

Guidance Notes

Teachers Pay

These notes are designed to assist Headteachers to determine a starting salary on a Teacher's Appointment and progression through the Main and Upper Pay Scales.

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1: INTRODUCTION

The criteria for determination of salary, including incremental progression, are set out in the Education Committee's document 'Determination of Salary for Classroom Teachers' which formed part of the salary agreement between the then Education Committee and Teachers' Associations, published as Appendix C of the salary agreement on 16 November 2000, 'Determination of salary for classroom teachers'. It may only be varied by the States Employment Board (SEB) following consultation with the Teachers Associations represented on the Teachers Panel.

The agreement established:

1. a Standard Scale of pay for teachers based upon 9 incremental points;
2. provision to award additional scale points, on appointment, to teachers in 'shortage areas' and/or those who have prior relevant industrial experience;
3. provision for accelerated progression (through the Standard Scale) for teachers who demonstrate sustained high performance against the teaching standards criteria;
4. the introduction of an Upper Pay Scale for teachers at the top of the Standard Scale who demonstrate sustained high performance against the teaching standards criteria.

2: DETERMINING A STARTING SALARY

Salary on appointment is determined according to previous teaching and/or other relevant experience and academic qualification.

A teacher on their first appointment will be appointed to the first point of the main professional scale. A graduate will start at Point 1 of the Standard Scale and one incremental point will be awarded for each year of teaching service subject to performance. (A teacher has completed a year of service if on 1 September he has completed periods of employment as a teacher amounting to at least twenty-six weeks in aggregate within the previous twelve months.) Proof of previous service should be obtained where necessary to determine an appropriate starting salary.

Teachers appointed from the UK who have progressed to the Upper Pay Scale will be appointed onto the appropriate point on the UPS range.

Headteachers wishing to award additional scale points for appointments in shortage areas or for previous relevant industrial experience must seek the agreement of the Education, Human Resources Department.

3: PROGRESSION THROUGH THE STANDARD SCALE

Incremental progression through the Main Professional Scale (MPS) points 1 to 9 is based on a teacher's years of service, with one increment being awarded on 1 September each year. To be entitled to an increment a teacher must complete at least 26 weeks in the aggregate within the previous 12 months or 0.5 full time equivalents of teaching hours in the academic year. Where teachers work part time and have not met the required hours for progression they can aggregate hours worked over more than one academic year. In these circumstances increments will only be awarded in September of each year regardless of when the required hours have been met. **Any increment awarded will be subject to performance review.**

All teachers, however, are subject to the agreed appraisal process and teachers whose performance is unsatisfactory may have the annual increment withheld. If a teacher's annual increment is to be held back it is expected that this individual is following a formal process, i.e. The Capability and Competency Procedure

4: PROGRESSION ON TO THE UPPER PAY SCALE

Teachers attaining Point 9 on the Standard Scale may progress on to the Upper Pay Scale (UPS). Progression on to and within the UPS is contingent upon consistent and sustained high performance against all the 'Standards for Teachers' (appendix 1), throughout the year. This would include practice such as:

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- 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.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
- 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.

- 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.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

If a Teacher is unable to meet all of the Standards for Teachers progress onto UPS 1 and the upper scale will be denied.

A teacher who progresses to the first point of the Upper Pay Scale (UPS1) has his or her salary consolidated at that point.

Progression beyond UPS1 is contingent upon this same level of sustained high performance across the standards and movement beyond UPS1 within the Upper Pay Scale is at the rate of one incremental point per year subject to continued high performance.

When a teacher reaches UPS 1 this is consolidated into their salary and cannot be changed. When Teachers are on UPS1 through to UPS5 their movement can be up or down the pay scale .

In exceptional circumstances a headteacher may recommend a two or three-point movement within the pay scale, see accelerated progression.

5: NQT APPOINTMENT AND PROGRESSION

Newly Qualified Teachers (NQT) starting salary will be at MPS1 - Proof of qualification will be required.

As the timing of the induction year can vary NQT's are entitled to receive an increment upon successful completion of their professional induction (3 terms). The increment will be awarded at the beginning of the term after the date of completion of their induction year.

Completion of Induction Period	Increment awarded
January to April	Beginning of the summer term (April)
April to August	1 st September
September to December	1 st January

NQT's who receive an increment in the summer term will not be entitled to receive a further increment until the September of the next calendar year. All other NQTs will be entitled to the increment in September as is usual. **All further increments will be subject to performance review.**

6: WITH HOLDING PAY PROGRESSION

A Teacher on the main professional scale may have their increment withheld if they are not reaching the required standards of performance required. In these instances the Teacher should be given prior notice that there is a possibility of their increment being withheld prior to the summer term and their **performance review meeting**. They should be made aware of the areas of their performance that are of concern and ensure they understand the standards required of them. This should be done through a formal process eg: Competence and Capability Procedure.

Movement within the Upper Pay Scale beyond UPS1 may be up or down according to performance. A teacher in receipt of salary in the Upper Pay Scale (beyond UPS1), who fails to maintain his or her high level of performance, will continue to receive their current salary for the following academic year. However, the teacher will have targets set for this period by their headteacher. Subsequent failure to achieve the targets set during this period may result in the headteacher recommending the removal of one incremental point on the UPS.

If this occurs in the case of teachers over 55 years of age similar arrangements for the protection of the value of pension may be made as for teachers who relinquish posts of responsibility within the final five years of service.

Other reasons for withholding an increment may include, outcome of a formal disciplinary procedure. Maternity leave and short term sick absence will usually not affect incremental progression however unpaid leave and long term absence may and Headteachers are advised to seek advice on this matter from the Human Resources department.

7: ACCELERATED SALARY PROGRESSION

Teachers who demonstrate sustained high performance in their work may be recommended for accelerated progression through the Standard Scale. Generally, accelerated progression is through the award of one additional incremental point per year, subject to continued high performance. All such awards are subject to the agreement of the Director of Education, on the recommendation of the headteacher, in the light of the **performance review process**.

In exceptional circumstances, headteachers may recommend the award of an additional two-point progression.

It is essential, for reasons of standard and consistency, that the characteristics identified are clearly evident in practice over a sustained period of time.

The significant characteristics that staff will display are:

- Have behaviours that measurably impact on pupil progress.
- Be a role model within school through their own personal and professional conduct.
- Have recognition beyond the school.

- Have a wide repertoire of effective teaching strategies which meet the needs of all pupils.
- Have highly developed inter-personal skills.
- Are highly respected and able to inspire others.
- Be innovative and proactive.
- Have an impact on the practice of others.
- Stimulate and lead development of other staff.

When the headteacher is recommending accelerated progression the Director will be looking for statements of examples and evidence to be provided.

The process to be followed to enable this to happen is:

1. The Headteacher writes to the Head of Human Resources before July, detailing evidence for each of the characteristics for the individual.
2. The Head of HR will refer the recommendation to the Professional Partner of the school for a view on the recommendation. The Professional Partner may choose to visit teachers in September to look at evidence.
3. The Head of HR will make a recommendation to the Director.
4. Individuals will be informed of outcomes of applications for acceleration by the end of September.
5. The result of the accelerated progression will be backdated to 1st September each year.

8: APPEALS

In instances where the teacher is unable to reach agreement with his or her headteacher regarding their performance against the 'Standards for Teachers', the teacher has the right to appeal against the headteacher's decision.

The appeal must be lodged with the Head of Human Resources within 10 working days of receiving the decision from the headteacher who will ensure that arrangements are made to review the evidence and to inform both parties of the outcome of that review.

9: ACTION REQUIRED TO ENSURE PAY CHANGES

Adjustments to salary for Teachers should result from the performance review process and are effective from 1 September each year.

For the MPS Scale teachers, annual incremental progression is assumed unless recommendations are submitted to Human Resources Section of Education, Sport and Culture by July in the relevant year.

Headteachers will be responsible to ensure the inputting of information on to HRIS regarding performance review and salary progression. It is not necessary to pass

any information to the Department regarding recommendations other than those of acceleration or no movement. All NQT information and recommendations are also required.

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STANDARDS FOR TEACHERS

Background

The Jersey Department for Education, Sport and Culture adopted the UK Standards for Teachers in September 2012. All teachers appointed to the States of Jersey Education Service are expected to meet and adhere to these standards. These standards should be used in conjunction with the 'teacher's task' and the 'States of Jersey, Terms and Conditions of service for Teachers'.

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1: Set high expectations which inspire, motivate and challenge Pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2: Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes;
- plan teaching to build on pupils' capabilities and prior knowledge;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3: Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading, demonstrate a clear understanding of

- systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4: Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5: Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6: Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7: Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and

- rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8: Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1: Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

2: Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

3: Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.