



# PAY POLICY

## 2020-2021

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Mrs Claire Davies

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### Our Vision

‘To Love, To Learn, To Serve’ sums up the DoWMAT’s vision for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its fullness (John 10:10).



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## Our Values

### To Love

The New Testament sums up the entire law as a call to “love your neighbour as yourself” (Galatians 5:14). The Bible teaches that we are only able to love because God first loved us (1 John 4:10). This love is expected to characterise the way in which the DoWMAT operates, makes decisions, builds relationships, and carries out its day-to-day business: each person putting the needs of others before their own, with a commitment to the flourishing of all. The exposition of love in 1 Corinthians 13 reminds us that love is patient, kind, forgiving, generous, humble, trusting, respectful, hopeful, resilient and enduring. Those who learn and work in the DoWMAT, and all who come into contact with it, can expect to experience that love in the way that they are treated.



### To Learn

The DoWMAT is a Christian learning community that is committed to enabling all to live a life of freedom and transformation as a result of the hope and wisdom that learning brings. Learning is at the heart of the Church of England’s vision for and commitment to education. Growing in wisdom is celebrated in the Bible and all are exhorted to listen, to seek guidance, to acquire knowledge and to learn discretion (Proverbs 1: 1-6), largely through human relationships and interactions. Jesus’ teaching, as summed up in the Beatitudes (Matthew 5:3-10), describes human beings who are learning to live a life that is characterised by humility, compassion, mercy, righteousness and peace. The learning that takes place within the DoWMAT is expected to be recognisably rooted in these godly characteristics and focused upon enabling the holistic development of people who are made in the image of God.



### To Serve

Service and servant leadership, was a striking feature of the way in which Jesus lived his life. The example he gave to his disciples in washing their feet (John 13:1-17) provides us with a role model for the way in which we should seek to live in community with others. Putting the needs of others before our own, supporting people in their growth and development as holistic human beings, enabling people’s gifts and talents to come to the fore as a result of our service to them are all defining characteristics of the way in which the DoWMAT operates. In serving others and meeting their needs through generosity of spirit, we manifest God’s grace and love for others (1 Peter 4:8-11).



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These core values underpin all aspects of our Trust as we strive to make a positive difference to the lives of all DoWMAT pupils whilst they are at school and in later life. Through these values, we can be sure our community is one of hope; a place of transformation and trust, where all are treated with respect and dignity.

OUTSTANDING PROFESSIONALS : COLLABORATIVE PARTNERSHIPS : STRONG SYSTEMS : CONFIDENT  
LEARNERS

# ACADEMY SCHOOL PAY POLICY

## Guidance Notes

1.1 As a matter of good HR practice, it is recommended that all academy schools adopt a pay policy which covers **all staff** within their establishment. This framework covers both teaching and support staff. It is produced as an example of what an academy school pay policy might look like. The actual policy adopted will need to reflect the uniqueness of each academy school. Some academy schools will find their pay policy does not have to be as detailed, others will wish to include more or different detail.

1.2

This document is to be read in conjunction with the following:

- i The School Teachers' Pay and Conditions Document 2020.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/920904/2020\\_STPCD\\_FINAL\\_230920.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/920904/2020_STPCD_FINAL_230920.pdf)  
Supplementary guidance is also given in Section 3 of the School Teachers' Pay and Conditions Document and Guidance on School Teachers' Pay and Conditions.
- ii The National Pay and Conditions of Service applicable to Local Government Employees (The Green Book).
- iii The National Conditions of Service for Teachers (The Burgundy Book).
- iv The relevant local collective agreements and conditions of service.

It is recommended that each academy 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 changes. All procedures for determining pay should be consistent with the principles of public life - objectivity, openness and accountability.

The policy for all staff should explain:

- the academy 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 academy 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.

It is recommended that the pay policy specifies that decisions will be communicated to each member of staff by the Head in writing. Decisions on the pay of the Head will be communicated by the Chair of the Governing Body, in writing.

In order to ensure parity with other parts of the pay policy, the committee should deal with the salaries of **all staff** in the academy 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 It is recommended that the constitution, membership and proceedings of the committee shall be similar to those outlined in the School Governance (Roles, Procedures and Allowances) Regulations 2013 and any amending Acts in determining the terms of reference. Specifically, those parts of the regulation which gives power of delegation to a committee and the establishment of a committee.
  - i The Governing Body should 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.
  - ii The Governing Body should 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.
  - iii The pay committee should also follow the requirement that any person employed to work at an academy school shall withdraw from a meeting during discussion of their pay and that the Headteacher shall also withdraw when his or her own pay is discussed.
  - iv The pay committee has a duty to advise the Governing Body on the academy school's pay policy and its updating.
  - v The pay committee will implement the following parts of the academy 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 staff in the academy school with effect from 1st September or as soon as possible thereafter;

- (b) ensure that at or near the beginning of each school year, when reviewing performance objectives 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 academy 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) 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;
- (e) 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;
- (f) communicate approved decisions to HR 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.

NB: This document makes frequent reference to the '*governing body*' of an academy. In the DoWMAT, this role is known as the '*Local Academy Board*'.

# PAY POLICY OF THE DIOCESE OF WORCESTER MULTI ACADEMY TRUST

FOR 1ST SEPTEMBER 2020 TO 31ST AUGUST 2021

ADOPTED BY THE DOWMAT BOARD OF DIRECTORS ON  
\_\_\_\_\_ [DATE]

## 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 employees are made aware of the existence of this policy and have ready access to a copy of it via the academy office or the intranet. In particular, it will ensure that arrangements are made to draw the attention of employees to relevant dates within the policy, to prevent any employee being disadvantaged by ignorance of the date by which an application relating to pay should be submitted. It will publish the policy through its scheme of publication in accordance with the Freedom of Information Act 2000.
- 1.3 The Trust delegates the implementation of this policy to the *Pay Committee* of each DoWMAT academy.
- 1.4 In adopting this pay policy the aim is to:
  - maximise the quality of teaching and learning at the academy school
  - support the recruitment and retention of a high quality teacher workforce
  - enable the academy school to recognise and reward teachers appropriately for their contribution to the academy school
  - help to ensure that decisions on pay are managed in a fair, just and transparent way.

## 2. Guiding Principles

The Governing Body recognises that for those staff who TUPE transferred in to the academy pay and conditions will remain the same. It therefore must follow national mandatory agreements on pay and conditions of service for those staff and will take account of the overall needs of the academy when deciding how to use the available discretions.

For new staff appointed to the academy the Governing Body will follow national mandatory agreements on pay and conditions of service and will take account of the overall needs of the academy when deciding how to use the available discretions. The Governing body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy and the academy'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 academy school's development plan and the academy school's budget.
- (b) It will undertake such reviews in consultation with staff, including academy 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 Academy School's Development Plan

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

## 2.3 Commitment to Staff

The Governing Body recognises that the staff are the academy's most important asset and values their commitment, support and goodwill. 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 grading structure within the academy that reflects the levels of responsibility that employees undertake and provides career development opportunities;
- working to maintain a harmonious working environment.

## 2.4 Equal Opportunities

The Governing Body is firmly committed to equal opportunities for all employees and hence will aim to ensure that:

- any promotion opportunities which become available within the academy 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 academy 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 will 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 specific provisions of educational legislation.

## 3. **Equal Pay**

3.1 The academy school's staffing establishment will be reviewed annually in relation to the academy 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 academy school in relation to the levels of duties and responsibilities undertaken by staff;
- salary differentials;
- the method of advertising promotion/additional responsibilities within the academy school.

3.2 The academy school's staffing structure will be published to staff in the academy school and will be included as an Appendix in the Pay Policy.

3.3 The Governing Body will 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 academy 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. (Job Descriptions will be revised as and when necessary through consultation with the individual employees.)

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 having regard to the level of additional responsibility undertaken.

## 4. **Pay Reviews**

The Governing Body will review every teacher's salary annually with effect from 1st September and no later than 31st October. Each teacher will be given a written statement setting out their salary and any other financial benefits to which they are entitled.

A written statement will be given after any review and where applicable will give information about the basis on which the decision was made. 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.

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.

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 The Governing Body has determined that all members of the teaching staff are required to participate in arrangements made for their appraisal, in accordance with the academy 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 academy school.
- 5.4 Relevant information from outcomes of performance review for teachers will be used by the Headteacher and the Governing Body (or committee of Governing Body) in taking decisions, and in advising those responsible for taking decisions, on the use of any discretion in relation to pay.
- 5.5 The Governing Body will also adopt an appraisal scheme for support staff after consultation with those staff concerned and their representatives. This will not be used when taking decisions in relation to pay.

## **6. Pay Progression based on Performance**

- 6.1 In this academy 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 academy 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 academies within this Trust, we will ensure fairness by ensuring Headteachers and subject leaders receive appropriate training with regard to lesson observations / moderations / data analysis and, in addition, quality assurance will be provided by the Trust Head of Education and / or the Academy Learning Partner, where appropriate.
- 6.4 The evidence we will use will include self-assessment, peer review, tracking pupil progress, lesson observations.

- 6.5 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the Headteacher the Governing body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy and the academy school's spending plans.
- 6.6 In this academy 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, 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 academy school
  - an increasing impact on the effectiveness of staff and colleagues.
- 6.7 The pay 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 pay committee will be able to justify its decisions.
- 6.8 Further information, including sources of evidence is contained in the academy school's appraisal policy.

## **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 the recommendations of the Headteacher.
- 7.2 The pay committee will also determine the salary of each teacher annually and ensure that teachers are notified in writing of the outcome, including the details specified in the Document.
- 7.3 The pay committee will have a procedure and timetable for the annual determination of salaries. This will be published to teaching staff each year.
- 7.4 In determining the salaries of teachers the pay 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.
- 7.5 September 2020 pay award
- 7.5.1 The Trust will adopt the STPCD Advisory pay points for the Main Pay Range and Upper Pay Range.

## 7.5.2 Main Pay Range effective from 1st September 2020

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

|                 |    |          |
|-----------------|----|----------|
| Minimum point   | *1 | £ 25,714 |
| Reference point | *2 | £ 27,600 |
| Reference point | *3 | £ 29,664 |
| Reference point | *4 | £ 31,778 |
| Reference point | *5 | £ 34,100 |
| Maximum point   | *6 | £ 36,961 |

Please note the Advisory Pay points incorporates the **statutory** increase of 5.5% on MPR1 and 2.75% on the minima and maxima of all other pay and allowance ranges (see 11.4 for UPR pay points).

7.5.3 A 2.75 per cent increase will be applied to all reference points on the Unqualified Teacher Pay Range, Leading Practitioners Pay Range and Leadership Pay Range.

7.5.4 The Governing Body will apply a 2.75 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:

*– these options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments:*

- The nature and requirements of the post
- The specialist knowledge and skills required for the post
- The experience required to undertake the specific duties of the post
- Market conditions
- The wider academy 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 on the Main Pay Range (Portability) and will also consider awarding pay scale points as outlined in Appendix I

## 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 Governing Body 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 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 Pay Committee.**

## 10. Movement to the Upper Pay Range

### 10.1 Pay determinations effective from 1st September 2020

The pay 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 2020;
- 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 2020 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 academy school are substantial and sustained. The meaning of these criteria is set out in paragraph 10.4 "The Assessment".

### 10.2 Applications and Evidence to be Paid on the Upper Pay Range from 1st September 2020

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 academy school will not be bound by any pay decision made by another school.

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

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

Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application, from this academy 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 *the 31<sup>st</sup> October* 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 academy school's application form *Application to be paid on the Upper Pay Range to be found in the Trust Performance Management Policy*
- Submit the application form and supporting evidence to the Headteacher by the cut-off date of *31<sup>st</sup> October 2020*
- If the assessor is not the Headteacher you will receive notification of the name of the assessor of your application within 5 working days.
- The assessor will assess the application, which will include a recommendation to the pay committee of the relevant body.
- The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor.
- The pay committee will make the final decision, advised by the Headteacher.
- Teachers will receive written notification of the outcome of their application by *31<sup>st</sup> December*. 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 academy school are substantial and sustained.

Within the DoWMAT, 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 academy school, in order to help them meet the relevant standards and develop their teaching practice).*

**“substantial”:**

the teacher’s achievements and contribution to the academy 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 academy school; play a critical role in the life of the academy 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 academy 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 academy school’s appraisal policy.

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

**11. Pay Progression on the Upper Pay Range**

11.1 The pay 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 pay committee will be able to objectively justify its decisions.

11.2 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.

11.3 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.

#### 11.4 Upper Pay Range effective from 1st September 2020

The pay committee will use the STPCD 2020 Advisory pay points as reference points. Therefore, the pay scale for Upper Pay Range in this academy school is:

|               |         |
|---------------|---------|
| Minimum point | £38,690 |
| Mid-point     | £40,124 |
| Maximum point | £41,604 |

#### 11.5 **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 academy 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 academy school that contribute to school improvement;
- the improvement of teaching within school [*and within the wider school community*] which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as *English, Maths, Disadvantaged Pupils, Curriculum*.

#### 12.1 Pay on appointment and Leading Practitioners Pay Range from 1st September 2020

The pay committee will determine a pay range of £42,402-£46,796 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 2020

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 pay 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;

- 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 as appropriate and with the agreement of the CEO.*

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

### **13. Unqualified Teachers**

#### **13.1 Pay 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 2020**

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

|                   |         |
|-------------------|---------|
| Reference point 1 | £18,169 |
| Reference point 2 | £20,282 |
| Reference point 3 | £22,394 |
| Reference point 4 | £24,507 |
| Reference point 5 | £26,622 |
| Reference point 6 | £28,735 |

#### **13.3 Pay determinations effective from 1st September 2020**

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 *up to two reference points*.

- 13.5 Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:
- an improvement in teaching skills
  - an increasing positive impact on pupil progress
  - an increasing impact on wider outcomes for pupils
  - improvements in specific elements of practice identified to the teacher
  - an increasing contribution to the work of the academy 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 Trust Performance Management 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 out lined 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 - Pay determination on appointment**

- 15.1 The Headteacher's Pay Range in each DoWMAT academy is determined by the size of the academy.
- 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 pay 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 - Implementing your school's approach to pay (see extract outlined in Appendix VIII).*
  - the pay 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 pay 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 pay 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 pay 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 pay committee may determine the Headteacher's Pay Range, within the group range for the school, as at 1st September or at any time if they consider it is necessary.

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

The pay 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.

## **16. Deputy/Assistant Headteachers Pay - Pay determination on appointment**

16.1 The Trust, in conjunction with the governing body will determine the pay range for a Head of School / Deputy / Assistant Headteacher to be advertised and agree pay on appointment as outlined in the following paragraphs. The salary for these posts will be determined by the size of the academy and the level of responsibility these posts hold.

16.2 Should a vacancy for the post of Head of School/Deputy/Assistant Headteacher arise the Trust will work alongside the governing body to review the pay range to be advertised and agree pay on appointment as follows:

- the Trust /pay committee will determine a pay range in accordance with the School Teachers' Pay and Conditions Document, taking account of the role of the Head of School/Deputy/Assistant Headteacher set out in the School Teachers' Pay and Conditions Document;
- the Trust /pay committee will record its reasons for the determination of the Head of School/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 Trust / pay committee will exercise its discretion under the School Teachers' Pay and Conditions Document, and place the preferred candidate on a point within the Head of School/Deputy/Assistant Head pay range, allowing appropriate scope for performance-related pay progression over time.
- the Trust / pay committee will exercise its discretion under the School Teachers' Pay and Conditions Document where there are recruitment issues.

### **16.3 Serving Head of School/Deputy/Assistant Headteachers**

The Trust / 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 Head of School/Deputy/Assistant Head's most recent appraisal report.

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

The Trust / pay committee may determine the Head of School/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 Trust / 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 Trust / pay committee. Payment will be backdated to the commencement of the duties as outlined in Appendix I.

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.

### 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.

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 Support Staff**

- 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 Support Staff 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.
- 18.3 The Governing Body will determine the salary for individual support staff on appointment or promotion based on the recommendation of the Headteacher.
- 18.4 In selecting the salary grade for the job the Headteacher/Governing Body will have regard to the responsibilities of the job outlined in the Job Description, Person Specification and recognised job evaluation scheme with advice from their HR Adviser.
- 18.5 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.
- 18.6 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.

## **19. Communicating Pay Decisions**

- 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.

Where this is not possible, or where the employee continues to be dissatisfied, he/she may follow a formal reconsideration and appeal process.

Reconsideration

- iii 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.
- iv 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.

Appeal

- v 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).

- vi 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.

|   | <b>EXERCISE OF DISCRETIONARY POWERS</b>   |
|---|---|
| <b><i>Pay Determination on Appointment</i></b>            | <p>When placing a classroom teacher on to the main scale, the Governing Body will consider awarding an extra point or points on the scale in recognition of other relevant experience that would not attract mandatory experience points in the following circumstances:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- One point on the main scale for each period of one year of service teaching in further education, including Sixth Form Colleges.</li> <li>- One point on the main scale for each period of one year of service teaching in higher education.</li> </ul> <p>The Governing Body will consider awarding on a case-by-case basis:</p> <ul style="list-style-type: none"> <li>- 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 academy school, and experience with children/young people.</li> </ul> |
| <b><i>Part-time Teachers</i></b>                          | <p>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, paragraphs 40 &amp; 41 and paragraphs 79 – 86 of Section 3 of the statutory guidance in the School Teachers' Pay and Conditions Document 2020.</p> <p>Further guidance is available on ConnectEd please see following direct link:</p> <p style="text-align: center;"><a href="#"><u>PART-TIME TEACHERS' WORKING TIME AND DIRECTED TIME STATEMENT</u></a></p> <p>The Headteacher will give part-time teachers a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the academy school's timetabled teaching week for a full-time teacher in an equivalent post.</p>  |
| <b><i>Payments to Relief or Short Notice Teachers</i></b> | (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 - <b>Pay Determination on Appointment</b> .   |

|  |   |
|--|---|
|  | <p>(b) Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 to arrive at the daily rate of pay.</p> <p>The 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>   |
| <b><i>Unqualified Teachers Allowance</i></b>                       | <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"> <li>i Focused on teaching and learning; and</li> <li>ii Requires the exercise of a teachers' professional skills and judgement; or</li> </ul> <p>(b) Qualifications or experience which bring added value to the role being undertaken.</p>           |
| <b><i>Headteacher</i></b>  | <p>The Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the academy 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> |
| <b><i>Deputies and Assistant Heads</i></b>                         | <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 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>         |
| <b><i>Leading Practitioners</i></b>                                | <p>The Trust has determined that a maximum of <b>one</b> Leading Practitioners post may be included in the academy staffing structure with the primary purpose of modelling and leading improvement of teaching skills.</p> <p>The pay range for this post is: £42,402-£46,796</p>  |
| <b><i>Teaching and Learning Responsibility Payments (TLRs)</i></b> | <p>TLRs will be awarded to the holders of the posts indicated in the attached staffing structure.</p> <p>The values of the TLRs to be awarded are set out below:</p> <p>TLR2s will be awarded to the following values:</p>  |

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|--|---|
|  | <p><b>£2,873 to the holder of specific posts as determined by the Trust.</b></p> <p>TLR1s will be awarded to the following value:</p> <p><b>£8,291 to the holder of specific posts as determined by the Trust.</b></p> <p>The Governing Body will consider awarding a fixed term temporary TLR3 payment of no less than £571 and no more than £2,833 to teachers who complete time-limited school improvement projects or take on time-limited responsibilities within the academy or Trust.</p> <p>The criterion and factors for award of TLR payments, and values as outlined in the School Teachers' Pay and Conditions Document, will be taken fully into account.</p>  |
| <p><b><i>Recruitment and Retention incentives and benefits</i></b></p> | <p>The Trust does not intend to award Recruitment or Retention incentives as it believes that payment should be made for responsibilities or performance. However, should exceptional circumstances present themselves, these may be considered.</p>  |
| <p><b><i>Special Educational Needs Allowance</i></b></p>               | <p>The Governing Body will award a SEN allowance of no less than £2,270 and no more than £4,479 to all teachers who meet the criteria outlined in the STPCD Part 4, paragraphs 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 academy's SEN provisions and the factors outlined in the STPCD Part 4 , paragraphs 21.1 to 21.4.</p> <p>The teacher will be given written notification at the time of the award which will specify the reason for the award.</p>  |
| <p><b><i>Acting Allowances</i></b></p>                                 | <p>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 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> |

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| <b>Pay Progression</b>  | The Governing body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy and the academy's spending plans.  |
| <b>Other Payments</b><br><br><b>(a) Continuing professional development</b> | <p>Teachers who volunteer to undertake continuing professional development outside the academy day may be entitled to an additional payment.</p> <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 academy holidays.</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 by 6.5 to determine an hourly rate of pay.</p>   |
| <b>(b) Initial teacher training activities</b>                              | <p>Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the academy 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 by 6.5 to determine an hourly rate of pay.</p> <p>Areas of work that will 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 will 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.</p> |
| <b>(c) Out-of-school learning activities</b>                                | <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.</p> <p>Activities that may attract payment include, for example, breakfast clubs, homework clubs, summer schools (study support, literacy and gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas.</p> <p>The 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 <math>\div</math> 195 <math>\div</math> 6.5.</p>  |
| <b>Provision of Services by the Headteacher</b>                             | The Trust has discretion to make payments to Headteachers who provide an external service to one or more additional  |

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|---|---|
|   | schools and also to any of the academy's teachers whose post acquires additional responsibility as a result of the Head's activities. Payments are not automatic.   |
| <b><i>Temporary additional payment to the Headteacher</i></b> | The Trust 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. |
| <b><i>Pay Policy Annexes</i></b>                              | <b>Each individual DoWMAT academy will be able to provide a document detailing the Academy's Staffing Structure.</b>  |

## PROCEDURE TO REVIEW A PAY DETERMINATION

Present:

Members of Pay Committee\*

HR Consultant 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 Consultant 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 Consultant 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 Consultant 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 (01/09/2020)**

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 (01/09/2020)**

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 academy 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 (01/09/2020)**

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 appraisal and has met or made significant progress towards objectives;
- is highly competent in all elements of the relevant Teachers' Standards; and
- that the teacher's achievements and contribution to the academy 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: .....

(Reviewer)

Date: .....

**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: .....

(Headteacher)

Date: .....

## IN CONFIDENCE

**Assessment Form – Teachers' Standards**

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

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

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

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

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

| <b>Assessment Rating</b>   | <b>Exceptional performance</b> | <b>Meet the Standard</b> | <b>Development Needed</b> | <b>Do Not Meet the Standard</b> | <b>Comments</b> |
|--|--------------------------------|--------------------------|---------------------------|---------------------------------|-----------------|
| <b>My overall assessment of your performance against the Teachers' Standard 1:</b> |                                |                          |                           |                                 |                 |

| <b>2. Promotes good progress and outcomes by pupils</b>  | <b>Comments</b> |
|--|-----------------|
| <ul style="list-style-type: none"> <li>• be accountable for pupils' attainment, progress and outcomes</li> <li>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul> |                 |

| <b>Assessment Rating</b>   | <b>Exceptional performance</b> | <b>Meet the Standard</b> | <b>Development Needed</b> | <b>Do Not Meet the Standard</b> | <b>Comments</b> |
|--|--------------------------------|--------------------------|---------------------------|---------------------------------|-----------------|
| <b>My overall assessment of your performance against the Teachers' Standard 2:</b> |                                |                          |                           |                                 |                 |

|  |                 |
|--|-----------------|
| <b>3. Demonstrates good subject and curriculum knowledge</b>   | <b>Comments</b> |
| <ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• 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</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul> |                 |

| Assessment Rating  | Exceptional performance | Meet the Standard | Development Needed | Do Not Meet the Standard | Comments |
|--|-------------------------|-------------------|--------------------|--------------------------|----------|
| <b>My overall assessment of your performance against the Teachers' Standard 3:</b> |                         |                   |                    |                          |          |

|   |                 |
|---|-----------------|
| <b>4. Plans and teaches well-structured lessons</b>   | <b>Comments</b> |
| <ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul> |                 |

| Assessment Rating  | Exceptional performance | Meet the Standard | Development Needed | Do Not Meet the Standard | Comments |
|--|-------------------------|-------------------|--------------------|--------------------------|----------|
| <b>My overall assessment of your performance against the Teachers' Standard 4:</b> |                         |                   |                    |                          |          |

|  |                 |
|--|-----------------|
| <b>5. Adapts teaching to respond to the strengths and needs of all pupils</b>  | <b>Comments</b> |
| <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• 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</li> <li>• 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.</li> </ul> |                 |

**Appendix VII (continued)**

| Assessment Rating  | Exceptional performance | Meet the Standard | Development Needed | Do Not Meet the Standard | Comments |
|--|-------------------------|-------------------|--------------------|--------------------------|----------|
| <b>My overall assessment of your performance against the Teachers' Standard 5:</b> |                         |                   |                    |                          |          |

| <b>6. Makes accurate and productive use of assessment</b>   | Comments |
|---|----------|
| <ul style="list-style-type: none"> <li>know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>make use of form</li> <li>use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul> |          |

| Assessment Rating  | Exceptional performance | Meet the Standard | Development Needed | Do Not Meet the Standard | Comments |
|--|-------------------------|-------------------|--------------------|--------------------------|----------|
| <b>My overall assessment of your performance against the Teachers' Standard 6:</b> |                         |                   |                    |                          |          |

| <b>7. Manages behaviour effectively to ensure a good and safe learning environment</b>   | Comments |
|--|----------|
| <ul style="list-style-type: none"> <li>have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the academy school, in accordance with the academy school's behaviour policy</li> <li>have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> </ul> |          |

| Assessment Rating  | Exceptional performance | Meet the Standard | Development Needed | Do Not Meet the Standard | Comments |
|--|-------------------------|-------------------|--------------------|--------------------------|----------|
| <b>My overall assessment of your performance against the Teachers' Standard 7:</b> |                         |                   |                    |                          |          |

| <b>8 Fulfills wider professional responsibilities</b>   | Comments |
|---|----------|
| <ul style="list-style-type: none"> <li>make a positive contribution to the wider life and ethos of the school</li> <li>develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>deploy support staff effectively</li> <li>take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> </ul> |          |

| Assessment Rating  | Exceptional performance | Meet the Standard | Development Needed | Do Not Meet the Standard | Comments |
|--|-------------------------|-------------------|--------------------|--------------------------|----------|
| <b>My overall assessment of your performance against the Teachers' Standard 8:</b> |                         |                   |                    |                          |          |

## 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 academy 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 academy school
- an increasing impact on the effectiveness of staff and colleagues.

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

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

Signed: ..... Date: .....  
 (Reviewer)

Signed: ..... Date: .....  
 (Teacher)

## **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 2020 (STPCD Limits) |  |
|--|--|
| Group  | Pay Range (Discretionary Reference Points) |
| 1  | (6 – 18) £47,735 – £63,508                 |
| 2  | (8 – 21) £50,151 – £68,347                 |
| 3  | (11 – 24) £54,091 – £73,559                |
| 4  | (14 – 27) £58,135 – £79,167                |
| 5  | (18 – 31) £64,143 – £87,313                |
| 6  | (21 – 35) £69,031 – £96,310                |
| 7  | (24 – 39) £74,295 – £106,176               |
| 8  | (28 – 43) £81,942 – £117,197               |

**Note:**

The STPCD sets out the above limits on Headteachers' 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.

### LEADERSHIP GROUP PAY RANGE Discretionary reference points 2020/21

|            |        |  |            |         |
|------------|--------|--|------------|---------|
| 1          | £42195 |  | <b>24*</b> | £74295  |
| 2          | £43251 |  | 24         | £73559  |
| 3          | £44331 |  | 25         | £76141  |
| 4          | £45434 |  | 26         | £78025  |
| 5          | £46566 |  | <b>27*</b> | £79958  |
| 6          | £47735 |  | 27         | £79167  |
| 7          | £49019 |  | 28         | £81942  |
| 8          | £50151 |  | 29         | £83971  |
| 9          | £51402 |  | 30         | £86061  |
| 10         | £52723 |  | <b>31*</b> | £88187  |
| 11         | £54091 |  | 31         | £87313  |
| 12         | £55338 |  | 32         | £90379  |
| 13         | £56721 |  | 33         | £92624  |
| 14         | £58135 |  | 34         | £94914  |
| 15         | £59581 |  | <b>35*</b> | £97273  |
| 16         | £61166 |  | 35         | £96310  |
| 17         | £62570 |  | 36         | £99681  |
| <b>18*</b> | £64143 |  | 37         | £102159 |
| 18         | £63508 |  | 38         | £104687 |
| 19         | £65735 |  | <b>39*</b> | £107239 |
| 20         | £67364 |  | 39         | £106176 |
| <b>21*</b> | £69031 |  | 40         | £109914 |
| 21         | £68347 |  | 41         | £112660 |
| 22         | £70745 |  | 42         | £115483 |
| 23         | £72497 |  | 43         | £117197 |

\* These points and point 43 are the maximum salaries for the eight Headteacher group ranges

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 Trust / 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?

## Appendix VIII (continued)

Is it appropriate to apply more weight to some factors than others, e.g. the level of social challenge; managing more than one school; difficulty in making a suitable appointment. For those factors which are not expected to persist, such as temporary responsibility for an additional school, these should be reflected through an allowance rather than consolidated into the indicative pay range.

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

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

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

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

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

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

At the end of this stage the 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 academy school and carries out Science Technician duties.                                  |

### DESIGN & TECHNOLOGY TECHNICIANS

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

## OVERVIEW OF RECOMMENDED GRADES FOR TEACHING ASSISTANTS

(See Guidance on ConnectEd)

|   |           |   |               |
|---|-----------|---|---------------|
| <p><b>Teaching Assistant (Grade 1)</b><br/>(Supervising physical/general care including Statemented pupil requiring good standard of practical knowledge and skills.)</p>   | SCP 1-4   | Pro rata for less than 37 hours and 195 working days. | (Unqualified) |
| <p><b>Teaching Assistant (Grade 2)</b><br/>(Delivering specific work programme in more depth including pupils with special physical, emotional and educational needs requiring detailed knowledge and specialist skills.)</p>   | SCP 5-6   | Pro rata for less than 37 hours and 195 working days. | (Qualified)   |
| <p><b>Teaching Assistant (Grade 3)</b><br/>(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.)</p> | SCP 7-17  | Pro rata for less than 37 hours and 195 working days. | (Qualified)   |
| <p><b>Senior Teaching Assistant (Grade 4)</b><br/>(Team Leader with management responsibility requiring advanced/high level of knowledge and specialist skills across a range of specialist disciplines.)</p>   | SCP 19-22 | 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.

**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 academy school and/or management of other Teaching Assistants including allocation and monitoring of work, appraisal and training.

|   |           |   |             |
|---|-----------|---|-------------|
| <b>Cover Supervisor only</b><br>(Teaching Assistant Grade 2)                        | SCP 5-6   | Pro rata for less than 37 hours and 195 working days. | (Qualified) |
| <b>Teaching Assistant Grade 3</b><br>(with some Cover Supervision responsibilities) | SCP 7-17  | Pro rata for less than 37 hours and 195 working days. | (Qualified) |
| <b>Higher Level Teaching Assistant</b><br>(Teaching Assistant Grade 4)              | SCP 19-22 | Pro rata for less than 37 hours and 195 working days. | (Qualified) |

## 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 |
| <b>Type of Tasks:</b>  |                   |         |         |         |         |         |
| 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   |                   |         |         | ✓       | ✓       | ✓       |
| <b>Supervision of Staff:</b>   |                   |         |         |         |         |         |
| 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  |                   |         |         |         | ✓       | ✓       |
| <b>Creativity</b>  |                   |         |         |         |         |         |
| 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  |                   |         |         |         | ✓       | ✓       |
| <b>Contacts</b>  |                   |         |         |         |         |         |
| 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 |
| <b>Decision-Making</b>  |                   |         |         |         |         |         |
| 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 |                   |         |         |         |         | ✓       |
| <b>Resources</b>  |                   |         |         |         |         |         |
| 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   |                   |         |         | ✓       | ✓       | ✓       |
| <b>Work Demands</b>   |                   |         |         |         |         |         |
| Work is subject to deadlines involving changing problems, circumstances or demand   |                   |         |         | ✓       | ✓       | ✓       |
| Work is subject to deadlines involving frequently changing circumstances and conflicting priorities   |                   |         |         |         |         | ✓       |

## OVERVIEW OF RECOMMENDED GRADES FOR SCHOOL CARETAKERS

(Showing Profiles of Job Features - 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 |
| <b>Type of Tasks:</b>   |                   |         |     |     |         |     |         |     |
| A range of routine tasks  | ✓                 |         |     |     |         |     |         |     |
| More involved tasks which require a good standard of practical knowledge and skills   |                   | ✓       | ✓   | ✓   | ✓       | ✓   | ✓       | ✓   |
| <b>Supervision of Staff:</b>  |                   |         |     |     |         |     |         |     |
| No supervisory responsibility for other staff; may assist in the induction of new colleagues  | ✓                 |         | ✓   | ✓   | ✓<br>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   |                   |         |     |     |         |     |         | ✓   |
| <b>Creativity</b>   |                   |         |     |     |         |     |         |     |
| 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  |                   |         |     | ✓   | ✓       |     | ✓       | ✓   |
| <b>Contacts</b>   |                   |         |     |     |         |     |         |     |
| 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            |                   | ✓       |     |     | ✓       | ✓   | ✓       | ✓   |
| <b>Decision-Making</b>  |                   |         |     |     |         |     |         |     |
| 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 |                   |         | ✓   | ✓   | ✓       | ✓   | ✓       | ✓   |

|   | Recommended Grade |         |     |         |     |     |         |     |
|---|-------------------|---------|-----|---------|-----|-----|---------|-----|
|   | Scale 2           | Scale 3 |     | Scale 4 |     |     | Scale 5 |     |
|   | Job Outline Ref:  |         |     |         |     |     |         |     |
|   | AC2               | AC3     | Sm3 | Mo3     | Ma4 | Mo4 | Mo4/L   | Ma5 |
| <b>Resources</b>  |                   |         |     |         |     |     |         |     |
| 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 <b>and/or</b> 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 <b>and/or</b> have responsibility for the security and maintenance of the buildings and site of a major size school             |                   |         |     |         | ✓   |     |         | ✓   |
| <b>Physical Demands</b>   |                   |         |     |         |     |     |         |     |
| 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                        | ✓                 | ✓       | ✓   | ✓       | ✓   | ✓   | ✓       | ✓   |
| <b>Work Environment</b>   |                   |         |     |         |     |     |         |     |
| 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 <b>some</b> risk to personal safety of injury, illness or health problems arising from the environment or the public  | ✓                 | ✓       | ✓   | ✓       | ✓   | ✓   |         | ✓   |
| Work potentially involves <b>moderate</b> risk to personal safety of injury, illness or health problems arising from the environment or the public  |                   |         |     |         |     |     | ✓       |     |

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

| SNA                  | 1324      | April 2020   |              |          |           |          |                       |         |                      |      |
|----------------------|-----------|--------------|--------------|----------|-----------|----------|-----------------------|---------|----------------------|------|
|                      |           | SCP          | 01.04.19     | 01.04.20 | R1(37hrs) | plus SNA | 01.04.20<br>Sal + SNA | Casuals | enhanced<br>plus SNA | rate |
| Sleeping In          | 37.07     |              |              |          |           |          |                       |         |                      |      |
| <b>SC1 (1-2)</b>     | <b>1</b>  | <b>17364</b> | <b>17842</b> | 9.25     | 9.93      | 19166    | 10.59                 | 11.37   |                      |      |
| <b>TA1 (1-4)</b>     | <b>2</b>  | <b>17711</b> | <b>18198</b> | 9.43     | 10.12     | 19522    | 10.80                 | 11.59   |                      |      |
| <b>SC2 (3-4)</b>     | <b>3</b>  | <b>18065</b> | <b>18562</b> | 9.62     | 10.31     | 19886    | 11.02                 | 11.80   |                      |      |
|                      | <b>4</b>  | <b>18426</b> | <b>18933</b> | 9.81     | 10.50     | 20257    | 11.24                 | 12.02   |                      |      |
| <b>SC3/TA2 (5-6)</b> | <b>5</b>  | <b>18795</b> | <b>19312</b> | 10.01    | 10.70     | 20636    | 11.46                 | 12.25   |                      |      |
|                      | <b>6</b>  | <b>19171</b> | <b>19698</b> | 10.21    | 10.90     | 21022    | 11.69                 | 12.48   |                      |      |
| <b>SC4 (7-11)</b>    | <b>7</b>  | <b>19554</b> | <b>20092</b> | 10.41    | 11.10     | 21416    | 11.92                 | 12.71   |                      |      |
| <b>TA3 (7-17)</b>    | <b>8</b>  | <b>19945</b> | <b>20493</b> | 10.62    | 11.31     | 21817    | 12.16                 | 12.95   |                      |      |
|                      | <b>9</b>  | <b>20344</b> | <b>20903</b> | 10.83    | 11.52     | 22227    | 12.40                 | 13.19   |                      |      |
|                      | <b>10</b> | <b>20751</b> | <b>21322</b> | 11.05    | 11.74     | 22646    | 12.65                 | 13.44   |                      |      |
|                      | <b>11</b> | <b>21166</b> | <b>21748</b> | 11.27    | 11.96     | 23072    | 12.91                 | 13.69   |                      |      |
| <b>SC5 (12-17)</b>   | <b>12</b> | <b>21589</b> | <b>22183</b> | 11.50    | 12.18     | 23507    | 13.16                 | 13.95   |                      |      |
|                      | <b>13</b> | <b>22021</b> | <b>22627</b> | 11.73    | 12.41     | 23951    | 13.43                 | 14.21   |                      |      |
|                      | <b>14</b> | <b>22462</b> | <b>23080</b> | 11.96    | 12.65     | 24404    | 13.70                 | 14.48   |                      |      |
|                      | <b>15</b> | <b>22911</b> | <b>23541</b> | 12.20    | 12.89     | 24865    | 13.97                 | 14.76   |                      |      |
|                      | <b>16</b> | <b>23369</b> | <b>24012</b> | 12.45    | 13.13     | 25336    | 14.25                 | 15.04   |                      |      |
|                      | <b>17</b> | <b>23836</b> | <b>24491</b> | 12.69    | 13.38     | 25815    | 14.53                 | 15.32   |                      |      |
|                      | <b>18</b> | <b>24313</b> | <b>24982</b> | 12.95    | 13.64     | 26306    | 14.83                 | 15.61   |                      |      |
| <b>SC6 (18-22)</b>   | <b>19</b> | <b>24799</b> | <b>25481</b> | 13.21    | 13.89     | 26805    | 15.12                 | 15.91   |                      |      |
| <b>TA4 (19-22)</b>   | <b>20</b> | <b>25295</b> | <b>25991</b> | 13.47    | 14.16     | 27315    | 15.42                 | 16.21   |                      |      |
|                      | <b>21</b> | <b>25801</b> | <b>26511</b> | 13.74    | 14.43     | 27835    | 15.73                 | 16.52   |                      |      |
|                      | <b>22</b> | <b>26317</b> | <b>27041</b> | 14.02    | 14.70     | 28365    | 16.05                 | 16.83   |                      |      |
| <b>SO1 (23-25)</b>   | <b>23</b> | <b>26999</b> | <b>27741</b> | 14.38    | 15.07     | 29065    | 16.46                 | 17.25   |                      |      |
|                      | <b>24</b> | <b>27905</b> | <b>28672</b> | 14.86    | 15.55     | 29996    | 17.02                 | 17.80   |                      |      |
|                      | <b>25</b> | <b>28785</b> | <b>29577</b> | 15.33    | 16.02     | 30901    | 17.55                 | 18.34   |                      |      |
| <b>SO2 (26-28)</b>   | <b>26</b> | <b>29636</b> | <b>30451</b> | 15.78    |           |          | 18.07                 |         |                      |      |
|                      | <b>27</b> | <b>30507</b> | <b>31346</b> | 16.25    |           |          | 18.60                 |         |                      |      |
| <b>PO1 (28-31)</b>   | <b>28</b> | <b>31371</b> | <b>32234</b> | 16.71    |           |          | 19.13                 |         |                      |      |
|                      | <b>29</b> | <b>32029</b> | <b>32910</b> | 17.06    |           |          | 19.53                 |         |                      |      |
|                      | <b>30</b> | <b>32878</b> | <b>33782</b> | 17.51    |           |          | 20.05                 |         |                      |      |
|                      | <b>31</b> | <b>33799</b> | <b>34728</b> | 18.00    |           |          | 20.61                 |         |                      |      |
| <b>PO2 (32-35)</b>   | <b>32</b> | <b>34788</b> | <b>35745</b> | 18.53    |           |          | 21.21                 |         |                      |      |
|                      | <b>33</b> | <b>35934</b> | <b>36922</b> | 19.14    |           |          | 21.91                 |         |                      |      |
|                      | <b>34</b> | <b>36876</b> | <b>37890</b> | 19.64    |           |          | 22.49                 |         |                      |      |
|                      | <b>35</b> | <b>37849</b> | <b>38890</b> | 20.16    |           |          | 23.08                 |         |                      |      |
| <b>PO3 (36-39)</b>   | <b>36</b> | <b>38813</b> | <b>39880</b> | 20.67    |           |          | 23.67                 |         |                      |      |
|                      | <b>37</b> | <b>39782</b> | <b>40876</b> | 21.19    |           |          | 24.26                 |         |                      |      |
|                      | <b>38</b> | <b>40760</b> | <b>41881</b> | 21.71    |           |          | 24.85                 |         |                      |      |
|                      | <b>39</b> | <b>41675</b> | <b>42821</b> | 22.20    |           |          | 25.41                 |         |                      |      |
| <b>PO4 (40-43)</b>   | <b>40</b> | <b>44389</b> | <b>45610</b> | 23.64    |           |          | 27.07                 |         |                      |      |
|                      | <b>41</b> | <b>45847</b> | <b>47108</b> | 24.42    |           |          | 27.96                 |         |                      |      |
|                      | <b>42</b> | <b>46871</b> | <b>48160</b> | 24.96    |           |          | 28.58                 |         |                      |      |

|                    |           |              |              |       |       |
|--------------------|-----------|--------------|--------------|-------|-------|
|                    | <b>43</b> | <b>47870</b> | <b>49186</b> | 25.49 | 29.19 |
| <b>PO5 (44-47)</b> | <b>44</b> | <b>49359</b> | <b>50716</b> | 26.29 | 30.10 |
|                    | <b>45</b> | <b>50392</b> | <b>51778</b> | 26.84 | 30.73 |
|                    | <b>46</b> | <b>51444</b> | <b>52859</b> | 27.40 | 31.37 |
|                    | <b>47</b> | <b>52483</b> | <b>53926</b> | 27.95 | 32.00 |
| <b>PO6 (48-51)</b> | <b>48</b> | <b>55065</b> | <b>56579</b> | 29.33 | 33.58 |
|                    | <b>49</b> | <b>56150</b> | <b>57694</b> | 29.90 | 34.24 |
|                    | <b>50</b> | <b>57209</b> | <b>58782</b> | 30.47 | 34.88 |
|                    | <b>51</b> | <b>58342</b> | <b>59946</b> | 31.07 | 35.57 |
| <b>PO7 (52-55)</b> | <b>52</b> | <b>61154</b> | <b>62836</b> | 32.57 | 37.29 |
|                    | <b>53</b> | <b>62374</b> | <b>64089</b> | 33.22 | 38.03 |
|                    | <b>54</b> | <b>63623</b> | <b>65373</b> | 33.88 | 38.80 |
|                    | <b>55</b> | <b>64896</b> | <b>66681</b> | 34.56 | 39.57 |

## **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 School Employee Services, using Form SWA/LET, on a monthly basis.

**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 | April 2020 Payment |
|-------------------------------|--------------------|
| 1                             | £11.30             |
| 2                             | £13.55             |
| 3                             | £15.80             |
| 4                             | £18.05             |
| 5                             | £20.30             |
| 6                             | £22.55             |
| 7                             | £24.80             |
| 8                             | £27.05             |
| 9                             | £29.30             |
| 10                            | £31.55             |
| Each additional unit          | add £2.25          |

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

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

| <b>Duration After<br/>Normal Duty Time<br/>(Hours : Minutes)</b> | <b>Up to Scale 3<br/>April 2020</b> | <b>Scale 4 &amp; above<br/>April 2020</b> |
|--|-------------------------------------|---|
| 01:00  | £15.30                              | £17.17                                    |
| 01:15  | £17.78                              | £19.96                                    |
| 01:30  | £20.26                              | £22.75                                    |
| 01:45  | £22.74                              | £25.54                                    |
| 02:00  | £25.22                              | £28.33                                    |
| 02:15  | £27.70                              | £31.12                                    |
| 02:30  | £30.18                              | £33.91                                    |
| 02:45  | £32.66                              | £36.70                                    |
| 03:00  | £35.14                              | £39.49                                    |
| 03:15  | £37.62                              | £42.28                                    |
| 03:30  | £40.10                              | £45.07                                    |
| 03:45  | £42.58                              | £47.86                                    |
| 04:00  | £45.06                              | £50.65                                    |
| 04:15  | £47.54                              | £53.44                                    |
| 04:30  | £50.02                              | £56.23                                    |
| 04:45  | £52.50                              | £59.02                                    |
| 05:00  | £54.98                              | £61.81                                    |
| 05:15  | £57.46                              | £64.60                                    |
| 05:30  | £59.94                              | £67.39                                    |
| 05:45  | £62.42                              | £70.18                                    |
| 06:00  | £64.91                              | £72.97                                    |
| Each additional 15 minutes                                       | £2.48                               | £2.79                                     |

## REMUNERATION FOR CLERKS TO THE GOVERNING BODY

|                              | SCP | Under 5 Years Service | Over 5 Years Service |
|------------------------------|-----|-----------------------|----------------------|
|                              |     | 01/04/2020            | 01/04/2020           |
| Payment Range 1<br>(Scale 2) | 3   | £11.02                | £11.26               |
|                              | 4   | £11.24                | £11.49               |
| Payment Range 2<br>(Scale 3) | 5   | £11.46                | £11.72               |
|                              | 6   | £11.69                | £11.95               |
| Payment Range 3<br>(Scale 4) | 7   | £11.92                | £12.19               |
|                              | 8   | £12.16                | £12.43               |
|                              | 9   | £12.40                | £12.68               |
|                              | 10  | £12.65                | £12.94               |
|                              | 11  | £12.91                | £13.20               |

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.