teachers pay, therefore it sets out clear guidelines to reduce the risk of discrimination. | | |
| Bisexual | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Gay Men | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Gay Women / Lesbian | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |
| Heterosexual / Straight | Positive | Negative | None/ Negligible | | | |
| | | | ✓ | | | |

Having due regards in relation to the three aims of the Equality Duty - determine whether the proposal will assist or inhibit your ability to eliminate discrimination; advance equality and foster good relations.



3.6.2. How could/does the proposal help advance/promote equality of opportunity?

You should consider whether the proposal will help you to:

- Remove or minimise disadvantage
- To meet the needs of people with certain characteristics
- Encourage increased participation of people with particular characteristics

This Policy will be applied consistently to all employees irrespective of age, disability, race, gender (sex), gender reassignment, marriage / civil partnership, pregnancy / maternity, religion, belief and sexual orientation

3.6.3. How could/does the proposal/decision help to eliminate unlawful discrimination, harassment, or victimisation?

You should consider whether there is evidence to indicate that:

- The proposal may result in less favourable treatment for people with certain characteristics
- The proposal may give rise to indirect discrimination
- The proposal is more likely to assist or impede you in making reasonable adjustments

3.6.4. How could/does the proposal impact on advancing/promoting good relations and wider community cohesion?

You should consider whether the proposal will help you to:

- Tackle prejudice
- Promote understanding

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| 3.7. A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh Language are promoted and protected. <i>In this section you need to consider the impact, the evidence and any action you are taking for improvement. This in order to ensure that the opportunities for people who choose to live their lives and access services through the medium of Welsh are not inferior to what is afforded to those choosing to do so in English, in accordance with the requirement of the Welsh Language Measure 2011.</i> | | | | Describe why it will have a positive/negative or negligible impact. | What evidence do you have to support this view? | What action (s) can you take to mitigate any negative impacts or better contribute to positive impacts? |
|---|----------|----------|---------------------|---|---|---|
| Will the proposal be delivered bilingually (Welsh & English)? | Positive | Negative | None/ Negligible | This is a bilingual policy and any training will be delivered in both Welsh and English | | |
| | ✓ | | | | | |
| Will the proposal have an effect on opportunities for persons to use the Welsh language? | Positive | Negative | None/ Negligible | Teachers and Managers will be able to access support, advice and employment opportunities in Welsh. | | |
| | ✓ | | | | | |
| Will the proposal increase or reduce the opportunity for persons to access services through the medium of Welsh? | Positive | Negative | None/ Negligible | Employees will have the opportunity to access support through the medium of Welsh | | |
| | ✓ | | | | | |
| How will the proposal treat the Welsh language no less favourably than the English language? | Positive | Negative | None/ Negligible | The policy is bilingual and all training on its implementation will be delivered in both languages | | |
| | ✓ | | | | | |
| Will it preserve promote and enhance local culture and heritage? | Positive | Negative | None/ Negligible | There are no negative impacts if the policy is implemented | | |

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| | | | | | | |
|--|--|--|---|--|--|--|
| | | | ✓ | The policy is bilingual and all training on its implementation will be delivered in both languages | | |
|--|--|--|---|--|--|--|



4. STRENGTHENING THE PROPOSAL: If the proposal is likely to have a negative impact on any of the above (including any of the protected characteristics), what practical changes/actions could help reduce or remove any negative impacts as identified in sections 2 and 3?

4.1 Actions.

| What are you going to do? | When are you going to do it? | Who is responsible? | Progress |
|---------------------------|------------------------------|---------------------|----------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

4.2. If no action is to be taken to remove or mitigate negative impacts please justify why.
(Please remember that if you have identified unlawful discrimination, immediate and potential, as a result of this proposal, the proposal must be changed or revised).

There are no negative impacts if the policy is implemented

4.3. Monitoring, evaluating and reviewing.

How will you monitor the impact and effectiveness of the proposal?

The Policy will be monitored on an annual basis to ensure compliance with any changes to the School Teachers Pay and Conditions (Wales) Document

5. RISK: What is the risk associated with this proposal?

| Impact Criteria | 1 - Very low | 2 - Low | 3 - Medium | 4 - High | 5 - Very High |
|---------------------|-----------------------|---|-------------------------------|--|---|
| Likelihood Criteria | 1 - Unlikely to occur | 2 - Lower than average chance of occurrence | 3 - Even chance of occurrence | 4 - Higher than average chance of occurrence | 5 - Expected to occur |
| Risk Description | Impact (severity) | | Probability (deliverability) | | Risk Score |
| | | | | | <i>Probability x Impact e.g. 3 x 5 = 15</i> |
| | | | | | |



Does your proposal have a potential impact on another Service area?

No

6. SIGN OFF

| Position | Name | Signature | Date |
|--------------------|-----------------|-----------|------------|
| Service Manager | Martyn Saycell | | 15/12/2021 |
| Head of Service | Geraint Edwards | | 10/01/2022 |
| Strategic Director | | | |
| Portfolio Holder | | | |