

**Guidance for Boards of Governors
on**

THE FORMULATION

AND

IMPLEMENTATION

OF

SALARY POLICY

MAY 2008

1.0 INTRODUCTION AND BACKGROUND

1.1 Since 1993, Boards of Governors of schools have had statutory responsibility to develop a Salary Policy related to the particular needs of schools and to keep their Salary Policy under annual review. Guidance was provided by the Employing Authorities to Boards of Governors on the formulation and implementation of a Salary Policy, most recently in 2000. Since then, however, there have been several significant developments in relation to teachers' pay and conditions of service (including Threshold, The Curran Inquiry, Performance Review and Staff Development, Upper Pay Scales) which have implications for the content of a School's Salary Policy. This revised guidance takes account of these developments.

1.2 Definition of the Relevant Body

1.2.1 For the sake of clarity the following terms used throughout this guidance document are defined below:

- | | | |
|---------------------|---|--|
| Relevant Body | - | The Relevant Body is the Board of Governors in a school with a delegated budget. |
| | - | The Relevant Body is the Employing Authority in a school without a delegated budget i.e. a Special School |
| Employing Authority | - | The Employing Authority is the local Education and Library Board for controlled schools and the Council for Catholic Maintained Schools for Catholic maintained schools. |
| | - | In the case of voluntary grammar, grant maintained integrated and maintained non-Catholic schools, the Board of Governors is both the Employing Authority and the Relevant Body. |

1.2.2 Subject to decisions in relation to pay and progressions conforming with legislative requirements, agreements reached at the Teacher Negotiating Committee and the rules for the control and management of expenditure, including those relating to propriety and regularity, the Employing Authority will act upon the decisions made by the Relevant Body. Boards of Governors must take account, however, of advice and guidance offered by the Employing Authority.

2.0 SALARY POLICY

2.1 Department of Education (DE) Circular 1993/24 (see Appendix 1) requires all schools to develop and keep current a School Salary Policy. The Relevant Body should prepare a Salary Policy in consultation with the teaching staff of the schools. The Salary Policy should include an agreed management structure appropriate to the current and projected needs of

- the school. This may not coincide with the structure currently in place, but may be seen as a target to which the school will progress as opportunities arise. In drawing up this structure Relevant Bodies are reminded that they may determine the number of teachers to be paid as Vice-Principal, having regard to the particular needs of the schools. In doing so, it should be noted that only Vice-Principals can be required to act up as Principal.
- 2.2 The purpose of the Salary Policy is to set out the principles which will guide all pay decisions for Principals, Vice-Principals and other qualified teachers both on first appointment and annually thereafter as well as the procedures that will be followed.
- 2.3 The Salary Policy should, among other things, identify the timetable for annual salary reviews. Boards of Governors must conduct an annual review of the salary placement of teachers, including Principals and Vice-Principals and give each teacher written notification of their salary placement and how it has been arrived at. Normally this should be completed prior to the end of the summer term for the incoming school year.
- 2.4 It will also need to specify how the Relevant Body intends to use the flexibility inherent in the pay structure to reflect the needs and circumstances of the school and the resources available to it and should be clearly linked to priorities identified in the School Development Plan. The Relevant Body may use the annual salary reviews to look afresh at the needs of the school as well as the different needs and aspirations of its teachers and the incentives which they wish to offer.
- 2.5 All procedures for determining pay should be consistent with the principles of objectivity, openness and accountability and related to the specific needs of the school. In determining pay, the Relevant Body should in all cases take care to avoid approaches likely to give rise to complaints under employment legislation. It is strongly recommended that the Relevant Body seeks the advice and guidance of the Employing Authority when formulating the Salary Policy.
- 2.6 The Salary Policy should be developed or reviewed in consultation with teaching staff in the school. Such consultation should take place before the Board of Governors formally adopts the Salary Policy.
- 2.7 The Salary Policy should be formally adopted by the Board of Governors, including the teacher governor(s) and be made available to all teaching staff, including any temporary teaching staff, employed by the school. A Model School Salary Policy is shown at Appendix 2, for information and guidance.
- 2.8 **Implementation Arrangements**
- 2.8.1 It is recommended that Boards of Governors adopt the following procedure to implement the administration of the Salary Policy:

- (i) The Board of Governors will delegate to the Finance Committee, consisting of not less than three voting members and excluding the teacher governor(s) responsibility for the award of points in respect of:
 - (a) experience points;
 - (b) recruitment and retention allowances;
 - (c) special needs allowances;
 - (d) teaching allowances; and
 - (e) the salary placement of the Principal and Vice-Principal.
- (ii) The Finance Committee will notify each teacher individually, in writing, of its decision on their salary placement, including reference to the right of appeal.
- (iii) Appeals will be heard by not less than three members of the Board of Governors, excluding the teacher governor(s), who are not members of the Finance Committee.
- (iv) The decisions of the Finance Committee must be reported to the full Board of Governors.

2.8.2 Any committee to which the Board of Governors delegates any of its functions must be established in accordance with the Scheme of Management. This does not disqualify any member of the Board of Governors from membership of a committee. However, it requires any member who has any pecuniary interest, direct or indirect, in any matter to take no part in the consideration or discussion.

2.8.3 The Principal has a central role in advising on the award of points/allowances but should withdraw from meetings where his/her salary is to be discussed.

2.8.4 In light of these requirements the Board of Governors need to consider who should serve on any committee, and in particular what part should be played by the Principal and the teacher governor(s). Whilst teacher governors are not debarred from membership of such a committee, at some time during its working they will be required to declare an interest and withdraw. Common sense generally prevails.

2.9 **Increases to Boost Pensions**

Relevant Bodies must not exercise pay discretions with the objective of increasing final salary for pension purposes.

2.10 **Affordability**

The award of pay progression must be capable of being funded from within the school budget without the need for additional funding from Curriculum Reserve or other funds held by Education and Library Boards. With this in mind, it is recommended that, prior to the implementation of

pay progression, each Relevant Body analyses the projected school enrolment for the next 2 years following the year under review to ensure that the school budget can sustain the future level of expenditure.

3.0 THE LEADERSHIP GROUP (SALARY PLACEMENT OF PRINCIPALS AND VICE-PRINCIPALS)

3.1 Size of the Leadership Group

3.1.1 The size of a school's Leadership Group is for the Relevant Body to decide, taking into account the needs of the school and the overall staffing structure adopted. All members of the Leadership Group should have substantial strategic responsibilities for school leadership, as Principals or Vice-Principals. New appointees to the Leadership Group are not required to have passed the Threshold, but Relevant Bodies should expect the performance of these teachers to be at least consistent with the Threshold standards.

3.2 The Basic Structure of the Leadership Group

3.2.1 The Determination that issued with DE Circular 2006/17 (see Appendix 3) requires Relevant Bodies to pay Principals and Vice-Principals on a 43-point Leadership Group pay spine. The Leadership Group pay spine is banded into eight school Principal Groups with overlapping ranges of spine points, (see Appendix 4E). The school Principal Group is determined using a specified formula which relates to the size of the school. There are slightly different arrangements for both mainstream schools and special schools.

3.2.2 Relevant Bodies are required to set a seven-point Individual School Range (ISR) within the ranges of points available within the appropriate school Principal Group. The Principal's salary must be within this ISR (see para.3.5 below).

3.2.3 Relevant Bodies are required to set a five-point pay range for each Vice-Principal (see para.3.6 below). The Vice-Principal's salary must start on a point above the pay of the "highest paid classroom teacher" (which is a notional salary as defined in para.3.2.4 below). Furthermore, the Vice-Principal's pay range must not overlap with the ISR, (see Appendix 4E).

3.2.4 The "highest paid classroom teacher's salary" is a notional salary, comprising of Upper Pay Scale 1 plus any Teaching or Special Educational Needs Allowances held by the highest paid classroom teacher. The value of recruitment and retention payments must not be taken into account for the purpose of this calculation, although in cases where this has been previously counted, there is no obligation to review the ISR.

3.2.5 Where it becomes necessary to re-determine pay ranges to avoid overlap with other Leadership Group members or the 'highest paid classroom teacher', the change must not be more than is necessary to avoid overlap.

Relevant Bodies must not set pay ranges at such a high level that they are then required to set an ISR outside the school group nor must they increase the highest paid teacher's salary or the Vice-Principal's salary range for the purpose of increasing the Principals Pay.

- 3.2.6 Aside from the legal requirements in relation to overlapping between members of the Leadership Group with each other and the "highest paid teacher" (see para.3.2.4 above) there are no legal differentials. However, the Employing Authorities strongly recommend that schools adopt the recommended ranges shown in Appendix 4E to ensure a consistent approach across all schools (see para.3.5.4). Should the Relevant Body decide to develop differential criteria, it will need to give careful consideration to the way they interact with performance pay awards. Performance pay awards (e.g. progression on the Upper Pay Scale and Leadership Scale) must not be used as a justification for increasing the pay of other teachers for the sole purposes of maintaining differentials.
- 3.2.7 There will be no automatic salary progression. Decisions on pay progression must be taken in association with the outcome of the annual review of performance. Boards of Governors may award one point for performance of sustained high quality, but in cases where there has been very high quality of performance, one additional point may be awarded. No more than two points can be awarded in the course of a single annual review. Relevant Bodies should agree their budgets to ensure that appropriate funding is available for performance pay at all levels. Save to the extent that movement up the pay spine is necessary to ensure that the Principal's/Vice-Principal's salary is not less than the minimum of his ISR/VP Range, there shall be no movement up the pay spine other than in the circumstances described in this paragraph.
- 3.2.8 An example calculation of a school's Principal Group and ISR/VP Range is shown in Appendix 4F.

3.3 Determining the School Principal Group – Schools with Fully Delegated Budgets

- 3.3.1 Following the Employing Authority's final calculation of the school Principal Group at 1 September 2005 it will be the responsibility of each Relevant Body to calculate the school Principal Group on the appointment of a new Principal and whenever it sees fit, normally at the start of an academic year. The Employing Authorities will however carry out this exercise every three years on behalf of schools and will also provide recommended ISRs and VP Ranges. The Relevant Body should, however, regularly review the Principal Group as the school's circumstances change.
- 3.3.2 The Relevant Body should assign its school to a Principal Group based upon a unit score, calculated by reference to the number of pupils at each Key Stage on the school register on the most recent Annual School Census Statistical Return, (see Appendix 4C).

3.4 Determining the School Principal Group – Special Schools

- 3.4.1 The Employing Authority will continue to calculate the school Principal Group for Special Schools on the appointment of a new Principal and whenever the Employing Authority sees fit, based upon the modified unit score, calculated on the basis of Appendix 4D.

3.5 Determining the ISR

- 3.5.1 Relevant Bodies should assign a school to a Principal Group and determine the seven-point ISR, within the corresponding Group Range, whenever they propose to appoint a new Principal. They may also re-determine the ISR within the Group Range, as of 1 September or at any other time, if they consider it necessary to retain an existing Principal. They should also re-determine the ISR if the Principal Group changes or if they set a Vice-Principal Pay Range which overlaps with the ISR. The Principal's salary must be within this ISR. Where the Relevant Body selects a new ISR which is lower than the pay point of the existing Principal, the Principal shall continue to be paid at that pay point until such time as the ISR increases to allow for further progression.
- 3.5.2 Although the Board of Governors, as the Relevant Body, is responsible for determining the ISR within the Principal Group Range, the Employing Authorities strongly recommend that the Board of Governors adhere to the guidelines set out in Appendix 4. This will ensure a consistent approach is taken in relation to Principals' pay. Should the Relevant Body decide to depart from these recommended ranges and select an alternative within the Principal Group Range, it must be able to justify such decisions and record the reasons in the minutes of the Board of Governors meetings. The Relevant Body must also take into account long-term affordability (including progression costs on the ISR) without the need for additional funding from the Curriculum Reserve or other funds held by the Education and Library Board. In any event, advice from the Employing Authority must be sought and noted in the minutes.
- 3.5.3 **The maximum point of the ISR represents the highest salary point attainable by the Principal. Simply reaching the maximum of an existing ISR is not justification for re-setting the ISR, and this must not be done for the sole purpose of enabling further pay progression.**

Where it has been considered necessary to select a new ISR/VP Range (e.g. ISR change due to a significant increase in pupil numbers resulting in a change to the Principal Group), any points awarded in respect of the previous year's performance must be applied to the previous ISR, before the Principal/VP salary is assimilated to the new ISR/VP Range.

New Principals

- 3.5.4 When determining the ISR of a new Principal, the Relevant Body should take account of any difficulties there may be in recruiting and thereafter retaining a Principal and whether there has been a significant change in the responsibilities of the Principal. The Relevant Body should not take account of the salary of the serving Principal if they re-determine the ISR.
- 3.5.5 On appointment, a new Principal should normally be paid on the base point of the ISR (appropriate to the school's unit total as recommended in Appendix 4E) but can be paid at a point not exceeding the third point above the minimum of the ISR. When determining the actual salary of a new Principal, Relevant Bodies should take account of the responsibilities of the post, the background of the pupils at the school and whether the post is difficult to fill.

Exceptional Circumstances

- 3.5.6 If a school is in difficulties and needs to appoint a new Principal, or if the existing ISR is not thought to be sufficient to retain an existing Principal or recruit a new Principal, Relevant Bodies may set an ISR up to two groups above the school Principal Group. This should only occur in extremely exceptional circumstances and there must be clear evidence of such. In any event, the Relevant Body must consult the Employing Authority when considering such measures, detailing the reasons for the decision. The Relevant Body must also take into account long-term affordability (including progression costs on the ISR) without the need for additional funding from the Curriculum Reserve or other funds held by the Education and Library Board.

3.6 Determining the Vice- Principal Range (VP Range)

- 3.6.1 The Relevant Body must determine the 5-point pay range for Vice-Principals (the VP Range), in the gap between the "highest paid classroom teachers" salary (which is a notional salary as defined in para 3.2.4) and the bottom of the Principal's ISR. This should be done in accordance with the recommendations in Appendix 4E when it proposes to make new appointments or where there is a significant change in the responsibilities of a serving Vice-Principal, e.g. due to a change in pupil numbers. Where there is insufficient space between the salary of the "highest paid teacher" and the minimum of the ISR, the ISR shall be increased to the extent necessary to accommodate the VP Range. The Relevant Body may also re-determine the VP Range as of 1 September or at any other time, if they consider it necessary to retain an existing Vice-Principal.
- 3.6.2 Subject to para.3.6.1 above, the VP Range shall not be set at so high a level that the Relevant Body is then required to increase the ISR beyond the maximum of the appropriate School Group Range.

- 3.6.3 Although Boards of Governors, as the Relevant Body, are responsible for determining the VP Range, the Employing Authorities strongly recommend that the VP Ranges, as shown in Appendix 4E, are applied to ensure consistent approach is taken in relation to Vice-Principals' pay. Should the Relevant Body decide to depart from these recommended ranges it must be able to justify such decisions and record the reasons in the minutes of the Board of Governors meetings. An example may be to ensure that the VP Range falls between the bottom of the ISR and the salary of the "highest paid classroom teacher". The Relevant Body must also take into account long-term affordability (including progression costs on the VP Range) without the need for additional funding from the Curriculum Reserve or other funds held by the Education and Library Board. In any event advice from the Employing Authority must be sought and noted in the minutes.
- 3.6.4 Where the Relevant Body selects a new VP Range that is lower than the pay-point of the serving Vice-Principal, the Vice-Principal shall continue to be paid at that pay point until such time as the VP Range increases to allow for further progression.
- 3.6.5 **The maximum point of the VP Range represents the highest salary point attainable by the Vice-Principal. Simply reaching the maximum of an existing VP Range is not justification for re-setting the VP Range, and this must not be done for the sole purpose of enabling further pay progression.**

Where it has been considered necessary to select a new ISR/VP Range (e.g. ISR change due to a significant increase in pupil numbers resulting in a change to the Principal Group) any points awarded in respect of the previous year's performance must be applied to the lower ISR, before the Principal/VP salary is assimilated to the new ISR/VP Range.

New Vice-Principals

- 3.6.6 When determining the VP Range of a new Vice-Principal, the Relevant Body should take account of any difficulties there may be in recruiting and thereafter retaining a Vice-Principal and whether there has been a significant change in the responsibilities of the Vice-Principal. The Relevant Body should not take account of the salary of the serving Vice-Principal if it re-determines the VP Range.
- 3.6.7 A new Vice-Principal shall normally be appointed to the minimum point of the VP Range; however they may be paid at a point not exceeding the second point above the minimum of the Vice-Principal Range. When determining the actual salary of a new Vice-Principal, Relevant Bodies should take account of the responsibilities of the post, the background of the pupils at the school and whether the post is difficult to fill.

3.6.8 **Exceptional Circumstances**

If the recommended VP Range (set out in Appendix 4E) is not thought to be sufficient to retain an existing Vice-Principal or recruit a new Vice-Principal, Relevant Bodies may re-set the Vice-Principal Range, within the gap between the highest paid teacher's salary and the bottom of the ISR. This should only occur in extremely exceptional circumstances, and there must be clear evidence of such. In any event, the Relevant Body must consult the Employing Authority when considering such measures, detailing the reasons for the decision. The Relevant Body must also take into account long-term affordability (including progression costs on the VP Range) without the need for additional funding from the Curriculum Reserve or other funds held by the Education and Library Board.

3.7 **Salary Progression: Annual Review of Principals' and Vice-Principals' Salaries**

3.7.1 Relevant Bodies must review the salaries of Principals and Vice-Principals with effect from 1 September each year, and notify them in writing of the basis on which their pay point has been determined. In doing so the Board of Governors must take account of Departmental Determinations and any guidance issued by the Employing Authorities.

3.7.2 There is no automatic pay progression. Any movement through the ISR/VP Range can only take place after the Principal's/ Vice-Principal's performance has been reviewed in the context of the agreed annual review arrangements and has been found to have been of a sustained high quality. In such circumstances Boards of Governors may award one point. In cases where there has been very high quality of performance, one additional point may be awarded. No more than two points can be awarded in the course of a single annual review. Save to the extent that movement up the pay spine is necessary to ensure that the Principal's/Vice-Principal's salary is not less than the minimum of his ISR/VP Range, there shall be no movement up the pay spine other than in the circumstances described in this paragraph. The maximum of the ISR/VP Range cannot be exceeded, nor should it be reset for reasons outside those set out in paras.3.5 and 3.6 above. Decisions on pay progression must be agreed by Governors and recorded in the minutes of the Board of Governors meeting. Boards of Governors must be able to demonstrate that any increases are affordable (see para.3.10 below). Any decision to award performance points in circumstances where the school is in a position of significant overspend may be challenged by the Employing Authority.

3.7.3 When considering pay progression, Relevant Bodies should make use of evidence from a wide range of sources including PRSD Review Statements (see Appendix 5), the Department's Determinations and any considerations set out in their own salary policy.

- 3.7.4 Where the Relevant Body sets a higher ISR, any points awarded by the Relevant Body for performance in the previous school year shall be calculated on the basis of the lower ISR before the Principal's pay is assimilated onto the higher range. A change in ISR must not be applied retrospectively.

3.8 Criteria for Reviewing Salaries of Principals & Vice-Principals

- 3.8.1 Schools are legally required to adopt, implement and monitor a School Development Plan. This plan will have the overall objective of improving pupil attainment through teaching and learning. School Development Plans will, therefore, establish objectives, targets and priorities in key areas which help the school achieve this overall objective. Key areas include curriculum and assessment, pastoral care and ethos, whole school issues, parents, accommodation and maintenance, human & financial resources, and staff development. The criteria for reviewing the salaries of Principals and Vice-Principals will, therefore, reflect the leadership and management objectives arising from the appropriate areas of the School Development Plan; and agreed performance objectives must relate to school leadership and management and pupil development.
- 3.8.2 For the vast majority of Principals and Vice-Principals their PRSD reviews will be based on the School Development Plan. The PRSD Review Statement will be available to Governors in reviewing the salaries of the Principal and Vice-Principal and must be taken into account in the review of performance.

3.9 Notification of Salary Changes and Accountability

- 3.9.1 The Relevant Body is responsible for pay decisions in schools with fully delegated budgets. In certain circumstances the Employing Authority may challenge a pay decision, e.g. if it contravenes the legal requirements such as the Department's Determinations, or if for some reason the decision was considered perverse or unreasonable. In order for the Employing Authorities to fulfil their accountability responsibilities, changes to Principals' and Vice-Principals' pay should first be notified to the relevant Employing Authority using Form TR268/P, (see Appendix 4H), who may seek fuller explanation/clarification as necessary, before forwarding the details to Teachers' Pay Section of the Department of Education's Teachers' Pensions, Pay and Administration Branch, for payment purposes. This applies to pay changes as a consequence of annual reviews and as a result of increases to the ISR/VP Range that require an amendment to salaries.

3.10 Affordability

- 3.10.1 The Relevant Body must plan for the financial consequences of pay progression, and must be able to demonstrate that any proposed increases are affordable and compatible with the schools projected funding for future years. Performance pay awards for all teachers are discretionary on the basis of performance and this is the first consideration

in any award. Relevant Bodies should agree their budgets to ensure that appropriate funding is available for performance pay progression at all levels.

4.0 ANNUAL SALARY REVIEW OF QUALIFIED TEACHERS (OTHER THAN PRINCIPALS OR VICE-PRINCIPALS)

4.1 The salary of a qualified teacher is determined by the total value of the pay point on the Main or Upper Pay Scale (MPS or UPS) plus any Teaching Allowance (TA), Special Educational Needs Allowance (SEN), Recruitment and Retention Allowance and safeguarded sums held by the teacher. The Relevant Body must undertake a salary assessment for every teacher in service at 1 September each year and whenever a teacher enters or re-enters service on any later date or takes up a new post. The Relevant Body may undertake a salary assessment at any other time, if there is a need to do so, for example, to award a fixed term Teaching Allowance for further responsibilities undertaken by a teacher later in the year; on the expiry of a fixed-term Teaching Allowance; or to correct errors which come to light at times other than the annual salary review.

4.2 A salary assessment is made on the basis of:

- experience;
- teaching allowances;
- recruitment and retention allowances;
- teaching pupils with special educational needs;
- Threshold/Upper Pay Scale progression arrangements; and
- any safeguarded sums

4.3 Teachers must be notified of the outcome of the annual salary review through a clear written statement of their salary assessment as above, including any element which will apply temporarily or for a fixed period. Any changes to a teacher's salary should be notified to Teachers' Pay Section of the Department of Education's Teachers' Pensions, Pay and Administration Branch prior to the start of September each year.

4.4 The number of teachers employed in a school will clearly be influenced by budgetary and curricular needs, and be determined ultimately by Relevant Bodies.

4.5 Placement on the Main Pay Scale

4.5.1 The current pay structure for teachers consists of a Main Pay Scale with six points. Teachers usually commence employment on the base point (M1) of the Main Pay Scale. However, if they have other previous teaching experience they may start higher up the pay scale. Schools may also award discretionary points for other relevant experience.

Recognised Teaching Experience within Northern Ireland

4.5.2 Unless the Relevant Body concludes that the previous year's service has been unsatisfactory, a teacher is entitled to one point for each school year in which he/she has completed periods of employment as a teacher amounting to at least twenty-six weeks in aggregate (including part-time service), up to a maximum of point 6 on the main pay scale. This means a teacher will qualify for an experience point provided he/she has been employed for part of at least twenty-six weeks during the year. This provision also applies to part-time teachers so that, for example, a teacher who is employed on a part-time basis will be eligible for an experience point provided he/she has been employed for at least twenty-six weeks during the year, regardless of the number of hours worked in any week. The twenty-six weeks do not have to run consecutively, and they do not all have to be served at the same school. Holiday, maternity and sick leave periods count as periods of service.

Recognised Teaching Experience outside Northern Ireland

4.5.3 The Relevant Body also has discretion to award salary points for recognised teaching experience outside Northern Ireland. It is recommended that one point for each year of employment will be awarded for recognised teaching experience in England, Wales, Scotland and Republic of Ireland, as defined in para.4.5.2 above. Governors may also consider awarding experience points for recognised teaching service overseas on a similar basis.

Non-Teaching Experience

4.5.4 The Relevant Body also has discretion to award salary points for "relevant non-teaching experience" when the salary of a newly appointed teacher is being determined subject to point 6 of the main scale not being exceeded. It is recommended that Relevant Bodies apply the following criteria:

- (i) experience should normally have been gained in paid employment after the age of 20 years (20 years is the minimum age at which a person could qualify as a recognised teacher);
- (ii) experience gained is directly relevant to the teaching post to which the teacher has been appointed.

In deciding on the relevance of non-teaching experience the Relevant Body should be satisfied that it is of comparable quality and standard to teaching. For the purposes of validation, the Relevant Body should request a portfolio of evidence of non-teaching experience prior to the award of any salary points. Where a Relevant Body is satisfied that the non-teaching experience is relevant it has the discretion to award salary points for such relevant non-teaching experience. The Employing Authorities again recommend that one point be awarded for each year of

such experience. This recommendation will include teachers from Institutes of Further and Higher Education who teach NI Curriculum subjects to children of school age.

Once awarded in a grant aided school in Northern Ireland, experience points for teaching or non-teaching experience cannot be taken away regardless of whether the teacher concerned moves to another school. Over time the points awarded for non-teaching experience are overtaken by points for teaching experience as the latter category increases.

Withholding an Experience Point

- 4.5.5 Withholding an experience point is a serious matter for the teacher concerned and should be considered only within the context of the Procedure for Dealing with Principals, Teachers, and Vice-Principals Whose Work is Unsatisfactory, or the Disciplinary Procedure.

A Relevant Body wishing to consider the withholding of an experience point where it considers the performance of a teacher to be unsatisfactory should first seek the advice of the Employing Authority. Teachers should be warned in advance that consideration is being given to withhold an experience point.

Where a Relevant Body decides to withhold an experience point, the teacher should be informed in writing of the reason for the decision. The Relevant Body may at a later date decide to award an experience point for the year's service in question where it considers that it would be right to do so.

NB: The Teachers' Pay Section of the Department of Education's Teachers' Pensions, Pay and Administration Branch should also be notified as soon as a decision to withhold an experience point has been made, otherwise the computerised Payroll System will award the point automatically.

4.6 **Threshold Assessment and Progression to the Upper Pay Scale (UPS)**

- 4.6.1 The Threshold process provides an opportunity for good teachers to progress to a higher salary range. Those qualified teachers who are paid at point 6 of the Main Pay Scale are eligible to apply for Threshold Assessment against the Northern Ireland Threshold Standards. If they meet the standards they will be eligible to cross the "threshold" to the Upper Pay Scale comprising of 3 points (i.e. UPS 1, 2, and 3). The Board of Governors must move onto the first point of the Upper Pay Scale, from the following September, any eligible teacher who has been successful in the Threshold Assessment process as shown in Appendix 6. The teacher is then regarded as a "post-threshold teacher".

Eligible teachers who apply for Threshold Assessment against the Threshold Standards will be assessed on the basis of the exercise of the professional judgement of the Principal against the Northern Ireland Threshold Standards, taking into account the outcome of 2 Performance Review and Staff Development (PRSD) Statements. However, it remains a matter for each teacher to decide if he/she will apply. Those who opt not to apply should be asked to inform the Principal in writing.

A teacher may also be defined as a “post-threshold teacher” if he/she falls within any of the following categories, (see Appendix 7):

- has passed the performance threshold under the arrangements approved by the Secretary of State for Education in England and Wales;
- at any time was employed as a Principal or a Vice-Principal and in the case of a teacher appointed to such a post since 1 September 2000 held such a post for an aggregate period of one year or more;
- is appointed as a teacher at a school and had previously been employed by a local education authority as an education adviser for a period of not less than one year and paid on the Soulbury Pay Spine.

Such a teacher should normally be placed on point one of the Upper Pay Scale or at a higher point at the discretion of the Relevant Body.

NB. FE Threshold is NOT recognised in the schools’ sector and consequently does not entitle a former Lecturer to be placed on the Upper Pay Scale.

Upper Pay Scale Progression

4.6.2 The Upper Pay Scale consists of 3 points. Movement through the Upper Pay Scale can only occur at 2 yearly intervals and provided that:

- (a) there has first been a review of the performance of the post-threshold teacher in accordance with the PRSD scheme/progression arrangements (see appendix 5); and
- (b) the achievements of the post-threshold teacher and his/her contribution to the school (or to a school or schools in which the teacher has previously worked) have been substantial and sustained.

A post-threshold teacher’s salary shall not be increased by more than one scale point at a time, and any such point shall be permanent, whether the teacher remains in the same post or takes up a new one.

4.6.3 After two years on UPS1, teachers are eligible to be considered for progression to point 2 and after two years on UPS2 teachers will also be eligible to be considered for further progression to point 3. This is the top point on the Upper Pay Scale. Decisions on movement will be taken on the basis of the Principal’s professional judgement based on the

performance of the teacher, for which purpose two PRSD Review Statements will be available. Guidance for Principals on progression to UPS2 and UPS3 is detailed in Appendix 8.

In the case of teachers moving to UPS2 and UPS3, the standard TR268 form for notifying the Teachers' Pay Section of the Department of Education's Teachers' Pensions, Pay and Administration Branch of a salary determination should be completed.

4.7 **Teaching Allowances (TA)**

4.7.1 Relevant Bodies may award **only one** of five Teaching Allowances (TA) to a classroom teacher. It is not possible to award more than one TA to a teacher to recognise different areas of responsibility. Where a teacher in receipt of a TA assumes further additional responsibility, Relevant Bodies may award a TA of a higher value rather than an additional TA. TAs may be split between a combination of full-time teachers, part-time teachers or both, provided that the full value of the TA is used and not exceeded. A part-time teacher may be awarded:

- I. a full Teaching Allowance provided the Board of Governors is satisfied that the duties of the teaching Allowance are able to be fully and effectively carried out within the teacher's available working hours; or
- II. a Teaching Allowance on a pro rata basis commensurate with his/her hours and, the balance of that teacher's allowance may be awarded to another part-time or full-time teacher.

4.7.2 Not every task that a teacher undertakes outside the classroom needs to be separately paid for through the allocation of a TA. Before awarding a TA, the Relevant Body must be satisfied that the teacher's duties include responsibilities that:

- are not required of all classroom teachers;
- are focused primarily on teaching and learning; and
- require the exercise of a teacher's professional skills and judgement.

Such responsibilities must also conform to at least one of the following descriptions:-

- require the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum.
- have an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;
- involve leading, developing and enhancing the teaching practice of other staff.

4.7.3 The use of the five levels of TA should reflect the size and responsibility structure of the school in keeping with the School's Salary Policy.

Structures should reflect the principle that teachers with similar levels of responsibility are awarded the same level of allowance, taking account of equal pay and other employment legislation.

- 4.7.4 As a general principle, the responsibilities for which a higher value TA (i.e. TA 4 and TA 5) is awarded should normally include line management responsibility for a significant number of people, and this should be reflected in the salary policy.
- 4.7.5 The Relevant Body may award TAs on a temporary or fixed-term basis to a teacher assuming additional responsibilities which are not permanent, perhaps to cover the prolonged absence of a senior member of staff, or for a major one-off task. If TAs are to be awarded on a temporary or fixed-term basis, this should be specified in writing at the outset.
- 4.7.6 When awarding TAs, Board of Governors should take account of all relevant guidance issued by its Employing Authority in relation to promotion procedures. Boards of Governors should consult their relevant Employing Authority in any case where clarification is required.

4.8 **Recruitment and Retention Allowances**

- 4.8.1 One of two Recruitment and Retention allowances may be awarded to a teacher who is employed “to teach subjects in which there is a shortage of teachers” or “in a post which is difficult to fill”. It is for the Relevant Body to judge whether any teacher meets either of these criteria and, if so, which allowance to award.
- 4.8.2 The Relevant Body may review the award of recruitment and retention allowances every two years. Relevant Bodies need to consider at that time whether the circumstances of the school have changed since the allowance was last awarded and, if so, whether the teacher’s assessment should continue to include any recruitment and retention allowance. It is strongly recommended that the Relevant Body consults with the Employing Authority in this connection.

4.9 **Special Educational Needs (SEN) Allowances**

- 4.9.1 A teacher in a special school, or one in a mainstream school who is engaged wholly or mainly in teaching pupils with statements of special educational needs whether in designated special classes or otherwise, must be awarded an SEN Allowance 1. Teachers are also entitled to this allowance if they are engaged wholly or mainly in taking charge of special classes consisting wholly or mainly of children who are hearing or visually impaired, even if these children do not have statements.
- 4.9.2 In addition, a Relevant Body may, on discretionary basis, award an allowance to other teachers wholly or mainly engaged in teaching children with special educational needs, none or not all of whom have statements. When so doing, Relevant Bodies will find it appropriate to look at special needs teaching in the school as a whole, and to consider the role of the

individual teacher, the related duties of other teachers and the School's Salary Policy.

- 4.9.3 SEN Allowance 1 may be awarded in other mainstream circumstances in recognition of a particular contribution to the teaching of pupils with special educational needs, which is significantly greater than that which would normally be expected of a classroom teacher. Alternatively, it may be more appropriate to award a Teaching Allowance, (see para.4.7 above).
- 4.9.4 The Relevant Body may award SEN Allowance 2, instead of SEN Allowance 1, where it considers that the teacher's experience and/or qualifications enhance the value of the work he/she undertakes with special educational needs pupils. The flexibility in these arrangements is intended to permit Relevant Bodies to recognise and reward expertise in areas of special educational needs beyond teaching children with hearing or visual impairment. Clearly, expertise in teaching the hearing or visually impaired might well lead to the award of SEN Allowance 2 under this heading, but the Relevant Body should also consider how best to reward and encourage expertise in other areas.
- 4.9.5 Teachers of children with special educational needs may also be considered for the award of allowances under other headings.
- 4.9.6 The current values of all allowances are set out in the Department of Education's most recent Determination (Appendix 9).
- 4.9.7 The Relevant Body should note that an SEN Allowance should not be confused with a Teaching Allowance. The Board of Governors should consult with its Employing Authority regarding this matter.

4.10 **Performance Review and Staff Development (PRSD)**

- 4.10.1 The PRSD Scheme for teachers (including Vice-Principals and Principals) has been implemented in schools with effect from September 2005.
- 4.10.2 Further guidance and information on the PRSD Scheme as it relates to Principals is detailed in Appendix 5. This includes information on the arrangements being put in place for the management and deployment of external advisers.
- 4.10.3 The Board of Governors has a legal responsibility to ensure the professional development and performance of teachers is reviewed annually in accordance with the PRSD Scheme (see Appendix 5) and within the context of the School Development Plan. All teachers are subject to the PRSD arrangements except those participating in Induction and Early Professional Development.
- 4.10.4 A review cycle will normally be a period of one year and once begun will be undertaken annually thereafter. The review process includes three stages:
- planning and preparation;

- monitoring; and
- review discussion, leading to a review statement which will record the conclusions reached, an action plan and associated objectives, and training and development needs.

Review statements shall be taken into account by those responsible for taking decisions or making recommendations about the pay or performance of teachers.

4.11 **General Teaching Council Fee**

- 4.11.1 All qualified teachers are liable to pay an annual Registration Fee to the General Teaching Council.

SALARY POLICY

APPENDICES

Appendix	Title	Page Ref	Para Ref	Weblink
Appendix 1	DE Circular 1993/24 – Teachers’ Pay 1993	2	2.1	www.deni.gov.uk
Appendix 2	Model School Salary Policy	3	2.7	www.seelb.org.uk
Appendix 3	DE Circular 2006/17 – Leadership Group Pay Structure from 1/09/05	5	3.2.1	www.deni.gov.uk
Appendix 4	Revised Leadership Group Pay Arrangements	5 – 11	3.2.1 3.2.3 3.2.6 3.2.8 3.3.2 3.4.1 3.5.2 3.5.5 3.6.1 3.6.3 3.6.8 3.9.1	www.seelb.org.uk
Appendix 5	PRSD documentation; (including Review Statements)	10 -18	3.7.3 4.6.2.(a) 4.10.2 4.10.3	www.rtuni.com/prsd
Appendix 6	Revised Threshold Assessment Arrangements – 2008	14	4.6	www.seelb.org.uk
Appendix 7	DE Circular 2003/5 – Teachers’ Pay and Conditions of Service	14 –15	4.6.1	www.deni.gov.uk
Appendix 8	Guidance to Governors/Principals for movement of teachers to point 2 & 3 of UPS from 1/09/08	15 – 16	4.6.3	www.seelb.org.uk
Appendix 9	DE Circular 2006/27 – Teachers’ Pay and Allowances from 1/09/06 and 1/09/07	16 – 18	4.7.1 4.9.6	www.deni.gov.uk