

Reading Girls' School



Pay Policy

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1. LEGAL CONTENT

This Pay Policy describes how the Governing Body will apply the requirements of the current School Teachers' Pay and Conditions Order to teachers working in the School and how the support staff, paid on the NJC Scale will be included in the school salary structure.

Governing Bodies are required to:

- Develop, adopt and implement a policy
- Keep the policy under regular review
- Make it available to all staff.

All teachers are paid in accordance with the statutory provisions of the School Teachers' Pay & Conditions Document (STPCD) published by the Department for Education (DfE). The policy uses the guidance published by the National Union of Teachers (NUT) and Unison/NAVCA for support staff NJC payscales.

2. APPLICATION

This Pay Policy applies to all staff in the School. The operation of the policy will be monitored by the governing body and reviewed annually and amended where necessary due to changes to the teachers' pay structure or changes in governing body policy. The policy will be subject to full consultation with staff and the representatives of the recognised teacher organisations.

3. AIMS

The Governing Body of Reading Girls' School aims to maintain and enhance the quality of education for students in the school by having a whole school pay policy which:

- Identifies a staffing structure which supports the achievement of the School Improvement Plan and leadership and management throughout the school
- Demonstrates to all staff that the Governing Body is managing its responsibilities in relation to pay discretion in a fair and responsible way
- Encourages the recruitment, retention and motivation of effective teachers and support staff
- Ensures that all staff are valued and receive proper recognition for their contribution to the life of the school
- Is applicable to all staff (part-time as well as full-time) and provides equality of opportunity
- Is applied appropriately in relation to the Reading Girls' School arrangements for performance management
- Is adopted following consultation with the staff and professional associations.

4. GENERAL PRINCIPLES AND APPLICATION

- The Pay Policy will be determined by the Full Governing Body.
- A copy of this Pay Policy will be made available to all staff.
- Implementation of this Pay Policy will be the responsibility of the Full Governing Body.
- All staff will receive the annual cost of living rise, if applicable: in April for support staff, and in September for teaching staff, following national guidelines.

- All teaching staff will have their salary reviewed and assessed annually with effect from 1 September and no later than 31 October each year with incremental movement if agreed up the salary scale to be implemented from 1 September.
- All support staff will have their salary reviewed and assessed annually with incremental movement if agreed up the salary scale to be implemented from 1 April.
- All staff will receive information about vacant posts, availability of TLR allowances and temporary and acting posts which will be advertised in line with the School's Recruitment and Selection Policy.
- Differences between jobs as described in job descriptions will be recognised by ensuring that there are appropriate pay differentials.
- Decisions on pay are made by a Pay Committee of three governors including the Headteacher, appointed by the Governing Body. The Headteacher will present recommendations to the Pay Committee based on staff appraisal outcomes. For the Headteacher's own pay, a recommendation will be made by the Headteacher Performance Review panel to the Pay Committee, which will meet without the Headteacher. The Pay Committee reports back to the Governors once it has completed its deliberations for information and Governors will note the report without discussion.
- The pay records of individual members of staff will be confidential.
- The Headteacher will be responsible for providing evidence to the Pay Committee to enable them to apply this policy including decisions of the Committee in respect of the Deputy Headteacher(s), Assistant Headteachers, Advanced Skills teachers, classroom teachers and support staff and for making reports as appropriate to the Governing Body. The annual pay review will be carried out with regard to the staffing structure in the School provided by the Governing Body.
- The Governing Body will ensure that all teachers are protected against unforeseen changes to their pay and conditions in accordance with the School Teachers' Pay and Conditions Document, and Support Staff in accordance with the Support Staff Terms and Conditions of Service.
- Job descriptions are provided on application for a post.
- Any complaint relating to pay should be dealt with in line with the Appeals Procedure.
- The Governing Body will arrange for a copy of the annual salary statement to be sent to each member of staff in July.
- The Governing Body will consider the changes to the salaries and conditions of teachers and support staff arising from national and local reviews.

Performance Management and Review

The Governing Body will have in place an agreed Performance Management Policy. The Headteacher's Performance Review Committee will be responsible for reviewing the performance of the Headteacher. The Headteacher will be responsible for performance review information for all staff.

5. TEACHERS

Basic Pay Determination on Appointment

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

appointment it will determine the starting salary within that range to be offered to the successful candidate. In making such determinations, the Governing Body may take into account a range of factors including:

- The nature of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider school context

Governors will use the minimum and maximum figures taken from the STPCD published by the DfE together with the six discretionary reference points on the Teachers' main pay scale, (referred to as M1 to M6), plus the three discretionary points (also known as U1 to U3) on the upper pay scale.

Unqualified teachers

The Headteacher in conjunction with the Chair of Governors is authorised to place any unqualified teacher on appointment on the appropriate point on the unqualified teachers' scale, taking account of the individual's qualifications and experience. Service at this or another school will be counted in the same way as for qualified teachers (see Appendix A).

Overseas Trained Teachers

Teachers with teaching qualifications from abroad will be paid on the Unqualified Teachers' pay scale. Once QTS has been achieved, they may be placed on the Qualified Teachers' pay scale and may then begin the induction period.

Qualified Teachers

Qualified teachers will be paid on a salary scale in line with the current School Teachers' Pay and Conditions Document.

Qualifications and experience

All Newly Qualified Teachers will be appointed on a minimum of point 1.

On appointment of a teacher, one point may be awarded for every three years for generally relevant experience outside the teaching profession and one point for each year of directly relevant experience (see Appendix A).

Pay Progression based on Performance

In Reading Girls' School, all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal can be found in the Performance Management Policy. Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of Newly Qualified Teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a "no progression" determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence.

In Reading Girls' School we will ensure fairness by ensuring all staff are trained in and understand the requirements of the Teacher's Standards, and by using SMART objectives that will support both the school and the individual teacher's improvement. The Headteacher will have access to all the staff's objectives set by the reviewers. The Pay Committee will moderate by looking at anonymised data.

Reading Girls' School will use evidence from a wide range of sources for assessing performance, as set out in the Performance Management Policy.

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

In Reading Girls' School judgements of performance will be made against the extent to which teachers have met their individual objectives and the Teachers' Standards and how they have contributed to student achievement, as well as teachers' wider contribution to the school.

Teachers may be eligible for a pay increase if they meet all their objectives, are assessed as meeting the Teachers' Standards and all teaching is assessed as at least good.

Additional Allowances

These will be allocated in accordance with the allowance structure in the School as approved by the Governing Body (Appendix B). These allowances will be reduced pro rata for a part-time teacher.

- i) Teaching and Learning Responsibility points (TLRs)
All new appointments to posts that meet the relevant criteria and factors, as outlined in the School Teacher's Pay and Conditions Document, will be eligible to receive a TLR payment, the values of which will be determined by the governing body. The school's TLR structure is attached as Appendix B to this pay policy.
- ii) Recruitment and Retention Allowances
The governors may consider awarding an incentive or benefit in respect of recruitment and retention if they anticipate difficulties for a post.

Movement to the Upper Pay Scale (UPS)

Applications and Evidence

We encourage any qualified teacher to apply to be paid on the UPS and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the UPS. Applications are to be made once a year during the Autumn term up to the 31st October.

RGS recognises that in some instances a teacher may be simultaneously employed at one or more other schools and would expect the teacher to submit separate applications if they wish

to apply to be paid on the UPS in that school or those schools. Reading Girls' School will not be bound by a pay decision made by another school.

All applications will include the results of reviews and appraisals, including evidence, from the previous two years, including any recommendations on pay. Applications are to be forwarded to the Headteacher by email or by using the standard form that is provided for this purpose on the school's Drive.

The Assessment

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

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

For the purposes of this pay policy, "highly competent" means that the teacher's performance is at least consistently good and occasionally outstanding, making a distinctive contribution to raising student standards, and s/he is able to provide high-quality coaching or mentoring to other members of staff.

For the purpose of this pay policy "substantial" means that a teacher plays a critical role in the life of the school, takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve students' learning in other teachers' lessons as well as their own.

For the purpose of this pay policy, "sustained" means that the above attributes have been maintained continuously over a 2 year period. (UPS progression criteria, see Appendix C.)

All applications will be assessed robustly, transparently and equitably. The initial assessment will be made by the teacher's line manager and the Headteacher. The Governing Body will make the final determination after receiving a report from the Headteacher detailing the teacher's competency in all elements of the Teachers' Standards and their substantial and sustained contributions to the whole school.

Further progression on the UPS is not automatic but is at the discretion of the Headteacher in connection with the Performance Management review structure in recognition of "substantial and sustained performance and contribution to the School" and the maintenance of high levels of competence in all elements of the Teachers' Standards. UPS progression will not be awarded annually other than in exceptional circumstances; normally 2 years should elapse between progression to the next UPS point.

Process and Procedures

The decision as to whether progression onto or within the UPS has been granted will follow within 10 days of the Pay Committee having met. In all cases, this will be by the end of November.

If successful, applicants will move to the UPS from 1st September of that current year. The decision as to where on the UPS a successful applicant will commence will be made by the Pay Committee in consultation with the Headteacher. The decision to place a successful applicant further up on the UPS will be based on the nature of the post and the responsibilities it entails, along with the level of qualifications, skills and experience of the teacher.

If unsuccessful, feedback will be provided to the teacher by the Headteacher at a formal meeting and provision of written details. This will be provided within 10 working days of the decision.

Any appeal against a decision not to move the teacher to the UPS will be heard under Reading Girls' School's appeal arrangements.

LEADERSHIP GROUP

The Governing Body will make decisions regarding:

- the review and setting of the 7 point Individual School Range (ISR) for the School, within the range based on the group size of the school.
- the setting of a new Headteacher's salary within the lower 4 points of the ISR;
- the review and setting of the Individual School Range (ISR) at any time throughout the year in order to attract or to retain a Headteacher;
- the setting of a temporary ISR to accommodate a seconded or temporary Headteacher;
- the Leadership Team structure appropriate for the School;
- the pay ranges and points for the Leadership Team.

ANNUAL REVIEW of SENIOR LEADERSHIP TEAM SALARY

The Governing Body will carry out an annual review to determine the salary of members of the Senior Leadership Team.

The review will be carried out in the context of sustained high quality of performance, taking account of performance objectives, which have been previously agreed.

Progression up the pay spine may be made by up to two points in the course of a single pay determination.

Performance review information will inform decisions in relation to the awarding of performance points.

The Headteacher will be on a 7 point range.

Deputy Headteachers and Assistant Headteachers will be on a 5 point range.

The range for the Assistant Headteacher has to have its minimum above the pay of the highest paid classroom teacher as defined in the Pay and Conditions document.

The pay range for the Deputy Headteacher should be such that the lowest point is above the lowest point for an Assistant Headteacher.

The Governing Body may make the payment of performance awards, in the case of a temporary Headteacher, in the form of a lump sum when s/he returns to his/her main post.

Acting Allowances

The STPCD specifies that governing bodies may pay an acting allowance to a teacher who is assigned and carries out the duties of a head, deputy or assistant headteacher within four weeks of taking up such duties. The governing body has decided that a teacher who undertakes such duties will be paid an acting allowance from the day that he/she first carries out such duties.

6. PART TIME STAFF

The contribution made by part-time staff is recognised and valued by Governors. Part-time teaching staff will be consulted before a timetable is constructed and any requests will be considered which contribute to the efficient running of the school and the benefit of students. All salary payments will be made pro-rata and the proportion of teaching and non-teaching time will also be pro-rata. Attendance at INSET days should also be pro-rata and the days chosen in consultation with the Headteacher.

7. SUPPORT STAFF

All non-teaching staff are classified as support staff and are paid on the NJC Salary Scale. A range of points is available for each type of post and these will be communicated to the employee in the annual salary summary sheet issued in April. Criteria for movement to the next band will also be available to staff.

Following a successful appraisal, all support staff will have their salary reviewed and assessed annually with a movement of one incremental point up the salary scale within the band for the post.

Support staff may be paid on an annual salary, a salary for term-time only with the addition of statutory holiday pay or on a timesheet where only a few hours are worked per month. All staff will be paid monthly through the school payroll.

8. PAYMENT FOR INSET AT WEEKENDS AND OUT OF TERM TIME (EXCLUDING HEADTEACHERS)

No member of staff will be obliged or be put under pressure to attend in-service training outside the 195 days on which they are required to be available for work.

No additional payment will be made to staff who undertake in-service training on a day other than any of the 195 days on which a teacher must be available for work.

9. PAYMENT FOR OUT-OF-SCHOOL HOURS LEARNING ACTIVITIES (EXCLUDING LEADERSHIP TEAM)

The governing body will not normally make payments to staff in regard to out of school learning activities but retains the right to use its discretion.

10. PAYMENT FOR CONTINUING PROFESSIONAL DEVELOPMENT (EXCLUDING HEADTEACHER)

No full- or part-time teacher or member of the support staff will be obliged or be put under pressure to participate in CPD activities above his/her contracted hours.

No additional payment will be made to full or part-time teachers or support staff who undertake voluntary CPD at weekends or during school holidays.

11. JURY SERVICE

Staff who are required to serve as jury members should notify their manager as soon as they receive their summons. They will receive an allowances sheet, including a loss of earnings form from the Court. **Appendix D** sets out the full procedure which staff must follow should they be required to attend Jury Service. Staff will never be out of pocket when attending Jury Service, however the total amount received should not exceed the normal salary.

12. APPEAL PROCEDURE

Any complaints with regard to performance pay awards or pay in general should be referred in the first instance to the Headteacher. The member of staff should first seek to resolve the matter informally through discussion with their Headteacher. If the member of staff's concerns cannot be resolved at this level, the complaint or formal appeal may be referred to the Pay Appeal Panel. No governor who has been involved in a member of staff's pay award may serve on that member of staff's appeal committee. An appeal may be lodged on the grounds that:

- the provisions of this policy were not applied correctly
- there was insufficient regard for statutory guidance.

and/or those making the pay/performance award decisions:

- failed to take account of relevant evidence
- took into account irrelevant or inaccurate evidence
- were biased

- discriminated unlawfully against the member of staff.

An appeal must be made in writing within 10 working days of the teacher being notified of the decision. Appeals will be heard within 20 working days of receipt of the member of staff's written notification of his/her wish to appeal. The appellant may be accompanied by a colleague or his/her trade union representative. The appellant also has the right to see all relevant papers. If the appellant wishes to submit any written evidence as part of their appeal, they must do so at least 5 working days prior to the appeal hearing.

Where an appeal has been submitted by a member of staff other than the Headteacher, and they are appealing against the decision of the Headteacher/Governors, it will be for the chair of the pay Panel to determine whether a representative of Governors and/or the Headteacher should be present to defend their decision.

An agenda for hearing a pay appeal is included as Appendix E to this policy.

The decision of the appeal panel should be notified in writing to the teacher within 10 working days of the appeal hearing. If the appeal is rejected, the appeal panel should explain the reasons for their decision.

An appeal by the Headteacher about their own pay is referred to a single appeal governor who cannot have been a member of the Headteacher's Performance Review Panel or the Pay Committee.

This procedure performs the function of the grievance procedure. The decision is final and there is no recourse to the staff grievance procedure.

Monitoring the Impact of the Policy

Reading Girls' School Governing Body will monitor the outcomes and impact of this policy annually, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

**Peter Kayes
Chair of Governors**

APPENDIX A: Guidance for Governors/Finance Manager

Teachers New to Service

The starting point for all teachers new to service, and who are paid on the Main Pay Scale, is point one. In addition, the Governing Body has discretion to determine that certain types of work experience outside the mandatory experience will be recognised as follows:

It is for individual Governing Bodies to determine whether or not to award points for experience outside the mandatory criteria stated within the STPCD. In order to help Governing Bodies determine their criteria for awarding discretionary experience points, we have provided some examples of different types of experience and the sorts of considerations that Governing Bodies could make.

It must be emphasised that these are only considerations and that it is for individual Governing Bodies to determine how they will award discretionary experience points.

EXPERIENCE	CONSIDERATIONS
<i>Teaching outside of a DfE-recognised school in England or Wales, or the EEA (including the rest of the UK)</i>	<i>Very relevant experience, consider one point for each year's experience.</i>
<i>Teaching experience in the independent sector</i>	<i>Very relevant experience, consider one point for each year's experience.</i>
<i>Teaching experience in Adult Education</i>	<i>Relevant experience, could consider one point for each year's experience or X number of years experience.</i>
<i>Private tutoring</i>	<i>Some relevance, could consider one point for X number of year's experience.</i>
<i>Non-teaching experience within education</i>	<i>Depends on relevance. Classroom based experience (e.g. Teaching Assistant) has relevance and could be recognised by awarding one point for X number of year's experience.</i>
<i>Non-teaching experience within industry/other sectors</i>	<i>Could consider awarding one point for X number of year's experience. Some experience may be more relevant and consideration could be made for awarding additional salary points based on the experience and shortages in the subject area. e.g. A Science Teacher who has worked in the chemical industry.</i>

Once discretionary experience points have been awarded, they cannot be removed from a teacher's salary assessment, even if a teacher changes schools.

APPENDIX B: RGS guidelines on Teaching and Learning Responsibilities

Rationale

We have a staffing structure which is effective and suits our school's current needs. It enables us to develop and enhance the Teaching and Learning initiatives we identify in our School Improvement Plan, and recognises the valuable contributions made by staff.

Structure

The structure we have established is transparent and allows for:

- A combination of responsibilities to be held by one person
- A hierarchy of weight and complexity of responsibility.
- All roles to be stand-alone but with clear links between the roles
- All roles to be line-managed and accountable
- All roles to be based on teaching and learning.

TLRs are based on a 5-point scale:

There are 5 TLR points: 2a, 2b, 1a, 1b, 1c. A TLR 2a is the lowest TLR point and a 1c is the highest. The monetary value between each point is the same except between a 1b and 1c where it is slightly higher. Values of TLRs change in line with national pay awards. The upper and lower points are determined by the School Teachers' Pay and Conditions Document and Statutory Regulations.

The criteria for the award of TLR 1 or 2 payments are as follows:

- Is focused on teaching and learning
- Requires the exercise of a teacher's professional skills and judgement
- Requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage student development across the curriculum
- Has an impact on the educational progress of students other than the teacher's assigned classes or group of students
- Involves leading, developing and enhancing the teaching practice of other staff

Before making any TLR 3 payment, the Governing body must be satisfied that the responsibilities meet the above criteria, that the TLR is being awarded for clearly time-limited school improvement projects or externally-driven responsibilities, and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment. TLR 3 payments would be made within the range published in the STPCD and the duration of payment will be set out clearly.

APPENDIX C - Upper Pay Range Progression Criteria

1) Professional Attributes

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

2) Professional Knowledge and Understanding

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

3) Professional Skills

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

APPENDIX D: JURY SERVICE PROCEDURE

1. Scope

- 1.1 From time to time School employees may be called for jury service.
- 1.2 The SOAS Jury Service Procedure applies to all School employees, including part-time, fractional, fixed-term and casual staff.
- 1.3 School employees on paid leave (e.g. sick leave, maternity leave, adoption leave, research leave, annual leave etc) are still required to comply with this procedure if the jury service falls within the period of leave.
- 1.4 School employees attending jury service are able to claim back loss of earnings and other allowances from Her Majesty's Courts Service (HMCS). By following this procedure the School is able to reclaim some of the costs of the employee's absence (details are set out at section 3 below). Therefore school employees are required to claim for loss of earnings.
- 1.5 The School cannot refuse a request from HMCS for one of its employees to attend jury service.

2. Procedure

- 2.1 Where a member of staff has been called up for jury service, they must notify their Academic Head of Department/Manager/Director of Professional Services as soon as possible to request time off work. They should provide their manager with a copy of the court summons.
- 2.2 Staff who are required to serve as jury members should receive an allowances sheet including a loss of earnings form with their summons to jury service (see section 3). If they have not received this form, they should request the form from the relevant court authorities.
- 2.3 Members of staff must send the loss of earnings form to the HR Payroll & Pensions Team as soon as possible and in advance of the period of jury service.
- 2.4 The HR Payroll & Pensions Team will sign and complete the loss of earnings form and return it to the member of staff.
- 2.5 The member of staff should hand the completed loss of earnings form to the court where their jury service is required.
- 2.6 The court will then pay the employee for their attendance at jury service and provide written confirmation of how much payment has been made.
- 2.7 The employee must send this written confirmation to the HR Payroll & Pensions Team as soon as possible. If the form is received after the monthly payroll deadline (normally 16th of each month, except at Christmas or at Easter), the member of staff may not receive their normal salary for that month and adjustments will have to be made the following month.
- 2.8 On receipt of the confirmation of payment from the court, the HR Payroll & Pensions Team will make any necessary alterations to the employee's payment, to ensure that the member of staff receives their normal pay during the period of jury service.

2.9 If on any day of scheduled jury service, the employee is not required at court, they are required to return to work for that day (or days thereafter).

3. Allowances for jurors (advice taken from HMCS web site)

3.1 Jurors can claim three types of allowances from the court when they are completing jury service:

- Travel
- Subsistence
- Financial loss

3.2 The rates payable to jurors are contained in an allowances sheet sent to jurors if they are summoned for jury service.

The financial loss may cover:

- Loss of earnings
- Fees paid to carers or child minders
- Or other payments which have had to be made as a direct result of jury service.

3.3 Receipts of proof of payment should be provided for these claims. If jurors are unsure about what is acceptable, they should ask the court where they will be doing their jury service.

3.4 Provided that the daily maximum is not exceeded, jurors may claim for more than one type of financial loss. For example, if a juror was claiming for loss of earnings and childcare, the total of both must not exceed the maximum. Where claims exceed this, only the maximum can be paid.

Payments can only be paid to jurors and will not be made to third parties such as the School, family or friends.

4. Equality and Diversity

4.1 The procedures outlined here should be carried out with due regard to any diversity issues which may have affected either the original situation or the current process. The School's Diversity Adviser and diversity specialists within the HR Directorate are available to support colleagues in this area.

4.2 Where a diversity issue (e.g. a disability including chronic physical or mental health conditions) has been disclosed to the School, whether prior to the situation which triggered this process or during the process, the line manager co-ordinating the process is responsible for checking with the employee to determine their needs and for making the appropriate arrangements.

4.3 Employees who have not previously disclosed a diversity issue which may be relevant to this process are encouraged to do so, as early as possible, so that it can be taken into account.

5. Approval

This procedure was agreed with the School recognised trade unions, UCU and UNISON, on 8 April 2011.

APPENDIX E: APPEALS

(An appeal against a pay decision by a Headteacher will need to be modified accordingly)

(NAME)

AGENDA FOR PAY APPEAL HEARING

(SCHOOL)

(DATE)

(TIME)

1. Introduction of all those present.
2. The appellant and/or his representative to present his reasons for appeal with any supporting evidence, and calling witnesses* if applicable.
3. The representative of the Personnel Governors/Headteacher to ask questions of the appellant and witnesses* if applicable.
4. The Appeal Panel to ask questions of the appellant and witnesses* if applicable.
5. The representative of the Personnel governors/Headteacher to respond to the appellant's appeal, and calling witnesses* if applicable.
6. The appellant and/or his representative to ask questions of the representative of the Personnel governors/Headteacher.
7. The Appeal Panel to ask questions of the representative of the Personnel Governors/Headteacher.
8. The appellant and/or his representative to summarise.
9. The representative of the Personnel Governors/Headteacher to summarise.
10. Hearing to be adjourned whilst all parties, except the Pay Panel, their adviser and the Clerk, leave the room.
11. The parties will be recalled and if the Pay Panel have made their decision this will be confirmed.

*Where witnesses are called it is usually advisable that they are called in one at a time. They should be questioned by the other party and the panel, if necessary, before being asked to leave and the next witness called in.