



Pay Policy

Approved by:	Board of Governors
Last reviewed on:	May 2024
Next review due by:	May 2025

At Rugby High School, we set heights in our heart.

While striving for excellence for all, in all its forms, our aim as a school is to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that all our students understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens.

Our students will move on from Rugby High School knowing how to be Resilient, Healthy and Successful.

Inspired by their curiosity and love for learning our students will leave us with a confident voice, ready to take their place, knowing that their actions have the potential to change the world.

TEACHERS' PAY

1. Overarching Principles

The governors of Rugby High School recognise:

- the contribution to the school's success made by all members of staff
- the need to have a fair and effective mechanism for determining pay
- the need to ensure that pay and conditions reflect those of colleagues in similar roles in other institutions.

The Governing Body seeks to provide equal opportunities for all staff at all times and will keep under review the application of the pay policy to ensure that its effects are not discriminatory.

The process for making decisions on the pay of staff at the school is as follows:

- The Governing Body will negotiate and consult fully with all staff and their representatives in the annual review of this Pay Policy
- Responsibility for negotiation and consultation is delegated to the Personnel Standing Committee
- All staff (teaching and support staff where appropriate) and their union representatives will be provided with written details of any proposals for amendment to the School Pay Policy and given the opportunity to comment before decisions are made.

2. Basic Principles

All teachers employed at Rugby High School are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document ("the Document") as updated from time to time, unless otherwise stated within this Pay Policy. A copy of the latest version may be found in the school office. All pay-related decisions are made taking full account of the school's financial position and its Single Integrated Development Plan: teachers and unions have been consulted on this policy. All pay related decisions are taken in compliance with The Equality Act 2010 as well as The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

3. Pay Reviews and Progression

The governing body will ensure that every teacher's performance is reviewed according to the Appraisal Policy by 31 October. The mechanism for linking pay to performance for teachers is set out as an Appendix (B) to this policy. In November of each year, the Personnel Committee of the governing body will review all teachers' (including that of the Headteacher and members of the Senior Team) performance against their appraisal objectives before approving any pay increases. Increases will be backdated to 1st September of that year. Teachers must satisfy the criteria for progression – automatic progression ceased in 2013.

Progression

Progression through the school's pay scales for teachers will be dependent upon evidence of a positive appraisal of their performance during the previous year's appraisal cycle and upon them having demonstrated to the headteacher that they are capable of meeting the teaching standards of the band into which they are moving if they wish to move up a band.

ECTs are not subject to the appraisal process. Those who successfully complete their induction year will progress a point up the scale. This provision applies to all ECTs whether they are full or part-time.

All teachers are expected to attain the Accomplished Teacher Band within three years of qualifying and to deliver lessons which are at least consistently good over time. A teacher may choose not to seek progression to the Expert Band.

Movement onto and through the Upper Pay Scale (Expert Teacher Band) Governors have to be satisfied that:

- the teacher is highly competent in all elements of the relative standards (i.e. meets all the expert teacher and post threshold standards)
- the teacher's achievements and contribution to an educational setting are substantial (have had a significant impact on student outcomes) and sustained (i.e. over a period of two years).

Teachers wishing to pass onto the Upper Pay Scale (Expert Teacher Band) should indicate that they wish to apply to do so in the Autumn Term of the preceding year at the point at which their performance management objectives are discussed and set in writing and logged on Schoolip by their appraiser.

This will enable them to be set differentiated objectives that will enable them to demonstrate that they are meeting the teaching standards required of a teacher on the upper pay scale as set out in the pay policy.

In addition to this, throughout the year, they should maintain a record of supporting documentation (the evidence base described in the Appraisal Policy) on School IP detailing how they have met the Expert Teacher and post threshold standards which they should submit to their appraiser in advance of their appraisal meeting using Schoolip.

In addition the following will be considered:

- their previous year's appraisal review*
- any lesson observations or learning walk feedback for the previous two years
- progress data for the classes that they have taught for the last two years**
- a short statement of no more than 500 words outlining the grounds on which they believe their achievement and contribution to have been substantial and sustained.

*information already logged in School IP does not need to be separately submitted.

** information stored in SISRA can be exported into an excel spreadsheet and then copied and pasted into a single sheet or workbook.

To make a recommendation to pass through onto the upper pay scale, the reviewer must be satisfied that:

- Either all appraisal targets have been met in full or that substantial progress has been made towards meeting any that have not been met in full.
- All lesson observations including any performance management, induction observations or head's observations, evidence from learning walks or drop ins during the previous two years are of the high standard expected of an experienced teacher in their subject specialist area.
- That almost all students taught by the appraisee have made expected progress (defined in the main school as a positive P8 or equivalent score, using SISRA, within 0.2 of the whole school P8 Score in year 11 examinations, and the majority have made better than expected progress. For any student that has not made expected progress the teacher is expected to be able to evidence the interventions that they put in place to support the student and the impact that the intervention had or if intervention is provided by the department, the contribution that they made to departmental interventions and the impact this had.
- The evidence in relation to the teaching standards clearly demonstrates a high degree of competence.
- The teacher has made a substantial contribution over a period of two years to the school or schools in which he/she has taught e.g. contributing to the professional development of colleagues through CPD, coaching, mentoring, participating in and taking responsibility for the development of schemes of work, working parties, taking responsibility for a regular co-curricular activity.

The appraiser must make it clear in the review statement the reasons why he/she is recommending that the teacher be placed on the upper pay scale (Expert Teacher Band).

Within the Expert Teacher Band progress is determined by sustained and substantial contribution to the school and continuing to meet the expert teacher standards and the post threshold standards. This would normally result in progression every two years but in cases of exceptional performance may be accelerated.

Members of the Senior Leadership Team who meet their appraisal objectives in full are normally expected to progress a point a year. In exceptional circumstances, their progress may be accelerated by a further point. Once the member of SLT has reached the top of the points range, their salary is fixed unless the salary range for the school is adjusted by governors.

Accelerated Progression

Where a reviewer judges that a teacher is making exceptional progress in terms of his or her professional development and meeting the standards applicable to a higher band or point, he/she may recommend to the Headteacher that the teacher is accelerated through the pay bands to the point that matches their level of skill. Normally, this would involve a two point upwards movement rather than a single point. Exceptionally, acceleration may be more rapid than this. All recommendations for acceleration must be endorsed by the Headteacher who will moderate them and approved by the Personnel Committee of the governing body which acts as the Pay Committee.

4. Retention on Existing Band or Point

Teachers who have not met their appraisal objectives in full may be held on their existing band or point as will teachers whose teaching is consistently evidenced as not meeting the expected standards for their current band or who have not yet met the standards for the next pay band.

Where there are serious concerns about a teacher's performance, these should be raised with the teacher at the time and in writing. The reviewer/the person with the concern should not wait until the appraisal review meeting to do this. This is essential in all cases where the outcome of the review is likely to be a recommendation for retention on the existing band or point.

5. The Role of Review and Endorsement

The reviewer will make a recommendation regarding progression or retention. Where a teacher is moving into a new pay band, recommended for accelerated progression or where it is recommended that a teacher is retained on their existing point, the reviewer's recommendation will require the Headteacher's endorsement. Following review, endorsement (if applicable) and moderation, recommendations will be notified to the Personnel Committee of the Governing Body for approval. Any resultant pay increases will be backdated to September of that year.

6. The Connection Between Appraisal, Support and Capability

Any teacher whose teaching does not meet the relevant teachers and the expected lesson standard (see below) relevant to the subject they teach, to ensure the positive progress and conduct of students will be offered informal support and development. In cases where the standard of teaching does not improve despite support, the teacher concerned will be subject to the capability procedure.

A summary of key expectations of lessons: the expected standard

1. Teachers support students to make progress through the curriculum.
2. Lessons are carefully sequenced, and are taught in line with the curriculum plans.
3. Lessons are carefully planned to offer appropriate challenge to all students.
4. Assessment for learning strategies, including carefully targeted questioning, are used to ensure that all students can access the learning and make progress, including SEND and PP students.
5. Teaching is adaptive.
6. Teachers make reasonable adjustments to their planning and lesson delivery, in line with information shared on student passports.
7. Teachers have high expectations for their students, both in terms of learning and behaviour.
8. Students are engaged in their learning and can talk about how their learning fits with what they have learnt previously and how this fits with their future learning.
9. Instructions are clear, and the teacher checks understanding of these.
10. Formative and summative assessment is used appropriately, feedback is regular and enables the students to move forward.

Teachers (including the headteacher and members of the senior leadership team) are expected to meet their appraisal objectives in full. Any teacher who does not do this may be retained on their existing band or point rather than progressing. They will be offered additional help and support to ensure that they meet their objectives the following year. Any teacher who repeatedly does not meet his or her appraisal objectives and who does not meet the teaching standards will be subject to capability proceedings.

7. Part-time teachers

Teachers employed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. Remuneration is calculated in accordance with the Document. In May of each year, part-time staff will be given a statement indicating their current FTE, their contract base FTE and their proposed FTE for the following September (FTE will also be expressed as the number of lessons to be taught). Variations of more than 10% in relation to the FTE require the teacher's consent.

All teachers in regular part-time service in the school are eligible for pay progression and other allowances on the same basis as full-time teachers. TLRs are paid on a pro rata basis.

Where a part-time teacher employed by the school agrees to take on additional lessons to cover for an absent colleague on a long-term basis (i.e. for longer than a week) and takes on all the duties that would normally be undertaken by that colleague e.g. planning, assessment, reporting, they will be paid an additional allowance of 0.153846 of the rate due per additional lesson in recognition of the non-contact time that would have accrued to them had the additional work been part of their standard contract.

8. Unqualified Teachers

These teachers will only be appointed where it is not possible to recruit a qualified teacher. Such appointments shall only be made on a temporary basis pending the appointment of a qualified teacher, or the gaining of Qualified Teacher Status.

On appointment, the Governing Body will, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale, take account of any relevant qualifications and experience.

9. Short Notice/Supply Teachers

Teachers who work on a day to day or other short notice basis, who are employed directly by the school and who carry the same level of responsibility as other permanent teachers (i.e. who engage in assessment and planning) will be paid on a band and point commensurate with their level of skill and will receive $\frac{1}{195}$ of their annual salary for each day that they work. The working day consists of six 50 minute lessons of equal length. Any teacher teaching less than a whole day will be paid on the basis of the number of lessons delivered e.g. a teacher delivering 4 lessons will be paid $\frac{1}{195}$ divided by 6 and multiplied by 4.

These arrangements do not apply to staff employed by agencies where the rate of pay will be determined in discussion with the agency.

10. New Appointments: Assimilation onto the Pay Scale

Externally recruited teachers will not automatically have their existing salary matched. They will need to demonstrate the necessary level of skill in the selection process to justify the salary band and point on which they are appointed.

11. The Personnel Committee

The terms of reference for the Personnel Committee are as follows:

- a) to review annually the salaries of all employees, as set out in the Pay Policy document
- b) to consider staffing needs in the context of the School Improvement and Development Plan
- c) to monitor the school's recruitment policy and observance of its public sector equality duty and other relevant legislation
- d) to consider personnel issues as they arise.

All decisions will be communicated to each member of staff by the Headteacher in writing. Decisions on the pay of the Headteacher will be communicated by the Chair of the Governing Body, in writing.

12. Appeals

The arrangements for considering appeals are as follows:

A teacher may seek a review of any determination in relation to his/her pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects his/her pay.

The following list includes the usual reasons for seeking a review of a pay determination;

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

- a) incorrectly applied any provision of the Pay Policy
- 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 otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process. For any formal hearing or appeal the teacher is entitled to be accompanied by a colleague or professional association representative. The procedure for

any hearing will be that set out on pages 29-31 of Implementing Your School's Approach to Pay DfE September 2018 (revised March 2019).

4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three governors who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person and to be accompanied by a colleague or professional association representative. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

13. Use of Discretions in Basic Pay Determination

Recruitment and Retention Allowances

From time to time market conditions dictate that there are shortages of certain teachers with particular skills or subject specialisms.

In order to aid recruitment and retention in such exceptional situations, an annual recruitment and retention allowance of up to £2500 may be paid. The Headteacher must make a specific business case for the award and the award must be approved by one other member of the Personnel Committee before any formal agreement is entered into.

Such allowances shall only be awarded for one year at a time and will be subject to review at the end of that year. Renewal of such awards in subsequent years is dependent upon a review of the market conditions and evidence that the teacher in question is making a sustained contribution to the work of the school. In the event of a decision not to renew the allowance, the recipient will be informed in writing and the allowance will cease to be paid. A month's written notice of this will be given.

Fixed Term Responsibility Allowances

The Headteacher, with the approval of the Governing Body, may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of an individual TLR3 must be no less than £555 and no greater than £2,757. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed-term. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3

Pay Protection will not apply to Fixed Term Responsibility Allowances or to Recruitment and Retention Allowances.

14. Performance Pay

The Governing Body agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels. The Governing Body recognises that funding cannot be used as a criterion to determine progression through the pay scales.

Headteacher

The Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded. The clarification of the application of the criteria for Leadership Group progression will be taken fully into account.

The governing body will consider movement by more than one point in certain circumstances.

15. Teaching and Learning Responsibilities (TLRs)

TLR's are awarded to Teaching Staff for positions of special responsibility for example – Curriculum Leader, a teacher with specialist expertise or responsibility and in some cases on a short term project basis. The value of the TLR is determined based on the significance of the responsibility – the Curriculum Leader of a large department will earn more than the Curriculum Leader of a small department and a teacher given a specific project for one year will earn less again.

In broad terms the value of the TLR is based on the number of students and lessons taught by the department(s) for which the post holder is responsible. A similar principle can be applied to other TLR holders.

A TLR is rewarded by a fixed additional payment to a teacher's base salary. There is no incremental increase in a TLRs value overtime apart from a cost of living pay increase. In addition to the additional payment a TLR holder also receives extra non-teaching time in which to perform their additional duties – called **Management Time**. The Management Time allocated will need to be further supplemented by the Teacher out of school hours to complete their duties. It is important to be consistent with the allocation of Management Time and each TLR should have this time specified.

A Teacher may only be awarded one TLR 1x or a TLR 2x at any one time. Although they may be awarded an additional TLR 3. An RHS exception to this rule would be a TLR postholder who takes on significant whole school responsibilities e.g. curriculum planning may be increased by a subgrade at the discretion of the Personnel Committee.

TLRs can be withdrawn from a Teacher as part of a restructure but the TLR payment is protected (safeguarded) for 3 years during which time Teachers must continue to receive the payment. (See School Teachers' Pay and Conditions Document 2022 for further clarity).

The following table will be used as a guide by the Personnel Committee to calculate the allowances:

TLR	Number of Students x Number of Lessons
1C	Issued only to holder of a 1B, taking on further significant whole school responsibility
1B	> 2000
2C	1500 to 1999
2B	1000 to 1499
2A	<1000
3	Not Applicable

TLR awards for Part Time Teaching Staff

School Teachers' Pay and Conditions Document requires Schools and Academies to allocate TLR Payments strictly on a pro-rata basis. If a teacher with a TLR works a 60% Timetable – then their TLR Payment will be proportionally reduced to 60%. This is a long-established agreement.

Rugby High School, however, will show additional flexibility towards its part-time teachers. RHS believes that part-time TLR Holders who are expected to deliver the full scope of the additional TLR duties should be compensated for the full TLR. However, there are certain practical limitations to be considered.

TLR's are mostly awarded to Teaching Staff who are acting as a Curriculum Leader. Some departments have one or two additional teaching staff, but others have significantly more. The larger Departments, by definition, are also teaching many more students and lessons per week. The non-Teaching (Management) role of the larger departments therefore becomes very time critical. The difficulty to arrange lesson observations, one-one meetings with team members and contributing to whole school activities becomes more and more onerous as their Part Time contract percentage is reduced. For this reason, a reduction to a part time position for high level TLR's / Large Department Curriculum Leaders is limited to 80% FTE at the Headteachers discretion. For other smaller responsibilities the minimum FTE% can be lower as shown in the table also at the Headteachers discretion.

All Part Time TLR Holders will receive the FULL TLR Payment, the FULL allotted Management Time and will be expected to complete ALL aspects of the TLR job description without further assistance or additional time. The table below shows the allotted management periods and the minimum part time contract for each TLR.

TLR	Number of Management Periods Per Week	Minimum Part Time Contract Percentage
1C	9	80%
1B	6	80%
2C	4	80%
2B	3	80%
2A	2	50%
3	1	40%

TLR awards for other middle management roles

This table shows the list of posts in receipt of a TLR that is not earned in the role as a Curriculum Leader. The same rules regarding TLR Value, management time and minimum part time contract percentage applies.

TLR	Role
2A	Second in English
2A	Second in Mathematics
2A	Ast. Head of 6 th Form

Shared TLR's

RHS allows, at the Headteachers discretion, two teachers to share a TLR by the mutual agreement of the two teachers and the Headteacher. Fundamentally a TLR is a single award issued to a single member of the teaching staff, but there may be occasions where a single specialist teacher does not want the full Curriculum Leader responsibility but would be willing to share the responsibility and the reward. In this case and as a result of an appropriate selection process the responsibility can be divided. Each party to the TLR award would receive an equal share of the TLR Payment and TLR Management Time. The minimum Part Time Contract Percentage restriction still applies to the sum of the two parts and this sum may not exceed 100% of the full TLR.

Payment for Trips

Payment for attendance on trips on days that are not usual work days will not usually be made but it is at the discretion of the Headteacher, particularly where the trip is closely related to the curriculum or is part of development plan goals. Trips attended by support staff who work all year round will be considered work time and not holiday time.

SUPPORT STAFF

Responsibility for Pay and Grading decisions for Support Staff

Responsibility for such decisions is delegated to the Headteacher who will make specific recommendations on all pay and conditions matters to the Personnel Committee.

Grading

The grades used are based upon the National Conditions of Service for Local Government Employees (see Appendix for further details).

All posts (new and existing) will be evaluated. Such an evaluation will take due account of the following:

- Job responsibilities
- Job duties
- Reporting arrangements
- Mental demands (10)
- Knowledge and Skills (30)
- Physical demands (5)
- Emotional demands (10)
- Working relationships (5)
- Working conditions (5)
- Responsibility for staff (15)
- Responsibility for students (10)
- Responsibility for budgets (8)
- Responsibility for physical resources (7)
- Relative available pay information on other comparable jobs in Warwickshire schools

To ensure equity, all posts will be evaluated using a common format job description which outlines each of the above factors. The figures in brackets indicate the weighting attached to each factor.

Whilst such factors will be considered systematically no formal job evaluation scheme will be used during this process.

The same process will be adopted for any new posts for which evaluated job descriptions do not exist.

Review of grading

Existing posts will be reviewed where there is a demonstrable and significant increase in the duties and responsibilities attaching to that post or where a serious grading anomaly with a substantially similar post is alleged to exist.

Appraisal

All support staff will have an annual appraisal with their line manager to review their performance.

Starting Salary for New Appointments

Appointments will normally be made at the first point of the appropriate agreed scale for the post (as defined in paragraph on grading above). However, where the qualifications and experience of the successful applicant merit consideration of a higher entry point, this will be examined and if appropriate, a higher starting salary may be paid. Recruitment and retention considerations may also influence the entry point.

Progression through the scale

To be in keeping with the spirit of age discrimination legislation and the school's appraisal policy, annual progression through the salary scale (and the award of an increment) is not automatic. It is subject to annual review of performance and will require demonstration that the individual continues

to make a sustained and growing contribution towards the work of the school. Under normal circumstances, if a decision not to award an increment is being considered, it is expected that the individual would have prior knowledge of their shortcomings and is likely to have been the subject of the appropriate procedure (i.e. "Procedure for Action relating to Incapability by Non-teaching Staff"). Once staff reach the maximum of their salary grade, no further progression will be possible. The appraisal and pay cycles will run from September to August. Any nationally agreed cost of living awards will be paid in accordance with national agreements.

Accelerated Increments

The Governing Body believes that all staff should progress by normal incremental credit to the maximum of their salary grade (where applicable). Discretionary provision for accelerated increments will only be used on the grounds of special merit or ability, e.g. where specific qualifications or additional skills are acquired and utilised which significantly improve the capacity of the school to deliver the Single Integrated Development Plan.

Temporary Additional Duties

The Governing Body will allocate higher salary payments where the duties of a more highly graded post are undertaken in whole or in part as a result of staff absence, a recruitment gap a short-term project or as a retention tool.

Recruitment and Retention Allowances

From time to time market conditions dictate that there are shortages of certain staff with particular skills.

In order to aid recruitment and retention in such exceptional situations, an annual recruitment and retention allowance of up to £2500 may be paid. The Headteacher must make a specific business case for the award and the award must be approved by one other member of the Personnel Committee before any formal agreement is entered into.

Such allowances shall only be awarded for one year at a time and will be subject to review at the end of that year. Renewal of such awards in subsequent years is dependent upon a review of the market conditions and evidence that the member of staff in question is making a sustained contribution to the work of the school. In the event of a decision not to renew the allowance, the recipient will be informed in writing and the allowance will cease to be paid. A month's written notice of this will be given.

Appeals for Support Staff

The arrangements for considering appeals are as follows:

An employee may seek a review of any determination in relation to his/her pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects his/her pay.

The following list includes the usual reasons for seeking a review of a pay determination;

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

- a) incorrectly applied any provision of the document;
- b) failed to take proper account of relevant evidence;
- c) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the employee.

The order of proceedings is as follows:

1. The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible, or where the employee continues to be dissatisfied, he/she may follow a formal appeal process. For any formal hearing or appeal the employee is entitled to be accompanied by a colleague or union representative.
4. The employee should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the employee an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three governors who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification. The employee will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

Appendix

Linking Pay to Performance

All staff will be placed on the pay scales listed below.

All staff will be subject to the provisions of the school's Appraisal Policy. In accordance with the annual appraisal cycle, by 31 October they will receive clear expectations of the standards of performance required and the specific objectives they are required to achieve for the forthcoming year. See the Appraisal Policy for details of the Appraisal cycle and relevant evidence to be used.

At the conclusion of the appraisal cycle each colleague will receive their annual appraisal report from their reviewer. This takes the form of the judgments and recommendations logged on School IP by the appraiser and agreed with the appraisee.

The reviewer shall make one of four pay recommendations:

1. There is insufficient evidence of standards/targets being achieved (or specific objectives being met) to warrant progression up the pay scale.
2. There is sufficient evidence of standards being achieved (and specific objectives being met) to warrant progression up the pay scale by one increment.
3. There is evidence of exceptional standards being achieved (and specific targets being exceeded substantially) to warrant progression up the pay scale by 2 increments or more.
4. There is evidence of standards being achieved (and specific objectives being met) but the colleague is already at the maximum of the scale so no progression is possible.

In the case 1 and 3 and in any case where progression involves a move onto the next pay band, the reviewer's recommendation will require the Headteacher's endorsement.

All pay recommendations will be reviewed and moderated by the Head or Deputy Headteacher to ensure consistency across the school.

A final summary of pay recommendations shall be submitted in the second half of the Autumn Term each year to the Personnel Committee by the Headteacher. The Personnel Committee is delegated by the full Governing Body to accept or decline the recommendations as it sees fit.

If an individual teacher is dissatisfied with the outcome of the pay recommendation they may appeal against the pay determination as set out in Paragraph 12 of this policy.

Long-term absence and Mid Year Joiners

Progression up any pay scale is reward for individual contribution over the last year. It is dependent upon evidence of standards being achieved and specific objectives being met in the previous appraisal cycle. If staff have been absent or not employed for substantial periods of the appraisal year (and have not therefore been able to demonstrate relevant evidence) then they will not be able to progress up the pay scale. A substantial period is defined as 26 weeks or longer. This provision applies equally to all staff including those on long-term sickness and maternity leave.

Pay Scales

These pay scales represent the position in September 2023. The governing body undertakes to apply any increase agreed by the STRB to all pay scales and to TLR

Qualified Teacher

M1	30,000
M2	31,737
M3	33,814

M4	36,051
M5	38,330
M6	41,333

TLR	
2A	3,214
2b	5,531
2C	7,847
1B	12,481
1C	15,690

Expert Teacher

UPS1	43,266
UPS2	44,870
UPS3	46,525

Assistant Headteacher / Senior Assistant Headteacher

L10	58,959
L11	60,468
L12	61,882
L13	63,430
L14	65,010
L15	66,628
L16	68,400
L17	69,970
L18	71,729
L19	73,509
L20	75,331
L21	77,195

Deputy Headteacher

L21	77,195
L22	79,112
L23	81,070
L24	83,081

Headteacher

L33	103,578
L34	106,138
L35	108,776
L36	111,470

Rugby High School Support Staff Pay Scale

Scale points refer to the Local Government Employees NJC and HAY scales to which these are related.

Band	Points
A	2
B	2-3
C	3-4
D	4-5
E	5-6
F	7-11
G	12-17
H	17-22
I	22-25
J	25-28
K	28-31
L	31-33
M	33-35
N	35-37
O	37-39
P	39-41
Q	41-43
HAY	1-5

Scale Point Salaries Annual Full Time (April 2023)

POINT		FTE Pay	POINT		FTE Pay	HAY SCALE		
1		REMOVED	23		32,076	HAY1		55,265
2		22,366	24		33,024	HAY2		57,107
3		22,737	25		33,945	HAY3		59,185
4		23,114	26		34,834	HAY4		60,788
5		23,500	27		35,745	HAY5		63,285
6		23,893	28		36,648			
7		24,294	29		37,336			
8		25,119	30		38,223			
9		25,545	31		39,186			
10		25,621	32		40,221			
11		25,979	33		41,418			
12		26,421	34		42,403			
13		26,873	35		43,421			
14		27,334	36		44,428			
15		27,803	37		45,441			
16		28,282	38		46,464			
17		28,770	39		47,420			
18		29,269	40		48,474			
19		29,777	41		49,498			
20		30,296	42		50,512			
21		30,825	43		51,515			
22		31,364						

Teacher Standards – career level expectations (Draft)

T1 – Set high expectations			
<p>Band 1 (M1-3) Qualified teachers: (Entry level)</p> <p>Have high expectations for their students and uphold school values</p> <p>Support students to achieve goals and targets established by the school</p>	<p>Band 2 (M4-6) Accomplished teachers: (Threshold for entry)</p> <p>Set high expectations of their students and demonstrate the positive attitudes, values and behaviours which are expected of students</p> <p>Set goals and targets in line with school attainment and progression targets</p>	<p>Band 3 (UPS) Expert teachers: (Threshold for entry)</p> <p>Set consistently high expectations of their students and motivate them to develop the positive attitudes, values and behaviours which are expected of them.</p> <p>Set personalised individual goals within groups</p>	<p>Band 3 (UPS) Expert teachers:</p>

Teacher Standards – career level expectations (Draft)

T2 – Promote good progress and outcomes by students			
<p>Most students achieve in line with school expectations</p> <p>Teachers understand student progress targets and support students to achieve these through appropriately planned and delivered provision</p> <p>Teachers create regular</p>	<p>Almost all students achieve in line with school expectations</p> <p>Teachers have detailed knowledge of students’ targets and progress towards these across a course of study, and adjust planning and provision accordingly</p>	<p>Almost all students achieve in line with school expectations; some exceed them</p> <p>Teachers have an in-depth knowledge of students’ targets and progress, and provide tailored intervention/adaptation to help enable them to reach aspirational targets</p>	<p>P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people</p> <p>P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar</p>
<p>opportunity for students to reflect on their progress and help them to identify / set targets for improvement</p>	<p>Teachers promote students’ resilience, confidence and independence in reflecting on their progress and taking ownership of their work and further development</p>	<p>Teachers systematically develop students’ resilience, confidence and independence in reflecting on their progress and taking ownership of their work and further development</p>	<p>learners nationally</p>

Teacher Standards – career level expectations (Draft)

T3 Demonstrate good subject & curriculum knowledge			
<p>Opportunities to develop the teaching of reading, writing, communication and numeracy are routinely and systematically developed within lessons</p> <p>Teacher knowledge of and enthusiasm for their subject is evidenced in their teaching across the full range of ages and abilities</p> <p>Teachers show an interest in local and national developments within their subject area</p>	<p>Planned opportunities for the teaching of reading, writing, communication and numeracy are explicit, effective and tailored to the needs of students across the ability range</p> <p>Teacher subject knowledge and enthusiasm are well developed and used to inspire and motivate students across the full range of ages and abilities</p> <p>Teachers demonstrate a critical understanding of local and national developments in their subject</p>	<p>The effective, embedded teaching of reading, writing, communication and numeracy within the subject makes a significant contribution to students' development and embedding of transferable skills</p> <p>Teachers use excellent subject knowledge and enthusiasm to engage, inspire and motivate students, supporting them to extend and deepen their learning</p> <p>Teachers demonstrate and share a critical understanding of developments in their subject and educational practice at a local and national level.</p>	<p>P4 Have up-to-date knowledge and understanding of the different types of specifications and their suitability for meeting learners' needs</p> <p>P5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them</p>

Teacher Standards – career level expectations (Draft)

T4 Plan and teach well-structured lessons			

Teacher Standards – career level expectations (Draft)

<p>All lessons are planned with reference to student progress data and departmental schemes of work</p> <p>Whilst teaching may sometimes require improvement, it is rarely inadequate and much is good or better</p> <p>Teachers set appropriate homework which contributes to the quality of learning for all students</p>	<p>Lesson plans are used flexibly in the lesson in order to reshape tasks and explanations to improve learning; teachers regularly reflect of the impact of teaching strategies used</p> <p>All teaching is at least good</p> <p>Teachers set appropriate and differentiated homework that extends and reinforces learning</p>	<p>Teachers reflect systematically on the effectiveness of lesson planning and delivery to contribute to the effective shaping and development of the curriculum in order to secure high rates of student progress</p> <p>All teaching at least good with outstanding features</p> <p>Teachers set challenging and creative homework/independent learning tasks that enable all students to make good progress</p>	
<p>T5 Adapt teaching to respond to the strengths and needs of all students</p>			

Teacher Standards – career level expectations (Draft)

<p>Planned differentiation, linked to recent assessment, generally meets all needs of all students, including those of identified groups</p>	<p>Teaching is appropriately tailored to the needs of the group, to ensure that all students including those in identified groups, make good progress</p>	<p>Carefully adjusted planning and teaching ensures that most students in identified groups make good or better progress</p>	<p>P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to</p>
<p>Additional support is carefully deployed</p> <p>Teaching effectively meets and addresses the needs of identified groups</p>	<p>Additional support is flexibly deployed</p> <p>Teachers use appropriately targeted support and intervention so that students learn well</p>	<p>Additional support is creatively deployed to significantly enhance the learning experience and student progress</p> <p>Teachers consistently use sharply focused, timely intervention so that individual needs are accurately met</p>	<p>learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge</p>
<p>T6 – Make accurate and productive use of assessment</p>			

Teacher Standards – career level expectations (Draft)

<p>Teachers know and understand how to assess accurately in their subject area including statutory assessment requirements</p> <p>Teachers make use of diagnostic assessment to monitor progress, set targets and inform planning.</p> <p>Teachers use marking and dialogue to inform students about their progress and how to improve further</p> <p>Students are supported to actively engage with teacher feedback</p>	<p>Teachers assess students' work regularly and accurately and discuss achievement with them so that students know how well they have done and what they need to do to improve</p> <p>Relevant data are used to monitor progress, set targets and adapt the teaching sequence to respond to individual needs</p> <p>Assessment for Learning is used effectively by the teacher and students to extend and deepen learning and secure good or better than average progress</p>	<p>Systematic and effective checking of students' understanding and monitoring of learning is used to anticipate where intervention is required; subsequent intervention has a notable impact on the quality of learning over time</p> <p>Teachers make effective use of assessment in lessons to adjust the learning in response to student need, in order to ensure good progress for all</p>	<p>P3 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</p>
<p>T7 Manage behaviour effectively to ensure a good and safe learning environment</p>			

Teacher Standards – career level expectations (Draft)

<p>Apply the school's behaviour system and policy consistently to ensure a safe learning environment in which students make expected progress</p> <p>Establish a safe working environment with clear classroom routines</p>	<p>Systematically encourage and develop students' positive attitudes and courtesy towards them, their learning and each other</p> <p>Promote good levels of engagement enabling lessons to flow smoothly and without behavioural issues</p>	<p>Promote an ethos of positive and courteous behaviour within and beyond their own classroom</p> <p>Systematically encourage and enable students to demonstrate high levels of engagement, courtesy, collaboration and cooperation both in and out of lessons</p>	<p>P2 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</p>
<p>T8 Fulfil wider professional responsibilities</p>			

Teacher Standards – career level expectations (Draft)

<p>Work collaboratively and effectively with a range of colleagues and other stakeholders (including parents) to support the best possible outcomes for students.</p> <p>Undertake on-going selfevaluation of the effectiveness of themselves as classroom practitioners</p> <p>Are able, with support, to identify key professional development needs and respond to advice and feedback</p>	<p>Work proactively with a range of stakeholders to support the best possible outcomes for all students</p> <p>Actively seek out and act upon advice, guidance and professional development as part of self-evaluation and other monitoring processes.</p> <p>Contribute to the promotion of the ethos and values of the school.</p>	<p>Work proactively in anticipation of potential barriers to learning to support the best possible outcomes for students</p> <p>Have a highly accurate understanding of own strengths and weaknesses and take systematic steps to improve in identified areas</p> <p>Actively promote and support the further development of the ethos and values of the school</p>	<p>P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.</p> <p>P9 Promote collaboration and work effectively as a team member</p> <p>P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing</p>
<p>Uphold and support the ethos and values of the school at all times</p>			<p>advice and feedback</p>
<p>Part 2 Personal and Professional Conduct</p>			
<p>All teachers, whatever band they are in are expected to meet all standards</p>			

Expert Teachers will be expected to meet consistently all of the P standards and well as the Expert Teacher standards.