

**ST. JOSEPH'S CATHOLIC PRIMARY
SCHOOL, WORCESTER**

'Following Jesus in all we do'

**FOR 1ST SEPTEMBER 2018 TO
31ST AUGUST 2019**

**ADOPTED BY THE Finance
Committee of the GOVERNING
BODY**

October 2018

Review Date: October 2019

office@st-josephs-pri.worcs.sch.uk

**LA Contact: HR Consultancy for Schools -
01905 676500 (Option 1, Option 4)**

CONTENTS

PAGE

SCHOOL PAY POLICY	1
Guidance Notes.....	1
PAY POLICY OF _____ SCHOOL	ERROR! BOOKMARK NOT DEFINED.
1. Introduction.....	4
2. Guiding Principles.....	4
3. Equal Pay.....	6
4. Pay Reviews.....	6
5. Appraisal	7
6. Pay Progression based on Performance	7
7. Salaries of Classroom Teachers	8
8. Pay Determination on Appointment.....	9
9. Movement up the Main Pay Range.....	10
10. Movement to the Upper Pay Range	10
11. Pay Progression on the Upper Pay Range.....	13
12. Leading Practitioner Posts.....	14
13. Unqualified Teachers	15
14. Salaries of Headteachers, Deputy Headteachers and Assistant Headteachers	16
18. Salaries of Other Staff Employed at the School.....	21
19. Communicating Pay Decisions	21
20. Pay Appeal Arrangements for Teaching and Support Staff	22
Appendix I - Salaries of Teachers – Discretionary Powers	24
Appendix II - Procedure to Review a Salary Determination	30
Appendix III - Procedure for Appeals Against Salary Determinations	31
Appendix IV - Pay Progression – Main Pay Range (01/09/2018).....	32
Appendix V - Movement to the Upper Pay Range (01/09/2018)	34
Appendix VI - Pay Progression – Upper Pay Range (01/09/2018).....	35
Appendix VII - Assessment Form – Teachers' Standards	36
Appendix VIII - Salaries of Headteachers, Deputy Headteachers and Assistant Headteachers	41
Appendix IX - Overview of Recommended Grades for Technicians	45
Appendix X - Overview of Recommended Grades for Teaching Assistants.....	46
Appendix XI - Overview of Recommended Grades for Higher Level Teaching Assistants and Cover Supervisors.....	47
Appendix XII - Overview of Recommended Grades for Schools' Administrative Staff	49
Appendix XIII - Overview of Recommended Grades for School Caretakers.....	51
Appendix XIV - Salary Grades for Local Government Employees.....	53
Appendix XV - Caretakers' Lettings Agreement.....	54
Appendix XVI - Remuneration for Clerks to the Governing Body	57

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St Joseph's Catholic School Worcester
'following Jesus in all we do'
PAY POLICY

Guidance Notes

- 1.1 The LA has consistently advised Governing Bodies, as a matter of good personnel practice, to adopt a pay policy which covers **all staff** within the school and commends the outline pay policy in the following pages to them. This framework covers both teaching and support staff. It is produced by the Authority as an example of what a school pay policy might look like. The actual policy adopted will need to reflect the uniqueness of each school. Some schools will find their pay policy does not have to be as detailed, others will wish to include more or different detail. Schools may formulate a single policy or two complementary policies, one for teaching staff and one for other staff employed at the school. In either case separate consultation is necessary.

This document should not be read in isolation, supplementary guidance is also given in:

- Section 3 of the [School Teachers' Pay and Conditions Document 2018](#)
- Departmental advice for maintained schools and local authorities - Implementing your school's approach to pay. <https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

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Each Governing Body should have a clear pay policy, on which staff have been consulted, explaining how pay decisions are made. The policy should be kept up to date to take into account any statutory changes. All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability.

The policy for teaching staff should explain:

- the school's mechanism for taking decisions on pay
- the basis on which discretionary payments will be made
- arrangements for deciding discretionary performance points – this should detail the criteria that teachers need to satisfy to be considered for a performance increase.

- 1.2 The Governing Body should also make appropriate arrangements for implementation of its pay policy **and inform all staff of the policy adopted**. Those arrangements should allow for the possibility of occasional dissatisfaction amongst individuals and the need to provide some means of dealing with individual concerns over decisions on pay. It is recommended that the Governing Body establish a committee to carry out determinations of pay in accordance with the pay policy. This function might either be performed by a dedicated pay committee or be part of a more wide-ranging personnel committee. It is recommended that the committee has fully delegated powers and if so must be established in accordance with the appropriate school government regulations.

It is recommended that the pay policy specifies that decisions will be communicated to each member of staff by the Head in writing in accordance with Part 1 paragraph 3.4 of the School Teachers' Pay and Conditions Document. Decisions on the pay of the Head will be communicated by the Chair of the

Governing Body, in writing, in accordance with Part 1 paragraph 3.4 of the document.

In order to ensure parity with other parts of the pay policy, the committee should deal with the salaries of **all staff** in the school.

- 1.3 Whilst it is recommended that the Governing Body delegate the implementation of all aspects of their policy to a committee, they are also advised to delegate the application of certain aspects of the policy, especially those requiring immediate attention and communication such as the starting salary of new appointments, to the Headteacher. The Governing Body, by adopting a policy, will have decided how it wishes to exercise its discretionary powers, so that the Headteacher will be applying the Governing Body's published intentions in individual cases.
- 1.4 Where an employee considers that the committee or the Headteacher, as the case may be, has not implemented the Governing Body's policy, that employee should be able to appeal to the pay appeals committee of the Governing Body. Where the employee disagrees with the policy itself, that is a matter of grievance with the Governors who adopted the policy and is not within the terms of reference of the committee dealing with appeals against the decisions of those who are simply applying the policy adopted by the Governing Body.
- 1.5 The constitution, membership and proceedings of the committee shall be subject to the requirements of the School Governance Roles, Procedures and Allowances Regulations 2013 and any amending Acts in determining the terms of reference.

The Governing Body must decide whether to specify a quorum for the committee. If a quorum is not specified all members of the committee will have to meet in order to make effective decisions.

The Governing Body must also decide who will act as clerk to the committee and who will ensure that reports from the committee are made to the Governing Body.

The pay committee must also follow the requirement that any person employed to work at a school shall withdraw from a meeting during discussion of their own pay and that the Headteacher shall also withdraw when his or her own pay is discussed.

The pay committee has a duty to advise the Governing Body on the school's pay policy and its updating.

The pay committee will implement the following parts of the school's pay policy, as adopted by the Governing Body:

- (a) set internal procedure and dates to provide for annual determination of the salaries of all teachers in the school with effect from 1st September as required by the School Teachers' Pay and Conditions Document, to be undertaken in September or as soon as possible thereafter;
- (b) ensure that at or near the beginning of each school year, when reviewing performance objectives agreed under the School Teachers' Pay and Conditions Document for teachers on the leadership spine in the previous school year, new objectives are agreed for the current year to be reviewed in the following autumn;

- (c) ensure that the Headteacher has issued to teachers who are awarded Teaching and Learning Responsibility points clearly defined Job Descriptions outlining the sustained additional responsibility in the context of the school's staffing structure that is needed to ensure continued delivery of high quality teaching and learning and for which the teacher is made accountable
- (d) ensure that the Headteacher has allocated to teachers who are in receipt of a safeguarded sum – higher than £500 – reasonable additional duties that the Headteacher considers appropriate and commensurate with the safeguarded sum. These additional duties will clearly be outlined in the Job Description so that they can be deleted at the end of the safeguarding period.
- (e) determining remuneration for employees undertaking additional responsibility on a temporary basis at the direction of the Governing Body or the Headteacher acting on the Governing Body's behalf;
- (f) ensuring that records are maintained in an appropriately confidential manner, by the Clerk to the Governing Body or the Headteacher as appropriate, of all matters relating to salaries;
- (g) communicate approved decisions to the LA and payroll;

1.6 Any member of the pay appeals committee hearing appeals must not be a member of the pay committee. The pay appeals committee hearing appeals will consider any appeals against decisions taken by the committee.

1. Introduction

- 1.1 The Governing Body 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 Governing Body will base its decisions and the way in which it will exercise its discretionary powers.
- 1.2 The Governing Body 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 staff room.
- 1.3 The Governing Body delegates the implementation of this policy to the Finance Committee.
- 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 justified and managed in a fair and transparent way.**

2. Guiding Principles

The Governing Body recognises that it must follow national and local agreements on pay and conditions of service. The Governing Body 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 Governing Body 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 Governing Body's pay policy is based on the following key principles:

2.2 School Development Plan

The Governing Body will ensure that the pay policy recognises and supports the aims of the school's development plan.

2.3 Commitment to Staff

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

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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 will 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 The school's staffing structure will be published to staff in the school and will be included as an Appendix in the Pay Policy.
- 3.3 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.
- 3.4 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.
- 3.5 The Headteacher will arrange for regular review of all Job Descriptions (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".)
- 3.6 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 / Assistant Headteacher.

4. Pay Reviews

The Governing Body recognises that it should determine teachers' pay without undue delay. The Governing Body 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).**

[All decisions regarding pay determinations will be relayed to the teacher as soon as possible after this date. This notification will include any performance pay progression decisions which have been made. Teachers will also be notified of any subsequent change in pay during the school year.](#)

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.

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Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body 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 Personnel Committee (on behalf of the Governing Body 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. In this school we will ensure fairness by **annual monitoring of the application of the pay and appraisal policies and pay decisions. Anonymised examples of appraisal objectives will be examined to scrutinize the differences for staff at different levels of responsibility, together with a summary of pay progression arrangements for the year for staff at different levels of responsibility to ensure they are fair, non-biased, are correlated to the quality of teaching in the school and do not favour particular categories of teachers.**
- 6.4 The evidence we will use will include **The evidence we will use will include lesson observations, work scrutiny, pupil tracking data over time, pupil interviews, book trawls, learning walks.**
- 6.5 In this school 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

6.5 **Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation is delegated to the Personnel Committee. The personnel committee 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 personnel committee will be able to justify its decisions to the Governing Body, referring to the appraisal report and taking into account advice from the Headteacher. The Finance Committee as delegated by the Governing body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy and the school's spending plans.**

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

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7. Salaries of Classroom Teachers

7.1 The pay committee 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 committee 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 committee 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 Governing Body recognises that it has no powers to remunerate teachers other than those specified in the School Teachers' Pay and Conditions Document.

7.6 ***September 2018 pay award**

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7.61 The Governing Body will apply the following increase to Pay Ranges:

Main Pay Range

3.5 per cent increase to all reference points on the Main Pay Range

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

or ¶

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 ¶

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Upper Pay Range

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

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Unqualified Teacher Pay Range

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

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Leading Practitioners Pay Range

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

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Headteacher's Pay Range

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

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Deputy Headteacher's Pay Range

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

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Assistant Headteacher's Pay Range

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

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7.62 The Governing Body will apply a 2 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 Governing Body will determine the pay range for a vacancy prior to advertising it.

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

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

8.2 The Governing Body 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 (Portability).

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 Governing Body 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 2018. The personnel committee will use reference points. Therefore, the pay scale for teachers on the Main Pay Range in this school is:

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Minimum Point *1	£23,720
Reference point 2	£25,344 (1% uplift to the 2016/17 salary figures)
Reference point 3	£27,380 (1% uplift to the 2016/17 salary figures)
Reference point 4	£29,488 (1% uplift to the 2016/17 salary figures)
Reference point 5	£31,811 (1% uplift to the 2016/17 salary figures)

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Reference point 6 (a) £34,325 (1% uplift to the 2016/17 salary figures)

Reference point *6 (b) £35,008

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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 of 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 Personnel Committee 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 Governing Body will consider the award of enhanced pay progression of one or 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).**
- **Subject to good performance (as defined in the school's pay policy), teachers should be able to expect to progress to the top of the Main Pay Range within five years.**

9.2 **The pro forma provided in Appendix III will be used for recommending pay progression on the Main Pay Range to the Personnel Committee.**

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10. Movement to the Upper Pay Range

10.1 The pay committee 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 2018;
- 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 2018, 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".

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10.2 Applications and Evidence to be Paid on the Upper Pay Range from 1st September 2018

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 in line with the school's appraisal policy. 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 **1st September** 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:

- Complete the school's application form. **This is included as Appendix XVII of this Pay Policy** as part of Performance Management review at the end of the July 2017. (discussing supporting evidence as part of review process)
- Submit the application form and supporting evidence to the Headteacher / Performance Management Reviewer by the cut-off date of **1st September 2017** and subsequent objective discussion in line with the application will take place at the Performance Management Target setting meeting before **31st October 2017**
- **The assessor is either the Headteacher or Performance Management Reviewer**
- **Assessment and review of progress towards meeting objectives and verifying initial application and evidence base will take place in line with school policy**

- **In the Summer Term 2018, the assessor will assess the application, and finalise the pay recommendation to the Governor Personnel committee.**
- **Final evidence, following review and recommendations will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor.**
- **The Personnel committee will make the final decision, advised by the Headteacher in their Autumn Term meeting.**
- Teachers will receive written notification of the outcome of their application by 31st October 2017. 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 Personnel Committee.

11. Pay Progression on the Upper Pay Range

11.1 Pay determinations effective from 1st September 2018

The personnel committee 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 2018;**
- 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 2018 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”.

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11.2 The personnel committee 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 personnel committee 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 mid-point 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 pay committee 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 2018

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The personnel committee will use reference points. Therefore, the pay scale for Upper Pay Range in this school is:

Minimum point £36,646

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Mid-point £38,004

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Maximum point £39,406

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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

The Governing Body 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 and through / with links within the wider school community which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to the whole school priorities as detailed in the school development plan

12.1 Pay on appointment and Leading Practitioners Pay Range from 1st September 2018

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The pay committee will determine a pay range of £ (insert range) 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 2018

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The Headteacher will agree appraisal objectives for the leading practitioner.

The pay committee 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 personnel committee 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 pay committee will be advised by the Headteacher in making all such decisions.

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

12.5 **Where it is clear from the evidence that the teacher's performance is exceptional, the pay committee will award enhanced pay progression of 2 performance points.**

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

13. Unqualified Teachers

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13.1 Pay determinations on appointment

The pay committee will pay any unqualified teacher in accordance with the provisions of the School Teachers' Pay and Conditions Document. The pay committee 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 pay committee 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 2018

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The personnel committee will use reference points. Therefore, the pay scale for unqualified teachers in this school is:

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Reference point 1	£17,208
Reference point 2	£19,210
Reference point 3	£21,210
Reference point 4	£23,212
Reference point 5	£25,215
Reference point 6	£27,216

Deleted: £16,626

Deleted: £18,560

Deleted: £20,492

Deleted: £22,426

Deleted: £24,361

Deleted: £26,295

13.3 Pay determinations effective from 1st September 2018

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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 Governing Body will award enhanced pay progression of **one annual point**.
- 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 pay committee 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 pay committee 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 Governing Body 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 Governing Body 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 pay committee 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 pay committee 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 Governing Body 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 Governing Body 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 Governing Body.

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:

Leadership 15 – Leadership 21: £56,434 - £64,736*

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

- the **personnel** committee 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 **personnel** committee 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 **personnel** committee will consider exercising its discretion to award a discretionary payment under the School Teachers' Pay and Conditions Document where the Governing Body consider the school would have difficulty recruiting to the vacant Headteacher post;
- the **personnel** committee will consider the need to award any further discretionary payments to a Headteacher in line with the School Teachers' Pay and Conditions Document;
- the **personnel** committee 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 Governing Body which in turn will seek external independent advice before providing such agreement.

15.3 Serving Headteachers

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

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

The **personnel** committee 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 Governing Body which in turn will seek external independent advice before providing such agreement.

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16. Deputy/Assistant Headteachers Pay

16.1 **The Deputy Headteacher's Pay Range in this school is:
Leadership 6 - Leadership 10: £45,213- £49,937***

**The Assistant Headteacher's Pay Range in this school is:
Leadership 1 – Leadership 5: £39,965- £44,106***

16.2 Should a vacancy for the post of Deputy/Assistant Headteacher arise the Governing Body 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/Assistant Head 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/Assistant Headteachers

The pay committee 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/Assistant Headteacher's most recent appraisal report.

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

The pay committee may determine the Deputy Head 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, Deputy Head or Assistant Head in accordance with the School Teachers' Pay and Conditions Document and Appendix I of the Pay Policy. The pay committee will, within a four-week period of the commencement of acting duties, determine whether or not the acting postholder 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, Deputy Head, or Assistant Head, for a period of four weeks or more, will be paid at an appropriate point of the Head's, Deputy Head 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 pay committee will set a pay range in accordance with the provisions of the School Teachers' Pay and Conditions Document 2018.

This could be a permanent arrangement where the schools are part of a hard federation with a single Governing Body. 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 pay committee 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

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- 18.1 On appointment an increment/increments may be awarded at the discretion of the Governing Body 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 regraded 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 Governing Body 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 Governing Body 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 Governing Body 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 Governing Body 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 Governing Body (or of the Headteacher acting on the Governing Body'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 Governing Body 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

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- 19.1 The Headteacher will reach a view on their recommendation to the pay committee regarding pay progression taking into consideration the recommendation of the appraiser and other relevant information.
- 19.2 The Pay committee 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 Pay committee 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 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 Governing Body (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 Pay Committee who made the determination (through the Headteacher or Clerk to Governors), within ten working days of the notification of the decision being contested or of the outcome of the discussion referred to above.
- v The Pay Committee should aim to provide a hearing within ten 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 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.

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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 working days of the decision from the hearing (v).

- vii Any appeal should be heard normally within 20 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 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.

	EXERCISE OF DISCRETIONARY POWERS
Pay Determination on Appointment	<p>When placing a classroom teacher on to the Main Pay Range, the Governing Body 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 Governing Body 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	The Governing Body 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 2018.

Further guidance is available on ConnectEd please see following direct link:

[PART-TIME TEACHER PAY AND WORKING TIME ARRANGEMENTS](#)

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.

Payments to Relief or Short Notice Teachers

(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 Determination on Appointment.**

OR

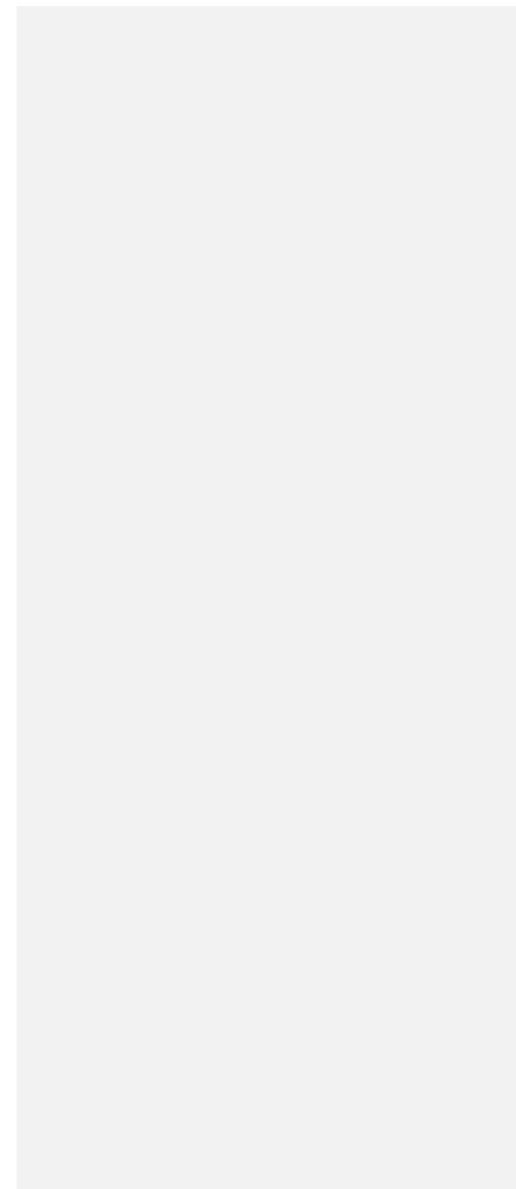
The Governing Body has determined that relief teachers who work on a day-to-day or other short notice basis in this school will be paid [insert amount]

(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.

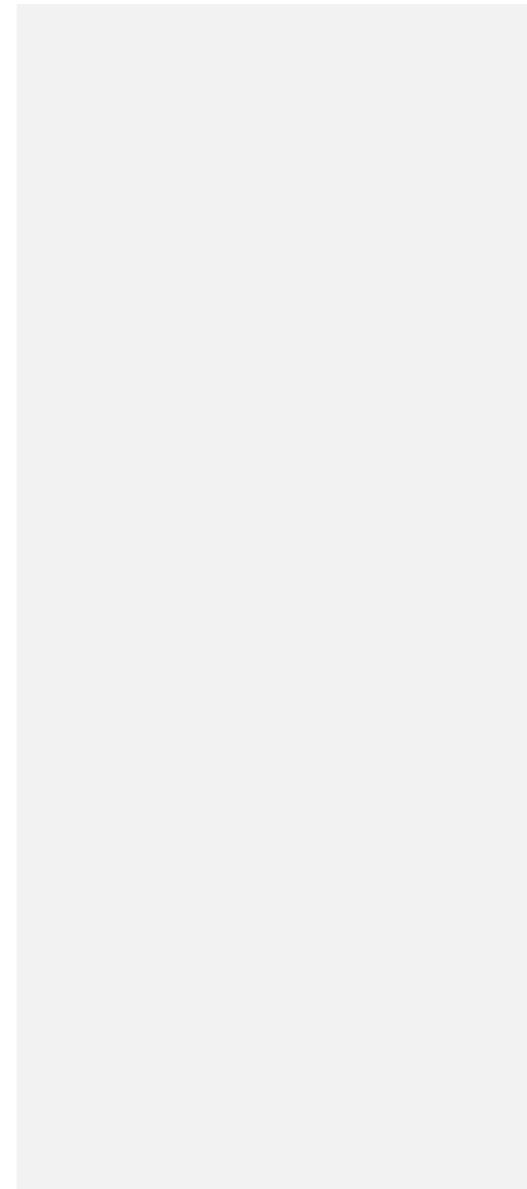
The Governing Body has determined that relief teachers who work less than a full day will be paid a proportion pro rata to the length of the school day.

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	<p>OR</p> <p>The Governing Body 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>
Unqualified Teachers' Allowance	<p>The Governing Body 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>
Headteacher	<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 Governing Body will consider movement by two points in the following exceptional circumstances:</p> <p>[Insert Text]</p>
Deputies and Assistant Heads	<p>Deputies and Assistant Heads must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review</p>



	<p>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 Governing Body will consider movement by two points in the following exceptional circumstances:</p> <p>[Insert Text]</p>
<p>Leading Practitioners</p>	<p>The Governing Body has determined that if any Leading Practitioners posts are to be included in the school staffing structure their primary purpose will be modelling and leading improvement of teaching skills in line with school priority development.</p> <p>The pay range for this post is: see below No Leading Practitioner in the school staff structure for 2018-2019</p>
<p>Teaching and Learning Responsibility Payments (TLRs) No TLRs in staffing for 2018-2019</p>	<p>In all cases, 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. (See paragraph 20)</p> <p>The Governing Body may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for ensuring the continued high quality teaching and learning and for which the teacher is made accountable as part of their performance management.</p> <p>The values of the TLRs to be awarded are set out below:</p> <p><u>TLR2s</u> Annual value no less than £2667 and no greater than £6515</p>



	<p>TLR1s Annual value no less than £7699 and no greater than £13,027</p> <p>The Governing Body 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: for clearly time limited school improvement projects or One off externally driven responsibilities (e.g. clearly time limited school improvement projects One off externally driven responsibilities)</p> <p>The criterion and factors for award of TLR payments, and values as outlined in the School Teachers' Pay and Conditions Document 2018, will be taken fully into account.</p>
Recruitment and Retention incentives and benefits	The Governing Body will negotiate the option of awards and the level of payment/ benefits in all circumstances annually or as they occur.
Special Educational Needs Allowance	<p>The Governing Body will award a SEN allowance of no less than £2,149 and no more than £4,242 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>
Acting Allowances	Any teacher who carries out the duties of Head, Deputy Head or Assistant Head for a period of four weeks or more, will be paid no

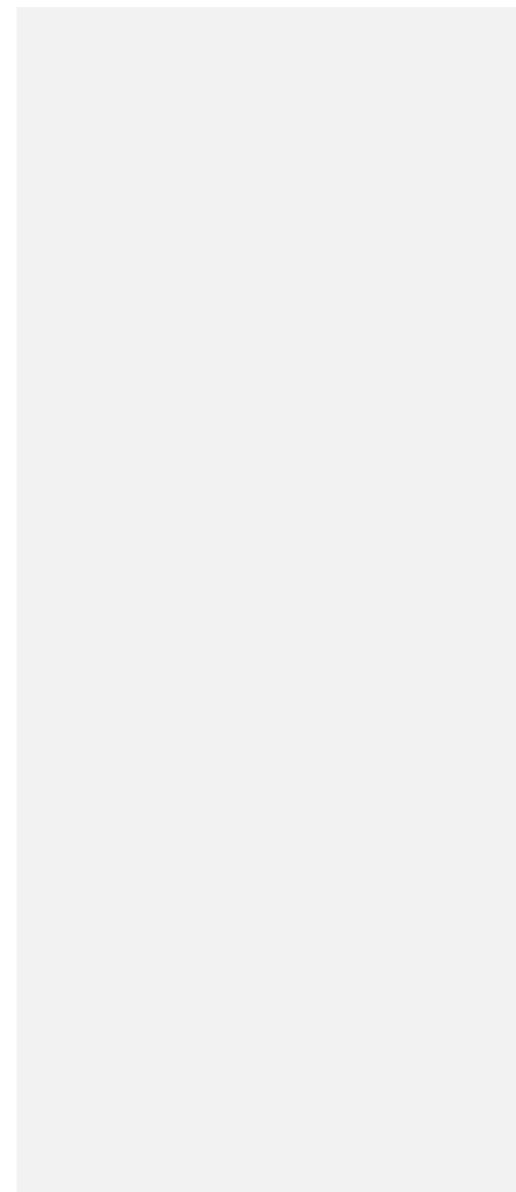
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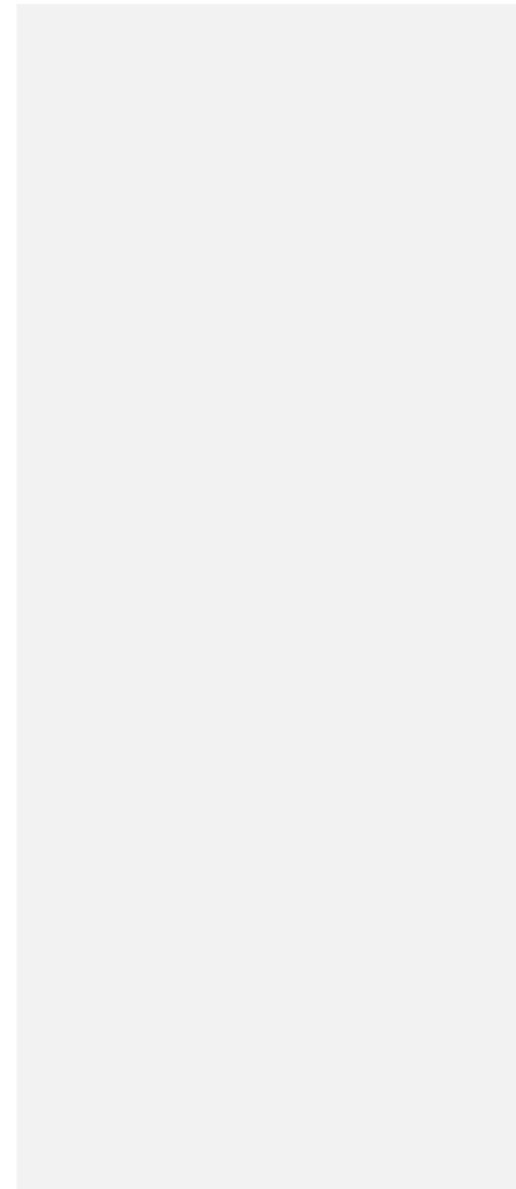
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	<p>lower than the minimum spine point payable for the post in which the teacher is acting determined in accordance with the Teachers' Pay and Conditions Document.</p> <p>The acting allowance will be paid from or backdated to the time when the Governing Body decides that the teacher performs tasks that require the full authority of the post to be exercised.</p> <p>The following paragraph may also be inserted:</p> <p>The Governing Body will exercise its discretion to remunerate teachers who agree to carry out the duties of Headteacher during the short term absence of the 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 Governing body 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	Teachers who volunteer to undertake continuing professional development outside the school day may be entitled to an additional payment.
(a) Continuing professional development	<p>The Governing Body 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</p>



	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.
(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 Governing Body 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 tuition of initial teacher training students. See also separate LA guidance on Out of School Hours Learning Provision.</p>
(c) Out-of-school learning activities	<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,</p>

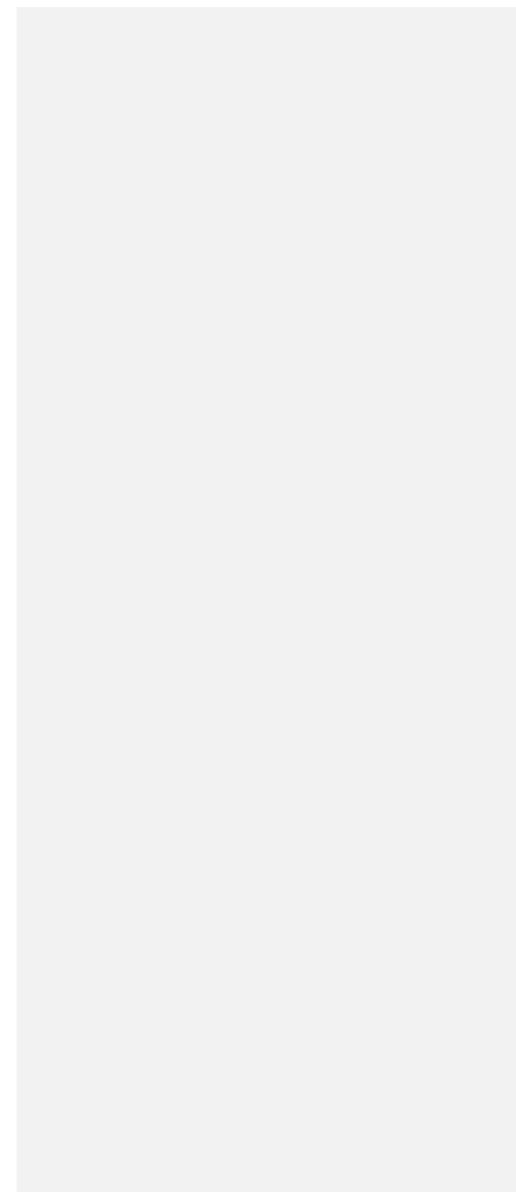


	<p>other outdoor activities and clubs linked to curricular, arts and hobby interest areas.</p> <p>The Governing Body has determined that teachers who agree to participate in out-of-school hours learning activity will receive payment for hours worked on the basis of Annual Salary ÷ 195 ÷ 6.5. See also separate LA guidance on Out of School Hours Learning Provision.</p>
Provision of Services by the Headteacher	<p>The Governing Body 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. (Such as a School Improvement Partner, Consultant Leader or National Leader of Education - <u>see statutory guidance</u>.)</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>
Temporary additional payment to the Headteacher	<p>The Governing Body has discretion to make an additional payment to the Headteachers 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>
Pay Policy Annexes	[Insert copy of School's Staffing Structure]

Deleted: [Insert copy of School's Staffing Structure implementation plan]

Name	Role / Responsibility Outline (New for 2018 - 19)	PSc
Mrs L Bury	Headteacher, Safeguarding Lead Monitor the Ee Team roles Catholic life website page; lead hymn practice with JJ; monitoring of prayer tables and displays; Liturgical year communications	
Mrs L Jackson Maternity leave from November 2018	<u>Deputy Headteacher ; Deputy Safeguarding Lead ; RE Coordinator</u> Performance Management Team Leader – teachers, *Learning and Teaching / Curriculum provision across KS1, KS2 Deputy Safeguarding Lead Line Manager for class teachers also through PM SMSC British Values Catholic Life with HT Parish Liaison Overview of Transition – EYFS to KS1, KS1 to KS2, KS2 to KS3 Individual pupil records – Progress files and case studies Line Manager for Dinner Supervisors Team <u>Management</u> Contribute to the positive ethos of the school Establish positive working relationships Staff timetables – collect weekly and copy displayed in HT office Non-negotiables Duty rotas / Staff information board PPA timetable <u>Subject/Aspect Leadership</u> RE Leader Community Liaison	L6
Mrs J McDonagh	Assistant Head/SENDCo; Deputy Safeguarding Lead; Data Performance Management Team Leader – teachers, KS1 teaching assistants (Lynda, Jo, Becky, Jitka); SEND TAs: Sarah H, Pat Tierney, Kelly H TA Appraisal *Learning and Teaching / Curriculum provision across KS1, KS2 Deputy Child Protection Officer – Deputy Safeguarding Lead Looked After Children Leader Line Manager for classteachers also through PM Line manage Nurture staff and SB HLTA – work with Abi as HLTA team leaders	L5 plus SEN allowance £2106

	<p>Line Manager for Teaching Assistants Behaviour – pupil issues, anti bullying, school rules, , behaviour records, liaison with external Behaviour Support Team Assessment, Recording and Reporting Managing Data – Target setting, monitoring and evaluation of tracking of pupil progress and attainment Pupil Premium Annual Plan SENDCO Monitoring and maintaining SEN policies and practices, SEN Individual pupil records – Progress files Overview of SEN – analysis of need Agency liaison Support colleagues in the formulation of targets (IEPs) and intervention programmes Maintain a planned programme of annual reviews Evaluate quality of teaching and standards of achievement for SEN pupils Participate in SENCO networks and updates in LA Management Provision and evaluation of intervention programmes and their impact on outcomes ICT – liaison with technical support Attendance Data Subject/Aspect Leadership Well being Union Representative</p>	
<p>Miss L Dean Acting Assistant Headteacher and Early Years Lead</p>	<p>Year 1 Pear Class Teacher; PE and EVC Coordinator. Weekly management morning Performance Management Team Leader – teachers, EYFS Nursery Nurses and support assistants TA appraisal Learning and Teaching / Curriculum provision across EYFS Line Manager for classteachers also through PM Overview of Transition – EYFS to KS1 Line Manager for Dinner Supervisors Team(with support of HT) Support in assessment in RE and gathering data</p>	<p>L 1</p>



	<u>Subject/Aspect Leadership</u> Educational Visits Liaison and support for pre-school: appraisal of Pre School Manager with HT PE Sports Grant Reception Oak Class Teacher	
Miss Rebecca Haines	<u>Early Years Reception Pear Class Teacher;</u> History; Outdoor Learning at EYFS	M4
Miss L Malpass	<u>Year 1 Oak Class Teacher;</u> Computing	M3
Miss S Hancox	<u>Year 2 Pear Class Teacher;</u> English at KS1; Phonics; Students and Volunteers liaison; EAL; staff Governor role	M5
Mrs M Annese	<u>Year 2 Oak Class Teacher;</u> Key Stage 1 Coordinator Liaison with Senior Curriculum Leader Transition – EYFS to KS1, KS1 to KS2, Monitoring Teaching and Learning – part of SMT Leading, planning and coordinating KS1 & EYFS collective worship Acting RE Leader: <u>Subject/Aspect Leadership</u> Mathematics KS1 Gifted and Talented across the school	UPS1
Miss E West	<u>Year 2 Pear Class Teacher ;</u> Art; Performing Arts inc Music; EAL	M5

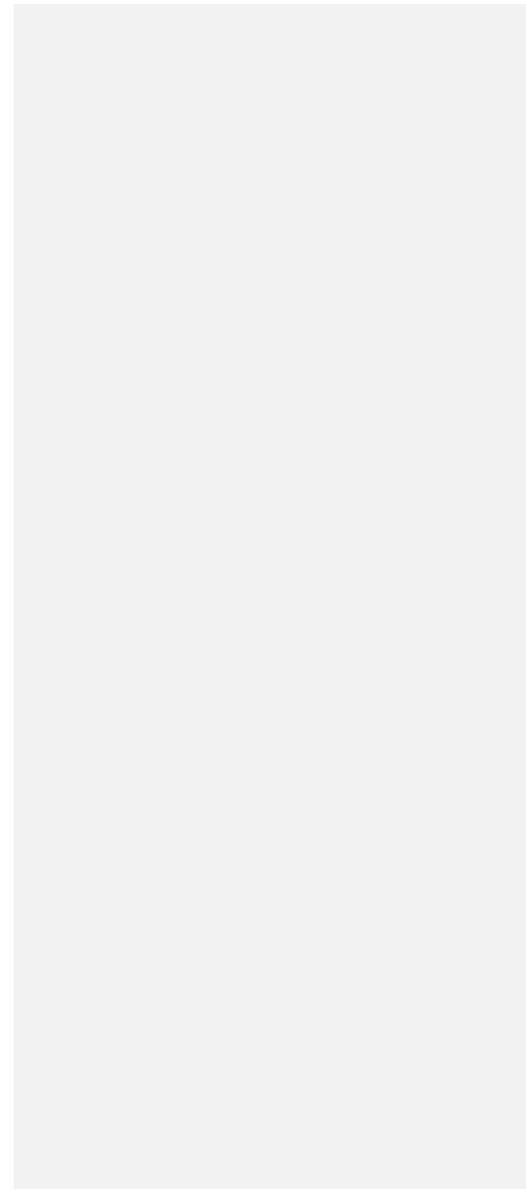
	Organisation and monitoring of World Faith Week; Community stall at Fete; Parish liaison; liaison with Chris Watkins – Father Hudsons	
Mrs L Nickless	Year 3 Oak Class Teacher; Sacramental preparation; Collective Worship; mass planning; Children’s mass; Mass rotas (liaise with Father Andrew); prayer leaders; prayer clubs; supporting Marina in preparing the Governors report; monitoring RE evidence gathering at KS2; shared leading of moderation of RE; supporting morning prayer at KS2; Leading, planning and coordinating LKS2 collective worship; retreats and visits; prayer weeks (support of HT) DT	M6
Miss R Hill	Year 3 Pear Class Teacher Science Friends Rep – shared with HT	M3
Mr Graham Hampton	Year 4 Oak Class Teacher Music possibility / Choir	NQT
Mrs N Boswell	Year 4 Pear Class Teacher; LKS2 Lead – liaise with Annie PE at KS2; Extra Curricular sports clubs coordinator; Geography Coordinator	M5
Mr Will Bowring	Year 5 Class Teacher, Computing Coordinator (KS2) & Internet safety.	M3
Mrs Abi Hackley	Year 6 Oak Class Teacher; Senior Curriculum Leader; Curriculum coordinators; extra-curricular non sport clubs/activities, pupil leadership Senior Curriculum Leader – Mrs Abi Hackley Staff timetables – collect weekly and provide HT with updates. Monitor curriculum coverage Non-negotiables Duty rotas / Staff information board PPA timetable Line manage Curriculum HLTA’s – work with Jo as HLTA team leaders Managing Coordinators Values and Virtues- update displays half termly - books; Charity event coordination with Ruth;	UPS3

	<p><u>liaison with Chris Watkins- Father Hudsons</u> <u>monitoring Church rota display</u></p> <p><u>Love and Relationships education monitoring and reporting to Scrutiny committee</u></p> <p>*Learning and Teaching / Curriculum provision across KS1, KS2 Liaison with Key Stage coordinators English across the school Pupil Leadership Extended Schools and wrap around care Overview of Transition –KS1 to KS2, KS2 to KS3 <u>Uniform</u> <u>Monitoring Teaching and Learning – part of SLT</u> <u>Subject/Aspect Leadership</u> English Extra-Curricular clubs Gifted and talented Pupil voice Children’s SEF Leading / Planning and Coordinating UKS2 Collective Worship</p>	
Mrs A Masters	<p><u>Key Stage 2 Coordinator</u> Liaison with Senior Curriculum Leader Transition – KS1 to KS2, KS2 to KS3 <u>NQT Mentor</u> <u>Monitoring Teaching and Learning – part of SMT</u></p> <p><u>Subject/Aspect Leadership</u> Parent Partnership work – development of workshops on Wednesday afternoons and subsequent meetings. Liaising with Wendy re website and community area at the fete</p>	UPS1

	<p>Mathematics KS 2</p> <p>Year 6 Pear class teacher</p> <p>Leading, planning and coordinating UKS2 collective worship</p>	
<p><u>Responsibility of all Teachers</u></p> <p>Support and contribute to and <u>live out</u> the catholic ethos of the school</p> <p>Support and contribute to the positive ethos of the school</p> <p>Class management</p> <p>Support SLT with assessment, target setting</p> <p>Lead, deploy and direct class support (TA's).</p> <p>Use/develop ICT e-learning.</p> <p>Participate in and support development work.</p> <p>Implement agreed school policies and guidelines</p> <p>Plan to meet the needs of all pupils – differentiation, set targets, learning styles etc</p> <p>Implement the Marking Policy</p> <p>Oversee the pastoral care, personal development and behaviour of pupils in line with school policy</p> <p>Provide a stimulating classroom environment</p> <p>Keep accurate assessment records and apply information to planning</p> <p>Report to parents on the development, progress and attainment of pupils</p> <p>Communicate and co-operate with specialists from outside agencies</p> <p>Establish positive working relationships</p>		
HLTAs	Roles & Responsibilities	
Mrs R Holland	HLTA Librarian & MFL Teacher covering PPA and delivering interventions; Mini Vinnies & charity work; covering classes and groups as necessary	TA4
Mrs S Barker	HLTA Nurture Teacher and More Able Support; covering classes / groups as necessary	TA4

Mrs Jane Melhuish (part time HLTA role)	HLTA position; covering classes / groups as necessary; assigned to upper KS2 in the mornings; intervention and PPA in the afternoons.	TA4
Mrs Alex Cree Pre School Manager Line managed by Leona Dean	<ul style="list-style-type: none"> • Have a key role in whole school evaluation procedures within SMT of the school, input into SEF and working with Early Year's Lead (AHT) to produce EYFS development plan. • Have a key role in the future development plans for the pre-school 2 year olds • Budget management for Pre-school • Oversee allocation of PP and SEND funding • Manage 2-year-old funding • Arrange HMRC tax-free child care • Manage the Cool Milk Account for pre-school; complete the monthly NMRU milk claim • Management of CPD for pre-school staff in line with EYFS priorities • Carry out pupil progress meetings with key workers and track data • Deploying staff to deliver targeted interventions • Liaising with outside agencies • Key member of the whole school safeguarding team • Manage the contractual hours of the Pre-school staff in line with numbers (Permanent Variable Contracts). • To manage the waiting list, allocating places in line with the Admissions Policy. • To ensure that all quality and safety standards are maintained in the Pre-School at all times. • To be responsible for the recruitment and overall management of all childcare and other staff. • Be responsible for all administrative duties associated with the pre-school, such as maintaining children's records, ordering equipment and keeping personnel records. • Manage the operational framework and standards to ensure the smooth running of the Pre-school. Ensure the required standards, ratios and conditions of registration are maintained at all times. 	

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Monitor occupancy levels to ensure that they are maximised and proactively market the pre-school to meet these objectives.• Carry out all necessary risk assessments including children's allergies and medical conditions.• Oversee the organisation of events and newsletters• Support the school loyally | |
|--|--|--|



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 (01/09/2018)

Deleted: 7

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 REVIEWER

I confirm that:

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

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

Signed:
(Reviewer)

Date:

RECOMMENDATION OF HEADTEACHER TO PAY COMMITTEE

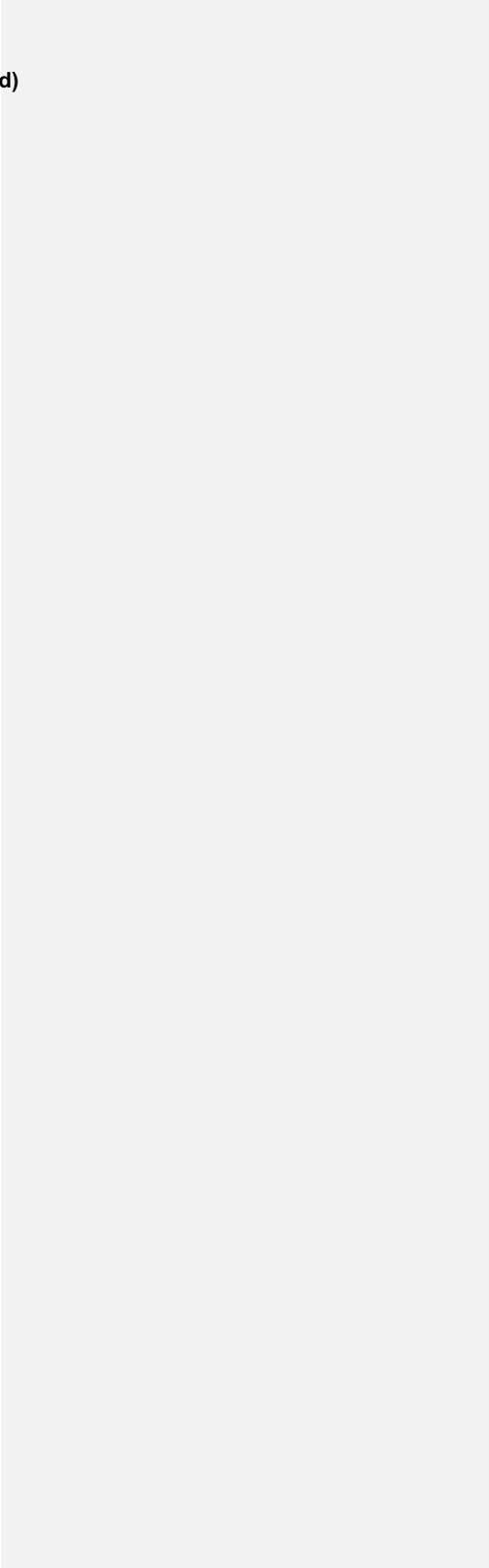
1. I support the recommendation for salary progression on the Main Pay Range

OR

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

Signed:
(Headteacher)

Date:



IN CONFIDENCE

MOVEMENT TO UPPER PAY RANGE (01/09/2018)

Deleted: 7

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 **(Insert 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 (01/09/2018)

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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 REVIEWER

I confirm that

- has had two consecutive successful appraisals 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 may be 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 • 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. 	

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:					

Appendix VII (continued)

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. 	

Appendix VII (continued)

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:					

Appendix VII (continued)

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.

Salaries of Headteachers, Deputy Headteachers and Assistant Headteachers

New appointments – the three-stage process

The Governing Body 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 Governing Body will define the job and identify the broad pay range as a provisional guide to determining an appropriate level of pay.

The Governing Body 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 Governing Body 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 Governing Body 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 Governing Body will consider the complexity and challenge of the role in the particular context of the school and make a judgement on pay in the light of this.

The Governing Body 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 Governing Body 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 Governing Body 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.

Appendix VIII (continued)

Pay Range for Headteachers 2018 (STPCD Limits)	
Group	Pay Range (Discretionary Reference Points)
1	(6 – 18) £45,213 - £60,153
2	(8 – 21) £47,501 - £64,736
3	(11 – 24) £51,234 - £69,673
4	(14 – 27) £55,064 - £74,985
5	(18 – 31) £60,755 - £82,701
6	(21 – 35) £65,384 - £91,223
7	(24 – 39) £70,370 - £100,568
8	(28 – 43) £77,613 - £111,007

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Note:
The STPCD sets out the above limits on head teachers' pay for each of the eight school groups. These apply unless the governing body 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.

LEADERSHIP GROUP PAY RANGE
Discretionary reference points 2018/19

1	<u>39,965</u>	24*	<u>69,673</u>
2	<u>40,966</u>	24	<u>70,370</u>
3	<u>41,989</u>	25	<u>72,119</u>
4	<u>43,034</u>	26	<u>73,903</u>
5	<u>44,106</u>	27*	<u>74,985</u>
6	<u>45,213</u>	27	<u>75,735</u>
7	<u>46,430</u>	28	<u>77,613</u>
8	<u>47,501</u>	29	<u>79,535</u>
9	<u>48,687</u>	30	<u>81,515</u>
10	<u>49,937</u>	31*	<u>82,701</u>
11	<u>51,234</u>	31	<u>83,528</u>
12	<u>52,414</u>	32	<u>85,605</u>
13	<u>53,724</u>	33	<u>87,732</u>
14	<u>55,064</u>	34	<u>89,900</u>
15	<u>56,434</u>	35*	<u>91,223</u>
16	<u>57,934</u>	35	<u>92,135</u>
17	<u>59,265</u>	36	<u>94,416</u>
18*	<u>60,153</u>	37	<u>96,763</u>
18	<u>60,755</u>	38	<u>99,158</u>
19	<u>62,262</u>	39*	<u>100,568</u>
20	<u>63,806</u>	39	<u>101,574</u>
21*	<u>64,736</u>	40	<u>104,109</u>
21	<u>65,384</u>	41	<u>106,709</u>
22	<u>67,008</u>	42	<u>109,383</u>
23	<u>68,667</u>	43	<u>111,007</u>

- Deleted: Discretionary Reference Points (including a 1% pay award)
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Appendix VIII (continued)

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 Governing Body 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 Governing Body 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 Governing Body 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 Governing Body may wish to consider, but these are for *guidance only and are not intended to provide an exhaustive list*:

- **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 Governing Body 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.

Appendix VIII (continued)

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 Governing Body should decide where in the broad range to position the indicative pay range and set this out clearly when advertising the job. The Governing Body 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 Governing Body 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 Governing Body 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

(See Guidance on ConnectEd)

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.

APPENDIX X

OVERVIEW OF RECOMMENDED GRADES FOR TEACHING ASSISTANTS

(See Guidance on ConnectEd)

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

(See Guidance on ConnectEd)

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.

Appendix XI (continued)

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)
Teaching Assistant Grade 3 (with some Cover Supervision responsibilities)	SCP 18-25	Pro rata for less than 37 hours and 195 working days.	(Qualified)
Higher Level Teaching Assistant (Teaching Assistant Grade 4)	SCP 26-28	Pro rata for less than 37 hours and 195 working days.	(Qualified)

APPENDIX XII

OVERVIEW OF RECOMMENDED GRADES FOR SCHOOLS' ADMINISTRATIVE STAFF

(Showing Profiles of Job Features - See Guidance on ConnectEd)

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						✓

APPENDIX XIII

OVERVIEW OF RECOMMENDED GRADES FOR SCHOOL CARETAKERS

(Showing Profiles of Job Features - See Guidance on ConnectEd)

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							✓	

APPENDIX XIV

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

	SCP	01/04/18	Contracted	Casual Hourly Rate
SC1(6-9)	6	16394	8.50	9.73
TA1(6-13)	7	16495	8.55	9.79
	8	16626	8.62	9.87
	9	16755	8.68	9.94
SC2(10-13)	10	16863	8.74	10.01
	11	17007	8.82	10.09
	12	17173	8.90	10.19
	13	17391	9.01	10.32
SC3/TA2	14	17681	9.16	10.60
(14-17)	15	17972	9.32	10.67
	16	18319	9.50	10.87
	17	18672	9.68	11.08
SC4(18-21)	18	18870	9.78	11.20
TA3(18-25)	19	19446	10.08	11.54
	20	19819	10.27	11.76
	21	20541	10.65	12.19
SC5(22-25)	22	21074	10.92	12.51
	23	21693	11.24	12.87
	24	22401	11.61	13.29
	25	23111	11.98	13.72
SC6/TA4	26	23866	12.37	14.16
(26-28)	27	24657	12.78	14.63
	28	25463	13.20	15.11
SO1(29-31)	29	26470	13.72	15.71
	30	27358	14.18	16.24
	31	28221	14.63	16.75
SO2(32-34)	32	29055	15.06	17.24
	33	29909	15.50	17.75
PO1(34-37)	34	30756	15.94	18.25
	35	31401	16.28	18.63
	36	32233	16.71	19.13
	37	33136	17.18	19.66
PO2(38-41)	38	34106	17.68	20.24
	39	35229	18.26	20.91
	40	36153	18.74	21.45
	41	37107	19.23	22.02
PO3(42-45)	42	38052	19.72	22.58
	43	39002	20.22	23.15
	44	39961	20.71	23.71
	45	40858	21.18	24.25
New PO4(46-49)	46	43519	22.56	25.83
Old PO4(46-49)	47	44948	23.30	26.67
	48	45952	23.82	27.27
	49	46931	24.33	27.85
New PO5(50-53)	50	48391	25.08	28.72
Old PO5(49-53)	51	49404	25.61	29.32
	52	50435	26.14	29.93
	53	51454	26.67	30.53
New PO6(54-57)	54	53985	27.98	32.04
Old PO6(51-55)	55	55049	28.53	32.67
	56	56087	29.07	33.28
	57	57198	29.65	33.94
New PO7(58-61)	58	59955	31.08	35.58
Old PO7(53-57)	59	61151	31.70	36.29
	60	62375	32.33	37.02
	61	63624	32.98	37.76

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SC1(6-9)	6	14514	15014	7.7822
TA1(6-13)	7	14615	15115	7.8345
	8	14771	15246	7.9024
	9	14975	15375	7.9693
SC2(10-13)	10	15238	15613	8.0926
	11	15507	15807	8.1932
	12	15823	16123	8.3570
	13	16191	16491	8.5477
SC3/TA2 (14-17)	14	16481	16781	8.6980
	15	16772	17072	8.8489
	16	17169	17419	9.0287
	17	17547	17772	9.2117
SC4(18-21)	18	17891	18070	9.3662
TA3(18-25)	19	18560	18746	9.7165
	20	19238	19430	10.0711
	21	19939	20138	10.4381
SC5(22-25)	22	20456	20661	10.7091
	23	21057	21268	11.0238
	24	21745	21962	11.3835
	25	22434	22658	11.7442
SC6/TA4 (26-28)	26	23166	23398	12.1278
	27	23935	24174	12.5300
	28	24717	24964	12.9395
SO1(29-31)	29	25694	25951	13.4511
	30	26556	26822	13.9026
	31	27394	27668	14.3411
SO2(32-34)	32	28203	28485	14.7645
	33	29033	29323	15.1989
PO1(34-37)	34	29854	30153	15.6291
	35	30480	30785	15.9567
	36	31288	31601	16.3796
PO2(38-41)	37	32164	32486	16.8384
	38	33106	33437	17.3313
	39	34196	34538	17.9020
	40	35093	35444	18.3716
PO3(42-45)	41	36019	36379	18.8562
	42	36937	37306	19.3367
	43	37858	38237	19.8193
	44	38789	39177	20.3065
	45	39660	40057	20.7626
New PO4(46-49) Old PO4(46-49)	46	42243	42666	22.1149
	47	43629	44067	22.8411
	48	44604	45051	23.3511
New PO5(50-53) Old PO5(49-53)	49	45555	46011	23.8487
	50	46971	47442	24.5904
	51	47955	48435	25.1051
	52	48954	49446	25.6292
New PO6(54-57) Old PO6(51-55)	53	49944	50445	26.1470
	54	52401	52926	27.4330
	55	53436	53970	27.9741
	56	54441	54987	28.5012
	57	55521	56076	29.0657
New PO7(58-61) Old PO7(53-57)	58	58197	58779	30.4667
	59	59358	59952	31.0747
	60	60546	61152	31.6967
	61	61758	62376	32.3311

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.

Appendix XV (continued)

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.

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	<u>April 2018 Payment</u>
1	<u>£10.78</u>
2	<u>£12.93</u>
3	<u>£15.08</u>
4	<u>£17.23</u>
5	<u>£19.38</u>
6	<u>£21.52</u>
7	<u>£23.67</u>
8	<u>£25.82</u>
9	<u>£27.97</u>
10	<u>£30.11</u>
Each additional unit	<u>add £2.15</u>

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

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Deleted: 16.89
Deleted: 19.00
Deleted: 21.10
Deleted: 23.21
Deleted: 25.31
Deleted: 27.42
Deleted: 29.52
Deleted: add 2.11

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

Duration After Normal Duty Time (Hours : Minutes)	<u>Up to Scale 3 April 2018</u>	<u>Scale 4 & above April 2018</u>
01:00	<u>£14.60</u>	<u>£16.38</u>
01:15	<u>£16.96</u>	<u>£19.04</u>
01:30	<u>£19.32</u>	<u>£21.72</u>
01:45	<u>£21.69</u>	<u>£24.39</u>
02:00	<u>£24.04</u>	<u>£27.05</u>
02:15	<u>£26.41</u>	<u>£29.72</u>
02:30	<u>£28.76</u>	<u>£32.40</u>
02:45	<u>£31.13</u>	<u>£35.06</u>
03:00	<u>£33.49</u>	<u>£37.73</u>
03:15	<u>£35.84</u>	<u>£40.40</u>
03:30	<u>£38.21</u>	<u>£43.06</u>
03:45	<u>£40.57</u>	<u>£45.74</u>
04:00	<u>£42.93</u>	<u>£48.41</u>
04:15	<u>£45.29</u>	<u>£51.07</u>
04:30	<u>£47.65</u>	<u>£53.34</u>
04:45	<u>£50.01</u>	<u>£56.42</u>
05:00	<u>£52.38</u>	<u>£59.08</u>
05:15	<u>£54.73</u>	<u>£61.75</u>
05:30	<u>£57.09</u>	<u>£64.42</u>
05:45	<u>£59.46</u>	<u>£67.09</u>
06:00	<u>£61.81</u>	<u>£69.76</u>
Each additional 15 minutes	<u>£2.36</u>	<u>£2.67</u>

Deleted: Up to Scale 3 April 2017 £
Deleted: Scale 4 & above April 2017 £
Deleted: 14.31
Deleted: 16.06
Deleted: 16.63
Deleted: 18.67
Deleted: 18.94
Deleted: 21.29
Deleted: 21.26
Deleted: 23.91
Deleted: 23.57
Deleted: 26.52
Deleted: 25.89
Deleted: 29.14
Deleted: 28.20
Deleted: 31.76
Deleted: 30.52
Deleted: 34.37
Deleted: 32.83
Deleted: 36.99
Deleted: 35.14
Deleted: 39.61
Deleted: 37.46
Deleted: 42.22
Deleted: 39.77
Deleted: 44.84
Deleted: 42.09
Deleted: 47.46
Deleted: 44.40
Deleted: 50.07
Deleted: 46.72
Deleted: 52.29
Deleted: 49.03
Deleted: 55.31
Deleted: 51.35
Deleted: 57.92
Deleted: 53.66
Deleted: 60.54
Deleted: 55.97
Deleted: 63.16
Deleted: 58.29
Deleted: 65.77
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Deleted: 68.39
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APPENDIX XVI

REMUNERATION FOR CLERKS TO THE GOVERNING BODY

	SCP	Under 5 Years Service	Over 5 Years Service
		01/04/18	01/04/18
Payment Range 1 (Scale 2)	11	£10.01	£10.23
	12	£10.09	£10.32
	13	£10.19	£10.42
		£10.32	£10.55
Payment Range 2 (Scale 3)	14	£10.49	£10.73
	15	£10.67	£10.90
	16	£10.87	£11.12
	17	£11.08	£11.33
Payment Range 3 (Scale 4)	18	£11.20	£11.45
	19	£11.54	£11.80
	20	£11.76	£12.03
	21	£12.19	£12.46

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

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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.¶

