



# SUPPORT STAFF PAY POLICY

2021-2022

MAT Board Approval:	November 2021
Last Review:	November 2021
Next Review:	Autumn 2022
Member of Staff Responsible:	Mrs Claire Davies

## 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).



## 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).



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**

## 1. INTRODUCTION

- 1.1. This Policy sets out the principles on which the Local Academy Board (LAB) will base its pay decisions and exercise its discretionary powers in respect of the remuneration of support staff. The Policy has been consulted upon with recognised trade unions.
- 1.2. The aim is to support recruitment and retention of a high quality workforce; enable the academy to recognise and reward support staff appropriately for their contribution to the academy and ensure that decisions on pay are managed fairly, consistently and transparently.
- 1.3. All academy support staff are employed on NJC terms and conditions of employment covered by existing Collective Agreements negotiated and agreed with the recognised trade unions. The LAB will ensure that it makes funds available to support pay decisions, in accordance with this Pay policy and the school's budgets.
- 1.4. Pay decisions will be taken with regard to the Pay Policy, to the Worcestershire Job Evaluation Scheme and resultant pay and grading structure and they will comply with relevant legislation. Roles will be evaluated in accordance with the Worcestershire JE Scheme.
- 1.5. All procedures for determining pay will be consistent with the principles of public life - objectivity, openness and accountability.
- 1.6. The DoWMAT Board of Directors delegates the implementation of this policy to the LAB Pay Committee of each DoWMAT academy.

## 2. SCOPE

- 2.1. This policy applies to all academy based 'Support staff'\* employees in the Diocese of Worcester Multi Academy Trust (DoWMAT). It covers all key areas of pay determination that academies/LABs need to consider.
- 2.2. The arrangements for determining pay in respect of academy-based teaching employees are outlined in a separate 'Pay Policy for Teachers'.
- 2.3. This Policy should be read in conjunction with Pay Guidance for Support Staff

*\*See definitions Appendix 1*

## 3. KEY PRINCIPLES

### 3.1. Equal Opportunities and Equal Pay

- 3.1.1. The principles of Equal Opportunity in employment and Equal Pay will apply, in accordance with relevant legislation, including in relation to pay levels, enhancements, promotions and

remuneration. There will be equal pay for work of equal value and no discrimination on the grounds of protected characteristics in any pay decisions. 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.

- 3.1.2. There will be an Equal Pay Review annually, including review of staffing establishment. The Governing Body will monitor the outcomes and impact of this Policy including trends in progression across specific groups of teachers to assess its effect and the academy's continued compliance with equalities legislation.

### 3.2. Recruitment and Retention

The DoWMAT Board of Directors recognises that the staff of the academy is the most important asset and values the commitment, support and goodwill of the staff at the academy. The DoWMAT Board wishes to use its pay policy to assist with the recruitment and retention of staff through providing career development within an appropriately remunerated staffing structure.

### 3.3. Appraisal

The arrangements for support staff appraisal are set out in the DoWMAT Appraisal policy. Pay progression is not based upon support staff performance.

## 4. PAY AND GRADING

School support staff will be paid in accordance with the evaluated grade for their role in accordance with academy pay-scales and job evaluation.

### 4.1. Pay Determination on Appointment

- 4.1.1. In selecting the salary grade the LAB will have regard to the Job Description and Person Specification and in relation to the Job Evaluation Scheme. (See guidance on grading of support staff).
- 4.1.2. The LAB will determine the pay range for a vacancy prior to advertising. Salaries of staff on appointment will be determined in accordance with the provisions of the academy's salary scales and conditions of service.
- 4.1.3. Upon appointment, new members of staff will normally commence at the minimum of the grade relating to that discrete post. Thereafter, normal timescales will apply in relation to normal incremental progression.
- 4.1.4. However, on appointment the LAB (or Headteacher if they have delegated authority) have discretion to award an increment/increments (within the grade) when qualifications or

experience are considered particularly relevant to the post, therefore withstanding a potential challenge of equal pay.

- 4.1.5. Employees transferring within the academy/MAT from one post to another on the same scale would transfer across at the same point.
- 4.1.6. Upon promotion or regrading to a higher graded post, the starting salary shall be the minimum of the new grade or at least one spinal column point higher than their preceding grade.

## 4.2. Pay Progression

- 4.2.1. All grades in the Worcestershire pay and grading structure comprise of service-based increments.
- 4.2.2. Service increments are payable on 1 April.
- 4.2.3. In cases where an employee has less than 6 months' service in the grade by the 1 April, they shall be granted their first service increment six months following the date that their employment commenced.
- 4.2.4. Service increments will usually be paid automatically and are not generally performance related. However, they may be withheld where an employee is going through a formal capability process.
- 4.2.5. Also, the LAB 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 documented.
- 4.2.6. The current pay scale for Support Staff can be viewed on Connect-Ed or at Appendix B.

## 5. ANNUAL SALARY REVIEW

- 5.1. The LAB will review every support staff member's salary annually with effect from 1st April.
- 5.2. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that leads 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.
- 5.3. Where a pay determination leads or may lead to the start of a period of salary protection, the LAB will give the required notification as soon as possible and no later than one month after the date of the determination.

## 6. OTHER PAYMENTS

### 6.1. Market Forces Supplements \*

- 6.1.1. Market Forces payments provide for additional payment over and above that determined by the JE evaluated grade.
- 6.1.2. The payment of market forces increments will be considered for a post/discrete post group, where there is evidence to suggest that the current Worcestershire grade maximum is insufficient to recruit or retain employees of the appropriate skill or mix.
- 6.1.3. The payment of market forces increments is reviewed by the Local Authority every three years and changes may be made to Market Forces payments as a result of the review.

*\*See Appendix 1 definitions*

### 6.2. Overtime Payments

- 6.2.1. In the event that a support staff member works over 37 hours in a working week, they will be entitled to overtime at the rate of plain time.
- 6.2.2. In the event that a part-time member of support staff works additional hours over and above their contracted hours, they shall be entitled to be paid for those hours, at plain time, up to and including a total of 37 hours.
- 6.2.3. With regards to training days, support staff will be paid for attendance at such events, in accordance with their employment contract; this may be included within their contracted weeks per year, time-off-in-lieu or an additional payment above their contracted hours.

### 6.3. Acting-up Pay

- 6.3.1. Additional responsibilities undertaken on a temporary basis at the discretion of the LAB (or of the Headteacher acting on the LAB 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.
- 6.3.2. Acting-up pay is usually only paid where full acting-up responsibilities are required; where only a part of the role is being covered or where responsibilities are shared with other employees, then honorarium payments may be made.
- 6.3.3. In cases of acting-up, there may be a temporary appointment made to the higher graded position for a fixed period, or payment will be made applying the difference between employee's current salary and the minimum point of the grade being covered.

If the employee acting-up is already on a protected salary at a higher grade, there may be no acting-up payment due; salary will not be increased further. Employees on a protected salary can be required to undertake additional duties commensurate with the level of salary protection.

#### 6.4. Honorarium Payments

- 6.4.1. Honorarium payments can be made as referenced above; if an employee is covering/acting-up part of the responsibilities of another post-holder or is sharing those responsibilities with other staff. The LAB must confirm with the DoWMAT Central Team before awarding any honorariums for additional work/contributions, for which the employee is not already receiving payment.
- 6.4.2. The reason for the honorarium should be clearly documented along with explanation for how the amount has been calculated. Where a proportion of a role is being covered or shared across a number of employees, the proportionate percentage should be applied to the salary differential for each employee, with clear justifications for the split.
- 6.4.3. Honorariums can be paid as a lump sum or over a period of time. Clear instructions and explanations about how the sum has been calculated will be sent to SES/payroll team for payment.

#### 6.5. Salary Protection

- 6.5.1. Where the employee is offered a post on a lower salary (following a restructure/redeployment to avoid compulsory redundancy), as suitable alternative employment to their current post, they would be entitled to salary protection. Their substantive salary would be at the top of the new (lower) grade.
- 6.5.2. In this case, their current basic salary is frozen at the current cash level for the shorter of three years or until the point at which the rate applicable to the new post exceeds the frozen rate. During this time, they would not receive incremental progression and cost of living increases are subsumed into the salary protection. However, salary protection is subject to a maximum value of 10% of current salary.

### 7. APPEALS AGAINST PAY DECISIONS

- 7.1. An employee may challenge a determination in relation to their pay.
- 7.2. Initially, the employee should seek to resolve any appeal against a decision informally, with the Headteacher.
- 7.3. Where this is not possible, or in cases where the employee is dissatisfied with any informal resolution, they may follow the formal appeals process – see Appendices C and D.

## 8. FURTHER ADVICE

For further advice, please contact the Schools HR Consultancy team.

## 9. POLICY REVIEW

The school will review and consult on its policy each year to ensure that the policy reflects the latest position.

Issued	
Review	
Updated	

## APPENDIX A - DEFINITIONS

1. **Support staff** – all school-based employees who are not teachers.
2. **Honorarium** – an additional, ex-gratia payment. A LAB wishing to award a Honorarium must speak to the DoWMAT Central Team before taking any action towards this. Any agreed Honorarium will be in accordance with Green Book terms and conditions.
3. **Market Forces supplement** – an additional temporary payment applied to the basic salary of an individual job/group of jobs, where market pressures would otherwise prevent the school from being able to recruit/retain staff with a particular skill/group of skills.

**APPENDIX B - SALARY GRADES FOR LOCAL GOVERNMENT EMPLOYEES APRIL 2020  
(FULL-TIME, FULL YEAR)**

SNA	1324
Sleeping In	37.07

	SCP	01.04.19	01.04.20	R1 (37hrs)	Plus SNA	01.04.20 Sal + SNA	Casuals	Enhanced Rate Plus SNA
SC1 (1-2)	1	17364	17842	9.25	9.93	19166	10.59	11.37
TA1 (1-4)	2	17711	18198	9.43	10.12	19522	10.8	11.59
SC2 (3-4)	3	18065	18562	9.62	10.31	19886	11.02	11.8
	4	18426	18933	9.81	10.5	20257	11.24	12.02
SC3/TA2 (5-6)	5	18795	19312	10.01	10.7	20636	11.46	12.25
	6	19171	19698	10.21	10.9	21022	11.69	12.48
SC4 (7-11)	7	19554	20092	10.41	11.1	21416	11.92	12.71
TA3 (7-17)	8	19945	20493	10.62	11.31	21817	12.16	12.95
	9	20344	20903	10.83	11.52	22227	12.4	13.19
	10	20751	21322	11.05	11.74	22646	12.65	13.44
	11	21166	21748	11.27	11.96	23072	12.91	13.69
SC5 (12-17)	12	21589	22183	11.5	12.18	23507	13.16	13.95
	13	22021	22627	11.73	12.41	23951	13.43	14.21
	14	22462	23080	11.96	12.65	24404	13.7	14.48
	15	22911	23541	12.2	12.89	24865	13.97	14.76
	16	23369	24012	12.45	13.13	25336	14.25	15.04
	17	23836	24491	12.69	13.38	25815	14.53	15.32
	18	24313	24982	12.95	13.64	26306	14.83	15.61
SC6 (18-22)	19	24799	25481	13.21	13.89	26805	15.12	15.91
TA4 (19-22)	20	25295	25991	13.47	14.16	27315	15.42	16.21
	21	25801	26511	13.74	14.43	27835	15.73	16.52
	22	26317	27041	14.02	14.7	28365	16.05	16.83
SO1 (23-25)	23	26999	27741	14.38	15.07	29065	16.46	17.25
	24	27905	28672	14.86	15.55	29996	17.02	17.8
	25	28785	29577	15.33	16.02	30901	17.55	18.34
SO2 (26-28)	26	29636	30451	15.78			18.07	
	27	30507	31346	16.25			18.6	
PO1 (28-31)	28	31371	32234	16.71			19.13	
	29	32029	32910	17.06			19.53	
	30	32878	33782	17.51			20.05	
	31	33799	34728	18			20.61	
PO2 (32-35)	32	34788	35745	18.53			21.21	
	33	35934	36922	19.14			21.91	
	34	36876	37890	19.64			22.49	

	<b>35</b>	37849	<b>38890</b>	20.16		23.08	
<b>PO3 (36-39)</b>	<b>36</b>	38813	<b>39880</b>	20.67		23.67	
	<b>37</b>	39782	<b>40876</b>	21.19		24.26	
	<b>38</b>	40760	<b>41881</b>	21.71		24.85	
	<b>39</b>	41675	<b>42821</b>	22.2		25.41	
<b>PO4 (40-43)</b>	<b>40</b>	44389	<b>45610</b>	23.64		27.07	
	<b>41</b>	45847	<b>47108</b>	24.42		27.96	
	<b>42</b>	46871	<b>48160</b>	24.96		28.58	
	<b>43</b>	47870	<b>49186</b>	25.49		29.19	
<b>PO5 (44-47)</b>	<b>44</b>	49359	<b>50716</b>	26.29		30.1	
	<b>45</b>	50392	<b>51778</b>	26.84		30.73	
	<b>46</b>	51444	<b>52859</b>	27.4		31.37	
	<b>47</b>	52483	<b>53926</b>	27.95		32	
<b>PO6 (48-51)</b>	<b>48</b>	55065	<b>56579</b>	29.33		33.58	
	<b>49</b>	56150	<b>57694</b>	29.9		34.24	
	<b>50</b>	57209	<b>58782</b>	30.47		34.88	
	<b>51</b>	58342	<b>59946</b>	31.07		35.57	
<b>PO7 (52-55)</b>	<b>52</b>	61154	<b>62836</b>	32.57		37.29	
	<b>53</b>	62374	<b>64089</b>	33.22		38.03	
	<b>54</b>	63623	<b>65373</b>	33.88		38.8	
	<b>55</b>	64896	<b>66681</b>	34.56		39.57	

## APPENDIX C - APPEALS AGAINST SALARY DETERMINATIONS PROCESS

The arrangements for considering appeals are as follows:

1. A member of the support staff may seek a review of any determination in relation to his pay or any other decision taken by the LAB (or a committee or individual acting with delegated authority) that affects his/her pay.
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 academy's pay policy.
  - b) Failed to have proper regard for statutory guidance.
  - c) Failed to take proper account of relevant evidence.
  - d) Took account of irrelevant or inaccurate evidence.
  - e) Was biased; or
  - f) Otherwise unlawfully discriminated against the member of staff.
  - g) The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
3. 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.
  4. Where this is not possible, or where the employee continues to be dissatisfied, he/she may follow a formal reconsideration and appeal process.
  5. The employee should set down in writing their grounds for questioning the pay decision/job description allocation and send it, in writing, to the Headteacher within 10 working days of the notification of the decision, or the outcome of the discussion referred to above.
  6. The Headteacher should arrange an appeal hearing within 20 working days of receipt of the written grounds for questioning the pay decision. The appeal hearing should be heard by a panel of three LAB members\*, to consider the appeal and give the member of staff an opportunity to make representations in person.
  7. For any formal appeal, the employee is entitled 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 Appeal Panel at least 5 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.

*\*Or alternative, as outlined in the academy's Scheme of Delegated Authority*

## APPENDIX D - MODEL AGENDA FOR PAY APPEALS MEETING

Present:

Members of Appeal Panel\*

HR Consultant to Pay Appeal (if appropriate)\*\*

Employee and representative

Headteacher and Chair of Pay Committee\*\*\*

Clerk to the LAB

(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 Panel 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 Panel.
4. Statement by respondent Chair of Pay Committee including Headteacher/witnesses.
5. Questions by employee/representative and members of the Pay Appeals Panel.
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 Panel 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 Panel will hear appeals against determinations made by the Pay Committee and must not have been involved in the original determination.*

*\*\*Where an HR Consultant is in attendance to support the Panel, they may ask questions at any point and advise the Panel as appropriate, including during considerations.*

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

**APPENDIX D - ACADEMY STAFFING STRUCTURE** *Please see the relevant document for the individual academy concerned.*

## SUPPORT STAFF PAY GUIDANCE FOR SCHOOLS

### A. Overview of Recommended Grades for Technicians *(See separate Guidance in full on Connect Ed)*

#### 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	An experienced technician carrying out the full range of duties; no supervisory responsibility for other staff, but will assist in the training of other Science Technicians.
Senior Science Technician	Scale 5	An experienced technician who supervises up to five other technicians in addition to carrying out Science Technician duties.
Team Leader Science Technician	Scale 6	An experienced technician who manages six or more (Science) Technicians within the school and carries out Science Technician duties.

#### DESIGN & TECHNOLOGY TECHNICIANS

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

## B. Overview of Recommended Grades for Teaching Assistants *(See separate Guidance in full on Connect Ed)*

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

## C. Overview of Recommended Grades for Higher Level Teaching Assistants and Cover Supervisors *(See separate Guidance in full on Connect Ed)*

### 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 utilizing detailed knowledge and specialist skills in specialist discipline being fully involved in all stages of the planning cycle.
- To work under the guidance of teaching/senior staff, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the management/preparation of resources.

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

## HIGHER LEVEL TEACHING ASSISTANT

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

<b>Cover Supervisor only</b> (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> (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> (Teaching Assistant Grade 4)	SCP 19-22	Pro rata for less than 37 hours and 195 working days.	(Qualified)

## D. Overview of Recommended Grades for School Administrative Staff *(Showing Profiles of Job Features - See Guidance on Connect Ed)*

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					✓	✓	✓

	<b>Recommended Grade</b>					
	<b>Scale 1</b>	<b>Scale 2</b>	<b>Scale 3</b>	<b>Scale 4</b>	<b>Scale 5</b>	<b>Scale 6</b>
<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							✓

## E. Overview of Recommended Grades for School Caretakers *(Showing Profiles of Job Features - See Guidance on Connect Ed)*

Job features	Recommended Grade / Job Outline Ref							
	Scale 2	Scale 3			Scale 4			Scale 5
	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	✓		✓	✓	✓ 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			✓	✓	✓	✓	✓	✓
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	Recommended Grade / Job Outline Ref.							
	Scale 2	Scale 3			Scale 4			Scale 5
	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							✓	
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## F. Remuneration for Clerks to the Governing Body

	SCP	Under 5 Years' Service 01/04/2020	Over 5 Years' Service 01/04/2020
<b>Payment Range 1</b> (Scale 2)	3	£11.02	£11.26
	4	£11.24	£11.49
<b>Payment Range 2</b> (Scale 3)	5	£11.46	£11.72
	6	£11.69	£11.95
<b>Payment Range 3</b> (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

## 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

1. 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.
2. The Lettings Custodian must also ensure that 'double bookings' are avoided, bringing such incidents to the attention of the Headteacher, as soon as possible.
3. 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.
4. 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.
5. 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

1. 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

1. 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.
2. 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.

3. 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.
4. 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.
5. Claims for payment to Lettings Custodians for lettings' duties must be submitted to the Children's Services Directorate's, Staffing, Salaries and Appointments Section, using Form SWA/LET, on a monthly basis.

#### **D. Accommodation**

1. 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.
2. Schools are entitled to insist that changing rooms are used by clubs whose members change on the site.
3. 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**

1. 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)**

Duration After Normal Duty Time (Hours : Minutes)	Up to Scale 3 April 2020	Scale 4 & above April 2020
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

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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

## Model Letter 1 – Invite to Pay Appeal Hearing

Dear

### Appeal Against Pay Decision

Following your letter of **[date]** lodging your appeal against **[pay decision in relation to....]** I have arranged for your appeal to be heard by the Appeal Panel at **[location]** on **[date]** at **[time]**.

You have the right to be accompanied by a colleague or trade union representative at this hearing and I enclose a copy of the procedure which will be followed at the meeting. Please confirm who will be accompanying you by **[date]**.

The Appeal Panel will be provided with the documentation which was available at the initial meeting. If you have any supplementary documentation which you wish to be submitted to the Appeal Panel it must be provided to the Headteacher, not less than 5 working days before the hearing.

Yours sincerely,

Headteacher / Clerk to Governors  
(as appropriate)

## Model Letter 2 – Outcome of Pay Appeal

Dear

### Appeal Against Pay Decision

Following your appeal against **[pay decision in relation to...]** on **[date]** at **[time]** I confirm that having regard to all the circumstances the Appeal Panel has decided to:

- i. allow your appeal. The decision taken at the **[meeting]** held on **[date]** is therefore revoked and will cease to be effective.
- ii. allow your appeal in part. The decision taken at the **[meeting]** held on **[date]** is therefore revoked and replaced by **[decision]**.
- iii. dismiss your appeal. The decision taken at the **[meeting]** held on **[date]** therefore stands and **[details of decision]**.

In reaching their decision the Appeal Panel were particularly mindful of the following points [details of evidence considered and reasons for decision].

Yours sincerely,

Chair of Pay Appeal Panel

Copy to: Headteacher