



# Notting Hill Preparatory School

## 4.16 Policy for Staff Remuneration (EYFS & KS1-3)

Reviewer responsible: **Bursar**  
Reviewed by: **NB**

Date of last review: **05/21**  
Date of next review: **09/21**

## **POLICY FOR STAFF REMUNERATION**

### **1.1 Rationale**

NHP's distinctively strong ethos is expressed in our vigorous commitment to academic excellence delivered in a context of wrap-around pastoral care.

This, and bespoke aspects of NHP education such as our Thinking School programmes, demand high quality, energetic, aspirational staff for their successful implementation.

The school is keenly aware that its unyielding commitment to the whole child places great demands on its staff. In turn, the school also recognises that its staff are loyal, hard-working and ambitious.

The school aims, wherever it can, to reward its staff's hard work, loyalty and contribution to school life with a competitive salary. Whenever it can, the school will provide opportunities for ambitious staff, who show conspicuous excellence, to progress up the career ladder.

The school supplements salary by ongoing investment in staff's professional development: via a generous provision of in-service training and by encouraging staff to develop their expertise by attending courses (**see Policy for Staff Development**).

### **1.2 Budgetary Feasibility**

**The school is ever eager to recruit high-quality staff and thus maintain its place as a centre of pedagogic excellence, high achievement and diligent pastoral care.**

**The school also recognises that living in London is expensive; that staff of the calibre it seeks to attract need to earn a competitive salary to enable them to live and work in the capital.**

Notwithstanding, the school also respects its continuing duty to make NHP education affordable to its core parent base, and not price them out of the market by regular, punitive fee increments.

Staff costs represent by a clear distance the largest portion of the school's expenditure. Therefore, the school's finances must be managed prudently and, alongside a sincere wish to reward its staff, is the need for a structured approach to remuneration.

### **1.3 Decision Making**

The staff remuneration decision making process involves the Head, SMT and the school's Remuneration Committee. This group works together with the school's Remuneration Policy to provide a recommendation to the Finance Committee and ultimately the board, for approval.

The Remuneration Committee adjudicates on the salaries of the Head and members of the Senior Management Team.

All salary decisions will be fair and transparent, and take full account of the state of school finances at the time of decision. Decisions will be communicated in confidence to the member of staff in question, customarily by a letter in the summer holidays from Head and Bursar confirming their responsibilities and salary for the coming academic year.

### **1.4 Legal framework and obligations**

In remunerating its staff, the Governors will act at all times within legal constraints in accordance with this policy. In particular, no member of staff will be discriminated against, in terms of pay and/or promotion, on grounds of race, gender, age or disability.

In making any pay award, the school aims to follow this policy, in the best interests of making the procedures for awarding pay fair and transparent to staff.

In reaching its decisions on pay awards and pay scales, the school may take account of industry norms in the maintained or independent sector. However, the school is not bound by any recommendations in these guidance documents and has autonomy to set staff salary.

### **1.5 Performance Relation**

All decisions on pay and promotion will be made purely on merit, linked to professional review (see 2.4 below).

The school does not reward performance based on exam results. This would be inequitable, given that many of our teachers don't prepare children for exams in the conventional sense at all (for example, Reception teachers or the Sports Department).

### **1.6 Scope of the Policy**

The principles which inform this policy apply to all staff at NHP. However, different constituents of our staff body are paid according to different scales (see 2.2 below).

### **2.1 Salary and recruitment**

As part of SMT's recruitment process, the member of the Senior Management Team handling the recruitment of a new teacher or Teaching Assistant, will ask the Bursar to suggest a likely starting salary for candidates short-listed for interview. In stating this figure, the Bursar will take into consideration a candidate's employment history and relevant experience. The final figure will usually be agreed during the discussion phase between the candidate and the Head which follows an initial job offer. The final offer and salary will be confirmed in writing by the school.

All new staff are appointed with a probationary period in their contract. Under certain circumstances, this probationary period may be extended. (See 2.4 below)

### **2.2 Salary scales**

All new teachers commence their employment at an agreed place on one of the school's three salary scales: the Standard NHP (S), the Higher NHP (H) or the Leadership/Management Scale (L). Existing teachers at any point of their NHP employment will be on one of these pay scales. There is a separate pay scale for Teaching Assistants and Admin staff (see below).

### **2.3 Movement up a pay scale**

#### **For teachers**

**At the start of each academic year, it is anticipated that every teacher on the standard pay scale will move up a rung on that pay scale, subject to a successful review** (see below). The lower pay scale for teachers terminates at S6.

It is expected that teachers will spend at least two years at point S6, although fast-tracking to the higher pay scale, for example after one year at S6, is possible. To justify such a bold move, teachers will have demonstrated conspicuous excellence and/or commitment to the school.

**Movement from the Standard to the Higher pay scale, whether this occurs after one or more years on S6, or in other circumstances, is known as 'going through threshold'**. This represents a substantial leap in salary. Consequently, 'to go through threshold', a teacher must satisfy more stringent criteria (see Threshold Appendix of Professional Excellence Policy).

**Movement up the Higher pay scale does not happen every year**, but can be expected to happen at the end of the third year, subject to consecutive, successful reviews (see below). Staff members on the Higher pay scale will be expected to show a sustained and substantial contribution to the school.

In exceptional circumstances, a staff member could move a rung up the Higher pay scale after two years. Such a move would need to be endorsed by an outstanding reviews.

### **For Teaching Assistants**

Teaching Assistants may expect to move up one rung on their separate TA pay scale every two years. An exceptional TA, however, may move after one year, if – for instance – they have gained an additional qualification or taken on extra responsibilities. Any movement for a TA will be subject to successful review/s.

## **2.4 Salary and Professional Review**

**All members of staff are expected to participate in arrangements made for review of their performance.**

**Relevant evidence from professional review will be taken into account when the Remuneration Committee makes its pay decisions.**

Every teacher or TA receives an annual review from a member of the Senior Management or Education Leadership Team (see Policy for Professional Excellence). New members of staff are subject to a first year review.

Any movement up a pay scale will be contingent upon a successful review.

The school is confident in its recruitment and monitoring of staff, and expects that professional review will be a formal ratification of a teacher or TA's movement up a pay scale at the appropriate time.

However, if, in the reviewer's opinion, carefully weighing all evidence reasonably at their disposal at the time of review, the teacher or TA has not done enough to justify a move up their pay scale at the appropriate juncture, the reviewer must state this clearly during the review process and/or in the subsequent report.

Any decision not to advance a member of staff up a pay scale will be taken after due consultation with the Head. The decision, and the reasons for it, will be communicated clearly and in a timely manner to the member of staff in question.

The school may also prohibit a member of staff who has been subject to performance management in the period since their last salary review, from moving up a pay scale. However, if that member of staff has substantially improved their performance in relation to the targets set, they may move up a pay scale after their next review.

A new member of staff, whose first year review highlights areas for improvement, may have their probation period extended. The reasons for this extension and the period of extension will be communicated to the new member of staff in a clear and timely manner and will be stated in their review. Such a decision will be taken after due consultation with the Head.

It is likely that some form of performance management will follow a failure to move from a probationary onto a full contract, or up a rung on a pay scale. Targets will be agreed with the teacher/TA in question by a member of the Senior Management Team or Education Leadership Team, with clear timeframes set for improvement and times laid down for review of progress towards those targets (**see Policy for Professional Excellence**).

## **2.5 Leading Practitioner Level**

The Leading Practitioner scales were introduced by the Government in 2013 to reward teachers who are highly experienced and who wish to concentrate on developing their teaching practice rather than seek promotion to a managerial role.

The school, in adopting and implementing the Lead Practitioner idea, affirms its commitment to its outstanding practitioners, and their service to the education of NHP children. These are teachers whose services we earnestly wish to retain but who, in the absence of the Lead Practitioner Grade,

might feel thwarted in their ambition to hone their pedagogic craft at NHP, if they felt that the only route to a higher salary was via management, to which they felt ill suited.

Expectations of a teacher being considered for Lead Practitioner Status:

- to have been on Higher Scale Level 3 for a minimum of 3 years and to have taught for at least 6 years
- SMT will have identified main areas where the school benefits conspicuously from this teacher's practice, particularly in terms of impact within the classroom
- The teacher will present to Governors on their plans for the future development of their practice and that of their department where applicable
- Progression through Lead Practitioner levels will be performance related – there will therefore be no expectation to move in a set time.

The procedures for attaining Lead Practitioner Status are set out more fully in **Appendix 1**.

### **3.1 Responsibility Points**

A partial or full responsibility point is awarded to a teacher or TA for taking on a role or responsibility within the school.

Responsibility points are in addition to a teacher or TA's place on the pay scale. For example, a teacher who starts an academic year on the first rung of the Higher pay scale (H1) may have a whole or part responsibility point, as a result of performing an additional role within the school, for example Head of Department or being a member of the Middle Management Team.

Therefore, their salary for that year would be commensurate with H1 + responsibility (part) point.

Responsibility points attract remuneration, the level of additional salary commensurate with the significance of the responsibility/role.

A member of staff is *only* paid for the role they are *currently* doing. For example, if a member of staff does role A in year one, and relinquishes it for role B in year two, they will only be paid for role B in the second year.

This ensures that every member of staff is paid for the work that they do and that the remuneration for each aspect of their job is clear to them.

The remuneration formula for being a member of ELT *not* on SMT, is set out in Appendix 1.

### **4.1 NHP Allowance**

Prior to September 2017, all teachers and Teaching Assistants were awarded the NHP Allowance on the successful conclusion of their probation period.

It is proposed to phase out the NHP allowance from September 2017, the equivalent figure being included in base salaries.

### **5.1 Part Time Members of Staff**

The provisions of this policy apply equally to full and part time members of staff. Part time members of staff are remunerated pro rata the days and/or part days of the week they work.

### **5.2 Newly Qualified Teachers (NQT)**

**The school's commitment to teacher training extends to NQTs who are a regular and happy addition to our workforce.**

NQT salaries start at point 1 on the Standard (S) pay scale.

However, if the NQT has previous, relevant experience working in a private institution (where a teacher training qualification is not always demanded), this may be taken into consideration when their starting salary is assessed.

### **5.3 Supply Teachers**

The school does not retain cover supervisors as members of staff. Supply staff are provided by external agencies and do not fall within the purview of this policy.

### **5.4 Gap Students**

Gap Students, frequently, although not exclusively, NHP alumni, are a welcome addition to the staff. Their pay is not assessed using the teacher or TA pay scales.

### **5.5 Administrative Staff**

The work of the school is enhanced by a phalanx of high quality administrative staff, responsible to the Bursar. Admin staff are paid on a separate scale to teachers and TAs. The scale they are on reflects experience, responsibilities and working hours, which can differ from role to role.

Admin staff receive a full review every 2 years with a review with the person they are responsible to, in the middle year.

### **5.6 Salary Records**

The school holds personal files on all its staff. These personal files include salary records. Any member of staff is entitled to see their own personal salary records held by the school. In order to view them, the member of staff should ask the Bursar who will honour the request as soon as possible (for example, this may take longer when the request has been made during a school holiday).

## Appendix 1

### PROCEDURE FOR ATTAINING LEADING PRACTITIONER STATUS

The teacher under consideration must have proven evidence of:

- Established and evidenced practice as an outstanding teacher over an agreed period
- Evidence of commitment to own professional development
- Outstanding practitioner in his/her field
- Proven ability to raise standards
- Excellent understanding of components which comprise outstanding teaching and learning
- Excellent interpersonal and communication skills
- The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience
- Evidence of teaching across the key stages
- Experience of leading a key department
- Ability to plan and resource effective interventions to meet curricular objectives
- Excellent subject knowledge
- A clear commitment to the ethos of the school and display of loyalty
- Use of assessment and attainment information to improve practice and raise standards
- A vision for the development of teaching and learning
- Experience of mentoring/observing lessons of colleagues
- Evidence of working effectively as a middle manager/Head of Department in a key role

Supporting evidence

- Positive feedback in terms of children's engagement in lessons
- The ability to inspire and excite
- Demonstration of the desire to be innovative
- Performance of children as evidence of teaching
- Parental, staff and children's feedback where applicable

### The Process

In review, it will have become apparent that if we were considering promotion for the member of staff, his/her preferred route would be by developing his/her teaching rather than in a management role. The Head and SMT would need to agree that the teacher has exceptional qualities of pedagogy that make him/her an outstanding practitioner and one who would better serve the school community by remaining predominantly in the teacher role, rather than seeking professional development through promotion to MMT/ELT/SMT.

A candidate would give a presentation to the SMT (with a governor or two in attendance) to outline his/her vision for the department or particular aspect of school life. This should include:

- Organisation of the department/resources/staff, etc.
- Vision for an developing outstanding programme that offers the school a high profile status in the particular area of performance
- How our offering might differ from that of other schools
- How we would promote our programme more widely
- Any interaction/engagement with other schools, particularly state schools
- Involvement of all stakeholders of school community
- How vision could develop in line with expansion of the school