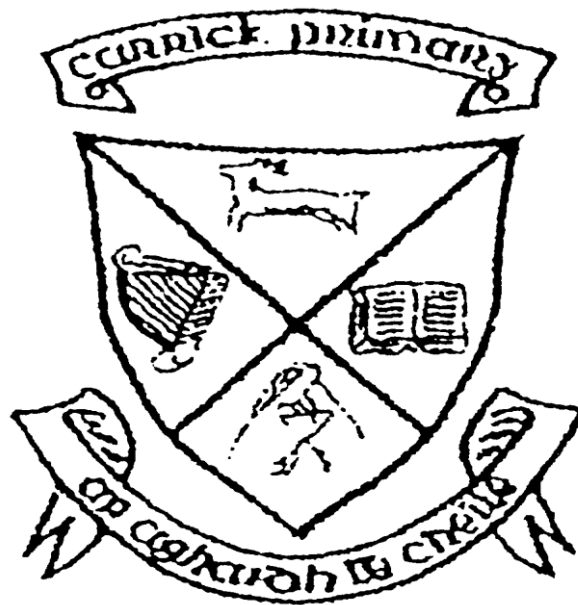


Carrick Primary School
Burren



Salary Policy

May 2016

Carrick Primary School

Vision Statement

Forward Together: “Ar aghaigh le cheile”.

Mission Statement

In Carrick Primary School we aim to provide a safe, caring and stimulating environment, in order to realise and celebrate the academic and non-academic potential of all our pupils. We expect our pupils to work hard and for parents to assist us in helping children to learn and to become lifelong learners.

School Aims

We aim to:

- develop and strengthen each pupil’s understanding and love of Catholic values by promoting the Catholic ethos throughout the school;
- create a safe, enjoyable learning environment, in which effective learning is facilitated and quality teaching is provided;
- implement all aspects of the Northern Ireland Curriculum;
- help our pupils to develop a positive attitude towards life and a love of learning;
- value, respect and nurture every child in our care;
- encourage pupils to respect themselves and others and to support and care for one another;
- equip our children with the necessary life skills to enable them to participate in a fast changing society; and
- involve the parents, Board of Governors and wider community in the life of the school and in the holistic development of the children in our care.

We, the staff of Carrick Primary School, endorse the Convention on the Rights of the Child and are working towards the implementation of policies and practices which reflect the Convention.

Article 28:

Every child has the right to an education. Primary education must be free.

Article 29:

Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

CARRICK PRIMARY SCHOOL- SCHOOL SALARY POLICY

1.0 INTRODUCTION

The Board of Governors, following consultation with the teaching staff, will operate the following policy in relation to the Leadership Structure and the determination of the salary placements of teachers including the Principal and Vice-Principal in the school. This policy is implemented in conjunction with the Guidance for Boards of Governors on Formulation and Implementation of Salary Policy.

1.1 Principles of the School Salary Policy

The Board of Governors is committed to determining in a fair and equitable manner the salary placements of teachers in the school. In exercising its responsibilities with regard to a school salary policy, it will take account of:

- Existing Employment legislation;
- Department of Education (DE) Determinations;
- Agreements reached at the Teachers' Negotiating Committee;
- Employing Authority "Guidance to Boards of Governors on the Implementation and Formulation of Salary Policy 2008" document;
- Any other advice and guidance offered by the Employing Authority; and
- The school's present and anticipated financial circumstances.

1.2 Leadership Structure

The Board of Governors will adopt and will keep under review a Leadership Structure appropriate to the needs and circumstances of the school, indicating the responsibilities attached to each position and the level of Teaching Allowances each position attracts. These will be set out as an annex to this policy statement. The Board of Governors will apply the Employing Authority's agreed procedures and practices to ensure that candidates are selected on merit.

The school's existing Leadership Structure is included in Appendix 1.

The Principal will have a central role in advising on the establishment of the Leadership Structure and the appropriate number and level of Teaching Allowances to be awarded at each level of the structure.

Teaching Allowances must be awarded in accordance with the procedures and practices recommended by the relevant Employing Authority.

Circumstances may arise whereby teachers hold Teaching Allowances which are not in keeping with the recommended Leadership Structure.

It is recommended that negotiations should take place in these circumstances with a view to agreeing the appropriate level of responsibility commensurate with the level of allowance.

The resignation or retirement of a teacher with a Teaching Allowance will necessitate a review of the Leadership Structure. Such a review may result in changes, e.g. the

removal of the post, a change to the responsibilities attached to the post, and/or a change to the level of Teaching Allowance.

In considering any proposed change to the Leadership Structure, the Board of Governors must consult with staff, taking into account the advice of the Employing Authority.

1.3 Finance Committee

The Board of Governors will delegate to the Finance Committee the implementation of the Salary Policy in accordance with 1.3 (b) below.

(a) Membership

The Finance Committee will consist of at least 3 of its voting members, who will be elected by the Board of Governors (quorum will be 3 voting members).

The Principal will be entitled to attend meetings in an advisory capacity except on matters relating to his/her salary placement.

(b) Terms of Reference

The Board of Governors will delegate to the Finance Committee responsibility for recommending the awarding of points in respect of experience, and allowances in respect of recruitment and retention, special needs education, and teaching and learning (Teaching Allowances) for teaching staff. The recommendations of this Committee will be submitted to the Board of Governors.

2.0 SALARIES OF PRINCIPAL AND VICE-PRINCIPAL(S)

2.1 When determining the salary ranges and salaries of the Principal and Vice Principal(s) of the school, the Board of Governors must comply with DE Determinations and have regard to the Salary Policy Guidance.

In doing so, Boards of Governors may take account of:

- The pay levels of Principals and Vice-Principals in other schools, especially of a similar type;
- Salary differentials within the school;
- The school's present and anticipated financial circumstances.

NB. A Principal/Vice-Principal reaching the maximum of his/her ISR/VP Range is not justification to reset ranges.

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 of the Salary Policy Guidance), 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.

2.2 Criteria for Reviewing Salaries of Principals and Vice-Principals

The Board of Governors is required to set performance objectives relating to school leadership and management and pupil development for the Principal

and Vice-Principal(s). Governors must then review performance taking into account the set/agreed performance objectives and the annual Performance Review and Staff Development (PRSD) Scheme review statements. This is an annual cycle of events, with objectives set/agreed at the start of the school year and reviewed at the end of the school year, with any performance points awarded from the start of the following school year.

The criteria for reviewing the salaries of Principals and Vice-Principals should reflect the leadership and management objectives arising from the appropriate areas of the School Development Plan. Agreed performance objectives must relate to school leadership and management, pupil and curriculum development and personal and professional development.

For the vast majority of Principals and Vice-Principals, 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.

2.3 Principal and Vice-Principal Salary Review

Principal's Salary

The Board of Governors will carry out an annual review of the Principal's salary based on the application of objective performance criteria.

The criteria which the Board of Governors applies will have been determined in consultation with the Principal as part of the PRSD process.

Following the annual review of performance, the Board of Governors may award an additional salary point within the limits of the school's Individual School Range. In cases where there has been a 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.

Vice-Principal's Salary

The Board of Governors will carry out an annual review of the Vice Principal's salary based on the application of objective performance criteria.

The criteria which the Board of Governors applies will have been determined in consultation with the Principal and Vice-Principal as part of the PRSD process.

Following the annual review of performance, the Board of Governors may award an additional salary point within the limits of the Vice-Principal Range. In cases where there has been a 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.

Affordability

The Board of Governors 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 school's 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. Governors should ensure that appropriate funding is available for performance pay progression at all levels prior to approving a budget.

3.0 SALARIES OF QUALIFIED TEACHERS

3.1 Points for Recognised Teaching Experience – Main Pay Scale

The current pay structure for teachers consists of a main pay scale with six points. Teachers will receive 1 additional point for each year of satisfactory service. Progression is based on experience.

Points for experience will be awarded in accordance with DE Determinations.

3.2 Withholding an Experience Point

The Board of Governors will consider withholding an experience point only in the following circumstances:

- Where it considers the performance of a teacher to be unsatisfactory;
- Where a decision has been taken as part of a formal disciplinary procedure to withhold an experience point.

If the Board of Governors is considering withholding an experience point it should give the teacher advance warning. Should the Board of Governors decide to withhold an experience point, the teacher will be advised in writing of the reason. The Board of Governors may, at a later date, decide to award an experience point for the year's service in question. In either circumstance, the Board of Governors will consult the Employing Authority.

3.3 Non-Teaching Experience and Recognised Teaching Experience outside Northern Ireland

The Board of Governors has the discretion to award salary points for relevant non-teaching experience and recognised teaching experience outside Northern Ireland when the salary of a newly appointed teacher is being determined, subject to point six of the main pay scale not being exceeded. The Board of Governors should apply the recommended criteria.

3.4 Threshold Assessment and Progression onto the Upper Pay Scale Threshold Assessment (UPS 1)

Qualified teachers paid on the maximum point of the main pay scale are eligible to apply for Threshold Assessment against the Northern Ireland Threshold Standards. Successful applicants are entitled to be placed on the first point of the Upper Pay Scale (UPS) from the following September.

Threshold Assessments will be based on the professional judgement of the Principal following an analysis of the performance of the teacher against the four Threshold Standards. This will take into account the outcome of the two most recent PRSD Review Statements.

Unsuccessful applicants should be given written feedback on the reasons for the outcome of their application.

Upper Pay Scale Progression (UPS2/UPS3)

Progression on the Upper Pay Scale (UPS) is possible every 2 years. After two years on UPS1, teachers are eligible to be considered by the Principal for progression to UPS2. After two years on UPS2, teachers are eligible to be considered by the Principal for progression to UPS3 (the maximum point of the Upper Pay Scale).

Decisions regarding movement will be based on the Principal's professional judgement following an analysis of the performance of the teacher for which purpose two PRSD Review Statements will be available.

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.

3.5 Teaching Allowances for Additional Responsibilities

Teaching Allowances will be allocated in accordance with the Leadership Structure determined by the Board of Governors under paragraph 1.2 above and all relevant guidance issued by the Employing Authority in relation to promotion procedures.

Teaching Allowances will normally be awarded on a permanent basis. The Board of Governors may also award temporary allowances for specific tasks and/or for specific periods of time.

It should be understood that when a teacher vacates a post of responsibility, the Board of Governors, in considering the management needs of the school will determine whether or not the post continues to be necessary or whether there is a need to amend the responsibilities and/or level of allowance attached to the post. If there is a need to fill the post the Board of Governors will decide through negotiation and consultation, whether to allocate the post to a teacher or teachers who are holding posts of an equal level which are not consistent with the management structure, or to fill the post in accordance with the promotions procedure. In the latter situation the post would normally be advertised internally within the school and in the event that an appointment is not made, the post may be advertised externally. In the event that a teacher who currently holds a Teaching Allowance applies for and obtains a post attracting a higher Teaching Allowance, the teacher will be required to relinquish the current allowance. The teacher will no longer be required to perform the duties associated with the current allowance unless these are subsumed within the duties of the new post following a revision of the management structure.

The annual value of a Teaching Allowance shall be determined in accordance with the Department of Education's determination.

3.6 Recruitment and Retention Allowances

If necessary, the Board of Governors may award one or two Recruitment and Retention Allowances to a teacher. The Board of Governors should take account of the guidance when awarding Recruitment and Retention Allowances.

3.7 Special Educational Needs (SEN) Allowances

SEN Allowance 1 will be awarded to a teacher in a special school, or one in a mainstream school who is employed to teach wholly or mainly pupils with statements of special educational needs. 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 impaired or visually impaired, even if these children do not have statements.

SEN Allowance 2 may be awarded, instead of SEN Allowance 1, where the Board of Governors is satisfied that the experience and/or qualifications of the teacher enhance the value of the work he/she undertakes with special educational needs. The Board of Governors will take account of guidance provided by the Employing Authority.

It should be noted that an SEN Allowance is not the equivalent of a Teaching Allowance. The Board of Governors should consult with its Employing Authority regarding any ambiguity on this matter.

4.0 PERFORMANCE REVIEW AND STAFF DEVELOPMENT (PRSD)

The Board of Governors has a legal responsibility to ensure the professional development and performance of teachers is reviewed annually in accordance with the Performance Review and Staff Development Scheme 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.

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.

5.0 APPEALS

The arrangements for considering appeals are as follows.

5.1 Re-examination of Pay Determination

A teacher may seek a re-examination of any determination in relation to his/her pay or any other decision taken by the Board of Governors (or

Committee acting with delegated authority) that affects his/her pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a re-examination of a pay determination:

- (i) Incorrect application of the provisions in the policy;
- (ii) Failure to have proper regard for statutory guidance;
- (iii) Failure to take proper account of relevant evidence;
- (iv) Taking account of irrelevant or inaccurate evidence;
- (v) Bias;
- (vi) Unlawfully discriminating against the teacher.

5.2 Informal Resolution

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied he/she should seek to resolve this by discussing the matter informally with the decision-maker within 10 working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.

5.3 Formal Appeal Process

1. The teacher should set down in writing the grounds for querying the pay decision and forward it to the Finance Committee, within 10 working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
2. The Finance Committee should provide a hearing, within 10 working days of receipt of the written appeal, to consider the appeal and to give the teacher an opportunity to make representation in person. Following the hearing the teacher should be informed in writing of the decision and the right to appeal.
3. Any appeal should be heard by a panel of Governors consisting of at least three of its voting members who were not involved in the original determination and must not include the teacher representative. The appeal should be heard normally within 20 working days of receipt of the written appeal notification. A teacher who is appealing has the right to be accompanied by a teaching colleague or a Trade Union representative. The Chief Executive of the employing authority or his/her nominee may attend the Appeal Hearing in an advisory capacity. The decision of the Appeals Committee will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision of the Appeals Committee is final.

6.0 REVIEW

6.1 This policy statement will be kept under review. Copies of the policy statement will be made available to all members of the teaching staff.

6.2 At the start of each school year individual members of staff will be given a written statement confirming their placement on the pay scale together with the headings under which any allowances have been allocated.

Signed: Mrs Anne Cassidy (Principal)

Signed: Mr Michael Keenan (Chairperson of Board of Governors)

(Date): 16th May 2016

Review Date: May 2018

Carrick Primary School

Appendix 1
For Salary Policy

Annex 1

Existing Leadership Structure

