



PAY POLICY

Date adopted: 18th October 2017

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PAY POLICY OF SUTTON PARK COMMUNITY PRIMARY SCHOOL

FOR 1ST SEPTEMBER 2017 TO 31ST AUGUST 2018

ADOPTED BY THE BOARD OF GOVERNORS ON OCTOBER 18TH 2017

1. Introduction

- 1.1 The Board of Governors recognises the range of powers which it has a duty, or discretion, to exercise in respect of the remuneration of staff. This policy sets out the principles on which the Board of Governors will base its decisions and the way in which it will exercise its discretionary powers.
- 1.2 The Board of Governors will ensure that all staff are made aware of the existence of this policy and have ready access to a copy of it. A copy is located in the school office/staff room.
- 1.3 The Board of Governors implements this policy.
- 1.4 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
 - enable the school to 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.

2. Guiding Principles

The Board of Governors recognises that it must follow national and local agreements on pay and conditions of service. The Board of Governors will ensure that it makes funds available to support pay decisions, in accordance with this Pay Policy and the school's spending plans.

- 2.1 Review of Pay Policy and Consultation:
 - (a) The Board of Governors will review its Pay Policy each year in order to ensure that the policy continues to comply with the law and promotes good personnel practice and in particular to take account of pay awards, changes in national agreements governing pay, the school improvement plan and the school's budget.
 - (b) It will undertake such reviews in consultation with staff, including school representatives of all the recognised unions and teachers' associations.

The Board of Governors Pay Policy is based on the following key principles:

2.2 School Development Plan:

The Board of Governors will ensure that the Pay Policy recognises and supports the aims of the school's development plan.

2.3 Commitment to Staff:

The Board of Governors recognises that the staff of the school is the school's most important asset and values the commitment, support and goodwill of the staff at the school. The Board of Governors wishes to use its Pay Policy to assist with the recruitment and retention of staff through:

- recognising that decisions about pay should be fair, justifiable, open, objective, accountable and within agreed policies and procedures;
- maintaining a properly remunerated management structure within the school that reflects the levels of responsibility that staff undertake;
- providing career development opportunities for **all** staff;
- a structure which maintains salary differentials between classroom teachers, any Assistant Headteacher, the Deputy Headteacher(s) and the Headteacher;
- striving to maintain an harmonious working environment.

2.4 Equal Opportunities:

The Board of Governors is firmly committed to equal opportunities for all staff and hence will aim to ensure that:

- any promotion opportunities which become available within the school should be advertised and open to all staff;
- opportunities to undertake additional responsibilities that merit (or may merit) additional remuneration will be published within the school;
- the principles of equal pay for work of equal value will be applied;
- staff will not be the subject of unfair discrimination in decisions on pay, promotion and remuneration;
- pay levels, enhancements and promotions must be determined within an equal opportunities context, having regard to the Equal Pay Act 1970 and other legislation - The Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999 and the Employment Act 2002 and 2008, as well as The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and The Agency Workers Regulations 2010.

2.5 Legal Obligations:

The Board of Governors accepts that it must comply with the law, including not only general employment law but also the statutory regulations which require it to follow national pay scales.

2.6 Local Authority Advice:

The Board of Governors will take account of the Local Authority's policies and advice on pay and remuneration.

3. Equal Pay

- 3.1 The school's staffing establishment will be reviewed annually in relation to the school's development plan and equal pay legislation. This review may include consultation with union representatives. This review will cover in particular:
- the grading structure within the school in relation to the levels of responsibility undertaken by staff and the grading of posts with similar Job Descriptions elsewhere in the Authority;
 - salary differentials;
 - the method of advertising promotion/additional responsibilities within the school.
- 3.2 Particular care will be taken to ensure that part-time and temporary staff have the same levels of pay as would be attached to similar responsibilities or work of equal value undertaken by full-time and permanent staff.
- 3.3 Where the responsibilities and salary grading of one particular job are reviewed the implications for other jobs in the school will be considered to ensure that account is taken of the impact of additional responsibilities on all staff and equal pay.
- 3.4 The Headteacher will arrange for regular review of all Job Descriptions (at least annually). Job Descriptions will be revised as and when necessary through consultation between the Headteacher and individual employees. For teachers this should remain within the remit of the School Teachers' Pay and Conditions Document Job Description wording of "reasonableness".
- 3.5 Additional responsibilities undertaken on a temporary basis, whether for a particular task, or to cover for an absence or vacancy, may be rewarded by additional payment in accordance with the relevant national pay scales having regard to the level of additional responsibility undertaken. In particular the committee will comply with the statutory requirements relating to acting allowances for persons acting as Headteacher or acting Deputy Headteacher.

4. Pay Reviews

The Board of Governors recognises that it should determine teachers' pay without undue delay. The Board of Governors will review every teacher's salary annually with effect from 1st September and no later than 31st October each year (except in the case of the Headteacher for whom the deadline is 31st December).

Each teacher will be given a written statement setting out their salary and any other financial benefits as specified in the School Teachers' Pay and Conditions Document. 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 the decision was made.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Board of Governors will give the required notification as soon as possible and no later than one month after the date of the determination.

5. Appraisal

- 5.1 All members of the teaching staff are required to participate in arrangements made for their appraisal, in accordance with their conditions of employment and the Education (School Teacher Appraisal) (England) Regulations 2012 and the school's appraisal policy.
- 5.2 The performance objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-Bound and will be appropriate to the teacher's role and level of experience.
- 5.3 The performance objectives shall be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.
- 5.4 Relevant information from outcomes of performance review for teachers will be used by the Headteacher and the Board of Governors (or committee of Board of Governors) in taking decisions, and in advising those responsible for taking decisions, on the use of any discretion in relation to pay.

6. Pay Progression based on Performance

- 6.1 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 appraisal policy.

- 6.2 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.
- 6.3 To be fair and transparent, assessments of performance will be properly rooted in evidence. At Sutton Park we ensure fairness by moderating the objectives set through the appraisal process to ensure parity, carry out joint monitoring activities among SLT members to ensure parity in judgments about the quality of practice and provision.
- 6.4 The evidence we will use will include lesson observations, work scrutiny activities, tracking pupil progress including pupil progress meetings and moderation of teacher assessments.
- 6.5 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Board of Governors, having regard to the appraisal report and taking into account advice from the Headteacher. The Board of Governors will ensure that it makes funds available to support pay decisions, in accordance with this Pay Policy and the school's spending plans.
- 6.6 At Sutton Park judgements of performance will be properly rooted in evidence and made against the extent to which teachers have met their individual objectives and assessed as meeting the relevant Teachers' Standards. As a teacher moves up the Main Pay Range and Upper Pay Range, this evidence should show:
- an increasing positive impact on pupil progress
 - an increasing impact on wider outcomes for pupils
 - improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
 - an increasing contribution to the work of the school
 - an increasing impact on the effectiveness of staff and colleagues
- 6.7 The Board of Governors will be advised by the Headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The Board of Governors will be able to justify its decisions.
- 6.8 Further information, including sources of evidence is contained in the school's Appraisal Policy.

7. Salaries of Classroom Teachers

- 7.1 The Board of Governors will determine the salary for individual teachers on appointment or promotion in accordance with the current School Teachers' Pay and Conditions Document and this Pay Policy and in the light

of the advice given by the Local Authority and the recommendations of the Headteacher.

- 7.2 As required by the School Teachers' Pay and Conditions Document the committee will also determine the salary of each teacher annually and ensure that the teachers are notified in writing of the outcome, including the details specified in the Document.
- 7.3 The Board of Governors will have a procedure and timetable for the annual determination of salaries which is outlined in paragraph 4 of this Pay Policy. This will be published to teaching staff each year.
- 7.4 In determining the salaries of teachers the Board of Governors will follow the mandatory provisions of the School Teachers' Pay and Conditions Document and will exercise its discretionary powers within the parameters of that Document as set out in Appendix I, guidance issued by the DfE and advice given by the Local Authority.
- 7.5 The Board of Governors recognises that it has no powers to remunerate teachers other than those specified in the School Teachers' Pay and Conditions Document.
- 7.6 September 2017 pay award:
- 7.61 The Board of Governors will apply the following increase to Pay Ranges:

2 per cent increase to the reference point 1 of the Main Pay Range and reference point 6(b) and
1 per cent increase to reference points 2,3,4,5, & 6(a) on the Main Pay Range

Upper Pay Range

1 per cent increase to all reference points on the Upper Pay Range

Unqualified Teacher Pay Range

1 per cent increase to all reference points on the Unqualified Teacher Range

Leading Practitioners Pay Range

1 per cent increase to the Leading Practitioners Pay Range in this school

Headteacher's Pay Range

1 per cent increase to all reference points on the Headteacher's Pay Range in this school

Deputy Headteacher's Pay Range

1 per cent increase to all reference points on the Deputy Headteacher's Pay Range in this school

Assistant Headteacher's Pay Range

1 per cent increase to all reference points on the Assistant Headteacher's Pay Range in this school

7.62 The Board of Governors will apply a 1 per cent increase to the following Allowances:

Teaching and Learning Responsibility Payments
Special Education Needs Allowances

8. Pay Determination on Appointment

8.1 Pay determinations for newly appointed Main Pay Range teachers and newly appointed Upper Pay Range teachers:

The Board of Governors will determine the pay range for a vacancy prior to advertising it.

In making such determinations, the Board of Governors may take into account a range of factors, including:

- The nature and requirements of the post
- The specialist knowledge and skills and required for the post
- The experience required to undertake the specific duties of the post
- Market conditions
- The wider school context.

8.2 The Board of Governors recognises that under the School Teachers' Pay & Conditions Document there is no longer an assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

When determining the starting pay for a newly appointed classroom teacher on to the Main Pay Range or newly appointed classroom teacher on the Upper Pay Range, the Board of Governors will take in to consideration the previous point the teacher was paid and will also consider awarding pay scale points as outlined in Appendix I

8.3 Main Pay Range effective from 1st September 2017:

The Board of Governors will use reference points. Therefore the pay scale for teachers on the Main Pay Range in this school is:

Minimum Point*	1	£22,917
Reference point	2	£24,486 (1% uplift to the 2016/17 salary figures)
Reference point	3	£26,454 (1% uplift to the 2016/17 salary figures)
Reference point	4	£28,490 (1% uplift to the 2016/17 salary figures)
Reference point	5	£30,735 (1% uplift to the 2016/17 salary figures)
Reference point	6 (a)	£33,164 (1% uplift to the 2016/17 salary figures)
Reference point	*6 (b)	£33,824

*(2% uplift to the 2016/17 salary figures)

9. Movement up the Main Pay Range

9.1 To move up the main pay range, one annual point at a time, progression will be according to an individual teacher's performance and will be on the following basis:

- *Newly-qualified teachers (NQTs) have no automatic entitlement to pay progression on completion of induction. They will only be eligible for consideration of progression if they have continuous service as a teacher for at least 26 weeks*
- Teachers will be eligible for and would expect to receive a pay increase one annual point) if they meet all their objectives and are assessed as fully meeting the *relevant Teachers' Standards (See Appendix VII Assessment Form – Teachers' Standards)*.
- Teachers will be considered by the Board of Governors for a pay increase of one annual point if they have met or made significant progress towards meeting their objectives and are assessed as meeting the relevant Teachers' Standards (See Appendix VII Assessment Form – Teachers' Standards).
- If the evidence shows that a teacher has exceptional performance, the Board of Governors will consider the award of enhanced pay progression of two annual points if a teacher exceeds all their objectives and are assessed as fully meeting the relevant Teachers' Standards(See Appendix VII Assessment Form – Teachers' Standards).

9.2 The pro forma provided in Appendix III will be used for recommending pay progression on the Main Pay Range to the Board of Governors.

10. Movement to the Upper Pay Range

10.1 The Board of Governors will determine whether there should be any movement to the Upper Pay Range. In making such a determination, it will take into account:

- paragraph 19 of the School Teachers' Pay & Conditions Document 2017;
- the evidence base, which should show that the teacher has had a successful appraisal and has met or made significant progress towards objectives;
- evidence that the teacher has met the criteria set out in paragraph 15 of the School Teachers' Pay & Conditions Document 2017 namely that:

"the teacher is highly competent in all elements of the relevant standards (See Appendix VII Assessment Form – Teachers' Standards); and that the teacher's achievements and contribution to the school

are substantial and sustained. The meaning of these criteria is set out in paragraph 10.4 "The Assessment".

10.2 Applications and Evidence to be Paid on the Upper Pay Range from 1st September 2017:

Any qualified teacher can apply to be paid on the Upper Pay Range and any such application must 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.

A teacher may submit only one application in each academic year.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school(s). This school will not be bound by any pay decision made by another school.

All applications should include the results of appraisals under the Appraisal Regulations 2012, including any recommendation on pay. Where such information is not applicable or available, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application.

Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application, from this school and other schools, in support of their application.

10.3 Process and Procedures

One application may be submitted annually. The closing date for applications is normally 31st August each year, however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Inform the appraiser of your intent at the half yearly review point.
- Submit the application and supporting evidence to the Headteacher as part of the performance management review meeting..
- The assessor at Sutton Park is the Headteacher. The Headteacher will acknowledge receipt of your application within 5 school working days.

- The assessor will assess the application, which will include a recommendation to the Board of Governors.
- The Board of Governors will make the final decision, advised by the Headteacher.
- Teachers will receive written notification of the outcome of their application from the Local Authority. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR on 1st September of that year.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix II of this Pay Policy.

10.4 The Assessment:

The teacher will be required to meet the criteria set out in the School Teachers' Pay and Conditions Document, namely that:

- the teacher is **highly competent** in all elements of the relevant standards (see Appendix VII Assessment Form – Teachers' Standards).;
- and**
- the teacher's achievements and contribution to the school are **substantial and sustained**.

In this school, this means:

“highly competent”:

the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards (see Appendix VII Assessment Form – Teachers' Standards) in the particular role they are fulfilling and the context in which they are working.
(e.g. performance which is good enough to fulfill wider professional responsibilities, and develop effective professional relations with colleagues, giving them advice and demonstrating to them effective teaching practice and how to make a positive contribution to the wider

life and ethos of the school, in order to help them meet the relevant standards and develop their teaching practice).

“substantial”:

the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

(e.g. of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning).

“sustained”:

the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions outlined in paragraph 10.2). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Further information, including information on sources of evidence is contained within the school's appraisal policy.

- 10.5 The pro forma provided in Appendix IV will be used for recommending movement to the Upper Pay Range to the Pay Committee.

11. Pay Progression on the Upper Pay Range

11.1 Pay determinations effective from 1st September 2017:

The Board of Governors will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- paragraph 19 of the School Teachers' Pay & Conditions Document 2017;
- the evidence base, which should show that the teacher has had a successful appraisal and has met or made significant progress towards objectives;
- evidence that the teacher has maintained the criteria set out in paragraph 15 of the School Teachers' Pay & Conditions Document 2017 namely that:

the teacher is highly competent in all elements of the relevant standards(see Appendix VII Assessment Form – Teachers' Standards); and that the teacher's achievements and contribution to the school

are substantial and sustained. The meaning of these criteria is set out in paragraph 10 "The Assessment".

- 11.2 The Board of Governors will be advised by the Headteacher in making all such decisions. Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. The Board of Governors will be able to objectively justify its decisions.
- 11.3 Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out in paragraph 10.4 "The Assessment", and have met or made significant progress towards their objectives, the teacher will move to the midpoint on the Upper Pay Range; or if already on the mid-point, will move to the maximum point of the Upper Pay Range.
- 11.4 Where it is clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out in paragraph 10.4 "The Assessment", and where the teacher has met or exceeded their objectives, the Board of Governors will use its flexibility to decide on enhanced progression from the minimum to the maximum of the Upper Pay Range.
- 11.5 Upper Pay Range effective from 1st September 2017:

The Board of Governors will use reference points. Therefore the pay scale for Upper Pay Range in this school is:

Upper Pay point 1	£35,927
Upper Pay point 1.5	£36,604
Upper Pay point 2	£37,281
Upper Pay point 2.5	£37,957
Upper Pay point 3	£38,633

- 11.6 The pro forma provided in Appendix IV will be used for recommending pay progression on the Upper Pay Range to the Pay Committee.

12. Leading Practitioner Posts

Should Sutton Park appoint a Leading Practitioner, the Board of Governors will take account of paragraph 36 and 37 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;
- the improvement of teaching within school which impact significantly on pupil progress;

- improving the effectiveness of staff and colleagues

12.1 Pay on appointment and Leading Practitioners Pay Range from 1st September 2017:

The Board of Governors will determine a pay range of £39,374 to £59,857 from minimum to maximum for each leading practitioner post in accordance with paragraph 16 of the Document; and paragraphs 33 - 37 of the section 3 guidance.

12.2 Pay determinations with effect from 1st September 2017:

The Headteacher will agree appraisal objectives for the leading practitioner.

The Board of Governors shall have regard to the results of the leading practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay, in accordance with paragraph 16 of the Document.

12.3 The Board of Governors will take account of other evidence. The evidence should show the leading practitioner:

- has met or made significant 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, if relevant;
- 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 (see Appendix VII Assessment Form – Teachers' Standards).
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.
- "highly competent", "substantial" are defined in paragraph 10.4 "The Assessment".
- The Board of Governors will be advised by the Headteacher in making all such decisions.

12.4 The Board of Governors will determine pay progression such that the amount is clearly attributable to the performance of the leading practitioner. The Board of Governors will be able to objectively justify its decision.

13. Unqualified Teachers

13.1 Pay determinations on appointment:

Should Sutton Park appoint an unqualified teacher, the Board of Governors will pay any unqualified teacher in accordance with the provisions of the School Teachers' Pay and Conditions Document. The Board of Governors will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The Board of Governors will consider whether it wishes to pay an additional allowance outlined in Appendix I of the Pay Policy.

13.2 Unqualified Teacher Pay Range from 1st September 2017:

The Board of Governors will use reference points. Therefore the pay scale for unqualified teachers in this school is:

Reference point 1 £16,626
Reference point 2 £18,560
Reference point 3 £20,492
Reference point 4 £22,426
Reference point 5 £24,361
Reference point 6 £26,295

13.3 Pay determinations effective from 1st September 2017:

In order to progress up the unqualified teacher range, unqualified teachers will need to show that they have met or made significant progress towards their objectives.

13.4 If the evidence shows that a teacher has exceptional performance, the Board of Governors will award enhanced pay progression of up to 2 reference points.

13.5 Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills
- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues.

13.6 The Board of Governors will be advised by the Headteacher in making all such decisions. Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The Board of Governors will be able to objectively justify its decisions.

Information on sources of evidence is contained within the school's appraisal policy.

14. Salaries of Headteachers, Deputy Headteachers and Assistant Headteachers

- 14.1 The salaries of the Headteacher, Deputy Headteacher(s) and any Assistant Headteacher will be reviewed annually as required by the School Teachers' Pay and Conditions Document. There will be a procedure and timetable for the annual review which will give the option of formal representation. Written notification will be given to the Headteacher, Deputy Headteacher(s), Assistant Headteacher(s) As required, written notification will also be given of the performance objectives agreed or set under the Document and which will be reviewed as part of the next annual salary determination.
- 14.2 The Headteacher's Pay Range which the Board of Governors is required to set for Headteachers by the School Teachers' Pay and Conditions Document will reflect the responsibilities of the job in addition to the size of the school, any other factors specified in the Document and advice issued by the Local Authority on the salaries of Headteachers at comparable size schools.
- 14.3 Pay progression:
- The Board of Governors will ensure that performance-based progression awards reflect individual performance. It will also ensure that objective-setting is rigorous and that the school's Pay Policy provides a clear link between levels of achievement and progression.
 - The Board of Governors will review the Headteacher's pay in accordance with the School Teachers' Pay and Conditions Document and award up to two performance points as outlined under Appendix I having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations 2012 and any recommendation on pay progression in the Headteacher's most recent appraisal report.
 - The Board of Governors will review the Deputy/Assistant Headteacher's pay in accordance with the School Teachers' Pay and Conditions Document and award up to two performance points as outlined under Appendix I having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations 2012.
- 14.4 The Board of Governors will determine the pay ranges of the Deputy Headteacher(s) and any Assistant Headteacher(s) in relation to the duties and responsibilities of those teachers. The Board of Governors can review the pay ranges at any time if they consider it necessary to retain a Deputy or Assistant Headteacher.
- 14.5 The annual determination of salaries will be conducted by the appropriate committee having regard to the results of the most recent appraisal carried out in accordance with the regulations, the current School Teachers' Pay and Conditions Document and the guidance issued by the Local Authority and reported to the full Board of Governors.

14.6 If the Headteacher, Deputy Headteacher(s) and any Assistant Headteacher(s) have additional responsibilities or change their responsibilities the committee will consider whether there have been corresponding additions to the duties and responsibilities of other staff in the school.

15. Headteacher Pay

15.1 The Headteacher's Pay Range in this school is L14 - L20:

Reference point 1 £54,250

Reference point 2 £55,600

Reference point 3 £57,077

Reference point 4 £58,389

Reference point 5 £59,857

Reference point 6 £61,341

Reference point 7 £62,863

15.2 Should a vacancy for the post of Headteacher arise the Board of Governors will review the pay range to be advertised and agree pay on appointment as follows:

- the Board of Governors will review the school's Headteacher group and the Headteacher's Pay Range taking account of the full role of the Headteacher and in accordance with the mandatory and discretionary provisions of the School Teachers' Pay and Conditions Document; Departmental advice for maintained schools and local authorities - Implementing your school's approach to pay (see extract outlined in Appendix VIII) and advice given by the Local Authority;
- the Board of Governors will exercise its discretion under the School Teachers' Pay and Conditions Document in determining the Headteacher's Pay Range, in order to secure the appointment of its preferred candidate;
- the Board of Governors will consider exercising its discretion to award a discretionary payment under the School Teachers' Pay and Conditions Document where the Board of Governors consider the school would have difficulty recruiting to the vacant Headteacher post;
- the Board of Governors will consider the need to award any further discretionary payments to a Headteacher in line with the School Teachers' Pay and Conditions Document;
- the Board of Governors will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments, as set out in the School Teachers' Pay and Conditions Document. However, before agreeing to do so, it will

seek the agreement of the Board of Governors which in turn will seek external independent advice before providing such agreement.

15.3 Serving Headteachers:

The Board of Governors will determine the salary of a serving Headteacher in accordance with the School Teachers' Pay and Conditions Document.

The Board of Governors may determine the Headteacher's Pay Range, within the group range for the school, as at 1 September or at any time if they consider it is necessary.

If the Board of Governors makes a determination to change the Headteacher's Pay Range, it will determine the Headteacher's Pay Range within the group range for the school, in accordance with the School Teachers' Pay and Conditions Document.

The Board of Governors will consider the use of discretionary payments, as per the provisions of the School Teachers' Pay and Conditions Document.

The Board of Governors will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments, as set out in the School Teachers' Pay and Conditions Document. However, before agreeing to do so, it will seek the agreement of the Board of Governors which in turn will seek external independent advice before providing such agreement.

16. **Deputy Headteachers Pay**

16.1 The Deputy Headteacher's Pay Range in this school is L7 - L11:

Reference point 1 £45,743

Reference point 2 £46,799

Reference point 3 £47,967

Reference point 4 £49,199

Reference point 5 £50,476

16.2 Should a vacancy for the post of Deputy arise the Board of Governors will review the pay range to be advertised and agree pay on appointment as follows:

- the pay committee will determine a pay range in accordance with the School Teachers' Pay and Conditions Document, taking account of the role of the Deputy/Assistant Headteacher set out in the School Teachers' Pay and Conditions Document;
- the pay committee will record its reasons for the determination of the Deputy pay range, in accordance with the School Teachers' Pay and Conditions Document;

- in order to secure the appointment of its preferred candidate the pay committee will exercise its discretion under the School Teachers' Pay and Conditions Document, and place the preferred candidate on a point within the Deputy/Assistant Head pay range, allowing appropriate scope for performance-related pay progression over time.
- the pay committee will exercise its discretion under the School Teachers' Pay and Conditions Document where there are recruitment issues.

16.3 Serving Deputy Headteachers:

The Board of Governors will review pay in accordance with the School Teachers' Pay and Conditions Document and award up to two points where there has been sustained high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the Deputy Headteacher's most recent appraisal report.

The Board of Governors will review and, if necessary, re-determine the Deputy Headteacher pay range where there has been a significant change in the responsibilities of the serving Deputy Headteacher.

The Board of Governors may determine the Deputy Headteacher's pay range at any time in accordance with the School Teachers' Pay and Conditions Document pursuant with the discretionary provisions of the document and to maintain differentials.

16.4 Acting Allowances:

Acting allowances are payable to teachers who are assigned and carry out the duties of Head or Deputy Head in accordance with the School Teachers' Pay and Conditions Document and Appendix I of the Pay Policy. The Board of Governors will, within a four week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher who carries out the duties of Head or Deputy Head for a period of four weeks or more, will be paid at an appropriate point of the Headteacher's or Deputy Headteacher's or Assistant Head range, as determined by the pay committee. Payment will be backdated to the commencement of the duties as outlined in Appendix I.

17. **Head of More Than One School**

17.1 Permanent Arrangement:

If the Headteacher takes on permanent accountability for one or more additional schools, the Board of Governors will set a pay range in

accordance with the provisions of the School Teachers' Pay and Conditions Document.

This could be a permanent arrangement where the schools are part of a hard federation with a single Board of Governors. The remuneration in these cases should be based on the calculation of the total number of pupil units across all schools, which will give a group size for the federation.

17.2 Temporary Arrangement:

If the Headteacher takes on temporary accountability for one or more additional schools, the Board of Governors will consider awarding a discretionary payment under the provisions of the School Teachers' Pay and Conditions Document.

There is an expectation that temporary arrangements will be time-limited and subject to regular review and the maximum duration should be no longer than two years. The total sum paid to the Headteacher in any school year must not exceed 25% of the amount that corresponds to the Headteacher's point on the Leadership Group pay spine.

17.3 When the Head becomes responsible for more than one school (permanent arrangement and temporary arrangement):

In all cases, consideration needs to be given to the remuneration of other teachers who as a result of the Headteacher's role are taking on additional responsibilities. An increase in remuneration should only be agreed where the post accrues additional extra responsibilities as a result of the Headteacher's enlarged role, it is not automatic.

18. Salaries of Other Staff Employed at the School

18.1 On appointment an increment/increments may be awarded at the discretion of the Board of Governors when educational qualifications or experience are considered particularly relevant to the post.

18.2 Employees transferring within the Authority from one post to another on the same scale would transfer across at the same point.

18.3 Employees whose jobs are re-graded will be paid a salary on the new grade which is at least one spinal column point higher than the employee's previous salary.

18.4 Remuneration for the responsibilities of the job will be determined when selecting the salary grade for the job. The Board of Governors recognises that it is required to use a salary grade which is currently applicable in relation to employment with the authority and that it should consult the Headteacher (if the Headteacher would not otherwise be involved in the decision) and the Director of Children's Services.

- 18.5 The Board of Governors will therefore determine the salary for individual support staff on appointment or promotion in accordance with the provisions of the Local Authority's salary scales and conditions of service and in light of the advice and guidance given by the Local Authority and the recommendations of the Headteacher.
- 18.6 In selecting the salary grade the Board of Governors will have regard to the Job Description and Person Specification and to the advice of the Local Authority on the salary grades attached to similar jobs elsewhere in the authority's employment and in accordance with the Authority's Job Evaluation Scheme. (See Appendices VIII to XV and guidance on grading of support staff on ConnectED.)
- 18.7 Under the statutory guidance issued under the School Staffing Regulations 2009, it makes the point that the Authority is best placed to give advice on grading issues and the Board of Governors should in particular take account of any job evaluation process that has been conducted.
- 18.8 Additional responsibilities undertaken on a temporary basis at the discretion of the Board of Governors (or of the Headteacher acting on the Board of Governors's behalf) will be recognised where appropriate by the payment on a higher salary grade for the period in question in accordance with the conditions of service.
- 18.9 The Board of Governors may accelerate the progression up the incremental scale within the range on the grounds of "special merit or ability" up to a maximum of two additional increments. The reasons for awarding the increments should be clearly discernible.
- 18.10 Governing Bodies should also adopt an appraisal scheme for support staff after consultation with those staff concerned and their representatives. This should not be used when taking decisions in relation to pay.

19. Communicating Pay Decisions

- 19.1 The Headteacher will reach a view on their recommendation to the Board of Governors regarding pay progression taking into consideration the recommendation of the appraiser and other relevant information.
- 19.2 The Board of Governors will take a decision taking into account the recommendation of the Headteacher and, where applicable, any written representations from the employee. When considering the Headteacher's pay, the Board of Governors will take into account the recommendation of the Headteacher's appraisers.
- 19.3 The decision will be communicated in writing to the employee within 5 school working days and, where the decision is taken not to award pay progression, the employee will be informed of the basis on which this decision is made.

20. Pay Appeal Arrangements for Teaching and Support Staff

The arrangements for considering appeals are as follows:

- 20.1 A teacher or member of the support staff may seek a review of any determination in relation to his pay or any other decision taken by the Board of Governors (or a committee or individual acting with delegated authority) that affects his/her pay.

In relation to a determination regarding the Headteacher's pay, the Headteacher may seek to resolve it informally with the Chair of the Headteacher's appraisal committee. Thereafter, he/she may follow the appeal process outlined in 20.3 iv onwards; in which case references to the Headteacher shall mean the Chair of the appraisal committee

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

That the person or committee by whom the decision was made:

- (a) incorrectly applied the school's Pay Policy
- (b) incorrectly applied any provision of the School Teachers' Pay and Conditions Document;
- (c) failed to have proper regard for statutory guidance;
- (d) failed to take proper account of relevant evidence;
- (e) took account of irrelevant or inaccurate evidence;
- (f) was biased; or
- (g) otherwise unlawfully discriminated against the teacher.

- 20.3 The order of proceedings is as follows:

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

Reconsideration:

- iv The employee should set down in writing the grounds for questioning the pay decision and send it to the Board of Governors who made the determination (through the Headteacher or Clerk to Governors), within ten school working days of the notification of the decision being contested or of the outcome of the discussion referred to above.
- v The Board of Governors should aim to provide a hearing within ten school working days of receipt of the written grounds for questioning the pay decision and give the employee an opportunity to make representations in person and to be accompanied by a colleague or

union representative. Any supporting documentation provided by either the employee or the Headteacher to be considered at the hearing, should be available to the Committee at least five school working days prior to the hearing date. Following the hearing the employee should be informed in writing of the decision and the right to appeal. The process to be followed is outlined in Appendix II.

Appeal:

- vi The employee has a further right of appeal to a panel of three Governors who were not involved in the original determination or representations. The appeal must be lodged in writing, showing the grounds for appeal, within ten school working days of the decision from the hearing (v).

- vii Any appeal should be heard normally within 20 school working days of the receipt of the written appeal notification. The employee will be given the opportunity to make representations in person. For any formal hearing or appeal the employee is entitled to be accompanied by a colleague or union representative. Any supporting documentation provided by either the employee or the Chair of the Pay Committee/ Headteacher to be considered at the hearing, should be available to the Appeal Panel at least five school working days prior to the hearing date. The decision of the appeal panel 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 procedures for hearing of appeals against salary determinations are set down in Appendix III.

	SALARIES OF TEACHERS - DISCRETIONARY POWERS
Pay Determination on Appointment	<p>When placing a classroom teacher on to the Main Pay Range, the Board of Governors will consider awarding pay scale points in the following circumstances:</p> <ul style="list-style-type: none"> - One point on the main scale for each year of service as a qualified teacher in an Academy, City Technology College, a City College for the Technology of the Arts or independent school. - One point on the main scale for each period of one year of service as a qualified teacher in an overseas school outside the European Economic Area or Switzerland in the maintained sector of the country concerned. - One point on the main scale for each period of one year of service teaching in further education, including Sixth Form Colleges. - One point on the main scale for each period of one year of service teaching in higher education. <p>The Board of Governors will consider awarding on a case-by-case basis:</p> <ul style="list-style-type: none"> - One point on the scale for each period of three years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.
Part-time Teachers	<p>The Board of Governors acknowledges that part-time teachers will be paid the percentage of the appropriate full-time equivalent salary as calculated in Part 6, paragraph 40 & 41 and paragraphs 79 – 86 of the Section 3 guidance of the, of the statutory guidance in the School Teachers' Pay and Conditions Document 2017.</p> <p>The Headteacher will give part-time teachers 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.</p>
Payments to Relief or Short Notice Teachers	<p>(a) Teachers who work on a day-to-day or other short notice basis have their pay determined in the same way as other teachers as outlined above under - Pay</p>

	<p>Determination on Appointment.</p> <p>(b) Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 to arrive at the daily rate of pay.</p> <p>The Board of Governors has determined that relief teachers who work less than a full day will be paid pro rata to the length of the working day, which is deemed to be 6.5 hours working time.</p>
<p>Unqualified Teachers' Allowance</p>	<p>The Board of Governors may pay an unqualified teachers' allowance to unqualified teachers where it considers, in the context of its staffing structure that the teacher has:</p> <p>(a) Taken on a sustained additional responsibility which is:</p> <ul style="list-style-type: none"> i Focused on teaching and learning; and ii Requires the exercise of a teachers' professional skills and judgement; or <p>(b) Qualifications or experience which bring added value to the role being undertaking.</p>
<p>Headteacher</p>	<p>The Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded.</p> <p>Annual pay progression within the range for these posts is not automatic. Any progression will normally be by one point, but the Board of Governors will consider movement by two points in the following exceptional circumstances:</p> <ul style="list-style-type: none"> - exceeding challenging objectives - exceptional leadership performance over a sustained period of time.
<p>Deputy Headteachers</p>	<p>Deputy Headteachers must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded.</p> <p>Annual pay progression within the range for this post is not automatic. Any progression will normally be by one point, but the Board of Governors will consider movement by two points in the following exceptional circumstances:</p> <ul style="list-style-type: none"> - exceeding challenging objectives - exceptional leadership performance over a sustained period of time

<p>Teaching and Learning Responsibility Payments (TLRs)</p>	<p>TLRs will be awarded to the holders of the posts indicated in the attached staffing structure.</p> <p>TLR2s will be awarded at the value of £2,667.</p> <p>TLR1s will be awarded at the value of £7,699</p> <p>The Board of Governors will consider awarding a fixed term temporary TLR 3 payment of no less than £529 and no more than £2,630 to teachers under the following circumstances:</p> <ul style="list-style-type: none"> - one off time limited externally driven responsibilities. <p>The criterion and factors for award of TLR payments, and values as outlined in the School Teachers' Pay and Conditions Document, will be taken fully into account.</p>
<p>Recruitment and Retention incentives and benefits</p>	<p>The Board of Governors will consider awarding the payment of a recruitment awards in exceptional circumstances.</p> <p>The Board of Governors will consider awarding the payment of a retention allowance in exceptional circumstances.</p> <p>The Board of Governors will review the level of payment/ benefits annually.</p>
<p>Special Educational Needs Allowance</p>	<p>The Board of Governors will award a SEN allowance of no less than £2,106 and no more than £4,158 to all teachers who meet the criteria outlined in the STPCD Part 4 paragraph 21.1 to 21.4.</p> <p>Where the SEN allowance is to be paid, the spot value of the allowance will be determined taking fully into account the structure the School's SEN provisions and the factors outlined in the STPCD Part 4 paragraph 21.1 to 21.4.</p> <p>The teacher will be given written notification at the time of the award which will specify the reason for the award.</p>
<p>Acting Allowances</p>	<p>Any teacher who carries out the duties of Head or Deputy Head for a period of four weeks or more, will be paid no lower than the minimum spine point payable for the post in which the teacher is acting determined in accordance with the Teachers' Pay and Conditions Document.</p> <p>The acting allowance will be paid from or backdated to the time when the Board of Governors decides that the teacher performs tasks that require the full authority of the post to be exercised.</p> <p>The Board of Governors will exercise its discretion to remunerate teachers who agree to carry out the duties of Headteacher during the short term absence of the</p>

	<p>Headteacher as follows:</p> <p>Minimum spine point of Headteacher's Pay Range less salary paid to teacher divided by 195 multiplied by estimated number of days cover per annum.</p> <p>This will either be paid in arrears or currently as a lump sum or in 12 equal monthly payments.</p>
Pay Progression	The Board of Governors will ensure that it makes funds available to support pay decisions, in accordance with this Pay Policy and the school's spending plans.
Other Payments (a) Continuing professional development	<p>Teachers who volunteer to undertake continuing professional development outside the school day may be entitled to an additional payment.</p> <p>The Board of Governors will exercise its discretion and make additional payment to teachers (full and part-time) who attend training courses in the evenings or at weekends or during school holidays. See also separate LA guidance on Out of School Hours Learning Provision.</p> <p>The payment will be calculated by dividing M6 of the School Teachers' Pay Spine by 195 to determine a daily rate of pay and then divided by 6.5 hours to determine an hourly rate of pay.</p>
(b) Initial teacher training activities	<p>Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school will be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment.</p> <p>The Board of Governors will exercise its discretion to remunerate teachers for responsibilities in the initial training of teachers.</p> <p>The payment will be calculated by dividing M6 of the School Teachers' Pay Spine by 195 to determine a daily rate of pay and then divided by 6.5 hours to determine an hourly rate of pay.</p> <p>Areas of work that may attract a payment include: supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; and formally assessing students' competences.</p> <p>Activities that may attract payment include: planning an initial teacher training course, preparing course materials; undertaking the marketing, finance and administration of the course; and taking responsibility for the well-being and</p>

	<p>tuition of initial teacher training students. See also separate LA guidance on Out of School Hours Learning Provision.</p>
<p>(c) Out-of-school learning activities</p>	<p>Teachers who volunteer to undertake learning activities outside of the normal working hours and whose salary range does not take account of such activity may be entitled to a payment - see separate LA guidance.</p> <p>Activities that may attract payment include, for example, breakfast clubs, homework clubs, summer schools (study support, literacy and gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas.</p> <p>The Board of Governors has determined that teachers who agree to participate in out-of-school hours learning activity will receive payment for hours worked on the basis of Annual Salary ÷ 195 ÷ 6.5. See also separate LA guidance on Out of School Hours Learning Provision.</p>
<p>Provision of Services by the Headteacher</p>	<p>The Board of Governors has discretion to make payments to Headteachers who provide an external service to one or more additional schools and also to any of the school's teachers whose post acquires additional responsibility as a result of the Head's activities. Payments are not automatic. (for example as a School Improvement Partner, Consultant Leader or National Leader of Education - see statutory guidance.)</p> <p>The Pay Policy should set out the criteria by which the relevant body determines the nature and level of such payments and the value of any discretionary payments attached to posts in the staffing structure.</p>
<p>Temporary additional payment to the Headteacher</p>	<p>The Board of Governors has discretion to make an additional payment to the Headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case the relevant body must not have previously taken such reason or circumstance into account when determining the Headteacher's pay range.</p> <p>The Pay Policy should set out the criteria by which the relevant body determines the nature and level of such payments</p>

PROCEDURE TO REVIEW A SALARY DETERMINATION

Present:

Members of Pay Committee*

HR Adviser to Pay Committee (if appropriate)**

Employee and representative

Headteacher

Clerk to Governors

(Any witnesses will be called as required and will be present only during the time in which they give their evidence and answer questions.)

1. Introduction of the Pay Committee members and others present by the Chair and explanation of the purpose of the meeting.
2. Statement of appeal by the employee and/or representative (*work colleague or trade union representative*) including witnesses.
3. Questions by the Headteacher and/or members of the Pay Committee
4. Statement by Headteacher, including witnesses.
5. Questions by the employee/ representative and/or members of the Pay Committee
6. Concluding statement by employee or representative (introducing no new factors).
7. Concluding statement by the Headteacher (introducing no new factors)
8. Consideration of representations by the Pay Committee. All others withdraw.
9. The employee, representative and Headteacher will be recalled and informed of the decision of the Pay Committee. This will be confirmed in writing within 5 working days.

*Governors attending the hearing should, wherever possible, have been present for the original determination, whilst ensuring that the Committee is quorate.

**Where an HR Adviser is in attendance to support the Committee, he/she may ask questions at any point and advise the Committee as appropriate, including during considerations.

PROCEDURE FOR APPEALS AGAINST SALARY DETERMINATIONS

Model Agenda for Pay Appeals Committee Meeting

Present:

Members of Appeal Committee*
 HR Adviser to Pay Committee (if appropriate)**
 Employee and representative
 Headteacher and Chair of Pay Committee***
 Clerk to Governors

(Any witnesses will be called as required and will be present only during the time in which they give their evidence and answer questions.)

1. Introduction of the Pay Appeals Committee members and others present by the Chair and explanation of the purpose of the meeting.
2. Statement of Appeal by the employee and/or representative (*work colleague or trade union representative*) including witnesses.
3. Questions by the Chair of Pay Committee/Headteacher and members of the Pay Appeals Committee
4. Statement by respondent Chair of Pay Committee including Headteacher/witnesses.
5. Questions by employee/representative and members of the Pay Appeals Committee
6. Concluding statement by employee or representative (introducing no new factors)
7. Concluding statement by the Chair of the Pay Committee / Headteacher (introducing no new factors)
8. Consideration of Appeal by the Pay Appeals Committee with assistance from HR Adviser, as appropriate. All others withdraw.
9. The employee, representative and Headteacher will be recalled and informed of the decision of the Pay Committee. This will be confirmed in writing within 5 working days.

*The Pay Appeals committee will hear appeals against determinations made by the Pay Committee and must not have been involved in the original determination or representations hearing.

**Where an HR Adviser is in attendance to support the Committee, he/she may ask questions at any point and advise the Committee as appropriate, including during considerations.

***The Chair of the Pay Committee may nominate another governor from the committee which heard the representations to attend in his/her place.

IN CONFIDENCE

PAY PROGRESSION – MAIN PAY RANGE (01/09/2017)

Name of Teacher:

School/ Department:

APPRAISAL

	Agreed Appraisal Objectives	Objective Met	Progress Towards Objective	Objective Not Met
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RECOMMENDATION OF REVIEWER

I confirm that (teacher's name) :

Either

- has met all objectives
- are assessed as fully meeting the *relevant Teachers' Standards*

Or

- has made significant progress towards meeting objectives
- are assessed as meeting the *relevant Teachers' Standards*

In the case of exceptional performance:

- exceeded all objectives
- are assessed as fully meeting the *relevant Teachers' Standards*

This judgement has been made with regard to the results of the most recent appraisals.

1. I recommend salary progression on the Main Pay Range

OR

Appendix IV (continued)

2. I do not recommend salary progression on the Main Pay Range for the following reasons:

Signed: Date:
(Reviewer)

RECOMMENDATION OF HEADTEACHER TO PAY COMMITTEE

1. I support the recommendation for salary progression on the Main Pay Range

OR

2. I do not support the recommendation for salary progression on the Main Pay Range for the following reasons:

Signed: Date:
(Headteacher)

IN CONFIDENCE

MOVEMENT TO UPPER PAY RANGE (01/09/2017)

Name of Teacher:

Department:

APPRAISAL

	Agreed Appraisal Objectives	Objective Met	Progress Towards Objective	Objective Not Met
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RECOMMENDATION OF HEADTEACHER TO PAY COMMITTEE

I confirm that (teacher's name):.....

(a) has had two successful consecutive appraisals.

(b) is highly competent in all elements of the relevant Teachers' Standards.

(c) achievements and contribution to the school are substantial and sustained.
The meaning of these criteria is set out in paragraph 10.4 of this Pay Policy entitled, "The Assessment".

This judgement has been made with regard to the results of the most recent appraisals.

1. I recommend movement to the Upper Pay Range

OR

2. I do not recommend movement to the Upper Pay Range for the following reasons:

Signed:
(Headteacher)

Date:

IN CONFIDENCE

PAY PROGRESSION – UPPER PAY RANGE (01/09/2017)

Name of Teacher:

School/Department:

APPRAISAL

	Agreed Appraisal Objectives	Objective Met	Progress Towards Objective	Objective Not Met
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RECOMMENDATION OF REVIEWER

I confirm that (teacher's name)

- has had two consecutive successful appraisal and has met or made significant progress towards objectives;
- is highly competent in all elements of the relevant Teachers' Standards; and
- that the teacher's achievements and contribution to the school are substantial and sustained. The meaning of these criteria is set out in the section 10.4 of this policy entitled, " The Assessment".

This judgement has been made with regard to the results of the most recent appraisals or reviews.

1. I recommend salary progression on the Upper Pay Range

OR

2. I do not recommend salary progression on the Upper Pay Range for the following reasons:

Signed: Date:
(Reviewer)

RECOMMENDATION OF HEADTEACHER TO PAY COMMITTEE

- 1. I support the recommendation for salary progression on the Upper Pay Range

OR

- 2. I do not support the recommendation for salary progression on the Upper Pay Range for the following reasons:

Signed: Date:
(Headteacher)

IN CONFIDENCE

Assessment Form – Teachers' Standards

This assessment form maybe used as part of the evidence base for assessment against the Teacher Standards . It can also be used as a self-assessment tool by the teacher. Appraisers are not expected to comment on every bullet point.

When assessing the teachers' performance against **each** of the Teachers' Standards the appraiser will assess qualified teachers against the standards **to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and context within which the teacher is practising and at the relevant stage of their career** e.g. new or inexperienced teacher, experienced teacher, teacher on the Upper Pay Range

As a teacher moves up the Main Pay Range, the evidence and assessment should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

1. Sets high expectations which inspire	Comments
<ul style="list-style-type: none"> • establish a safe and stimulating environment for pupil • set goals that stretch and challenge pupils of all backgrounds • demonstrate consistently the positive attitudes 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 1:					

2. Promotes good progress and outcomes by pupils	Comments
<ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these 	

<ul style="list-style-type: none"> • 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 • 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. 	
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Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 2:					

3. Demonstrates good subject and curriculum knowledge	Comments
<ul style="list-style-type: none"> • 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. 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 3:					

4. Plans and teaches well-structured lessons	Comments
<ul style="list-style-type: none"> • 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). 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 4:					

5. Adapts teaching to respond to the strengths and needs of all pupils	Comments
<ul style="list-style-type: none"> • 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. 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 5:					

6. Makes accurate and productive use of assessment	Comments
<ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of form • 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. 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 6:					

7. Manages behaviour effectively to ensure a good and safe learning environment	Comments
<ul style="list-style-type: none"> • 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 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 7:					

8 Fulfills wider professional responsibilities	Comments
<ul style="list-style-type: none"> • 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 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 8:					

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.

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

Meets the standards for Personal and Professional Conduct



Overall assessment of the teachers' performance against the Teachers' Standards

When assessing the teachers' **overall** performance against the Teachers' Standards the appraiser will assess qualified teachers against the standards **to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and context within which the teacher is practising and at the relevant stage of their career** e.g. new or inexperienced teacher, experienced teacher, teacher on the Upper Pay Range

As a teacher moves up the Main Pay Range, the evidence and assessment should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils

- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues.

Assessment Rating	Exceptional performance	Meet the Standards	Development Needed	Do Not Meet the Standards
My overall assessment of your performance against the Teachers' Standards:				

The above judgement has been made with regard to the results of the most recent appraisals. Consideration and regard has been given to what can reasonably be expected of a teacher in the relevant role and context within which the teacher is practising and at the relevant stage of their career.

Signed:
(Reviewer)

Date:

Signed:
(Teacher)

Date:

Salaries of Headteachers and Deputy Headteachers (and Assistant Headteachers if applicable)

New appointments – the three-stage process:

The Board of Governors will adopt the following three-stage process when setting the pay for new appointments to headship or the wider leadership team.

Stage 1 – Define the role and determine the Headteacher group

Stage 2 – Set the indicative pay range

Stage 3 – Decide the starting salary and individual pay range

All decisions and the reasons for them will be documented at every stage. All pay decisions will be made on objective criteria so that there is no discriminatory effect on any group of teachers with a particular protected characteristic under the Equality Act 2010.

Stage 1 – Define the role and determine the Headteacher group:

At this stage the Board of Governors will define the job and identify the broad pay range as a provisional guide to determining an appropriate level of pay.

The Board of Governors will define and set out the specific role, responsibilities and accountabilities of the post as well as the skills and relevant competences required.

For the Headteacher's post the Board of Governors will assign the school to a Headteacher group which will determine the appropriate broad pay range. This will be done by calculating the total unit score for the school in accordance with paragraphs 5-8 of the STPCD.

For other leadership group posts, the Board of Governors will consider how the role fits within the wider leadership structure of the school. The pay range for a Deputy (or Assistant Headteacher) will not overlap the Headteacher's pay range.

Stage 2 – Set the indicative pay range

At this stage the Board of Governors will consider the complexity and challenge of the role in the particular context of the school and make a judgment on pay in the light of this.

The Board of Governors will ensure that current discretionary payments, such as allowances for recruitment and retention, permanent additional responsibilities (e.g. the provision of initial teacher training (ITT)), and long-term provision to other schools, will be captured at this stage.

For the Headteacher's post the Board of Governors will normally expect that the total unit score fully captures the complexity of the Headteacher role and that the relevant broad pay range accommodates appropriate levels of reward. The Board of Governors will determine whether the indicative pay range should start at the minimum of the Headteacher group or whether it will start at a higher level because of the level of challenge of the post.

Pay Range for Headteachers 2017 (STPCD Limits)	
Group	(Discretionary Reference Points)
1	(6 – 18) £44,544 - £59,264
2	(8 – 21) £46,799 - £63,779
3	(11 – 24) £50,476 - £68,643
4	(14 – 27) £54,250 - £73,876
5	(18 – 31) £59,857 - £81,478
6	(21 – 35) £64,417 - £89,874
7	(24 – 39) £69,330 - £99,081
8	(28 – 43) £76,466 - £109,366

Note:

The STPCD sets out the above limits on head teachers' pay for each of the eight school groups. These apply unless the Board of Governors has exercised its discretion, in accordance with the STPCD, to exceed these limits. Headteachers who were at the maximum of their individual pay ranges last year and whose pay point coincided with the maximum of the relevant school group range may have had their pay frozen last year. Where this is the case, the maximum point of their individual pay range from September 2016 assuming no other adjustments are being made, will be as set out above.

Discretionary Reference Points (including a 1% pay award)

Minimum	1	£39,374	22	£66,017
	2	£40,360	23	£67,652
	3	£41,368	24	£69,330
	4	£42,398	25	£71,053
	5	£43,453	26	£72,810
	6	£44,544	27	£74,615
	7	£45,743	28	£76,466
	8	£46,799	29	£78,359
	9	£47,967	30	£80,310
	10	£49,199	31	£82,293
	11	£50,476	32	£84,339
	12	£51,639	33	£86,435
	13	£52,930	34	£88,571
	14	£54,250	35	£90,773
	15	£55,600	36	£93,020
	16	£57,077	37	£95,333
	17	£58,389	38	£97,692
	18	£59,857	39	£100,072
	19	£61,341	40	£102,570
	20	£62,863	41	£105,132
	21	£64,417	42	£107,766
			Maximum 43	£109,366

Establishing a pay range above the school's Headteacher group:

The expectation is that in most cases the pay range will be within the limits of the Headteacher group. However, in some cases, e.g. where there may be significant difficulty in making an appointment or there is a need to incentivise a Head to take on responsibility for a very large school or to lead multiple large schools, it may be appropriate to consider extending the individual pay range.

If the Board of Governors consider that circumstances warrant it, they can set the indicative pay range with a maximum of up to 25% above the top of the relevant Headteacher group range.

It should be wholly exceptional for the maximum of the pay range to be more than an additional 25% higher than the maximum of the Headteacher group. If it is considered that there are exceptional circumstances that warrant an extension beyond that limit, a business case would be required. The Board of Governors will need to seek external independent advice from an appropriate person or body who can consider whether it is justifiable to exceed the limit in a particular case. There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

For the Headteacher post the Board of Governors will consider the following additional factors that suggest the indicative pay range should be higher than would be provided by the basic calculation in Stage 1.

The following represent some examples of the additional factors that the Board of Governors may wish to consider:

- **the context and challenge arising from pupils needs** e.g. if there is a high level of deprivation in the community (Free School Meal (FSM) entitlement and/or English as an Additional Language indicators may be relevant) or there are high numbers of looked after children or children with special needs or there is a high level of in-year churn/pupil mobility, and this affects the challenge in relation to improving outcomes;
- a **high degree of complexity and challenge** e.g. accountability for multiple schools or managing across several dispersed sites, which goes significantly beyond that expected of any Headteacher of similar-sized school(s) and is not already reflected in the total unit score used at Stage 1;
- **additional accountability not reflected in Stage 1** e.g. leading a teaching school alliance;
- **factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates**, e.g. location; specialism; level of support from the wider leadership team.

The Board of Governors should take in to consideration the following when determining the pay range:

Does the total unit score provide an appropriate pay range for the job?

Are there any additional factors that need to be taken into account in determining the indicative pay range?

Is it appropriate to apply more weight to some factors than others, e.g. the level of social challenge; managing more than one school; difficulty in making a suitable appointment.

For those factors which are not expected to persist, such as temporary responsibility for an additional school, these should be reflected through an allowance rather than consolidated into the indicative pay range.

Is the role so challenging that the pay range should extend above the maximum of the Headteacher group for the school?

Is there any relevant benchmarking information available that would support your judgement on whether the pay range is justifiable?

Do you require any further assistance or support from Human Resources in exercising your judgements e.g. provision of benchmarking information?

Does the pay range provide scope for performance-related progression over time?

What is the appropriate differential between the pay ranges for different leadership posts?

Have the equality implications been considered of any decisions over differentials.

At the end of this stage the Board of Governors should decide where in the broad range to position the indicative pay range and set this out clearly when advertising the job. The Board of Governors should make an overall judgement on the position and breadth of range, allowing appropriate scope for performance-related progression over time, clearly linked to school improvement priorities and outcomes.

For other leadership roles the process is broadly the same. The Board of Governors will wish to consider how the other leadership roles should be set in accordance with the level set for the Headteacher and ensure that there is sufficient scope for progression.

There should be a clear audit trail for all decisions made and the reasoning behind them.

Stage 3 – Deciding the starting salary and individual pay range:

The Board of Governors will set the starting salary in the light of candidate-specific factors, such as the extent to which the candidate meets the specific requirements of the post.

DfE advice – <https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay> .

OVERVIEW OF RECOMMENDED GRADES FOR TECHNICIANS**SCIENCE TECHNICIANS**

Job Title	Grade	Description of Role
Assistant Science Technician	Scale 2	A technician with little or no experience who is training on-the-job and assisting the team of technicians, working under close supervision.
Science Technician	Scale 3	An experienced technician carrying out the full range of duties; no supervisory responsibility for other staff, but will assist in the training of other Science Technicians.
Senior Science Technician	Scale 5	An experienced technician who supervises up to five other technicians in addition to carrying out Science Technician duties.
Team Leader Science Technician	Scale 6	An experienced technician who manages six or more (Science) Technicians within the school and carries out Science Technician duties.

DESIGN & TECHNOLOGY TECHNICIANS

JOB TITLE	Grade	Description of Role
Design & Technology Technician	Scale 2	Supports pupils with practical tasks, prepares resources, checks and cleans equipment, clears away after lessons, basic administration duties.
Design & Technology Technician; Workshop Technician	Scale 3	As above; maintains machines and hand tools, constructs simple equipment and models, supports students with projects, clears away after lessons, uses ICT.
Design & Technology Technician; Workshop Technician	Scale 4	As above; also designs and builds equipment, carries out basic repairs, carries out advanced tasks requiring specialist skills.

OVERVIEW OF RECOMMENDED GRADES FOR TEACHING ASSISTANTS

Teaching Assistant (Grade 1) (Supervising physical/general care including Statemented pupil requiring good standard of practical knowledge and skills.)	SCP 6-13	Pro rata for less than 37 hours and 195 working days.	(Unqualified)
Teaching Assistant (Grade 2) (Delivering specific work programme in more depth including pupils with special physical, emotional and educational needs requiring detailed knowledge and specialist skills.)	SCP 14-17	Pro rata for less than 37 hours and 195 working days.	(Qualified)
Teaching Assistant (Grade 3) (Delivering specific work programme in more depth including pupils with special physical, emotional and educational needs requiring detailed knowledge and specialist skills in specialist discipline being fully involved in all stages of the planning cycle.)	SCP 18-25	Pro rata for less than 37 hours and 195 working days.	(Qualified)
Senior Teaching Assistant (Grade 4) (Team Leader with management responsibility requiring advanced/high level of knowledge and specialist skills across a range of specialist disciplines.)	SCP 26-28	Pro rata for less than 37 hours and 195 working days.	(Qualified)

OVERVIEW OF RECOMMENDED GRADES FOR HIGHER LEVEL TEACHING ASSISTANTS AND COVER SUPERVISORS

Cover Supervisor

- To work under the guidance of teaching/senior staff with individuals/groups, in or out of the classroom. To supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities and implement agreed work programmes.

Teaching Assistant Grade 2 (with some Cover Supervision responsibilities)

- To support the classroom teacher with their responsibility for the development and education of children, including those with special physical, emotional and educational needs, by utilising detailed knowledge and specialist skills.
- To work under the guidance of teaching/senior staff, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the management/preparation of resources.

Staff may also undertake 'Cover Supervision', i.e. supervise whole classes occasionally during the short-term absence of teachers. The primary focus whilst undertaking cover duties will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.

Teaching Assistant Grade 3 (with some Cover Supervision responsibilities)

- To work collaboratively with the classroom teacher with their responsibility for the development and education of children, including those with special physical, emotional and educational needs, by utilising detailed knowledge and specialist skills in specialist discipline being fully involved in all stages of the planning cycle.
- To work under the guidance of teaching/senior staff, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the management/preparation of resources.

Staff may also undertake 'Cover Supervision', i.e. supervise whole classes occasionally during the short-term absence of teachers. The primary focus whilst undertaking cover duties will be to maintain good order and to keep pupils on task with work that has been set. Cover Supervisors will need to respond to questions and generally assist pupils to undertake learning activities.

Higher Level Teaching Assistant

- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.
- Responsible for the management and development of a specialist area within the school and/or management of other Teaching Assistants including allocation and monitoring of work, appraisal and training.

Cover Supervisor only (Teaching Assistant Grade 2)	SCP 14-17	Pro rata for less than 37 hours and 195 working days.	(Qualified)
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Teaching Assistant Grade 3 (with some Cover Supervision responsibilities)	SCP 18-25	Pro rata for less than 37 hours and 195 working days.	(Qualified)
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Higher Level Teaching Assistant (Teaching Assistant Grade 4)	SCP 26-28	Pro rata for less than 37 hours and 195 working days.	(Qualified)
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OVERVIEW OF RECOMMENDED GRADES FOR SCHOOLS' ADMINISTRATIVE STAFF

(Showing Profiles of Job Features)

JOB FEATURES	Recommended Grade					
	Scale 1	Scale 2	Scale 3	Scale 4	Scale 5	Scale 6
Type of Tasks:						
Limited range of routine tasks	✓					
A range of routine tasks		✓				
More involved tasks which require a good standard of practical knowledge and skills			✓			
A variety of advanced tasks requiring detailed knowledge and specialist skills				✓	✓	✓
Supervision of Staff:						
No supervisory responsibility for other staff	✓					
No supervisory responsibility for other staff; may assist in the induction of new colleagues		✓			✓	
May have some supervisory responsibility for temporarily assigned or shared employees, including on-the-job training or the allocation and checking of work for quality and quantity			✓			
Direct supervision of at least one employee				✓		
Direct supervision of school administrative staff; may also manage other support staff, e.g. cleaners, children's superintendents						✓
Creativity						
Work is largely regulated by laid down procedures, but needing occasional creative skills to deal with routine problems	✓	✓				
Creativity is a feature of the job but exercised within the general framework of recognised procedures			✓	✓	✓	
Creativity and innovation are essential to the job and need to be regularly exercised within general guidelines						✓
						✓

Contacts							
Contact with other people relates to well-established matters but sometimes involves dealing with issues where the outcome may not be straightforward	✓	✓					
Contact with other people relates to issues which are generally not contentious but where the outcome may not be straightforward. Advice or guidance provided to others within the school relates to issues that are less well established			✓	✓			
Contact with other people relates to situations where the content and outcome are not straightforward or well-established and could involve more detailed assessment, planning, evaluation, care and assistance					✓	✓	✓

Appendix XII (continued)

	Recommended Grade					
	Scale 1	Scale 2	Scale 3	Scale 4	Scale 5	Scale 6
Decision-Making						
Work within clearly defined rules or procedures and advice from other staff is available if required	✓					
Work within clearly defined rules and procedures involving decisions chosen from a range of established alternatives		✓	✓	✓	✓	
Work within clearly defined rules and procedures involving decisions chosen from a range of established alternatives. Decisions have a noticeable effect on the internal operations of the school or on the provision of service to pupils or parents						✓
Work is carried out within programmes and objectives where there is a wide range of choices and where advice is not normally available and/or decisions where policy, procedures and working standards provide only general guidelines. Decisions have a noticeable effect on the internal operations of the school or on the provision of service to pupils or parents						✓

Resources							
No responsibility for physical or financial resources	✓						
May have responsibility for the accurate handling and security of small sums of cash, cheques or financial resources		✓	✓				
Have (shared) responsibility for the accurate handling and security of cash, cheques or financial resources and/or have responsibility for ordering stocks and materials for the whole school				✓	✓	✓	✓
Work Demands							
Work is subject to deadlines involving changing problems, circumstances or demand				✓	✓	✓	
Work is subject to deadlines involving frequently changing circumstances and conflicting priorities							✓

OVERVIEW OF RECOMMENDED GRADES FOR SCHOOL CARETAKERS

(Showing Profiles of Job Features)

JOB FEATURES	Recommended Grade							
	Scale 2	Scale 3		Scale 4			Scale 5	
	Job Outline Ref:							
	AC2	AC3	Sm3	Mo3	Ma4	Mo4	Mo4/L	Ma5
Type of Tasks:								
A range of routine tasks	✓							
More involved tasks which require a good standard of practical knowledge and skills		✓	✓	✓	✓	✓	✓	✓
Supervision of Staff:								
No supervisory responsibility for other staff; may assist in the induction of new colleagues	✓		✓	✓	✓ OR		✓	
May have some supervisory responsibility for temporarily assigned or shared employees, including on-the-job training or the allocation and checking of work for quality and quantity		✓			✓	✓ OR		
Direct supervision of at least one employee						✓		
Have direct supervision of caretaking and grounds staff; may also have full or shared responsibility for cleaners directly employed by school								✓
Creativity								
Work is largely regulated by laid down procedures, but needing occasional creative skills to deal with routine problems	✓	✓	✓			✓		
Creativity is a feature of the job but exercised within the general framework of recognised procedures				✓	✓		✓	✓
Contacts								
Contact with other people relates to well-established matters but sometimes involves dealing with issues where the outcome may not be straightforward	✓		✓	✓				
Contact with other people relates to issues which are generally not contentious but where the outcome may not be straightforward. Advice or guidance provided to others within the school relates to		✓			✓	✓	✓	✓

issues that are less well established								
Decision-Making								
Work within clearly defined rules and procedures involving decisions chosen from a range of established alternatives	✓	✓						
Work within clearly defined rules and procedures involving decisions chosen from a range of established alternatives. Decisions have a noticeable effect on the internal operations of the school or on the provision of service to pupils or parents			✓	✓	✓	✓	✓	✓

Appendix XIII (continued)

	Recommended Grade							
	Scale 2	Scale 3		Scale 4			Scale 5	
	Job Outline Ref:							
	AC2	AC3	Sm3	Mo3	Ma4	Mo4	Mo4/L	Ma5
Resources								
Have shared responsibility for the proper use and safekeeping of hand tools and small items of equipment	✓							
Have shared responsibility for the proper use and safekeeping of hand tools and small items of equipment; shares responsibility for the security of the school site with the Caretaker/Site Manager or another Assistant Caretaker		✓						
Have responsibility for the proper use and safekeeping of larger vehicles and larger items of plant and machinery and/or have responsibility for the security and maintenance of the buildings and site of a moderate or small size school			✓	✓		✓	✓	
Have responsibility for the proper use and safekeeping of larger vehicles and larger items of plant and machinery and/or have responsibility for the security and maintenance of the buildings and site of a major size school					✓			✓
Physical Demands								
Work requiring normal physical effort with periods of substantial effort; or normal physical effort occasionally in awkward postures or	✓	✓	✓	✓	✓	✓	✓	✓

prolonged effort in a constrained position involving considerable manual dexterity								
Work Environment								
Work includes significant elements of inside or outside work involving some exposure to moderate noise, heat, cold, disagreeable or difficult surroundings/conditions	✓	✓	✓	✓	✓	✓	✓	✓
Work potentially involves some risk to personal safety of injury, illness or health problems arising from the environment or the public	✓	✓	✓	✓	✓	✓		✓
Work potentially involves moderate risk to personal safety of injury, illness or health problems arising from the environment or the public							✓	

SALARY GRADES FOR LOCAL GOVERNMENT EMPLOYEES**(Full-Time, Full Year)**

	SCP	01/04/16	01/04/17	Contracted Hourly Rate	Casual Hourly Rate
SC1(6-9)	6	14514	15014	7.7822	8.9099
TA1(6-13)	7	14615	15115	7.8345	8.9699
	8	14771	15246	7.9024	9.0476
	9	14975	15375	7.9693	9.1242
SC2(10-13)	10	15238	15613	8.0926	9.2654
	11	15507	15807	8.1932	9.3805
	12	15823	16123	8.3570	9.5681
	13	16191	16491	8.5477	9.7864
SC3/TA2 (14-17)	14	16481	16781	8.6980	9.9585
	15	16772	17072	8.8489	10.1312
	16	17169	17419	9.0287	10.3371
	17	17547	17772	9.2117	10.5466
SC4(18-21)	18	17891	18070	9.3662	10.7235
TA3(18-25)	19	18560	18746	9.7165	11.1246
	20	19238	19430	10.0711	11.5306
	21	19939	20138	10.4381	11.9507
SC5(22-25)	22	20456	20661	10.7091	12.2611
	23	21057	21268	11.0238	12.6213
	24	21745	21962	11.3835	13.0332
	25	22434	22658	11.7442	13.4462
SC6/TA4 (26-28)	26	23166	23398	12.1278	13.8853
	27	23935	24174	12.5300	14.3458
	28	24717	24964	12.9395	14.8147
SO1(29-31)	29	25694	25951	13.4511	15.4004
	30	26556	26822	13.9026	15.9173
	31	27394	27668	14.3411	16.4193
SO2(32-34)	32	28203	28485	14.7645	16.9042
	33	29033	29323	15.1989	17.4015
PO1(34-37)	34	29854	30153	15.6291	17.8940
	35	30480	30785	15.9567	18.2691
	36	31288	31601	16.3796	18.7533
	37	32164	32486	16.8384	19.2785
PO2(38-41)	38	33106	33437	17.3313	19.8429
	39	34196	34538	17.9020	20.4963
	40	35093	35444	18.3716	21.0339
	41	36019	36379	18.8562	21.5888
PO3(42-45)	42	36937	37306	19.3367	22.1389
	43	37858	38237	19.8193	22.6914
	44	38789	39177	20.3065	23.2492
	45	39660	40057	20.7626	23.7715
New PO4(46-49)	46	42243	42666	22.1149	25.3198
<i>Old PO4(46-49)</i>	47	43629	44067	22.8411	26.1512
	48	44604	45051	23.3511	26.7351
	49	45555	46011	23.8487	27.3048
New PO5(50-53)	50	46971	47442	24.5904	28.1540
<i>Old PO5(49-53)</i>	51	47955	48435	25.1051	28.7433
	52	48954	49446	25.6292	29.3433
	53	49944	50445	26.1470	29.9361
New PO6(54-57)	54	52401	52926	27.4330	31.4085
<i>Old PO6(51-55)</i>	55	53436	53970	27.9741	32.0280
	56	54441	54987	28.5012	32.6315
	57	55521	56076	29.0657	33.2778
New PO7(58-61)	58	58197	58779	30.4667	34.8819
<i>Old PO7(53-57)</i>	59	59358	59952	31.0747	35.5780
	60	60546	61152	31.6967	36.2901
	61	61758	62376	32.3311	37.0165

CARETAKERS' LETTINGS AGREEMENT

LETTINGS CUSTODIAN DUTIES

(For the purpose of these notes, the words 'Lettings Custodian' refer to any individual employee who undertakes lettings duties either paid or voluntarily).

A. Before the Letting

- A1. The Lettings Custodian must be satisfied that approval for the letting has been given by the Headteacher, for instance, by confirming that the relevant lettings application form has been completed by the hirer.
- A2. The Lettings Custodian must also ensure that 'double bookings' are avoided, bringing such incidents to the attention of the Headteacher, as soon as possible.
- A3. The accommodation requested must be made available to the hirer, at the time agreed. If chairs have been requested, these too should be made ready for use, unless it has been agreed with the hirer that they will set out and put away the chairs themselves.
- A4. The Lettings Custodian should check the accommodation to ensure that there is no damage/theft to the accommodation/equipment prior to the letting taking place.
- A5. Unless prior agreement has been reached, hirers will not generally be allowed to enter the premises before the stipulated time. If such agreements have been made, the Lettings Custodian should note the exact time of entry.

B. During the Letting

- B1. The Lettings Custodian is not required to remain on site for the duration of the letting, unless prior approval from the Headteacher has been sought.

C. After the Letting

- C1. The Lettings Custodian must ensure that the facilities have been left in a clean and tidy state by the hirer, ready for use by the school. Should the premises not be left in a satisfactory state by the hirer, then the

Lettings Custodian may claim additional cleaning time, the cost of which will be passed on to the hirer.

- C2. The Lettings Custodian should ensure that all lights are switched off, windows/doors locked, the premises are totally vacated and secure (including the activation of security systems, where appropriate) after the letting. The Lettings Custodian should also check the school accommodation/equipment again to ensure that no theft/damage has occurred during the letting.
- C3. If the hirer is still on the premises beyond the stipulated expiry time of the letting, the Lettings Custodian may claim up to the actual time the hirer vacated the premises.
- C4. The Lettings Custodian must also ensure that the premises were used by the stipulated hirer and that sub-letting of the premises has not occurred.
- C5. Claims for payment to Lettings Custodians for lettings' duties must be submitted to the Children's Services Directorate's, Staffing, Salaries and Appointments Section, using Form SWA/LET, on a monthly basis or via the Employee Self Service system.

D. Accommodation

- D1. All rooms/accommodation that have been used by the hirer must be stated on Form SWA/LET (mentioned in C5 herein), unless they are used as a 'corridor', i.e. to gain access from the outside to a particular room.
- D2. Schools are entitled to insist that changing rooms are used by clubs whose members change on the site.
- D3. If the hirer wishes to use additional accommodation to that previously stipulated, the hirer should be made aware that an additional fee will be charged as a result, and the Lettings Custodian must inform the Headteacher accordingly.

E. Cancellation

- E1. The conditions for the Hire of County Council Premises (Condition No. 35), refers to cancellation of bookings and requests that hirers must give at least 3 clear days written notice for the cancellation of a single booking and at least 1 month's written notice for the cancellation of a regular booking.

Appendix XV (continued)

If a cancellation is made without adequate notice, the Lettings Custodian may claim for the letting as usual and any subsequent costs will be passed on to the hirer. Such incidents must be brought to the attention of the Headteacher immediately.

PAYMENT FOR LETTING CUSTODIAN DUTIES

When the school premises are used outside designated working time and the Caretaker has to carry out additional duties as described in Appendix 6, he/she should be rewarded for the performance of those duties. Payments are indicated on the tables which follow. Such payments are revised from time to time by the County Council, following consultation with the appropriate trade union.

There are two rates of payment, the first based on the number of units of accommodation used in circumstances when the Caretaker has to open and close the premises but is not required to be on duty, and the second where the Caretaker has to be on duty throughout the period of hire. The decision as to whether the Caretaker is required to be on duty during the letting is a matter for the Headteacher. Payments are made **either** under Table 'A' **or** Table 'B', with each operating independently.

EITHER (A) PAYMENT TO CARETAKER NOT REQUIRED DURING LETTING (N.B. excluding on-costs)

Units of Accommodation in Use	April 2017 Payment £
1	10.57
2	12.68
3	14.78
4	16.89
5	19.00
6	21.10
7	23.21
8	25.31
9	27.42
10	29.52
Each additional unit	add 2.11

(Units of accommodation include halls, gymnasiums, classrooms, workshops, playgrounds, playing fields, changing rooms, etc. but exclude toilets, passageways, common areas and car parks.)

**OR (B) PAYMENT TO CARETAKER ON DUTY THROUGHOUT LETTING
(N.B. excluding on-costs)**

Duration After Normal Duty Time (Hours : Minutes)	Up to Scale 3 April 2017 £	Scale 4 & above April 2017 £
01:00	14.31	16.06
01:15	16.63	18.67
01:30	18.94	21.29
01:45	21.26	23.91
02:00	23.57	26.52
02:15	25.89	29.14
02:30	28.20	31.76
02:45	30.52	34.37
03:00	32.83	36.99
03:15	35.14	39.61
03:30	37.46	42.22
03:45	39.77	44.84
04:00	42.09	47.46
04:15	44.40	50.07
04:30	46.72	52.29
04:45	49.03	55.31
05:00	51.35	57.92
05:15	53.66	60.54
05:30	55.97	63.16
05:45	58.29	65.77
06:00	60.60	68.39
Each additional 15 minutes	2.31	2.62

REMUNERATION FOR CLERKS TO THE BOARD OF GOVERNORS

		Under 5 Years Service	Over 5 Years Service
	SCP	01/04/16	01/04/17
Payment Range 1 (Scale 2)	10	£9.27	£9.47
	11	£9.38	£9.59
	12	£9.57	£9.79
	13	£9.79	£10.01
Payment Range 2 (Scale 3)	14	£9.96	£10.18
	15	£10.13	£10.36
	16	£10.34	£10.57
	17	£10.55	£10.78
Payment Range 3 (Scale 4)	18	£10.72	£10.96
	19	£11.12	£11.37
	20	£11.53	£11.79
	21	£11.95	£12.22

In line with the revised pay and grading structure following Job Evaluation (JE) - Single Status Review, payment will no longer be made on fixed points. Normal incremental progression will take place within the payment ranges shown above.