



PERSONNEL

All aspects of the recruitment process will be processed in such a way as to ensure equality of opportunity for all applicants, regardless of race, personal belief, religion, gender, disability or sexual orientation.

The governing body has adopted the LA recommended policies for discipline and grievance. All permanent employees at Cumberland School Specialist Sports and Applied Learning College are employed at the request of governors by the London Borough of Newham. Initial checking and authorisation of documents occur at school level. When a candidate is selected for a post all details are passed to the Children and Young Peoples' Services under the signature of the Headteacher, who is responsible for final checks. This provides a division of responsibility.

The salary of new staff will be assessed in accordance with the pay policy approved by the governing body. (See Appendix A). A provisional salary assessment service is provided by the Finance Department and the details are passed to the school for validation and verification. Payment is made by the Finance Department of Newham Council under the direction of the Director of Finance, who has final responsibility for all payments and procedures (as laid down in the Local Government Regulations). The Finance Department is responsible for all income tax, superannuation and National Insurance payments.

The use of agency staff is authorised by the Headteacher, arrangement for payment is made by the School Manager and the Finance Officer. Payment of agency staff can only proceed if the correct claim form has been properly completed. Agency staff are vetted by the LA. All payments are processed by the SIMS system.

Changes to conditions of service and termination of contracts are the prerogative of the governing body. All claims are processed by members of the SIMS team and passed to the Children and Young Peoples' Services for payment through the payroll system.

School personnel records are kept in three forms.

The computer records are retained on the SIMS system whose access and security are described elsewhere (see Computer Administrative Procedures).

Paper based staff files are kept in the Headteacher's office in filing cabinets. This office is kept locked when not in use. The office is located in a secure part of the building.

A third file is maintained at the office of the Children and Young peoples' Services and staff may inspect their own file by making a written request to its Chief Executive.

Neither type of school based record is available for casual inspection. Staff wishing to see their own records should make a written request to the Headteacher.

Details of payments made to staff are passed to the school on a monthly basis (actuals). The records are transmitted electronically, and are reconciled against the school budget records. Any unexpected variations are flagged up by the system.

These actuals are part of the data used to prepare the standard analysis presented to governors.

Appointment Procedures

All appointments are made within the Equal Opportunities framework laid down by the LA and Governing Body. No candidates will be disadvantaged or given special advantage by virtue of: ethnic origin, cultural background, religion, personal belief, gender, disability, or sexual orientation. Appointments will be the result of selection of candidates with appropriate training, qualification and experience. In all cases the Governing Body must pay due consideration to the relevant LA and DCSF regulations. The Governing Body should also be aware of the cost of employing any person selected in comparison with other candidates.

The process is essentially the same for teaching and non-teaching staff, however there are some differences in the forms used. The procedures outlined below apply to all appointments. The Governing Body maintains an appointment panel of members who can make themselves available for interviews and who have attended LA training.

Vacancy

A vacancy occurs when an existing member of staff leaves the school and the tasks undertaken by the employee are to continue and cannot be absorbed into the remaining staffing structure. A vacancy may also arise following a change of organisation of the school (e.g. new responsibilities, new subjects). The Headteacher will notify the Chair of Governors in person and the Governing Body via the Headteacher's report to Governors. The Governors (who may delegate this task to the Chair) will decide if the vacancy is to be filled and at what point on the prevailing pay structure. The Governors must take into account the effect on the whole school budget and the school development plan of taking on a new employee. The Headteacher is responsible for providing advice on these matters.

Job Specification

The job specification for all vacant posts will be reviewed prior to advertisement. The job specification will set out the duties and responsibilities of the post, the requirements that the successful applicant will have and an indication of how the requirements will be assessed in the selection process.

Advertisements

Posts will be advertised in appropriate publications. In general these will be:

Teaching Staff: T.E.S., LA circular and school bulletin (if an internal appointment).

Non-Teaching Staff: Local Press, LA circular, professional journals, national press.

Posts are also advertised on a number of websites, including the school's.

Governors may choose other publications if circumstances dictate.

Applicants are asked to contact the school for application forms and details.

Applications

Candidates are asked to fill in standard LA application forms. These forms require personal data, education, qualifications, previous experience and names of referees from the applicant. In addition each candidate has an opportunity to make a personal statement in support of the application. These forms are returned to the school.

Shortlisting

All forms are given a preliminary inspection by the appropriate line manager (usually the Curriculum Manager). This is to check that the applicants have appropriate qualifications, experience and a DCSF number. The appointment panel (or the Headteacher and Chair of Governors acting on their behalf) will shortlist candidates for interview and set assessment criteria based on the job description. The criteria will normally include:

Qualified status (teaching posts)
Suitable training, experience and qualifications for the post in question
Knowledge
Skills
Working relationships
Cost
Commitment

Shortlisted candidates are notified by post of the date and time of interview. The Headteacher in concert with the line manager will devise a suitable set of questions, based on the agreed criteria, to be used in the interview. The School office contacts referees of the shortlisted candidates.

Selection Process

Depending on the post in question the selection process may have a number of stages during the final selection. These may be:

1. Guided tour of the school and appropriate working area, with a senior member of staff.
2. Informal discussions with staff.
3. A task. eg, in-tray exercise or writing task.
4. A presentation to the interview panel during the formal interview.
5. A demonstration lesson.
6. The formal interview.

The Headteacher and Governors will decide on the use and format of stages 3 and 4 taking into account the nature and seniority of the post.

Formal Interviews

Depending on the post the interview panel may comprise member(s) of the Governing Body (one of whom may be the Head), the Headteacher and/or Deputy, and the line manager. Where appropriate a representative of the LA attends to give advice. Only members of the Governing Body (or the Headteacher if so delegated) may make the final selection, although other members of the panel are expected to offer professional guidance.

One member of the panel will act as Chair for the interviews. The Chair is required to carry out the following tasks during each interview:

1. Welcome candidate and introduce members of the panel.
2. Explain the nature and format of the interview.
3. Monitor that all candidates are asked the same questions, and that any supplementary questions only attempt to elicit the same information as the original question.
4. Ask the candidates if they wish to ask any questions.
5. Ask the candidate, if selected would they accept the post?
6. To chair discussion of candidates at the end of the interview.

Each member of the panel is given a pack of information about each candidate to study before the interview begins. The pack contains the application form. The statements from referees named by the candidate are read at the end of the process.

Each applicant is interviewed using the agreed questions in the same order. Notes are made of responses and extra information given by the candidate.

When each applicant has been seen the panel uses the criteria, the candidates' answers, in-tray exercise or writing task, presentation and demonstration lesson feedback and the information in the packs to make a selection. In some cases this is not possible because no candidate has appropriately presented the desired qualities.

The successful candidate is invited to return to the interview room to be offered the post, on the proviso that checks by the LA do not bar the candidate from appointment and the candidate has satisfactory references. Time and circumstances permitting, unsuccessful candidates are debriefed.

Administration

The Headteacher informs the LA using a standard document of the appointment. The LA is responsible for vetting the applicant and issuing a contract. The school, following advice from the LA, assesses the salary of the new employee, based on the school salary policy. The new employees details are entered into the SIMS management system.

The governing body is advised of the appointment at their next meeting by way of the Headteacher's report.

Temporary Appointments and Upgrades

From time to time it will be necessary or expedient to make temporary appointments or upgrades. This will usually be to get a particular task carried out in a given period, or to cover for the non-appointment of a post within the school. Where possible, the procedures outlined above will be followed, but with only an internal advertisement.

In some cases of urgent need the Headteacher, in consultation with the Chair of Governors, may need to make an appointment at short notice. This will be reported to the Governors Staffing Panel at the earliest opportunity.

Teachers Pay And Conditions

The employment of Advanced Skills Teachers is subject to independent assessment and of staff crossing the threshold to the upper pay spine to internal assessment. Government schemes such as the Graduate Teacher Scheme are brokered by external agencies. For Newham LA this is ChristChurch Canterbury University College. Graduate teachers start their teaching career without QTS.

Recruitment and Retention

The Governing Body is very aware of the issues surrounding the recruitment and retention of staff and has agreed to support the recruitment and retention of staff in the following ways:

The school supports staff who currently have a Newham Education Services Mortgage Subsidy and those looking for a mortgage through various key worker schemes.

These schemes are open to teachers already employed by the school and new teachers. Teachers currently on the staff of the school are informed of the schemes via the school's bulletin and, for new teachers, the details are included in the copy of the school's adverts for teaching posts.

Newly qualified teachers are employed from July. Relocation expenses are available for some successful candidates. All members of teaching staff have a laptop computer.

These measures are designed to sustain staffing levels in the longer term and recruit quality staff.

Golden Handcuff

Following the publication of the New Opportunities White Paper, the DCSF has launched a package of incentives to encourage more teachers to work in secondary schools in challenging circumstances. Schools invited to participate and offer the package include:

- National Challenge schools and equivalently, intensive Keys to Success/Pathways to Achievement (KtS/PtA) schools in City Challenge areas, where the leadership is rated good or better by Ofsted, or where it is judged by external advisers to now be effective and to have good capacity to improve to this level.
- Academies and maintained secondary schools in England where 30 per cent or more of pupils are eligible for free school meals, and where the leadership is rated good or better by Ofsted, or where it is judged by external advisers to now be effective and to have good capacity to improve to this level.

The offer to teachers includes:

- A Golden Handcuff of £10,000 if teachers stay in the school for three years (i.e. £2,000 after completing one year, another £2,000 after completing two and the final £6,000 after completing three. The Golden Handcuff is an interim measure available to teachers joining schools in the academic years 2009/10 and 2010/11.
- For newly-qualified teachers there is early, fully-funded access to the new Masters in Teaching and Learning qualification from 2009/10.
- Access to a government-funded network of teachers from participating schools which will offer experience sharing, discussion groups, subject specific activities etc.
- New school-based training specially structured to help school staff to deal with the particular problems and pressures of working in a challenging school where many pupils have additional needs.
- Experienced teachers, who meet the appropriate professional standards, may be able to apply for new Advanced Skills Teacher and Excellent Teachers posts that participating schools may be offering.

Cumberland School Specialist Sports and Applied Learning College has agreed to participate in the scheme and will:

- Create two extra AST posts.
- Offer the golden handcuff package to NQT appointments.

NEWHAM EDUCATION SERVICE

PAY POLICY

INTRODUCTION

The statutory pay arrangements for teachers give significant discretion to “relevant bodies” – normally governing bodies, but Local Authorities in some instances – to make pay decisions. The School Teachers’ Pay and Conditions Document has since September 2004 placed a statutory duty on schools and LAs to have a pay policy in place which sets out the basis on which they determine teachers’ pay, and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimize the prospect of disputes and legal challenge of pay decisions.

Schools and Local Authorities, when taking pay decisions, must have regard both to their pay policy and to the teacher’s particular post within the staffing structure. A copy of the staffing structure – revised as appropriate following the 2005 review of school staffing – should be available with the pay policy, together with the implementation plan for bringing in changes.

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

NEWHAM SCHOOL POLICY

1. PRINCIPLES AND PROCESSES

1.1 Background

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as updated from time to time. A copy of the latest version may be viewed on-line at: <http://www.teachernet.gov.uk/paysite/>. All pay-related decisions are made taking full account of the school improvement plan and teachers and unions have been consulted on this policy. All pay related decisions are taken in compliance with The Race Relations Act 1976, The Sex Discrimination Act 1975, The Equal Pay Act 1970, The Disability Discrimination Act 1995, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, as well as The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

1.2 Pay Reviews

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

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

1.3 Decision Making

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

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

NB Headteacher's increments and his/her application for Chartered London Teacher Status are decided by the performance review committee known in Cumberland as the "Staffing Committee".

Individual decisions about the award of one increment are made by the Headteacher, taking account of any recommendations made through the performance management policy.

1.4 Appeals

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

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

- a) incorrectly applied any provision of the Document;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

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

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

2. USE OF DISCRETION IN BASIC PAY DETERMINATION

2.1 Discretionary Experience Points For A Newly Qualified Teacher

One discretionary point for each complete 3 years of relevant paid work experience prior to gaining QTS in a relevant area after the age of 18, up to a maximum award of 2 such experience points. Part time experience will be equated to the full-time equivalent. The definition of relevance is that the experience is as broadly relevant to teaching duties as teaching service would be. It would therefore include:

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

Teachers will be required to supply evidence that clearly supports the claim eg references, reports, testimonials, job description.

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

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

2.2 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. This pay will be determined as if they were a full-timer and then paid pro-rata using the extent to which their contract of employment is full-time equivalent.

2.3 Short Notice/Supply Teachers

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

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

2.4 Unqualified Teachers

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

2.5 Graduate Teachers, Including Overseas Trained Teachers

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

Overseas trained teachers (OTTs) who are judged to be meeting the QTS standards and therefore commence the assessment only route for QTS, will be offered a contract with pay equal to that of a TQTS teacher, subject to signing the formal agreement to commence the assessment programme within two months. Previous teaching experience in the UK and abroad will be assessed on a 1 point for 1 year basis.

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

2.6 Leadership Spine Posts

The School Teachers Pay and Conditions Document (STPCD) sets out a 43-point spine called the Leadership Spine. The responsibility for fixing the salary ranges rests with the relevant body.

2.6.1 Headteachers Range

The salary range on which a headteacher is paid is derived from the two steps, as set out in this paragraph and below.

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

- i) the number of pupils
- ii) the key stage of pupils

- iii) the relevant body has discretion to take into account the number of pupils at the school with SEN statements. In Newham the relevant body has decided to exercise this discretion so that statemented pupil numbers (and those in resource provision or exceptional resource funding) are additionally taken into account in the group size calculation.

A range of points on the pay spine is specified for each group size. The group size of the school will be checked annually by the Authority, using the January pupil numbers and any increase in group size advised to the Chair of Governors. If the Headteacher is currently on a salary point lower than the Individual School Range of the new group, he or she will progress to the minimum ISR point on the following 1st September. The Headteacher has a right to make representation to the relevant body about the Headteacher group at any time. The governing bodies non-delegated schools also have such a right.

From the group range, the relevant body must select seven points to form the Individual Schools Range (ISR), having regard to the following criteria:

- i) the responsibilities of the post;
- ii) the social, economic and cultural backgrounds of the pupils attending the school;
- iii) any difficulties recruiting or retaining a Headteacher.

The governing body has agreed to adopt the ISR structure set out in appendix 2.

2.6.2 Deputy Headteachers Range

A range of five points must be chosen from the Leadership Spine. (Appendix 2).

2.6.3 Assistant Headteachers Range

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

2.6.4 Leadership Spine Starting Salary on Appointment

The relevant body has decided that any new appointment of Headteacher, deputy or assistant headteacher will be made at the minimum of the ISR, unless either:

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

In which case, appointment may be made up to the fourth point on the ISR for a Headteacher and up to the third point with the deputy and assistant.

2.7 Advanced Skills Teachers

From September 2007 the STPCD sets out a 18 point spine for advanced skills teachers.

A range of five points will be chosen from this spine, to reflect the responsibilities of the post. New appointments must be made at the minimum of the range.

2.8 Excellent Teachers

Excellent teachers will be paid the spot salary set out in the STPC Document.

3. MOVEMENT UP PAY SCALES AND RANGES

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

3.1 Classroom Teachers on the Main Scale

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

The Headteacher has the power to withhold an experience point due on 1 September if they consider a teacher's service to be unsatisfactory. Such an increment will only be withheld if the formal stage of the capability or disciplinary procedures has been invoked. If the teacher has been notified that a disciplinary or capability case is under consideration, the decision to award the increment will be deferred. The Headteacher may at any later date decide to award an experience point for the year's service in question where they judge that would be right.

3.2 Threshold Assessment

Progression through the threshold with effect from 1st September is possible once a teacher has been on main scale point 6 for twelve months. Teachers who wish to do so should apply for threshold assessment to the Headteacher by 31st December although eligible teachers have a right to apply up until 31st August, with the award backdated to 1st September of that school year.

3.3 Post Threshold Teachers (Upper Pay Spine)

The STPCD criteria is as follows:

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

The STPCD contains the following guidance regarding UPS progression criteria:

"Upper Pay Spine point 3 teachers play a critical role in the life of the school. They

provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

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

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

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

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

- Performance objectives
- Classroom observation
- Other evidence

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

- Continued to meet threshold standards; and
- Grown professionally by developing their teaching post threshold

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

3.4 Advanced Skills Teachers (ASTs)

ASTs must demonstrate sustained high quality of performance in the light of their agreed performance criteria and will be subject to a review of performance before any performance points will be awarded. Any work undertaken at other schools, in higher education facilities, at facilities of the Local Authority and elsewhere will be taken into account. The clarification of the application of the criteria for AST progression given in the STPCD will be taken fully into account.

The governing body will consider movement by more than one point in the same circumstances as for leadership teachers.

3.5 Deputies and Assistant Heads

Deputies and assistant heads must demonstrate sustained high quality of performance in respect of school leadership and management and pupils progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded. The clarification of the application

of the criteria for Leadership Group progression set out in 3.6 below will be taken fully into account.

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

3.6 Headteacher

The Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupils progress at the school and will be subject to a review of performance against performance objectives before any performance point will be awarded.

The STPCD guidance clarifies this as follows:

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

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

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

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

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

The committee who carry out the Headteacher’s performance review will consider whether the Head’s reviewed performance meets the criteria set out above. If it does, the Headteacher should be permitted to progress to the next increment within their approved pay range. It should be noted that the performance review process must be followed with all Headteachers, even those who are already at the top of their ISR and therefore cannot be considered for a performance increment.

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

granted to a teacher on the leadership spine to the committee. Any such consideration will take place at the same time as the consideration of the Headteacher's incremental position.

As the review usually takes place in the first part of the autumn term, any increment will be backdated to 1st September. Heads, deputies and assistant heads cannot receive a performance increment without the review taking place. Therefore, an increment will only be considered for leadership teachers who were in post in the previous two terms.

4. DISCRETIONARY ALLOWANCE AND PAYMENTS

4.1 Teaching and Learning Responsibility Payments (TLRs)

TLRs will be awarded to the holders of the posts indicated in the school's staffing structure and in accordance with the criteria set out in STPC Document. TLRs will be introduced as set out in the staffing structure implementation plan.

The TLR level 1 can only be paid to teachers whose duties include a requirement of "line management responsibility for a significant number of people". The governing body has agreed that this number is 5.

The values of the TLRs to be awarded are set out below (as at September 2009):

TLR 2a	£ 2,478
TLR 2b	£ 4,267
TLR 2c	£ 6,056
TLR 1a	£ 7,158
TLR 1b	£ 8,809
TLR 1c	£10,461
TLR 1d	£12,113

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

4.2 Special Education Needs Allowances

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

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

Special Needs Allowance 2 is at discretion of the relevant body for recognition of relevant qualifications and/or experience. The governing body has decided that this Allowance will only be awarded to teachers who are in receipt of the first allowance and who hold one of the recognized certificates for teaching pupils who are blind, deaf or autistic.

4.3 Recruitment and Retention Payments

4.3.1 General

The governing body may pay recruitment awards for a maximum of three years and retention awards for a maximum of three years. The latter may be extended in “exceptional circumstances”.

The governing body has agreed to adopt two payments as follows (September 2009):

Payment 1 -	£1,167
Payment 2 -	£2,297

4.3.2 Recruitment

The governing body has decided to make these payments in the following exceptional circumstances for recruitment:

- i) Newly qualified teachers who do not qualify for any relevant work experience points. They will receive Payment 1 as set out above, subject to this payment terminating at the same time as the teacher moves to MPS 6.
- ii) Where there is clear evidence that proposed advertisement will not attract any suitable applicants, Payment 1 will be allocated.

4.4 Continuing Professional Development

Payment may be made to teachers for CPD undertaken outside the school day. The relevant body has decided to authorize the Headteacher to make such payments in exceptional circumstances.

The basis of payment will be hourly sessional rate, (£24.42 at September 10) determined by the authority.

4.5 Out of School Learning Activities

Payments can be made to teachers, where the teacher has agreed to the Headteacher’s request to participate, and they make a substantial and where appropriate regular commitment to such activity. The Authority’s advice is that payment may be made:

- For work outside the 195 days, at the hourly sessional rate (£24.42 at September 2010).

The relevant body has decided to make such payments, decided by the Headteacher.

4.6 Unqualified Teachers Allowance

The governing body will pay an unqualified teachers' allowance to unqualified teachers when the governing body consider their basic salary is not adequate having regard to their responsibilities, qualifications and experience. This will apply when in the absence of a suitably qualified and experienced teacher, the unqualified teacher is undertaking the responsibilities of a TLR and payment will be this TLR value.

4.7 Chartered London Teachers

Teachers who have registered their intention to apply for Chartered London Teacher status may apply for assessment once in any school year to the Headteacher against the standards set out in Annex 4 of the STPC Document. This application should be by 31 December. An application by a Headteacher will be decided by the governors performance review committee known in Cumberland as the staffing committee.

4.8 Acting Up Allowances

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

4.9 Safeguarding

The STPC Document contains details of how some elements of teachers pay may be safeguarded. The school will follow these provisions and ensure that teachers are correctly notified.

APPEAL AGAINST PAY DETERMINATION

The order of appeal arrangements is as follows:

1. The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Headteacher 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.
 1. The employee should set down in writing the grounds for questioning the pay decision and send it to the Headteacher within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to in 2 above.
 2. The Headteacher should provide a meeting with himself/herself within twenty working days of receipt of the written grounds for questioning the pay decision to consider this and give the employee an opportunity to make representations in person. The employee is entitled to be accompanied by a union representative or friend. Following this meeting the employee should be informed in writing of the decision and the right to appeal to governors.
 3. The employee should write to the Headteacher stating their wish to appeal to governors within five days of receiving the Headteacher's letter set out in paragraph 5.
 4. 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. Five days notice should be given of the appeal date. Both parties should submit written evidence. The Headteacher's evidence will explain the basis of the decision and the employee's evidence will set out the basis for the appeal. Witnesses will not be called unless agreed by both parties in exceptional circumstances. Copies of the evidence must be available to all parties at least three working days prior to the Committee meeting.
 5. The procedure for the appeal hearing is set out below.

FORMAL PAY APPEAL HEARING PROCEDURE

1. The Committee should elect a Chair for the meeting.
2. The Chair to call in all parties.
3. The Chair to explain procedure.
4. Chair to establish that all parties and Governors have the written evidence that was submitted beforehand.
5. The Headteacher to present their case, based on the written evidence.

6. At the conclusion of the presentation of their case, the Headteacher to be questioned (in order) by:

Employee (or representative)
Governors
7. Employee (or representative) to present their case, based on the written evidence.
8. At the conclusion of the presentation of their case, the employee should be questioned (in order) by:

Headteacher (or other respondent)
Governors
9. The Headteacher has the opportunity to summarise their case and respond to evidence raised without introducing any new evidence.
10. The employee has the opportunity to summarise their case and respond to evidence raised without introducing any new evidence.
11. Both parties will withdraw for the Governors to consider the case. A written decision with reasons will be issued within five working days. Where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.
12. For centrally employed teachers, the formal appeal will be to the relevant second tier officer of the Authority.

**Newham Education Service
Summary of Authority Recommended Ranges for
Headteachers and Deputy Head Teachers**

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

SUPPORT (NON-TEACHING) STAFF

Grade/Scale: The governing body is legally required to use one of the grades/scales used by the Authority. The Authority assesses the appropriate grades/scales for posts using job evaluation schemes to ensure comparability across its workforce and the proper recognition of the responsibilities of each post. The Authority is implementing single status arrangements for non-teaching staff which may impact on the arrangements set out in this section. The governing body has decided that for any new post, it will prepare a job description and will request and adhere to the advice of the Authority about the appropriate grade/scale.

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

- i) Recognition of any additional traveling expenses compared with their current employment
- ii) Recognition of the previous service of the appointee in an identical post

This discretion will be exercised by the Headteacher.

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

Additional Increments

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

Withholding Annual Increments

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