



MEADOW HIGH SCHOOL

Pay Policy for Teachers

September 2019

MEADOW HIGH SCHOOL PAY POLICY TEACHERS 2017-18

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1. Scope

This policy applies to all teachers employed in the School. It does not apply to non-teaching staff. It covers pay arrangements for teachers who are being paid on the unqualified, main and upper pay ranges and the pay range for leading practitioners. It does not cover those who are on the leadership scale.

This document sets out how the School determines the salary of its teachers on the specified pay ranges and should be read in conjunction with the School Teachers' Pay and Conditions Document and the schools' framework of expectations against the Teachers Standards which is part of the Performance Appraisal Policy for Teachers.

The School Teachers' Pay and Conditions Document (STPCD) ('The Document') requires schools to have a pay policy which sets out the basis on which they determine teachers' annual pay review; and the procedures for determining appeals. Schools must stay within the legal framework set out in the Document and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection).

The 2013 Document makes a number of changes to how teachers' pay will be determined from September 2013. One of the main changes in the 2013 Document is that all pay progression from September 2014 should be linked to performance.

All procedures for determining pay should be consistent with the principles of public life – objectivity, openness and accountability.

2. Equalities and Performance Related Pay

The Governing Body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. an absence or maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis. The Governing Body will monitor the equalities implications, outcomes and impact of decisions taken in the operation of this policy on an annual basis to assess its effect and the school's continued compliance with equalities legislation.

The Governing Body will review this policy each year in accordance with equalities and other relevant legislation and regulation and will consult with staff and relevant unions before adopting and implementing any changes to the policy.

3. Principles and Aims

The Governing Body is committed to the operation of an appraisal process for teachers and support staff, with the objective of supporting the maximum professional development of all staff and progress of pupils. The Governing Body will ensure that all staff in school have access to advice, training and development opportunities appropriate to their needs. The governing body agrees to pass on national pay awards as appropriate.

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and recognised trade unions.

In the absence of this policy addressing a particular circumstance or situation the Governing Body will make a determination on any action to be taken through reference to the Document.

In adopting this pay policy the aim is to:

- Maximise the quality of teaching and learning at the school
- Support the recruitment and retention of a high quality teacher workforce
- Recognise and reward teachers appropriately for their contribution to the school
- Help to ensure that decisions on pay are managed in a fair, just and transparent way

4. Pay Principles

4.1 Pay Reviews

The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1st September and no later than 31st October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

4.2 Basic Pay Determination on Appointment

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

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context
- in exceptional circumstances the Governing Body have the discretion to award outside the advertised scale following interview
- awarding a recruitment incentive benefit to secure an appointment

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

4.3 Pay Progression based on Performance

The changes in the 2013 Document mean that September 2013 will be the last time when teachers on the main scale receive automatic annual increments and the pay decisions made in 2014 will need to be linked to assessments of performance. Any reference to annual increments in existing pay policies should be removed. Schools have the flexibility to develop their own policies to link progression pay to performance.

In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's management performance policy.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

4.4 Assessment against Performance

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness through consistent assessment which is quality controlled through a system of moderation and recourse to appeal.

The evidence we will use will include:

- Pupil progress and attainment
- Appraisal against the Teacher Standards
- Achievement of objectives

Moderated teachers' appraisal reports will contain a recommendation on pay progression for the teacher appraised. For 2019-20 the head teacher will moderate all appraisal reports.

5. Teachers Pay

5.1 Main Pay Range

5.1.1 Main Pay Range Banding

This school has retained the previous Main Pay Scale points and has created 3 bands of practitioner within this range to aid development, progression and appraisal:

- Band A – New Teacher M1 / M2
- Band B – Developing Teacher M3 / M4
- Band C – Established Teacher M5 / M6 (a)

| Level of Practice | Band | Pay Point | Salary |
|---------------------|----------|----------------|---------|
| New Teacher | A and B* | MPR 1 | £28,355 |
| | | MPR 2 | £30,113 |
| Developing Teacher | B and B* | MPR 3 | £31,976 |
| | | MPR 4 | £33,956 |
| Established Teacher | B and C* | MPR 5 | £36,836 |
| | | MPR 6 (a only) | £39,641 |
| | | | |

***PLEASE NOTE THESE ARE THE PAY BANDS AT THE TIME OF PUBLICATION AND MAY ALTER**

All teachers at this school are expected to progress to the level of Established Practitioner as set out in the schools' expectations against the Teacher Standards. The school's framework of expectations against the Teachers Standards for each level of teacher is part of the Performance Management Policy and should be read in conjunction with this document.

5.1.2 Main Pay Range Progression

Progression through the pay points and bands will be as follows:

Main Pay Range Point 1 (NQT) to Main Pay Range Point 2

On **successful** completion of their Induction Year an NQT will move to Main Pay Range Point 2 within Band A.

Main Pay Range Point 2 (Band A) to Main Pay Range Point 3 (Band B)

To move to Main Pay Range Point 3 in Band B a teacher will have been assessed as a **competent practitioner** with evidence of some outstanding practice against the Teachers Standards expectations of a New Teacher. They will have achieved their pupil progress and attainment targets in the context of any mitigating circumstances and will have completed their objectives as set at the beginning of the year.

4.

Main Pay Range Point 3 to Main Pay Range Point 4 within Band B

To move to Main Pay Range Point 4 **from** Point 3 in Band B a teacher will have been assessed as a competent practitioner against the Teachers Standards expectations of a Developing Teacher. They will have achieved their pupil progress and attainment targets in the context of any mitigating circumstances and will have completed their objectives as set at the beginning of the year.

Main Pay Range Point 4 (Band B) to Main Pay Range Point 5 (Band C)

To move to Main Pay Range Point 5 (Band C) **from** Point 4 in Band B a teacher will be assessed as a good practitioner with evidence of some outstanding practice against the Teachers Standards expectations of a Developing Teacher. They will have achieved their pupil progress and attainment targets in the context of any mitigating circumstances and will have completed their objectives as set at the beginning of the year.

Main Pay Range Point 5 to Main Pay Range Point 6 (a only) within Band C

To move to Main Pay Range Point 6 **from** Point 5 in Band C a teacher will have been assessed as a competent practitioner against the Teachers Standards expectations of an Established Teacher. They will have achieved their pupil progress and attainment targets in the context of any mitigating circumstances and will have completed their objectives as set at the beginning of the year.

*Where the schools' expectations against the Teacher Standards for a particular level of practitioner have caused such concern that one or more of the Teachers Standards are not met and require improvement through specific support, **pay progression will be withheld**. Any such concerns will be highlighted through performance management reviews throughout the year and support put in place. Withholding pay progression will not necessarily mean that a teacher will move into capability proceedings.*

5.2 Upper Pay Range

Qualified teachers who have been assessed by this school as meeting the standards for payment on the Upper Pay Range will be paid in accordance with the school's upper pay range:

| Upper Pay Range | Salary |
|-----------------|---------|
| Point 1* | £41,419 |
| Point 2* | £42,951 |
| Point 3* | £44,541 |

***PLEASE NOTE THESE ARE THE PAY BANDS AT THE TIME OF PUBLICATION**

5.2.1 Applications

Any qualified teacher may apply to be paid on the upper pay range and any such application will be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications will be made during the Autumn term and by 30th November of the application year. Assessment against the Upper Pay Range criteria and Teacher Standards expectations will be made during December of the new academic year and applicants will be advised of the outcome of their application before the end of December, this is backdated to the 1st September of the application year.

The School **will not be bound** by any pay decision regarding the Upper Pay Range made by another school.

5.

5.2.2 Criteria

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

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

For the purposes of this pay policy:

- **'highly competent'** means

An experienced teaching practitioner whose lessons are observed as outstanding in the main and who is able and willing to provide mentoring and coaching to other teachers; to support other teachers to achieve a high level of competence in all of the Teacher Standards; to engage in stretching professional development to support their practice and their role in supporting others.

- **'substantial'** means

The teacher will make a significantly wide contribution to the work of the school. They will enhance development and outcomes of the School Development Plan. The teacher will be a role model for teaching and learning. They will consistently demonstrate exemplary levels of professional conduct.

- **'sustained'** means

To demonstrate over a period of **at least 2 years and have been at M6 (a) for a minimum of the two year period** the ability to fulfil the expectations of the Teacher Standards at the Upper Pay Range and the ability to be highly competent at this level and make a substantial contribution to the school and its pupils as described above.

5.2.3 Assessment

The application will be assessed by a panel reviewing the previous two full year appraisal reports, CPD records maintained by the applicant, an assessment against the criteria as described above and against the Teacher Standards expectations for the Upper Pay Range. The panel will constitute 2 governors and the head teacher.

If the applicant is successful in being assessed as suitable to be paid on the Upper Pay Range it will be effective from 1st September of that year (**Closing date for applications will be 30th November back dated to September 1st**).

Unsuccessful applicants will be provided with comprehensive feedback as to why they were not successful and the areas where further professional development is required.

5.2.4 Upper Pay Range Progression

Decisions regarding pay progression for teachers on the Upper Pay Range will be made with reference to the most recent appraisal report and teachers will be eligible to progress to the next point on the school's upper pay range where:

- their appraisal outcome over the previous 2 years confirms that their performance has been assessed as highly competent as defined by the schools' expectations against the Teachers Standards for an Upper Pay Range teacher;
- they have achieved their pupil progress and attainment targets accounting for any relevant mitigation;
- they have achieved the objectives set for them at the beginning of each year

Any points awarded on the upper pay range are permanent subject to the teacher remaining in the same post or takes up an equivalent post in this school and they **must be able to continuously** fulfil the wider responsibilities of the role of an Upper Pay Range teacher.

5.3 Leading Practitioner Posts

Where the Governing Body determines the need for a Leading Practitioner Post the Governing Body will take account of paragraph 56 of the Document when determining the role of leading practitioner in this school. Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas of need as identified within the School Development Plan

5.3.1 Leading Practitioner Range (This is not within current arrangements at Meadow High School)

The Governing Body has established the following pay range (1-5) for leading practitioner teaching posts. Scale Point for each part of the range is as follows

| Minimum | Maximum |
|-------------------------|-------------------|
| Scale Point 1 (Minimum) | <i>£ Not used</i> |
| Scale Point 2 | <i>£ Not used</i> |
| Scale Point 3 | <i>£ Not used</i> |
| Scale Point 4 | <i>£ Not used</i> |
| Scale Point 5 (Maximum) | <i>£ Not used</i> |

***PLEASE NOTE THESE ARE THE PAY BANDS AT THE TIME OF PUBLICATION**

Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills where those duties fall outside the criteria for the TLR payment structure.

5.3.2 Leading Practitioner Pay Progression

The Governing Body will consider awarding one pay point on the individual range for the post having regard to evidence provided as part of the Performance Appraisal review, the appraisal report, the relevant teachers' standards and taking into account advice from senior leaders.

The evidence should show the leading practitioner:

- has made good progress towards their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, as appropriate;
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in all aspects of the Teachers' Standards;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

7.

The definitions of 'highly competent' and 'substantial' are set out under the 'Assessment' section for progression to the Upper Pay Range

The Governing Body will be advised by the head teacher in making all such decisions.

A Leading Practitioner is not eligible for a teaching and learning responsibility payment or a special educational needs allowance.

5.4 Unqualified Teachers

An unqualified teacher is either a trainee working towards qualified teacher status, an overseas trained teacher who has not exceeded the four years they are allowed without obtaining qualified teacher status, or an instructor with a particular skill.

5.4.1 Unqualified Teachers Scale

The school's pay range for an unqualified teacher is:

| Unqualified Teachers Scale | Salary |
|----------------------------|---------|
| Point 1 | £21,004 |
| Point 2 | £23,061 |
| Point 3 | £25,118 |
| Point 4 | £27,178 |
| Point 5 | £29,233 |
| Point 6 | £31,290 |

***PLEASE NOTE THESE ARE THE PAY BANDS AT THE TIME OF PUBLICATION AND MAY BE SUBJECT TO ANNUAL PAY AWARDS**

5.4.2 Unqualified Teacher Progression

Decisions regarding pay progression will be made annually with reference to the most recent appraisal report. Decisions not to progress up the pay spine will be made in circumstances where concerns about standards of performance have been raised in writing as part of the performance management/appraisal process.

Any pay points awarded to unqualified teachers are permanent, while the teacher remains in the same post or takes up a new one at this school.

Unqualified teachers are not eligible for teaching and learning allowances. The Governing Body will not determine a salary for an unqualified teacher outside of the unqualified teacher pay spine.

5.4.3 Unqualified Teachers' Allowance (Paragraph 28, STPCD 2012)

The Governing Body has the discretion to award an additional allowance to an unqualified teacher where it considers that, in the context of its staffing structure the teacher has taken on a sustained additional responsibility which is focussed on teaching and learning and requires the exercise of a teachers' professional skills and judgement, or where the teacher holds qualifications or experience which bring added value to the role being undertaken.

5.5 Part-time Teachers (This is not within current arrangements at Meadow High School)

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

8.

Pay progression related to performance for the relevant levels of expectation at similar pay grades will apply taking account of their part-time status and responsibilities. **A part-time teacher will be paid at the scale commensurate with their experience and responsibilities (If they were at Upper pay range and no longer fulfilling this criteria then the pay range would be in the Main scale bands)**

5.6 Short Notice/Supply Teachers

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata or at an agreed rate with the Supply agency.

6. Pay increases arising from changes to the Document

All teachers will be paid in accordance with the statutory provisions of the Document as updated from time to time.

7. Safeguarding

The Governing Body will operate salary safeguarding arrangements in line with the provisions of the 2013 Statutory Teacher's Pay & Conditions Document (STPCD).

8. Discretionary Allowances and Payments

8.1 Teaching & Learning Responsibility Payments (TLRs)

8.1.1 TLR 2 Payments

The Governing Body will pay TLR 2 payments to teachers as indicated in the school's staffing structure, in accordance with the pay ranges specified in the 2013 STPCD as updated from time to time and the following levels and values will apply:

TLR 2: TLR 2a £2,796
TLR 2b £4,656
TLR 2c £6,829

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

Before awarding any TLR 2 payments the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e) Involves leading, developing and enhancing the teaching practice of other staff.

Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR2 payment.

8.1.2 TLR 3 Payments (subject to Governor Agreement)

Before making any TLR3 payment, the Governing Body must be satisfied that the responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

9.

Where the Governing Body wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range of £555 and £2,757) and the duration of payment will be set out clearly.

The Governing Body will ensure that the use of TLR3 applies only to clearly time limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

8.2 Special educational needs (SEN) allowances

The Governing Body will award SEN allowances in accordance with the criteria and provisions set out in the 2013 STPCD.

The value of SEN allowances to be paid at the school will be:

SEN1 £2,209

SEN2 £4,359 (not likely to be used as to be replaced by TLR 3)

8.3 Acting allowances

Where any teacher is required to act as head teacher, deputy head teacher or assistant head teacher for a period in excess of eight weeks, they will receive an additional allowance in order that the total pay received is within the pay range of the substantive post holder.

Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

8.4 Recruitment and retention incentives and benefits

Where the Governing Body wishes to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly before awarding such payments and these payments will be reviewed annually.

9. Appeals against Pay Progression decisions

9.1 Appeals Procedure

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

10.

Where staff considers that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider. The appeal should be in writing to either the head teacher or the Governing Body; their appeal should include sufficient details of its basis. Appeals should be heard without unreasonable delay and at an agreed date, time and place.

Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

9.2 Informal Stage

As part of the pay determination process, the line manager ("the recommendation provider") will make a recommendation to the "the decision maker" (the person/s or committee responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining a teacher's pay, "the decision maker" will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision to "the decision maker".

If the teacher wishes to appeal the decision, they must do so in writing to "the decision maker", normally with 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, "the decision maker" must then arrange to meet the teacher to discuss the appeal. "The recommendation provider" should also be invited to the meeting to clarify the basis for the original recommendation.

"The decision maker" will reconsider the decision and write to the teacher to notify them of the outcome of the review and of the teacher's right of appeal to the Governing Body. If the teacher wishes to exercise their right of appeal, they must write to the Clerk of the Governing Body at the earliest opportunity and normally within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely. This will invoke the Formal Stage of the Appeal Procedure.

9.3 Formal Stage

On receipt of the written appeal, the Clerk to the Governing Body will establish an Appeal Committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process and convene a meeting of the Appeal Committee at the earliest opportunity and no later than 20 school working days after the date on which the written appeal was received. "The decision maker" will be required to attend the meeting.

The Chair of the Appeal Committee will invite the employee to set out their case. "The decision maker" will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision. The Appeal Committee will write to the teacher notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Committee is final.

9.4 Appeals Procedure for teachers leaving the school

11.

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:

- 1) The teacher must have set out details of their appeal in writing;
- 2) The teacher must have sent a copy of their appeal to the Chair of the Governing Body;
- 3) The Chair of the Governing Body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.