



Frassati Catholic Academy Trust

Pay Policy 2018-2019

**St Edmund Campion Catholic Primary School and Nursery
St Francis Catholic Primary
St Margaret Clitherow Catholic Primary
St Mary's Catholic Primary School and Pre-School
St Teresa's Catholic Academy**

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Pay Policy

The Board of Directors of the Academy Trust Company adopted this policy in December 2018.

It will be reviewed annually.

1 Introduction

- 1.1 The Board has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for teaching staff employed in the Academy schools. The policy was recommended to the Board by the Local Governing Bodies of the Schools.
- 1.2 The Board is committed to taking decisions in accordance with the 'key principles of public life': objectivity, openness and accountability. It recognises the requirement for a fair and transparent policy to determine the pay and grading for teaching staff employed in the school, which takes account of the conditions of service under which staff are employed and relevant statutory requirements.
- 1.3 The Board recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Rights Act 1996, the Employment Relations Act 1999, the Part –time Workers (Prevention of Less Favorable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, and will ensure that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.
- 1.4 Pay decisions will take account of the resources available to the schools. The schools' staffing structures will support the school improvement plan. The local governing bodies will exercise discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in schools' pay decisions.
- 1.5 The Board and local governing bodies recognise the requirement that all pay progression decisions for all teaching staff must be linked to annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair equitable and transparent way.
- 1.6 This policy has been recommended by the committees of the governing bodies following consultation with staff and the recognised trade unions and recommended by the local governing bodies to the Board for adoption. Any subsequent changes will also be subject to further consultation before amendment by the committees. The committees will have authority to take decisions on behalf of the local governing body on pay matters as defined in this policy. The terms of reference for this Committee are attached as Appendix 1.
- 1.7 The school staffing structures are attached as Appendix B. Any subsequent changes to the staffing structures will be subject to consultation.
- 1.8 The schools will make copies of this policy available to all staff.

2 Aims of the policy

- 2.1 The Board of Directors together with the local governing bodies aim to use the schools' pay policy to:
 - Maintain and improve the quality of teaching and learning at the schools;

- Support the school and academy improvement plans;
 - Underpin the schools' performance management;
 - Ensure that all staff are valued and appropriately rewarded for their work contribution to the school;
 - Ensure staff are well motivated, supported by positive recruitment and retention policies and staff development;
 - Demonstrate that decisions on pay are fair and equitable and recognise the principle of equal pay for like work and work of equal value;
 - Provide flexibility to recognize individual staff performance linked to pay decisions.
- 2.2 The board and local governing body will also consider advice issued by the Department for Education, recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation.

3 Job Roles and Responsibilities

- 3.1 All teachers will be provided with a job description outlining the roles and responsibilities of the post. This will also include the pay range and any additional payments or allowances covered by this policy. The job description will state the reason for any additional allowances or payments and whether this is a permanent or temporary payment.
- 3.2 Any significant changes to duties and responsibilities of a post will be subject to discussion with the member of staff with a view to reaching agreement. Where there is a significant change in duties and responsibilities of a post a new job description will be issued.
- 3.3 Where the staffing structure of the school needs to be changed, resulting in broader changes to roles and responsibilities, this will be the subject of consultation with staff and the recognised trade unions before any changes are made and with a view to seeking to agree the changes before new job descriptions are issued.

4 Pay Assessment and Pay Review

- 4.1 The local governing body will ensure that every teacher's salary is reviewed on an annual basis with effect from 1 September and no later than 31 October each year. In the case of the head teacher the review will be no later than 31 December.
- 4.2 The teacher's appraisal report will contain a recommendation on pay. The head teacher will be responsible for submitting any recommendations for pay progression, in accordance with the relevant sections of this policy, to the pay and performance/Finance committee for approval.
- 4.3 All teachers will be entitled to receive an annual pay statement including details of any salary and financial benefits to which they are entitled, including any salary safeguarding arrangements that may apply.
- 4.4 A review may occur at other times where there has been a significant change affecting an individual teacher's pay. A revised written statement will be issued to the teacher in such circumstances, including any salary safeguarding arrangements that may apply

4.5 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.

4.6 All safeguarding of pay will be in accordance with the arrangements set out in the School Teachers Pay and Conditions Document (STPCD).

5 **Recruitment**

Teaching staff

5.1 Advertisements for vacant posts in the school will be considered by the head teacher and pay and performance committee where appropriate. All posts will be advertised internally or externally, locally or nationally as appropriate.

5.2 The advertisement will include the relevant pay band for the post from the range of bands determined by the governing body as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post.

5.3 In respect of the head teacher post becoming vacant the governing body will agree a broad pay range based on the arrangements set out in paragraph 6.2.1 of this policy. The post may be advertised with an indicative pay range but with flexibility to pay up to the maximum of the agreed broad range for the selected candidate as appropriate.

5.4 Where an applicant does not meet the criteria for the level of post advertised within the school pay structure but the post would otherwise prove difficult to fill, the governing body may appoint at a lower level but also consider a recruitment payment in accordance with the school policy set out in section 9.4. Any recruitment and retention payment considered in respect of the head teacher will be included in the calculation of the pay range for the post, in accordance with paragraph 6.2.1 of this policy and will not be made as an additional recruitment and retention payment.

5.5 Where the post is on a temporary basis, the advertisement will specify the reason for and duration of the post.

5.6 The arrangements for advertising vacancies for support staff will mirror those for teaching staff. Advertisements will indicate the number of working hours and working weeks and will show the appropriate salary and grade.

6 **Teaching Staff Pay**

6.1 In this MAT all teaching staff are employed in accordance with the provisions of the STPCD. In reviewing pay scales in the future the Board will have regard to any changes to national pay ranges contained within the STPCD. The following pay arrangements have been agreed by the Board using the flexibilities contained within the STPCD.

6.1.1 The local governing body will consider any recommended pay awards agreed nationally and will decide annually on whether or not these should be applied to the pay ranges detailed in this policy.

6.2 **Frassati Central / Leadership / Executive Pay**

- 6.2.1 The salary range for all staff paid on the leadership spine will be determined by reference to the provisions of the STPCD and will include consideration of any broader responsibilities that attach to the role.
- 6.2.2 The FCAT Board of Directors will determine the salary of the CEO with reference to benchmarking of CEO pay within the charity sector.
- 6.2.3 The FCAT CEO will determine the pay ranges for the executive team members and other members of the central team with reference to benchmarking of pay within the charity sector.

6.3 Head Teacher

- 6.3.1 The local governing body will assign an Individual School Range based on the school group size and any permanent additional relevant factors as determined within the framework of the School Teachers' Pay and Conditions document. These additional factors will relate to the school context and challenge, and the wider accountability of the head teacher, which may also include circumstances where:
- the school is a school causing concern;
 - without such additional payment the governing body considers that the school would have substantial difficulty filling a vacant head teacher post;
 - without such additional payment the governing body considers the school would have substantial difficulty retaining the existing head teacher;
 - the head teacher has additional permanent responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.
- 6.3.2 The Individual School Range will be established in pay bands as set out in Appendix D of this policy, and will take account of the Governors' leadership skills level descriptors set out in the school's Appraisal Policy. Other than in exceptional circumstances, the Individual School Range will not exceed 25% of the maximum of the school group size. The governing body will ensure that other than in exceptional circumstances, there is no overlap of salary bands between the head teacher and other leadership posts.
- 6.3.3 In addition, the local governing body may consider an additional payment to the head teacher in respect of temporary additional duties and responsibilities, e.g. where they are providing services to other schools as a consultant leader, school improvement partner, local or national leader of education etc. including where the head teacher is appointed as a temporary head teacher of one or more additional schools, not included as a permanent factor in the calculation of the ISR. The additional payment will be time limited and will not exceed 25% of the salary agreed under paragraph 6.2.1 or 25% of the maximum of the school group size, whichever is the lower.
- 6.3.4 In wholly exceptional circumstances the local governing body may consider a payment in excess of 25%. In such circumstances, the governing body will seek external independent advice and the agreement of the Board.
- 6.3.5 The local governing body may also award an additional payment, outside the restrictions of the above paragraphs, and which will not be included in the calculation of the ISR, in respect of:
- Housing or relocation costs

- 6.3.6 The local governing body will calculate the head teacher group size at the start of each academic year and determine the appropriate Individual School Range for the year. The local governing body will determine the group size for the school in accordance with the provisions of the School Teachers' Pay and Conditions Document.
- 6.3.7 In setting the ISR the local governing body will have regard to the indicative salary points for the leadership range contained within the relevant School Teacher's' Pay and Conditions Document.
- 6.3.8 On appointment the salary of the head teacher will be within the agreed Individual School Range up to a maximum of the penultimate point on the agreed range for an outstanding candidate, matched against the Governors' leadership skills level descriptors.
- 6.3.9 Progression on the ISR for the head teacher will be subject to a review of the head teacher's performance set against the annual appraisal review and the Governors' leadership skills level descriptors. The head teacher will not move from Band 1 to Band 2, or from Band 2 to Band 3 on the ISR until all the elements of the Governors' leadership skills level descriptors for the post for either Band 2 or band 3 respectively have been met.
- 6.3.10 The local governing body may award one increment for sustained high quality performance against the criteria in paragraph 6.2.9 above or may award two or more increments where performance has been exceptional and exceeded the expectations set out in paragraph 6.2.9.
- 6.3.11 Where performance has not been of a sustained high quality the local governing body may decide that there should be no pay progression. The pay review for the head teacher will be completed by 31 December.
- 6.2.12 The Board and Local Governing Body have determined that a head teacher appointed to band 1 on the ISR would, other than in exceptional circumstances, be expected to have progressed to Band 2 within 2 years of taking up their post. In circumstances where the head teacher's performance is not at that level this will be addressed through the school's appraisal, and possibly capability procedure.
- 6.3.13 The local governing body will ensure that reasons for setting the ISR at a given level are recorded and that the process for the determination of the head teacher's salary is fair and transparent.

6.4 **Other Leadership Posts**

- 6.4.1 The local governing body will determine a 5 point pay range for all other leadership posts from within the indicative pay points for the leadership scale contained in the STPCD.
- 6.4.2 The relevant leadership range will be established in pay bands as set out in Appendix D of this policy, and will take account of the Governors' leadership skills level descriptors set out in the school's Appraisal Policy. The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts.
- 6.4.3 Other than in exceptional circumstances, the governing body will ensure that there is no overlap of pay points between the head teacher and any other leadership post.
- 6.4.4 On appointment a teacher paid on the leadership scale will be appointed according to experience at any point below the maximum of the range matched against the Governors' leadership skills descriptors.

- 6.4.5 The pay range for teachers paid on the leadership spine will be reviewed on 1 September each year or at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for a member of staff on the leadership spine.
- 6.4.6 Progression on the pay range for a member of staff paid on the leadership scale will be subject to a review of their performance set against the annual appraisal review and the Governors' leadership skills level descriptors. The teacher will not move from Band 1 to Band 2, or from Band 2 to Band 3 on the relevant leadership pay range until all the elements of the Governors' leadership skills level descriptors for the post for either Band 2 or band 3 respectively have been met.
- 6.4.7 The local governing body may decide to award one increment for sustained high quality performance against the criteria set out in paragraph 6.3.6 or two increments where performance has been exceptional against the criteria set out in paragraph 6.3.6
- 6.4.8 Where performance has not been of a sustained high quality the Board and local governing body may decide that there should be no pay progression. The pay review will be completed by 31 October or date as per appraisal policy
- 6.4.9 The Local Governing Body has determined that a teacher appointed to Band 1 on the relevant leadership pay range would, other than in exceptional circumstances, be expected to have progressed to Band 2 within 1 year of taking up their post. In circumstances where the teacher's performance is not at that level this will be addressed through the school's appraisal, and possibly capability procedure.
- 6.4.10 The local governing body will ensure that the reasons for setting the pay range at a given level are recorded and that the process for the determination all leadership posts is fair and transparent.
- 6.4.11 The local governing body may also consider additional payments in accordance with sections 9.5 - 9.8 of this policy.

6.5 Other Posts paid above the Classroom Teacher Scale – Leading Practitioners

- 6.5.1 The pay range for these posts will be within the minimum and maximum of the range for Leading Practitioners contained within the STPCD, and will be determined by the role and range of responsibility of each post, which may vary across the school.
- 6.5.2 Each post will have a pay range which will not exceed the range of Headteacher to be determined by the Governors.

Each post will be paid at a fixed point within the minimum and maximum range contained within the STPCD.
- 6.5.3 The starting salary for an appointment to a post on the Leading Practitioner pay range will be determined by the local governing body and take account of the teacher's skills and experience.
- 6.5.4 Progression on the pay range for a member of staff paid on the Leading Practitioner pay range will be subject to a review of performance set against the annual appraisal review. The local governing body may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a

sustained high quality, the governing body may decide that there should be no pay progression. The pay review will be completed by 31 October or date as per appraisal policy.

6.6 Main Scale and Upper Pay Range Teachers

6.6.1 The local governing body will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the STPCD.

6.6.2 The local governing body has established a pay structure for these posts.
See Appendix D

6.6.3 The local governing body has agreed Career Stage Expectations/Professional Skills Level Descriptors for each band which are detailed in the school's Appraisal Policy.

6.7.1 Pay Progression Within Bands

6.7.1 Pay progression within bands will be subject to sustained performance towards the next higher band, and meeting the relevant teachers' standards and Career Stage Expectations/Professional Skills Level Descriptors for that band or other criteria as set by the local governing body. Meeting appraisal objectives will not automatically mean that pay progression will be awarded. Where a teacher's performance does not demonstrate a sustained level, and is below the school's expectations at that level of post, the governors may determine that no incremental progression will be awarded in that year.

6.7.2 Progression within a pay band will be subject to a review of the teacher's performance set against the annual appraisal review and the Teachers' Standards. The local governing body may decide to award one increment for sustained high quality performance in line with school expectations or two increments where performance has exceeded school expectations. For teachers on the upper pay range (Band 3 – Expert Teacher) progression will normally be considered after two years of sustained high-quality performance or earlier where performance has exceeded school expectations.

6.7.3 The local governing body has determined that, other than exceptional circumstances, a teacher would not move to Band 2 (Accomplished Teacher) unless they are able to demonstrate, ideally, either a broad range of experience or a high degree of experience in a specialist area or to Band 3 unless in addition to the criteria set out in 6.6.4, they are able to demonstrate for example; two, three or four years' experience/experience of working across different key stages, and including a period of sustained level of performance at the higher level immediately prior to moving to Expert Teacher.

6.7.4 The local governing body has determined that progression between bands will be sequential and a teacher will not move more than one band, other than in exceptional circumstances where a teacher's level of performance is significantly above that of school expectations and meets the requirements of the higher-level band.

6.7.5 The local governing body has determined that a teacher appointed to Band 1 (Teacher) would, other than in exceptional circumstances, be expected to have progressed to the Accomplished Teacher band within a maximum of two/three years of taking up their post. In circumstances where a teacher's performance is not at that level, this will be addressed through the school's appraisal and possibly capability procedure.

- 6.7.6 A teacher reaching the top of Band 1 will automatically progress to the next band if they meet the criteria for the higher band and are recommended for progression by the appraiser.

Accelerated progression

- 6.7.7 The local governing body has determined that normally progression within a band will be by annual increments. However, where a teacher's performance has been of a sustained high quality, exceeding school expectations at that level, the local governing body may award accelerated progression (of up to two increments) within that band. Progression to the next band will be subject to the criteria for the higher band being met as set out in the previous paragraphs of this section of the policy.

Appointments

- 6.7.8 A newly appointed teacher will usually be appointed at the minimum of the band/no higher than the second point in the band/at any point in the band to take account of a teacher's previous salary and/or relevant experience as determined by the head teacher.
- 6.7.9 The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalized. The revised salary/pay range will be no lower than the initial salary on appointment.
- 6.7.10 A teacher transferring roles internally within the school will continue to be paid the same salary on the main pay range (Bands 1 and 2) or the Upper Pay Range (Band 3) as paid in the previous role.

6.8 Application to move onto the Upper Pay Range (Band 3 – Accomplished Teacher)

- 6.8.1 All qualified teachers can apply to be paid on the upper pay range, and any application will be assessed in line with this policy.
- 6.8.2 Applications can be made at least at least once a year.
- 6.8.3 The governing body/committee will consider applications from a teacher during the Summer term for progression at the start of the Autumn term. A teacher may submit one application in any academic year.
- 6.8.4 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 or schools. This school will not be bound by any pay decision made by another school.
- 6.8.5 For an application to be successful the teacher will need to demonstrate that they meet all the teachers' standards and the professional skills level descriptors agreed by the local governing body for teachers on the upper pay range (Band 3 – Accomplished Teacher). The teacher will also need to demonstrate that they have been working at that level for a significant period of at least one term prior to the submission of the application.
- 6.8.6 As defined in the STPCD, a teacher being considered for a move onto the Upper Pay Range (Expert Teacher – Band 3) must therefore be able to demonstrate:
- that the teacher is highly competent in all elements of the relevant standards and
 - that the teacher's achievements and contribution to the school are substantial and sustained.

as exemplified by the school's career stage expectations/professional skills level descriptors.

For the purposes of this pay policy:

- **'highly competent' means:**
Performance which is good enough to provide coaching, mentoring, and advice to other teachers, and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice;
- **“substantial’ means:**
The teacher's contributions are of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning
- **'sustained' means:**
The teacher's contributions have been maintained over a long period

6.8.7 An application for progression to the Upper Pay Range (Band 3 – Accomplished Teacher) will be assessed by the head teacher and a decision notified to the teacher in writing within 20 working days of receipt of the application.

6.8.8 If successful, applicants will move to the upper pay range from the September 1st.

6.8.9 If unsuccessful, the teacher will be provided with feedback by the head teacher, stating why the application was unsuccessful and providing advice on how the teacher can improve when making another application in the future.

6.8.10 Appeals against the decision, should be submitted within 10 working days of receipt of the outcome notification and will be considered in line with the school's pay appeals procedure set out in Appendix C.

6.9 **Unqualified Teachers**

6.9.1 The governing body will appoint unqualified teachers to a salary within the range set out in the STPCD. See Appendix D.

6.9.2 These points overlap with Band 1 (Teacher) on the Qualified Teacher scale and Therefore, the local governing body will take account of the professional skill level descriptors for those teachers in setting the relevant expectations for an unqualified teacher paid at this level.

6.9.3 A newly appointed unqualified teacher will usually be appointed at any point in the band determined by the head teacher. The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalized. The revised salary/pay range will be no lower than the initial salary on appointment

- 6.9.4 Progression within the range will be subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teachers' Standards. The governing body may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality the governing body made decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level this will be addressed through the school's appraisal and possibly capability procedure.
- 6.9.5 The pay review will be completed by 31 October.
- 6.9.6 Where an unqualified teacher obtains qualified teacher status whilst employed by the school, they will transfer to the relevant pay band for qualified teachers at a salary at least equivalent to the salary they were being paid as an unqualified teacher.
- 6.9.7 The governing body may pay additional allowances to an unqualified teacher where, the teacher has either:
- taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skill and judgement; or
 - gained qualifications or experience which bring added value to the role being undertaken.

7 Supply Teachers

- 7.1 Teachers employed on a short notice or supply basis will have their pay determined in line with the arrangements outlined in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195. For temporary teachers on short notice this will be multiplied by the number of days to be worked.
- 7.2 A short notice teacher who is employed by the school throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.

Guidelines for the payment of supply teachers are shown in Appendix F

8 Part-time Teachers

- 8.1 Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time.
- 8.2 The local governing body will ensure that part time teachers' pay and working time will be dealt with in accordance with the STPCD. Pay scales and pay progression will be as detailed earlier in this policy.
- 8.3 Part time teachers will be entitled to be paid for their contractual hours pro rata to a full time teacher and will also be entitled to PPA time, other non-contact time and directed time allocated on a pro rata basis.
- 8.4 PPA shall be provided in accordance with the STPCD.

9 Allowances

9.1 Teaching and Learning Responsibility Payments (TLRs)

9.1.1 TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure.

9.1.2 TLR payments will be awarded to a teacher on the main pay range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the school's staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable.

i.e. where a post:

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

9.1.3 The local governing body will award TLR payments within the range prescribed in the STPCD.

9.1.4 A teacher will not be awarded more than one TLR of any value at the same time.

9.1.5 A TLR payment will not be awarded in respect of teaching duties more appropriately recognised under section 9.2 of this policy in respect of Special Educational Needs.

9.1.6 The local governing body may award a temporary TLR (TLR3) payment to a post requiring additional duties for a time limited period for a specific project identified as a priority within the school development plan or other substantial school improvement projects or exceptional one off externally driven responsibilities.

9.1.7 The value of any temporary TLR3 will be determined within the above range on an individual basis according to complexity and level of responsibility of the role.

9.1.8 The duration of such temporary TLR3 payments will be reviewed annually as part of their performance review and may be extended if appropriate.

9.1.9 There will be no safeguarding of any temporary TLR3 payments.

9.2 Special Educational Needs (SEN)

9.2.1 The local governing body may award a Special Educational Needs Allowance to a classroom teacher in the following circumstances

- in any SEN post that requires a mandatory SEN Qualification;
- who teaches pupils in one or more designated special classes or units in the school;
- in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit where the post

- (i) involves a substantial element of working directly with children with special educational needs;
- (ii) requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs;
- (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

9.2.2 The local governing body may determine a spot value for each post, taking account of the structure for SEN provision in the school and:

- whether any mandatory qualifications are required for the post;
- the qualifications and expertise of the teacher relevant to the post; **and**
- the relative demands of the post.

9.2.3 The value of any SEN allowance in the school will be within the range prescribed in the STPCD.

9.3 **Acting Allowances**

9.3.1 Teachers who cover all of the duties associated with a post of a higher grade or allowance than their own for a period of at least four weeks will be considered for payment of an acting allowance. This will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher-level post, and will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

9.4 **Recruitment and Retention**

9.4.1 The local governing body may, on the advice of the head teacher, consider the award of a recruitment and retention payment where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been or it is considered difficult to fill; or
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.
- to recognise a teacher's performance which exceeds the school's expectations and which is not recognised through accelerated salary progression in other sections in this policy.

9.4.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future.

9.4.3 The duration of the payment will be determined according to the circumstances of the payment but should be reviewed annually.

9.4.4 Normally a recruitment or retention payment will be financial, but where appropriate, governors may consider other benefits e.g. relocation expenses, health care, sports membership, childcare provision etc.

9.5 **Out of School Learning Activities**

9.5.1 Teachers who undertake agreed voluntary learning activities outside the normal school day, and whose salary range does not take account of such activity may be entitled to an additional payment. The local governing body advised by the head teacher, will consider each case individually before the activity takes place. Such activities may include:

- Holiday revision groups
- Breakfast clubs
- Homework clubs
- Summer Schools
- Saturday morning booster classes
- Study support groups
- Activities for gifted and talented children
- Curriculum linked sporting or arts related activities or clubs

9.5.2 The rate of payment will be determined according to circumstances, but will usually be at the teacher's normal hourly rate.

9.6 **Continuing Professional Development**

9.6.1 The local governing body, advised by the head teacher, may consider in advance awarding additional payments to teachers in respect of continuing professional development undertaken outside of the school day. The local governing body will consider each case on an individual basis.

9.7 **Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school**

9.7.1 The local governing body may award an additional payment for work undertaken on a voluntary basis relating to the provision of initial teacher training (ITT), where this is provided as part of the normal activity of the school.

9.7.2 The governing body will not award additional payments in respect of School Centered ITT (SCITT) where the school takes the lead in providing ITT courses including planning and preparing materials for an ITT course and taking responsibility for the well-being and tuition of ITT students. Such duties may be considered under a separate non-teaching contract.

9.8 **Additional responsibilities and activities due to or in respect of the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools**

9.8.1 The local governing body may consider an additional payment where the head teacher is providing services to other school e.g. as a consultant leader, school improvement partner, local leader for education or national leader of education.

9.8.2 Any payment considered under this section will be temporary only.

9.8.3 No payment will be considered where these duties have already been taken into account in other sections of this policy

9.9 **Payment for In Service Teacher Training (INSET)**

9.9.1 The local governing body may consider a payment to teaching staff who undertake voluntary INSET at weekends or during school closure periods, where it can be demonstrated that the school has made significant savings by avoiding the need for supply cover.

9.10 **Designated First Aiders**

9.10.1 The local governing body may pay designated first aiders a retainer, whilst they are available, qualified and willing to render first aid to employees.

10 **Salary Sacrifice**

10.1 The local governing body may support salary sacrifice arrangements for teachers in respect of the following:

- Childcare vouchers / childcare benefit schemes
- Cycle or cyclists' safety equipment scheme
- Mobile phone scheme

10.2 Participation in any salary sacrifice scheme arrangement will have no effect upon the determination of any safeguarded sum to which the teacher may be entitled.

11 **Safeguarding**

11.1 The governing body will apply the salary safeguarding provisions of the STPCD.

12. **Appeals**

12.1 **The arrangements for considering appeals are as follows:**

A teacher may seek a review of any determination in relation to their pay or any other decision taken by the local governing body (or a committee or individual acting with delegated authority) that affects their pay.

12.2 **The following list includes the usual reasons for seeking a review of pay determination;:**

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

- a) incorrectly applied any provision of the Document;
- 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 teacher.

12.3 **The order of proceedings is as follows:**

- I. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
- II. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.

This option may be more useful if the decision-maker is a person rather than a committee.

- III. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
- IV. The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
- V. The committee or person who made the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
- VI. Any appeal should be heard by a panel of three governors who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. 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.
- VII. The Appeal Panel's decision will be final and there will be no further appeal rights.

12.3 Appendix C contains the appeal hearing procedure.

13 **Salaries of Support Staff**

- 13.1 On appointing a member of the support staff the job description determined for the post to which the employee is to be appointed will be evaluated in accordance with and approved scheme. Advice will be sought from persons engaged by the local governing body.
- 13.2 The head teacher, in consultation with the Chair of Governors, will determine the appropriate point on the evaluated scale (see Appendix D) having regard to:
 - i) relevant qualifications and/or experience
 - ii) recruitment/retention needs of the school in respect of the post
 - iii) level of training required to fulfil all requirements of the post

The decision of the head teacher will be reported to the Pay committee (or equivalent).

- 13.3 If at any time the head teacher, in consultation with the Chair of Governors, considers that a member of the support staff is being asked to undertake, or has undertaken, increased responsibility on a permanent or temporary basis, s/he shall refer the job description of the post, with the new responsibilities, to be evaluated. If the evaluation provides for a higher salary that salary will be paid to the post holder from a date determined by the head teacher and, in the case of a temporary increase in responsibility, the date to which the new salary will be paid. The new

salary level will be reported to the Pay & Performance/Finance committee (or equivalent) at its next meeting.

- 13.4 At the time of making the annual assessment of the teachers' salaries, the head teacher may also make any recommendation to the Pay & Performance/Finance committee in respect of the salary of any member - or all members - of the support staff. Where the head teacher considers it appropriate s/he may recommend to the review committee that a named member(s) of the support staff shall be awarded an honorarium for the excellence of his/her performance during the previous year. The honorarium may either be paid as a lump sum payment at the first possible salary payment after the appropriate committee's decision, or as a 1/12 increase in monthly salary for the period in question.
- 13.5 If any member of the support staff wishes to appeal against his/her salary level s/he may ask for a re-evaluation of the job description of the post to be undertaken. In the event that a member of the support staff wishes to appeal against a decision of the review committee under paragraph 13 of this document, then s/he should enter a formal written statement of appeal. The appeal should be heard by the review appeal committee referred to in paragraph 13.
- 13.6 Employees should receive 1 increment every 12 months, which is normally paid on 1 April each year until the maximum point on the grade is reached.

New employees who are recruited between 1 April and 30 September, will receive their first increment on the following 1 April. New employees appointed between 1 October and 31 March will receive their first increment 6 months after they joined and then on the following 1 April thereafter.

14. Sick Pay

- 14.1 There may be circumstances when the return of an employee from sickness absence can be facilitated and/or supported by temporary changes to their attendance or job content. These changes should be agreed by the employee and line manager/head teacher/Chair of Governors as appropriate, based on advice from Occupational Health and on discussion with the school's HR provider. The changes would be strictly time-limited (not normally in excess of a four-week period other than in exceptional cases following advice from Occupational Health and the HR provider). Progress and rehabilitation would be regularly documented and reviewed and there would be the intention to return to the normal/contractual pattern of work at the earliest practical time.
- 14.2 Full pay will normally be paid during the time-limited incremental return to work and the time not at work will not be regarded as sick leave since there will have been a return to work.

15. Monitoring The Impact Of The Policy

- 15.1 The Board will monitor the outcomes and impact of this policy on a regular basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

Approved by the Board of Directors	/ /
Chairman of Board	

signature /
Date	

Appendix A

Terms of Reference of the Pay and Performance Committee for St Francis Catholic Primary

The purpose of this committee is to set, monitor and formally review the Head teacher's performance against targets. In line with that review it awards incremental pay to the Head and reviews the Heads recommendations for the pay of Senior Management.

This committee will monitor and review the Leadership team processes and procedures relating to all staff.

- To decide, with the support of the External Advisor, whether the targets have been met and to set new targets annually.
- To monitor through the year the performance of the Headteacher against the agreed targets.
- To make recommendations to the Full Governing Body in respect of awards for the successful meeting of set targets.
- To make recommendations to the Full Governing Body in respect of awards put forward by the Head Teacher for the Senior Management Team.
- To review and agree staff provision annually
- To agree procedures for staff selection, appointment and performance management
- To review and agree pay scales in line with the financial budgets and to make recommendations to Committee One
- To undertake tasks delegated to them by the Governing Body

GOVERNING BODY *of* SAINT MARY'S CATHOLIC PRIMARY SCHOOL

TERMS OF REFERENCE FINANCE AND RESOURCES COMMITTEE 2018

Purpose

To assist the decision making of the governing body, by enabling more detailed consideration to be given to the best means of fulfilling the governing body's responsibility to ensure sound management of the academy's finances and resources, including proper planning, monitoring and probity.

To make appropriate comments and recommendations on such matters to the governing body on a regular basis.

Major issues will be referred to the full governing body for ratification.

Membership

The membership of this committee shall be a minimum of three governors, among whom should be the Chair or Head teacher. Where possible, the governors should include a staff governor. This committee will choose the chair. The School Business Manager will act in an ex-officio role as a non-voting member.

Quorum

The Quorum shall be three voting members, one of whom must be the Chair and Headteacher who may nominate a representative in his/her absence who will make his/her vote.

Meetings

The committee will meet at least three times per year, the timings of which will be set to match the deadlines for important financial decisions. Seven days notice of meetings will normally be given.

Functions and Powers

1. Subject to the requirements of relevant legislation, the committee is authorised:
2. To consider the academy's indicative funding, notified annually by the DfE, and to assess its implications for the academy, in consultation with the Headteacher, in advance of the financial year, drawing any matters of significance or concern to the attention of the governing body.
3. To consider and recommend acceptance/non-acceptance of the academy's budget, at the start of each financial year.

4. To contribute to the formulation of the academy's development plan, through the consideration of financial priorities and proposals, in consultation with the Headteacher, with the stated and agreed aims and objectives of the academy.
5. To receive and make recommendations on the broad budget headings and areas of expenditure to be adopted each year, including the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the development priorities set out in the development plan.
6. To liaise with and receive reports from the staffing/remuneration and curriculum committees, as appropriate, and to make recommendations to those committees about the financial aspects of matters being considered by them.
7. To monitor and review expenditure on a regular basis and ensure compliance with the overall financial plan for the academy, and with the financial regulations of the DfE, drawing any matters of concern to the attention of the governing body.
8. To monitor and review procedures for ensuring the effective implementation and operation of financial procedures, on a regular basis, including the implementation of bank account arrangements and, where appropriate to make recommendations for improvement.
9. To prepare the financial statement to form part of the annual report of the governing body to parents and for filing in accordance with Companies Act and YPLA requirements
10. To receive auditors' reports and to recommend to the full governing body action as appropriate in response to audit findings.
11. To recommend to the full governing body the appointment or reappointment of the auditors of the academy.
12. To annually review the school asset management plan and strategic plans for the site development and capital projects and advise upon, and monitor maintenance, repair and refurbishment which ensures the school environment is conducive to quality learning and the effective delivery of the curriculum.
13. To provide guidance to the Full Governing Body on all tenders and contracts covering the management and maintenance of the school site.
14. To ensure that the school operates within the requirements of planning and building control regulations and health and safety guidance, and complies with the recommendations of the LA health and safety audit.

Disqualification

Any relevant person employed at the school other than as the Headteacher or School Business Manager when the subject for consideration is the pay or performance review of any person employed to work at the school.

Report

All actions and decisions of this committee will be reported to the full governing body at its next meeting.

Review

The terms of reference of this committee will be reviewed as necessary, but at least annually.

Signed:..... Chair of Committee Date:

Appendix A

Terms of Reference of the Finance, Leadership & Management Committee for St Margaret Clitherow Catholic Primary

FINANCE, LEADERSHIP & MANAGEMENT COMMITTEE TERMS OF REFERENCE 2018-19

(adopted from the Finance Manual Procedures for an Academy)

Purpose:

To assist the decision making of the Local Governing Board (LGB), by enabling more detailed consideration to be given to the best means of fulfilling the LGBs responsibility to ensure sound management of the academy's finances and resources, including proper planning, monitoring and probity.

To make appropriate comments and recommendations on such matters to the LGB on a regular basis. Major issues will be referred to the LGB for ratification.

Membership:

The membership of this committee shall be a minimum of three governors, among whom should be the Chair or Headteacher. Where possible, the governors should include a Staff Governor. This committee will choose the Chair. The committee may co-opt non-voting members to assist it to discharge its responsibilities effectively; this will include the School Business Manager.

Quorum:

The Quorum shall be three voting members, one of whom must be the Chair or Headteacher who may nominate a representative in his/her absence who will make his/her vote.

Meetings:

The committee will meet at least three times per year, the timings of which shall be set to match the deadlines for important financial decisions. Seven days' notice of meetings will normally be given.

Functions and Powers:

Subject to the requirements of relevant legislation, the committee is authorised:

1. To consider the academy's indicative funding, notified annually by the DfE, and to assess its implications for the academy, in consultation with the Headteacher, in advance of the financial year, drawing any matters of significance or concern to the attention of the LGB.
2. To consider and recommend acceptance/ non-acceptance of the academy's budget, at the start of the financial year.
3. To contribute to the formulation of the academy's development plan, through the consideration of financial priorities and proposals, in consultation with the Headteacher, with the stated and agreed aims and objectives of the academy.
4. To receive and make recommendations on the broad budget headings and areas of expenditure to be adopted each year, including the level and use of any contingency fund or balances, ensuring the compatibility of all such proposals with the development priorities set out in the development plan.

5. To liaise with and receive reports from the staffing / remuneration and curriculum committees, as appropriate, and to make recommendations to those committees about the financial aspects of matters being considered by them.
6. To monitor and review expenditure on a regular basis and ensure compliance with the overall financial plan for the academy, and with the financial regulations of the DfE, drawing any matters of concern to the attention of the LGB.
7. To monitor and review procedures for ensuring the effective implementation and operation of financial procedures, on a regular basis, including the implementation of bank account arrangements and, where appropriate to make recommendations for improvement.
8. To prepare the financial statement to form part of the annual report of the LGB to parents and for filing in accordance with the Companies Act and EFA requirements.
9. To receive auditors' reports and to recommend to the full Local Governing Board action as appropriate in response to audit findings.
10. To recommend to the LGB and ultimately to the Board of Directors the appointment or reappointment of auditors of the academy.
11. To annually review the school asset management plan and strategic plans for the site development and capital projects and advise upon and monitor maintenance, repair and refurbishment which ensures the school environment is conducive to quality learning and the effective delivery of the curriculum.
12. To provide guidance to the LGB on all tenders and contracts covering the management and maintenance of the school site.
13. To ensure that the school operates within the requirements of planning and building control regulations and health and safety guidance, and complies with the recommendations of the LA health and safety audit.
14. To ensure that performance related pay is managed in alignment with the Academy's Pay Policy.

Disqualification:

Any relevant person employed at the school other than as the Headteacher or School Business Manager when the subject for consideration is the pay or performance review of any person employed to work at the school.

Report:

All actions and decisions of the committee will be reported to the Local Governing Board at its next meeting.

Review:

The terms of reference of this committee will be reviewed as necessary, but at least annually.

Signed: Chair of Governors

Date:

Appendix A

Terms of Reference of the Finance and Resources Committee for St Edmund Campion Catholic Primary 2018-19

The Finance and Resources Committee will be authorised by the governing body to determine all matters relating to pay and related performance of staff to establish a whole school pay policy for adoption by the governing body and to monitor and review the pay policy as necessary. It will also identify new programmes of work to the school premises, and advise the governing body on (a) how this can be best achieved and (b) likely cost implications.

Committee Membership

The Committee will consist of at least 3 governors elected by the governing body. The quorum for this committee will be 3 governors that are non-staff. When there are decisions about pay, school staff, with the exception of the Headteacher and Business Manager when appropriate should not be present.

Committee remit with regard to pay

The Committee will have full delegated powers from the governing body to take all decisions relating to pay in accordance with the approved school pay policy.

Specifically this will include:

Ensuring that the whole school pay policy is statutorily compliant, including where relevant the School Teachers' Pay and Conditions Document.

Reviewing the whole school pay policy and making recommendations to the full governing body for amendment where necessary.

Reviewing the school pay structure on an annual basis to consider the impact of any changes to nationally recommended pay rates and reporting to the governing body as appropriate.

Ensuring that the policy is applied equitably and consistently for all staff

Ensuring that pay decisions are fair and equitable, linked with the school Appraisal policy and taken into account of the recommendations of the head teacher and where appropriate other members of the school leadership team.

In accordance with the pay policy, determine appropriate pay ranges for all staff employed in the school, including allowances and temporary recruitment and retention payments where appropriate.

Review the school staffing structure specifically in respect to pay relativities of posts in the structure. Maintain an up to date staffing structure as an appendix to the pay policy.

Recommend the annual pay budget, including pay progression to the governing body.

Ensure that external advice is sought where appropriate, particularly in respect of salary matters relating to the head teacher.

Ensure accurate and up to date person specifications and job descriptions are maintained in school to inform pay decisions where necessary

Ensure annual pay statements are issued to all staff in accordance with the school pay policy.

Provide an annual report to the full governing body summarising pay decisions and issues arising.

Committee remit with regard to staffing

Policy and procedures relating to staff; including appointment of staff, conditions, discipline and equal opportunities.

The appointment of the Head teacher and Deputy Head Teacher, and appointments to senior manager level.

Committee remit with regard to finance

To advise the head teacher and the governing body on all financial matters relating to the school.

To take the necessary decisions to complete the functions within the agreed financial policies.

To review the school's financial policies and budget, taking into account any changes to the DfE and EFA guidelines, and make recommendations to the full governing body.

Policy and procedures relating to staff; including appointment of staff, pay, conditions, discipline and equal opportunities.

The appointment of the Head teacher and Deputy Head Teacher, and appointments to senior manager level.

Delegated Powers

School Budget:

The governing body delegates its financial powers to the Finance and Resources Committee each year after the annual budget plan has been approved, with the proviso that the committee bears in mind the general aims and priorities of the school and in particular curricular and other targets for the year in question. The following items will be delegated:

Setting detail of the school budget plan

Agreeing to virement of funds between different areas in the delegated budget.

Approving expenditure beyond the powers delegated to the Headteacher.

Setting levels of charging for lettings.

Approving lettings policy.

Monitoring the budget and other funds, receiving regular reports from the School Business Manager, approving action when the actual budget shows variance from the agreed plan.

Committee remit with regard to premises

Identify in consultation with the Site Manager which defects can be undertaken “in house”, and which work will need to be undertaken by outside contractors.

Manage a rolling programme of internal and external redecorations and maintenance.

Ensure that the school premises comply with all current Health and Safety Regulations and that it is a safe environment for pupils, staff and visitors.

Continually review site security.

Reporting

The minutes of the Committee, incorporating any recommendations, are to be circulated among all of the Governors. Most recommendations can be passed at the committee stage. Certain functions must be taken to the full Governing Body as laid out in the regulations for Committees of Governing Bodies as introduced by Statutory Instrument 1999 No 2163 Education Regulations 1999.

Review

The structure and Terms of Reference of this Committee shall be reviewed annually in the Autumn Term.

Appendix A

Terms of Reference of the Pay and Performance Committee for St Teresa's Catholic Primary

TERMS OF REFERENCE – PAY COMMITTEE

Quorum: Three members, one of whom must be the Chairman or Head teacher.

The Pay Committee is responsible to the Governing Body of the school for all matters of pay and performance of staff and will:

1. Draft and review the school's Pay Policy, including criteria relating to the use of discretionary elements of pay provisions and to make recommendations
2. In consultation with the Finance and Premises Committee to determine salary increases and adjustments in accordance with the pay policy.
3. Pay decisions will be communicated to each member of staff by the Head, in writing, in accordance with paragraph 4.4 of the School Teachers' Pay and Conditions Document. Decisions on the pay for the Head will be communicated by the Chair of the Governing Body, in writing, in accordance with paragraph 4 of the document
4. Review the performance management policy and monitor its implementation
5. Meet as necessary.
6. Provide guidance and information to the Governing Body on matters related to pay and performance.
7. Elect a chair from among its members. In the absence of the Chair at a meeting the committee will elect any member to act as chair for that meeting.
8. Review these terms of reference annually at the beginning of each academic year.

OBJECTIVE: To make determinations on pay in accordance with the pay policy.

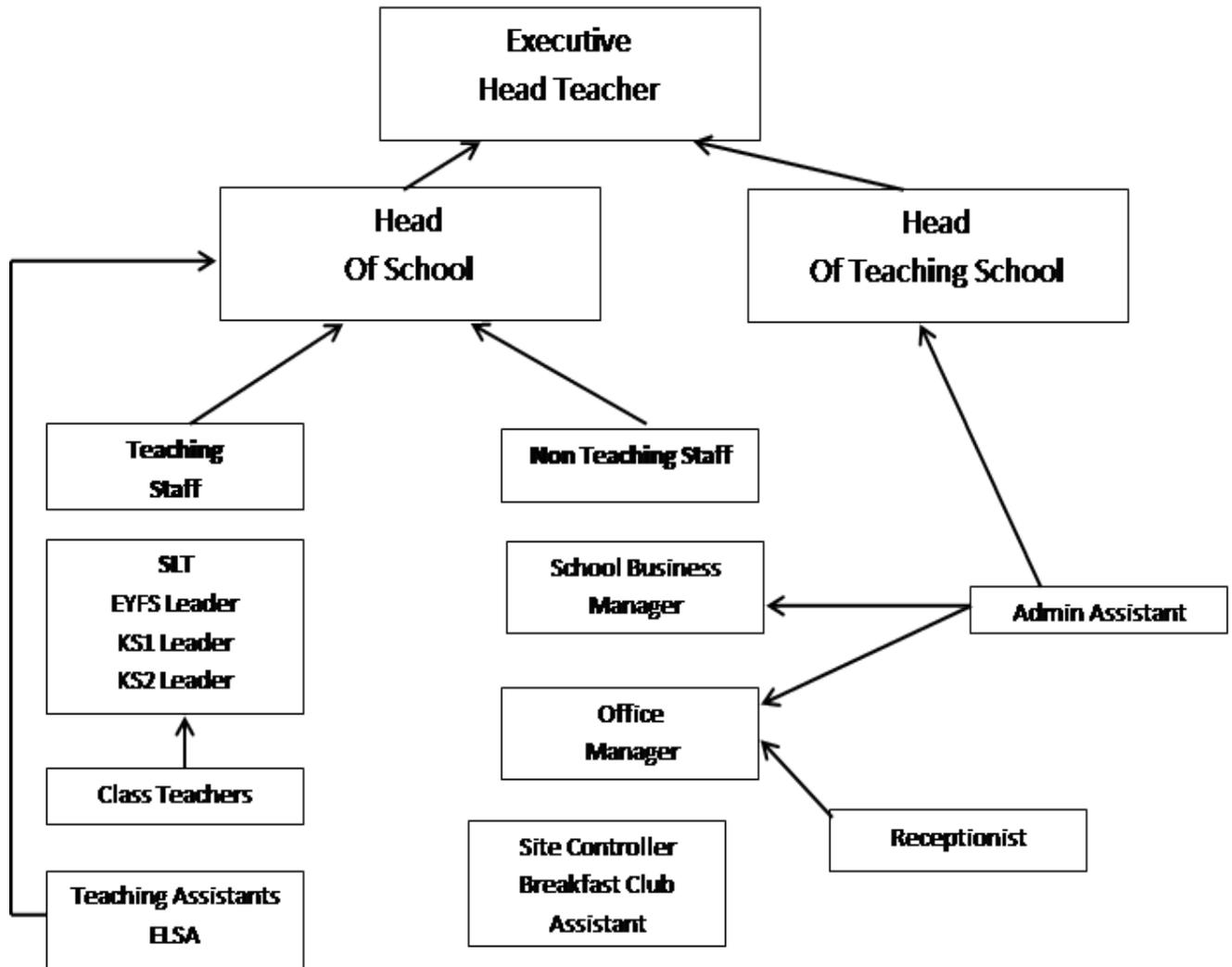
Signed _____ Chair of Committee date _____

Appendix B

School Structure St Francis Catholic Primary School

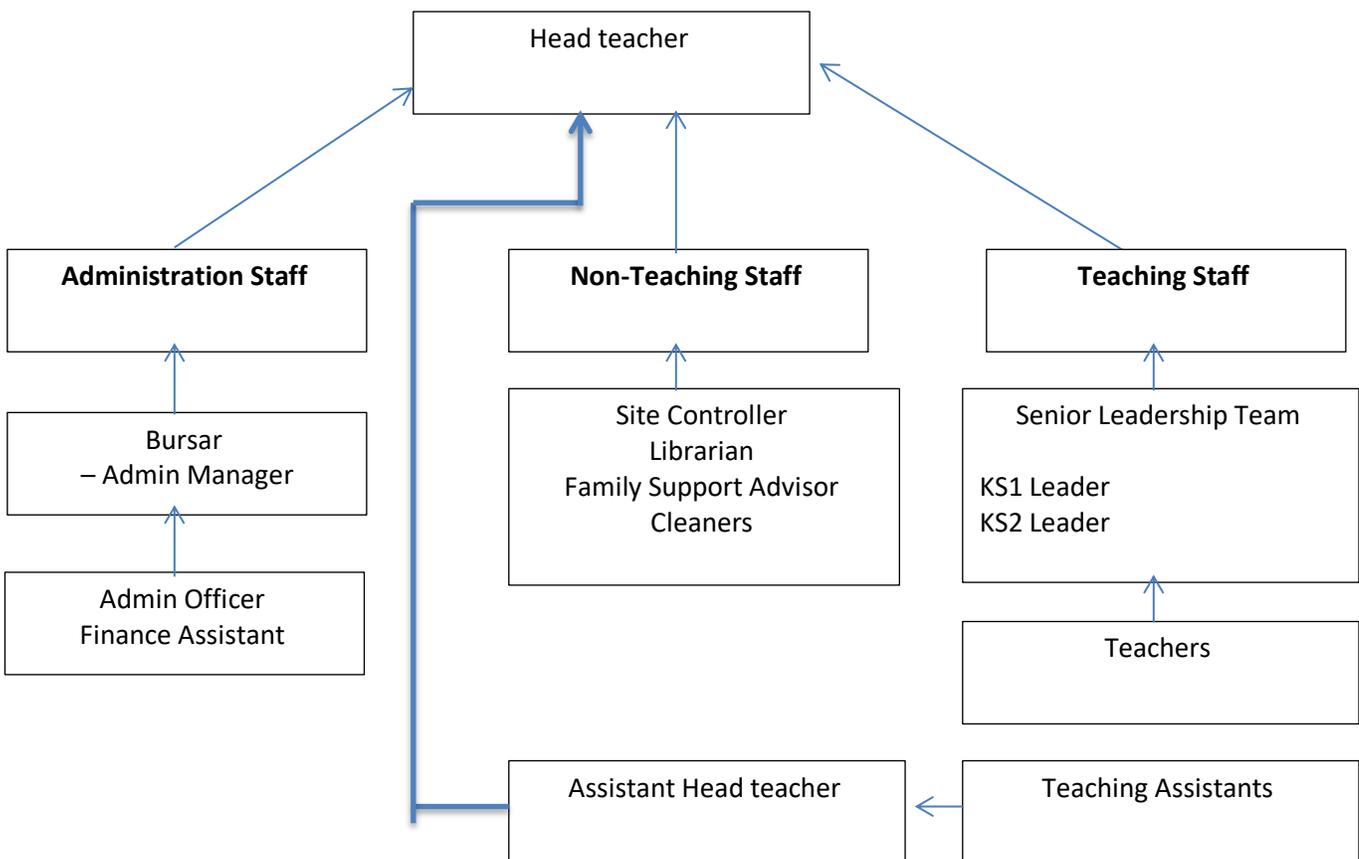
Appendix B

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Appendix B

School Staffing Structure St Margaret Clitherow Catholic Primary School



Appendix B

Staffing Structure St Mary's Catholic Primary School

- * Head teacher
- * Deputy head teacher – Leader of KS2
- * Infant (YR\KS1) Leader TLR2a
- * Learning Technologies leader TLR2a
- * School Business Manager

Each departmental team has a team leader. Currently this is the leaders of EYFS, KS1, Lower KS2 and Upper KS2.

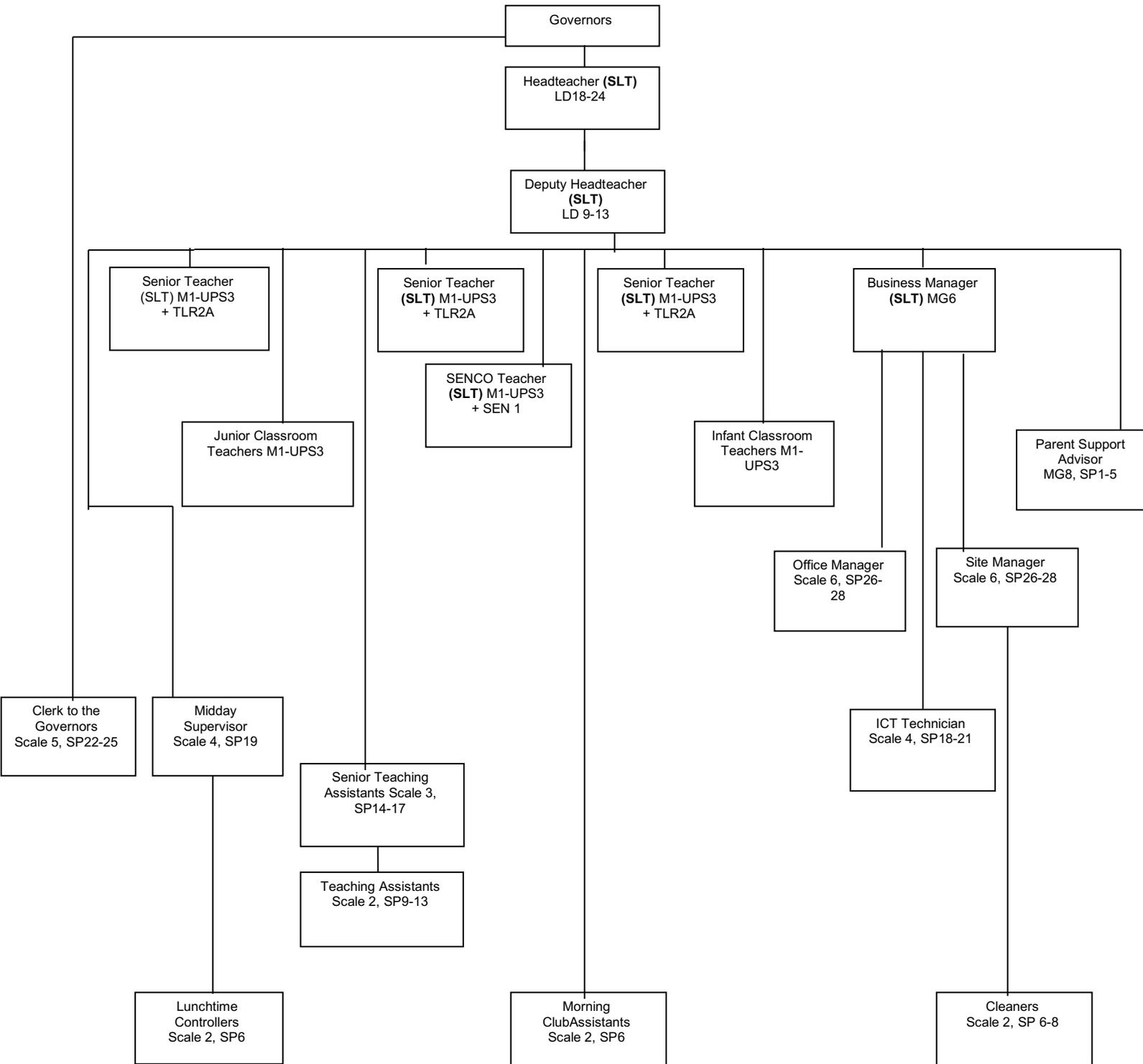
The composition of the SMT will be six – head, deputy (Upper Juniors), KS1, Lower Junior and Early Years leaders and the school business manager.

Appendix B

Staffing Structure St Edmund Campion Catholic Primary School

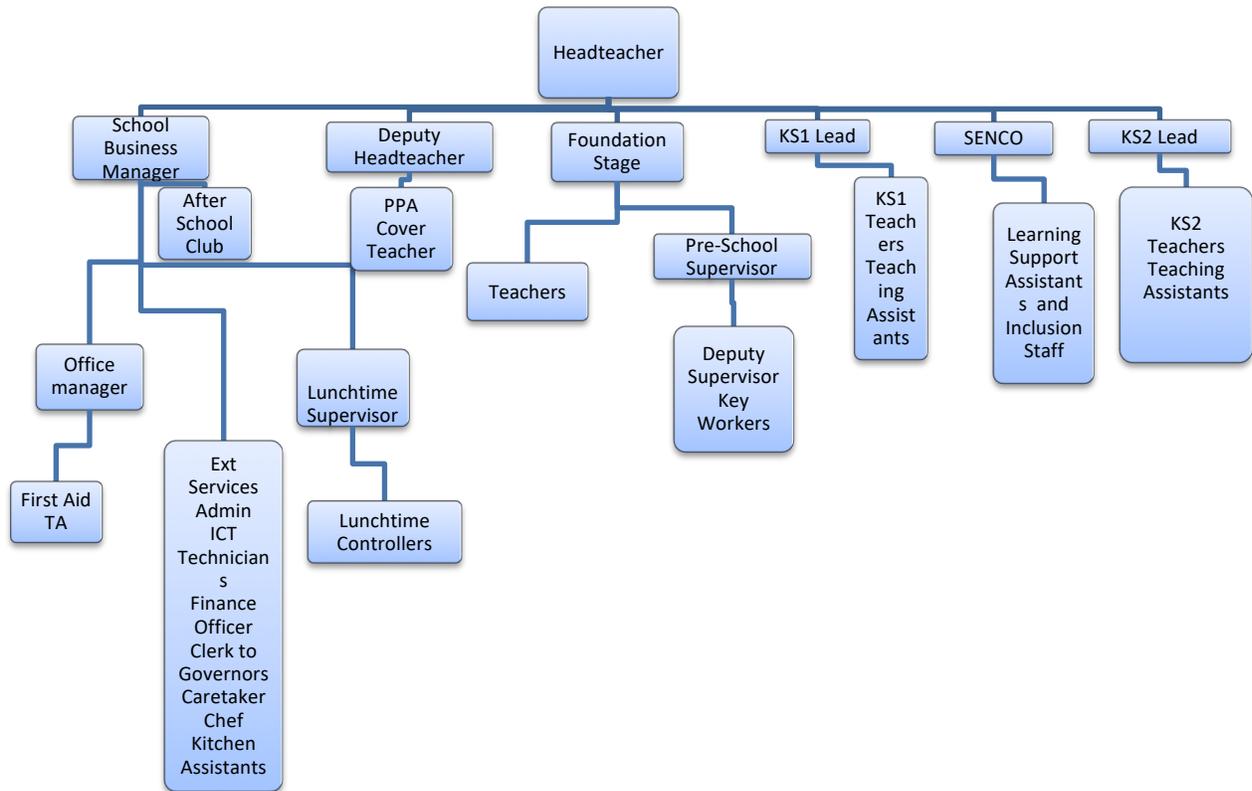
Appendix 2

School Staffing Structure from 1st September 2017



Appendix B

Staffing Structure St Teresa's Catholic Primary School



Appendix C

Pay Appeals Procedure (see Performance Management and Capability Procedures)

The Board has adopted the following procedure to consider any pay appeals:

Stage 1 - Informal

- 1.1 If, following receipt of the written confirmation of the pay determination and where appropriate the basis upon which the decision was made, the member of staff is not satisfied, he / she should seek to resolve this by discussing the matter informally with the decision maker within 10 working days of the decision.
- 1.2 Where this is not possible, or where the member of staff continues to be dissatisfied with the decision, he / she may follow the formal Stage 2 Appeal process.

Stage 2 - Formal

- 2.1 The member of staff should submit a written appeal, setting out the grounds and the detail upon which the pay decision is appealed. This should be sent to the person or committee who made the determination, within 5 working days of the notification of the decision being appealed against, or the outcome of the informal discussion.
- 2.2 The person or committee who made the determination will arrange a hearing, within 10 working days of receipt of the written appeal, at which they will consider the appeal and give the staff member an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.3 Following the hearing the member of staff will be informed in writing of the decision and the right of appeal. Any appeal must be submitted within 5 working days from receipt of written confirmation of the decision.
- 2.4 Any further appeal will be heard by a panel of (insert school procedure three governors who were not involved in the original determination. The appeal will normally be heard within 20 working days working days of the receipt of the written notification of appeal. The staff member will be given an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.5 The decision of the appeal panel will be given in writing within 5 working days and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision.
- 2.6 The decision of the panel will be final. There will be no further right of appeal.

Appendix D

1 The Local Governing Body has agreed to use the leadership pay reference points published to support the School Teachers' Pay and Conditions Document.

2 Leadership Group Pay Range 2018 Annual Salary

	England & Wales (excluding the London Area) £	Inner London Area £	Outer London Area £	Fringe Area £
Minimum	39,965	47,517	43,136	41,065
Maximum	111,007	118,490	114,147	112,105

Appendix D

St Margaret Clitherow Catholic Primary

Bracknell Borough Council - Teacher Pay Ranges - 1st September 2018

IMPORTANT NOTES:

Reference points in Annex 1 are optional values for Bracknell Forest Schools to consider using. Individual schools may choose to pay different values between the minima and maxima of the ranges.

The 3.5%, 2% and 1.5% uplift to salaries has been applied to the figures in Annex 1. Individual schools may choose not to automatically apply these uplifts (apart from to the mandatory minimum point of the pay range).

Main Range

Point	1 Sept 18 pa
Minimum – BF Reference point 1	£24,859
BF Reference point 2	£26,732
BF Reference point 3	£28,789
BF Reference point 4	£30,924
BF Reference point 5	£33,264
Maximum – BF Reference point 6	£36,157

Upper Pay Range

Point	1 Sept 18 pa
Minimum	£37,758
BF Reference point 2	£39,113
Maximum	£40,520

Lead Practitioner

Point	1 Sept 18 pa
Minimum	£41,268
Maximum	£62,164

Unqualified Classroom Teachers

Point	1 Sept 18 pa
Minimum – BF Reference point 1	£18,339
BF Reference point 2	£20,338
BF Reference point 3	£22,339
BF Reference point 4	£24,340
BF Reference point 5	£26,342
Maximum – Reference point 6	£28,343

Special Educational Needs Allowance

Point	1 Sept 18 pa
Minimum	£2,149
Maximum	£4,242

Teaching & Learning Responsibility Payments

Point	1 Sept 18 pa
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TLR 1 Minimum	£7,853
TLR 1 Maximum	£13,288
TLR 2 Minimum	£2,721
TLR 2 Maximum	£6,646
TLR 3 Minimum	£540
TLR 3 Maximum	£2,683

Ranges for Headteachers

Group 1	£46,318 - £61,247
Group 2	£48,603 - £65,837
Group 3	£52,335 - £70,771
Group 4	£56,169 - £76,077
Group 5	£61,860 - £83,799
Group 6	£66,496 - £92,320
Group 7	£71,480 - £101,659
Group 8	£78,715 - £112,105

Leadership Pay Scale 1st September 2017

Reference Point	Annual Salary	
	£	
Minimum	£41,065	
Reference Point 2	£42,069	
Reference Point 3	£43,091	
Reference Point 4	£44,141	
Reference Point 5	£45,214	
Reference Point 6	£46,318	
Reference Point 7	£47,538	
Reference Point 8	£48,603	
Reference Point 9	£49,791	
Reference Point 10	£51,040	
Reference Point 11	£52,335	
Reference Point 12	£53,521	
Reference Point 13	£54,831	
Reference Point 14	£56,169	
Reference Point 15	£57,534	
Reference Point 16	£59,040	
Reference Point 17	£60,377	
Reference Point 18-HT	£61,247	<i>Headteachers top of group range only</i>
Reference Point 18	£61,860	
Reference Point 19	£63,365	

Reference Point 20	£64,914	
Reference Point 21-HT	£65,837	<i>Headteachers top of group range only</i>
Reference Point 21	£66,496	
Reference Point 22	£68,115	
Reference Point 23	£69,769	
Reference Point 24-HT	£70,771	<i>Headteachers top of group range only</i>
Reference Point 24	£71,480	
Reference Point 25	£73,222	
Reference Point 26	£75,012	
Reference Point 27-HT	£76,077	<i>Headteachers top of group range only</i>
Reference Point 27	£76,838	
Reference Point 28	£78,715	
Reference Point 29	£80,642	
Reference Point 30	£82,614	
Reference Point 31-HT	£83,799	<i>Headteachers top of group range only</i>
Reference Point 31	£84,637	
Reference Point 32	£86,712	
Reference Point 33	£88,840	
Reference Point 34	£91,008	
Reference Point 35-HT	£92,320	<i>Headteachers top of group range only</i>
Reference Point 35	£93,243	
Reference Point 36	£95,521	
Reference Point 37	£97,868	
Reference Point 38	£100,263	
Reference Point 39-HT	£101,659	<i>Headteachers top of group range only</i>
Reference Point 39	£102,675	
Reference Point 40	£105,218	
Reference Point 41	£107,815	
Reference Point 42	£110,491	
Maximum Reference Point 43 - HT	£112,105	<i>Headteachers top of group range only</i>

Appendix D

St Francis Catholic Primary
St Mary's Catholic Primary
St Edmund Campion Catholic Primary
St Edmund Campion Catholic Nursery

**RBWM CENTRALLY EMPLOYED
TEACHERS SALARY SCALES**

SEPT 2018

3.5% on minimum and maximum and all discretionary points on qualified and unqualified Teachers

2% on minimum and maximum and all discretionary points UPS and Leading Practitioner

1.5% on minimum and maximum and all discretionary points leadership ranges

2% on all allowances

QUALIFIED TEACHERS

Range between £24,859 & £36,157				
@2012 structure	TOTAL SALARY	MONTHLY SALARY	WEEKLY SALARY	SUPPLY HOURLY RATE
	£	£	£	£
1	24,859	2,071.58	476.75	19.6514
2	26,731	2,227.58	512.65	21.1312
3	28,787	2,398.96	552.09	22.7569
4	30,924	2,576.98	593.06	24.4456
5	33,263	2,771.90	637.92	26.2947
6	36,157	3,013.08	693.42	28.5826

UPPER PAY RANGE

Range between £37,758 & £ 40,520				
----------------------------------	--	--	--	--

@2012 structure	TOTAL SALARY	MONTHLY SALARY	WEEKLY SALARY	SUPPLY HOURLY RATE
	£	£	£	£
1	37,758	3,146.50	724.12	29.8482
2	39,113	3,259.41	750.11	30.9193
3	40,520	3,376.67	777.09	32.0316

ADDITIONAL ALLOWANCES

2% on all allowances

ALLOWANCE	AMOUNT p.a.	AMOUNT p.a.	
	£ min	£ max	
TLR Level 2 a	2,721	3,622	STPCD min
TLR Level 2 b	3,623	4,530	
TLR Level 2 c	4,531	5,434	

For guidance only

INCENTIVE	AMOUNT p.a.
	£
Recruitment and retention 1	1,002
Recruitment and retention 2	1,971
Recruitment and retention 3	2,985

TLR Level 2d	5,435	6,646	STPCD max
TLR Level 1 a	7,853	9,058	STPCD min
TLR Level 1 b	9,059	10,265	
TLR Level 1 c	10,266	10,869	
TLR Level 1 d	10,870	13,288	STPCD max
TLR 3	540	2682	

Recruitment and retention 4	4,158
Recruitment and retention 5	5,415
Special Needs 1	2,148
Special Needs 2	4,241

R&R incentives are determined by the school

UNQUALIFIED TEACHERS

Range between £18,339 & £28,343

SPINE POINT	TOTAL SALARY	MONTHLY SALARY	WEEKLY SALARY	SUPPLY HOURLY RATE
	£	£	£	£
1	18,339	1,528.25	351.71	14.4972
2	20,338	1,694.81	390.04	16.0773
3	22,339	1,861.62	428.43	17.6596
4	24,340	2,028.34	466.80	19.2412
5	26,342	2,195.15	505.18	20.8235
6	28,343	2,361.92	543.56	22.4055

LEADING PRACTITIONER

Range between £41,268 & £62,164

LEADERSHIP GROUP SCALE

Group 0 Points 1-5 see below

Group	SPINE POINT	TOTAL SALARY
1	L6	46,318
1	L7	47,538
1	L8	48,602
1	L9	49,791
1	L10	51,040
1	L11	52,334

Group	SPINE POINT	TOTAL SALARY
3	L11	52,335
3	L12	53,520
3	L13	54,831
3	L14	56,168
3	L15	57,533
3	L16	59,040

1	L12	53,520
1	L13	54,831
1	L14	56,168
1	L15	57,533
1	L16	59,040
1	L17	60,377
1	L18	61,247

3	L17	60,377
3	L18	61,859
3	L19	63,364
3	L20	64,913
3	L21	66,496
3	L22	68,114
3	L23	69,769
3	L24	70,771

Group	SPINE POINT	TOTAL SALARY
2	L8	48,603
2	L9	49,791
2	L10	51,040
2	L11	52,334
2	L12	53,520
2	L13	54,831
2	L14	56,168
2	L15	57,533
2	L16	59,040
2	L17	60,377
2	L18	61,859
2	L19	63,364
2	L20	64,913
2	L21	65,837

Group	SPINE POINT	TOTAL SALARY
4	L14	56,169
4	L15	57,533
4	L16	59,040
4	L17	60,377
4	L18	61,859
4	L19	63,364
4	L20	64,913
4	L21	66,496
4	L22	68,114
4	L23	69,769
4	L24	71,479
4	L25	73,221
4	L26	75,012
4	L27	76,077

Group	SPINE POINT	TOTAL SALARY
5	L18	61,860
5	L19	63,364
5	L20	64,913
5	L21	66,496
5	L22	68,114
5	L23	69,769
5	L24	71,479
5	L25	73,221
5	L26	75,012
5	L27	76,838
5	L28	78,714
5	L29	80,642
5	L30	82,614
5	L31	83,799

Group	SPINE POINT	TOTAL SALARY
7	L24	71,480
7	L25	73,221
7	L26	75,012
7	L27	76,838
7	L28	78,714
7	L29	80,642
7	L30	82,614
7	L31	84,637
7	L32	86,712
7	L33	88,840
7	L34	91,008
7	L35	93,243
7	L36	95,521
7	L37	97,868
7	L38	100,262

7	L39	101,659
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Group	SPINE POINT	TOTAL SALARY
6	L21	66,496
6	L22	68,114
6	L23	69,769
6	L24	71,479
6	L25	73,221
6	L26	75,012
6	L27	76,838
6	L28	78,714
6	L29	80,642
6	L30	82,614
6	L31	84,637
6	L32	86,712
6	L33	88,840
6	L34	91,008
6	L35	92,320

Group	SPINE POINT	TOTAL SALARY
8	L28	78,715
8	L29	80,642
8	L30	82,614
8	L31	84,637
8	L32	86,712
8	L33	88,840
8	L34	91,008
8	L35	93,243
8	L36	95,521
8	L37	97,868
8	L38	100,262
8	L39	102,675
8	L40	105,176
8	L41	107,815
8	L42	110,491
8	L43	112,105

Group	SPINE POINT	TOTAL SALARY
0	L1	41,065
0	L2	42,068
0	L3	43,090
0	L4	44,141
0	L5	45,213

Unit scores & school groups

Unit score	School group
Up to 1,000	1
1,001 to 2,200	2
Up to 2,200	2(S)
2,201 to 3,500	3 (3S)
3,501 to 5,000	4 (4S)
5,001 to 7,500	5 (5S)
7,501 to 11,000	6 (6S)

Point ranges by school group

Group	Range of points
1	L6 - L18
2	L8 - L21
3	L11 - L24
4	L14 - L27
5	L18 - L31
6	L21 - L35

11,001 to 17,000	7 (7S)
More than 17,001	8 (8S)

7	L24 - L39
8	L28 - L43

St Teresa's Catholic Primary

Teacher Pay Scale

Main Pay scale

		2018
Minimum	1	23,719
	2	25,343
	3	27,380
	4	29,487
	5	31,810
Maximum	6	34,663

Upper Payscale

		2018
Minimum	1	36,645
	2	38,003
Maximum	3	39,406

Unqualified Teacher

		2018
Minimum	1	17,208

Leadership Pay Scale

	2018
1	39,965
2	40,965
3	41,989
4	43,034
5	44,106
6	45,212
7	46,429
8	47,500
9	48,687
10	49,937
11	51,233
12	52,414
13	53,723
14	55,064
15	55,409
16	57,932
17	59,265
18	60,755
19	62,261
20	63,805
21	65,383
22	67,007
23	68,666
24	69,673

Appendix D

St Margaret Clitherow Catholic Primary

1st April 2018									
		£ PER	£ PER	HOURLY			£ PER	£ PER	HOURLY
	SCP	ANNUM	MONTH	RATE		SCP	ANNUM	MONTH	RATE
					BG-E	43	£39,002	£3,250.17	£20.2169
BG-K						44	£39,961	£3,330.08	£20.7140
	6	£16,394	£1,366.17	£8.4979		45	£40,858	£3,404.83	£21.1789
	7	£16,495	£1,374.58	£8.5503		46	£41,846	£3,487.17	£21.6911
	8	£16,626	£1,385.50	£8.6182		47	£42,806	£3,567.17	£22.1887
	9	£16,755	£1,396.25	£8.6850		48	£43,757	£3,646.42	£22.6817
	10	£16,863	£1,405.25	£8.7410	BG-D	49	£44,697	£3,724.75	£23.1689
BG-J	11	£17,007	£1,417.25	£8.8157		50	£45,659	£3,804.92	£23.6676
	12	£17,173	£1,431.08	£8.9017		51	£46,623	£3,885.25	£24.1673
	13	£17,391	£1,449.25	£9.0147		52	£47,587	£3,965.58	£24.6670
	14	£17,681	£1,473.42	£9.1650		53	£48,458	£4,038.17	£25.1184
	15	£17,972	£1,497.67	£9.3159		54	£49,397	£4,116.42	£25.6052
	16	£18,319	£1,526.58	£9.4957	BG-C	55	£50,330	£4,194.17	£26.0888
BG-I	17	£18,672	£1,556.00	£9.6787		56	£51,275	£4,272.92	£26.5786
	18	£18,870	£1,572.50	£9.7814		57	£52,211	£4,350.92	£27.0638
	19	£19,446	£1,620.50	£10.0799		58	£53,156	£4,429.67	£27.5537
	20	£19,819	£1,651.58	£10.2733		59	£54,116	£4,509.67	£28.0513
	21	£20,541	£1,711.75	£10.6475		60	£55,069	£4,589.08	£28.5453
	22	£21,074	£1,756.17	£10.9238	BG-B	61	£56,033	£4,669.42	£29.0450
	23	£21,693	£1,807.75	£11.2447		62	£56,987	£4,748.92	£29.5395
BG-H	24	£22,401	£1,866.75	£11.6117		63	£57,946	£4,828.83	£30.0366
	25	£23,111	£1,925.92	£11.9797		64	£58,970	£4,914.17	£30.5674
	26	£23,866	£1,988.83	£12.3711		65	£59,868	£4,989.00	£31.0329
	27	£24,657	£2,054.75	£12.7811		66	£60,828	£5,069.00	£31.5305
	28	£25,463	£2,121.92	£13.1989	BG-A	67	£61,781	£5,148.42	£32.0245
	29	£26,470	£2,205.83	£13.7209		68	£62,746	£5,228.83	£32.5247
	30	£27,358	£2,279.83	£14.1812		69	£63,705	£5,308.75	£33.0218
BG-G	31	£28,221	£2,351.75	£14.6285		70	£64,666	£5,388.83	£33.5199
	32	£29,055	£2,421.25	£15.0608		71	£65,626	£5,468.83	£34.0176
	33	£29,909	£2,492.42	£15.5035		72	£66,577	£5,548.08	£34.5105
	34	£30,756	£2,563.00	£15.9425		73	£67,541	£5,628.42	£35.0102
	35	£31,401	£2,616.75	£16.2769					
	36	£32,233	£2,686.08	£16.7081					
BG-F	37	£33,136	£2,761.33	£17.1762					
	38	£34,106	£2,842.17	£17.6790	LONDON		£597.00	£49.75	£0.3095
	39	£35,229	£2,935.75	£18.2611	WEIGHTING				
	40	£36,153	£3,012.75	£18.7401					
	41	£37,107	£3,092.25	£19.2346					
	42	£38,052	£3,171.00	£19.7244					

BFBC RELIEF WORKERS HOURLY RATES INCLUSIVE OF HOLIDAY ENTITLEMENT

1st April 2018

	SCP	hourly rate	Holiday pay element paid in additon
BG-K			
	6	8.4979	1.1405
	7	8.5503	1.1475
	8	8.6182	1.1566
	9	8.685	1.1657
	10	8.741	1.1732
BG-J	11	8.8157	1.1831
	12	8.9017	1.1947
	13	9.0147	1.2099
	14	9.165	1.2301
	15	9.3159	1.2503
	16	9.4957	1.2745
BG-I	17	9.6787	1.2990
	18	9.7814	1.3127
	19	10.0799	1.3529
	20	10.2733	1.3788
	21	10.6475	1.4290
	22	10.9238	1.4661
	23	11.2447	1.5091
BG-H	24	11.6117	1.5584
	25	11.9797	1.6078
	26	12.3711	1.6603
	27	12.7811	1.7153
	28	13.1989	1.7714
	29	13.7209	1.8414
	30	14.1812	1.9032
BG-G	31	14.6285	2.2713
	32	15.0608	2.3384
	33	15.5035	2.4071
	34	15.9425	2.4753
	35	16.2769	2.5272
	36	16.7081	2.5942
BG-F	37	17.1762	2.6668
	38	17.679	2.7449
	39	18.2611	2.8353
	40	18.7401	2.9096
	41	19.2346	2.9864
	42	19.7244	3.0625
BG-E	43	20.2169	3.1389
	44	20.714	3.2161
	45	21.1789	3.2884
	46	21.6911	3.3678
	47	22.1887	3.4451
	48	22.6817	3.5216
BG-D	49	23.1689	3.5973
	50	23.6676	3.6747
	51	24.1673	3.7522
	52	24.667	3.8298
	53	25.1184	3.9000
	54	25.6052	3.9755

London Weighting	0.3510
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NB enhanced rates based on
 43.1 weeks pay for up to grade H
 43.9 weeks pay for grade G and above

OTHER ALLOWANCES

	<u>2013</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Lower Qualification Allowance	£193	£197	£199	£201	£205
Higher Qualification Allowance	£334	£341	£344	£347	£354
Special Schools Allowance	£1,189	£1,215	£1,227	£1,239	£1,264

OVERTIME RATES BASED ON A 37 HOUR WEEK

1st April 2018 BFBC - GRADES SCALE POINT RANGES - 1 APRIL 2018

SCP	ANNUAL RATE	MONTHLY RATE	WEEKLY RATE	HOURLY RATE	TIME & ONE HALF	DOUBLE TIME	UNSOCIAL HOURS	STANDBY
6	16,394	1366.17	314.4046	8.4979	12.7469	16.9958	1.6996	3.3992
7	16,495	1374.58	316.3416	8.5503	12.8255	17.1006	1.7101	3.4201
8	16,626	1385.50	318.8539	8.6182	12.9273	17.2364	1.7236	3.4473
9	16,755	1396.25	321.3279	8.6850	13.0275	17.3700	1.7370	3.4740
10	16,863	1405.25	323.3991	8.7410	13.1115	17.4820	1.7482	3.4964

Appendix D

**Frassati Catholic Academy Trust
 St Francis Catholic Primary
 St Mary's Catholic Primary
 St Edmund Campion Catholic Primary
SUPPORT STAFF**

Schools

April 18

SCALE / SPINAL POINT	BASIC SALARY	TOTAL SALARY RBWM	MONTHLY SALARY RBWM	WEEKLY SALARY RBWM	HOURLY RATE RBWM	HOURLY RATE (inc. hol)
SCALE 2	£	£	£	£	£	£
6	£16,394	£17,624	£1,468.67	£337.99	£9.1350	£10.3965
7	£16,495	£17,732	£1,477.67	£340.06	£9.1909	£10.4602
8	£16,626	£17,873	£1,489.42	£342.77	£9.2640	£10.5434
9	£16,755	£18,012	£1,501.00	£345.43	£9.3361	£10.6254
10	£16,863	£18,128	£1,510.67	£347.66	£9.3962	£10.6938
11	£17,007	£18,283	£1,523.58	£350.63	£9.4765	£10.7852
11	£17,007	£18,283	£1,523.58	£350.63	£9.4765	£10.7852
12	£17,173	£18,461	£1,538.42	£354.05	£9.5688	£10.8903
13	£17,391	£18,695	£1,557.92	£358.53	£9.6901	£11.0283
SCALE 3						
14	£17,681	£19,007	£1,583.92	£364.52	£9.8518	£11.2123
15	£17,972	£19,320	£1,610.00	£370.52	£10.0140	£11.3970
16	£18,319	£19,693	£1,641.08	£377.67	£10.2074	£11.6170
17	£18,672	£20,072	£1,672.67	£384.94	£10.4038	£11.8406
SCALE 4						
18	£18,870	£20,285	£1,690.42	£389.03	£10.5142	£11.9662
19	£19,446	£20,904	£1,742.00	£400.90	£10.8351	£12.3314
20	£19,819	£21,305	£1,775.42	£408.59	£11.0429	£12.5679
21	£20,541	£22,082	£1,840.17	£423.49	£11.4457	£13.0263
SCALE 5						
22	£21,074	£22,655	£1,887.92	£434.48	£11.7427	£13.3643
23	£21,693	£23,320	£1,943.33	£447.23	£12.0873	£13.7566
24	£22,401	£24,081	£2,006.75	£461.83	£12.4818	£14.2055
25	£23,111	£24,844	£2,070.33	£476.46	£12.8773	£14.6556
SCALE 6						
26	£23,866	£25,656	£2,138.00	£492.03	£13.2981	£15.1346
27	£24,657	£26,506	£2,208.83	£508.33	£13.7387	£15.6360
28	£25,463	£27,373	£2,281.08	£524.96	£14.1881	£16.1475

	Scp 19	OFA	Total Annual	Hourly	Inc Hols
Midday Supervisors	£19,446	£597	£20,043.00	£10.3888	£11.8235

CAR ALLOWANCES

All casuals are paid same rate, irrespective of car cubic capacity.

USER	Miles per annum	All cc's pence per mile
Casual	Up to 10,000	45.0
	Over 10,000	25.0

MANAGEMENT GRADES 7 & 8

April 2018

With holiday allowance

GRADE	SPINAL POINT	TOTAL SALARY	MONTHLY SALARY	WEEKLY SALARY	HOURLY RATE
		£	RBWM	RBWM	RBWM
8	1	£29,996	£2,499.67	£575.26	£15.5477
	2	£30,805	£2,567.08	£590.78	£15.9670
	3	£31,607	£2,633.92	£606.16	£16.3827
	4	£32,542	£2,711.83	£624.09	£16.8673
	5	£33,482	£2,790.17	£642.12	£17.3546
7	1	£34,150	£2,845.83	£654.93	£17.7008
	2	£35,088	£2,924.00	£672.92	£18.1870
	3	£36,026	£3,002.17	£690.91	£18.6732
	4	£36,963	£3,080.25	£708.88	£19.1589
	5	£37,868	£3,155.67	£726.23	£19.6279

+13.81%

£34,138
£35,059
£35,972
£37,036
£38,106
£38,866
£39,934
£41,001
£42,068
£43,098

MANAGEMENT GRADES

Apr-18

GRADE	Salary range		Hourly Rate	
	MIN	MAX	MIN	MAX
M1+	£73,898	£98,528	38.30	51.07
M1	£67,742	£78,823	35.11	40.86
M2	£60,441	£66,170	31.33	34.30
M3	£54,024	£58,989	28.00	30.58
M4	£48,021	£52,515	24.89	27.22
M5	£43,791	£47,861	22.70	24.81
M6	£39,964	£43,650	20.71	22.62

Appendix D
St. Mary's Nursery Staff

Valid from 1st September 2018

	FTE	Pro-Rata	Monthly	Rate per hour
Nursery Manager	27,380	23,156	1,930	12.73

Deputy Manager	20,746	13,568	1,131	10.61
Office Assistant	16,151	5,464	455	8.26

Key Workers	FTE	Rate per hour	Working weeks	Total paid
Level 3	16,151	8.26	39	44.1
Unqualified	15,349	7.85	39	44.1
Lunch Controller	15,349	7.85	38	43

Breakfast Club	Rate per hour	Working weeks	Total paid
Supervisor	10.5	38	43

Full time weekly hours	37.5
Manager Full time weekly hours	41.25

St Teresa's -SUPPORT STAFF

Grade	SCP	Salary 01-Apr-18	Monthly Rate	Weekly Rate	Hourly Rate
1	004				
	005				
	006	16,394	1,366.17	314.41	8.49745
	007	16,495	1,374.58	316.34	8.54980
	008	16,626	1,385.50	318.85	8.61770
	009	16,755	1,396.25	321.33	8.68456
	010	16,863	1,405.25	323.40	8.74054
	011	17,007	1,417.25	326.16	8.81518
	012	17,173	1,431.08	329.35	8.90122
	013	17,391	1,449.25	333.53	9.01422
2	014	17,681	1,473.42	339.09	9.16453
	015	17,972	1,497.67	344.67	9.31536
	016	18,319	1,526.58	351.32	9.49522
	017	18,672	1,556.00	358.09	9.67819
	018	18,870	1,572.50	361.89	9.78082
3	019	19,446	1,620.50	372.94	10.07938
	020	19,819	1,651.55	380.08	10.27251
	021	20,541	1,711.73	393.93	10.64682
	022	21,074	1,756.19	404.16	10.92333
4	023	21,693	1,807.78	416.04	11.24424
	024	22,401	1,866.77	429.61	11.61116
	025	23,111	1,925.93	443.23	11.97913
	026	23,866	1,988.83	457.70	12.37036
5	027	24,657	2,054.79	472.88	12.78063
	028	25,463	2,121.94	488.34	13.19829
	029	26,470	2,205.84	507.64	13.72011
	030	27,358	2,279.87	524.68	14.18061
6	031	28,221	2,351.78	541.23	14.62788
	032	29,055	2,421.23	557.21	15.05982
	033	29,909	2,492.46	573.61	15.50287
	034	30,756	2,563.01	589.84	15.94168
	035	31,401	2,616.73	602.21	16.27582
7	036	32,233	2,686.09	618.17	16.70723
	037	33,136	2,761.31	635.48	17.17512
	038	34,106	2,842.15	654.08	17.67791
	039	35,229	2,935.73	675.62	18.26000
	040	36,153	3,012.74	693.34	18.73900
8	041	37,107	3,092.22	711.63	19.23333
	042	38,052	3,171.01	729.77	19.72342
	043	39,002	3,250.15	747.98	20.21564
	044	39,961	3,330.05	766.37	20.71261
	045	40,858	3,404.85	783.58	21.17786
9	046	41,846	3,487.13	802.52	21.68963
	047	42,806	3,567.20	820.94	22.18766
	048	43,757	3,646.42	839.17	22.68040
	049	44,697	3,724.79	857.21	23.16786
	050	45,656	3,804.68	875.60	23.66481
10	051	46,609	3,884.11	893.88	24.15883
	052	47,579	3,964.92	912.47	24.66148
	053	48,552	4,045.99	931.13	25.16574
	054	49,517	4,126.46	949.65	25.66623
	055	50,481	4,206.75	968.13	26.16564
11	056	51,448	4,287.30	986.67	26.66667
	057	52,414	4,367.85	1,005.20	27.16770
	058	53,386	4,448.84	1,023.84	27.67142

Appendix E

Career Stage Expectations

NQTs will be expected to fulfil all the standards with support. To be working at a specific stage, teachers will be expected to satisfy all the criteria. For the stages between 50-60% of the criteria for the stage above will be required.

	M2	M4	M6	UPS1	UPS3
Professional practice	All teaching satisfactory, much good or better	All teaching good or better	All teaching good; some with outstanding features or better	All teaching good; some with outstanding features or better	All teaching good; much with outstanding features
Professional outcomes	Most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; many exceed them
Professional relationships	Positive working relationships with pupils, colleagues and parents	These relationships are securely focussed on improving provision for pupils	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Plays a proactive role in building key stage or departmental teams to improve provision and outcomes	Plays a proactive role in building school-wide teams to improve provision and outcomes
Professional development	Able, with support, to identify key professional development needs and respond to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	Plays a proactive role in leading the professional development of key stage or departmental colleagues	Plays a proactive role in leading the professional development of colleagues across the school

Preamble	It is expected that teachers reach this standard regardless of their career stage
M2	Teachers make the education of their pupils their first concern, & are accountable for achieving the highest possible standards in work & conduct. Teachers act with honesty & integrity; have strong subject knowledge; keep their knowledge & skills as teachers up-to-date & are self-critical; forge positive professional relationships; & work with parents in the best interests of their pupils.
M4	
M6	
UPS1	
UPS3	

Part 1 – Teaching

1.1. Set high expectations which inspire, motivate and challenge pupils

Standard 1.1 (1) Establish a safe and stimulating environment for pupils, rooted in mutual respect	
M2	With some support, ensure that the learning environment is stimulating and promotes independent learning
M4	Independently, ensure that the learning environment is stimulating and promotes independent learning.
M6	Independently, ensure that the learning environment is stimulating, promotes independent learning and challenges / supports individuals
UPS1	Independently, ensure that the learning environment is stimulating, promotes independent learning and challenges / supports individuals. Offer support to less experienced colleagues.
UPS3	Demonstrate the ability to evaluate the impact of the learning environment (their own and others') ensuring that suggestions to less experienced colleagues enable them to create a more stimulating classroom which promotes independent learning and challenges / supports individuals.

Standard 1.1 (2) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	
M2	Sets goals that stretch & challenge most pupils in their class. Talks to a more experienced colleague about pupils who they feel are not on track to meet the targets set.
M4	Sets goals that stretch & challenge almost all pupils in their class. Recognises pupils who may not meet or may exceed those targets. Seeks advice from a more experienced colleague as to how to best support these individual pupils.

M6	Sets goals that stretch & challenge almost all pupils in their class, (including the most able.)With support readjusts targets for pupils who have the potential to exceed them & provides targeted support for those who may not be on track to meet them.
UPS1	Sets goals that stretch & challenge almost all pupils in their class, (including the most able). Readjusts targets for pupils who have the potential to exceed them & provides targeted support for those who may not be on track to meet them. Evaluates the impact of the targeted support provided.
UPS3	Individual pupils are set challenging personal goals. Targets are readjusted regularly in response to careful tracking of pupil progress. Targeted support is provided for pupils who may not be on track to attain the targets set. Regularly evaluates the impact of any targeted support provided & adapts future provision as a result. Supports less experienced colleagues in setting pupil targets & their progress towards them.

Standard 1.1 (3) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

M2	Is supportive of our school's values & demonstrates to pupils the positive attitudes & high standards of behaviour we expect of them.
M4	Is supportive of our school's values & consistently demonstrates to pupils the positive attitudes & high standards of behaviour we expect of them.
M6	Through their own actions actively promotes our school's values, reinforces (to both pupils & parents) the positive attitudes & high standards of behaviour expected.
UPS1	Through their own actions actively promotes our school's values, reinforces (to both pupils & parents) the positive attitudes & high standards of behaviour expected. Supports colleagues who have recently joined our school in upholding our values & expectations. Mentoring.
UPS3	Is proactive in promoting our school's values within school & the wider community. Reinforces (to both pupils & parents) the positive attitudes & high standards of behaviour expected in school. Supports colleagues who have recently joined our school in upholding our values & expectations. Mentoring

1.1.1. Promote good progress and outcomes by pupils

Standard 1.2 (1) Be accountable for pupils' attainment, progress and outcomes

M2	Assesses pupils' attainment & progress within a lesson & /or a series of lessons. Demonstrates an awareness of statutory & school assessment procedures.
M4	Assesses pupils' attainment & progress within a lesson & /or a series of lessons. Demonstrates a growing awareness of statutory & school assessment procedures. Works with more experienced year group colleagues in order to moderate judgements about pupil progress & attainment
M6	Assesses pupils' attainment & progress within a lesson & /or a series of lessons. Demonstrates a secure understanding of statutory & school assessment procedures. Confidently makes judgements about pupils' progress & attainment. Moderates these judgements through dialogue with colleagues & the use of standards files where relevant.
UPS1	Assesses pupils' attainment & progress within a lesson & over periods of time. Demonstrates a secure understanding of statutory & school assessment procedures. Confidently makes judgements about pupils' progress & attainment. Moderates these judgements through dialogue with colleagues, (within & outside of school) & the use of standards files where relevant.
UPS3	Assesses pupils' attainment & progress within a lesson & over periods of time. Demonstrates a secure understanding of statutory & school assessment procedures. Confidently makes judgements about pupils' progress & attainment. Moderates these judgements through dialogue with colleagues, (within & outside of school) & the use of standards files where relevant. Supports less experienced colleagues in their assessments of pupil's attainment & progress.

Standard 1.2 (2) - Plan teaching to build on pupils' capabilities and prior knowledge

M2	Average, above average & below average pupils are identified & appropriate provision and/or support to meet these needs is planned. Is aware of the capabilities & of their class & bases future teaching on this knowledge. Recognises the progress their class has made within lessons.
M4	Accurate teacher assessment ensures that activities effectively meet the needs of average, above average & below average pupils. The needs of SEN pupils are met. Additional adults are effectively employed. Misconceptions are noted & addressed during the plenary or at the start of the next day's lesson. Is aware of the capabilities & prior knowledge of key groups within their class & bases future teaching on this

	knowledge. Recognises the progress these groups of pupils have made within lessons.
M6	AfL strategies are used to ensure planned activities provide sufficient challenge for pupils, including the most able. Additional adults are well deployed & have a clear teaching role. Most pupils make good progress. Misconceptions are addressed as the lesson progresses. Is aware of the capabilities & prior knowledge of key groups, (including vulnerable groups) within their class & bases future teaching on this knowledge. Recognises the progress these groups of pupils have made within lessons.
UPS1	Planning takes account of individual learner's needs & preferred learning styles. Additional adults have a clear teaching role during the majority of the lesson. Planning has been adapted as a direct result of the teacher's evaluation of the previous days learning. Effective use of AfL strategies enable the teacher to reshape tasks & explanations in order to maximise learning opportunities as the lesson is delivered. Almost all pupils make good progress. Has a secure understanding of the capabilities & prior knowledge of key groups, (including vulnerable groups) & individual pupils within their class & bases future teaching on this knowledge. Recognises the progress these groups of pupils & individuals have made within lessons.
UPS3	Skilled & flexible use of a variety of teaching styles is effectively used to meet individual learner's needs. Additional adults have a clear teaching role throughout the lesson. Systematic checking of pupils understanding throughout the lesson enables sharply focused, appropriate & effective interventions to be accurately matched to individual needs with notable impact. Constant use of AfL strategies enables children to move between groups during the lesson, enabling the teacher to ensure all children are sufficiently challenged throughout the lesson. All children make at least good progress. Has a good understanding of the capabilities & prior knowledge of key groups, (including vulnerable groups) & individual pupils within their class & bases future teaching on this knowledge. Recognises the progress these groups of pupils & individuals have made within lessons, adapting planning accordingly as the lesson progresses. Supporting colleagues in these activities.

Standard 1.2 (3) Guide pupils to reflect on the progress they have made and their emerging needs

M2	Learning intentions are clear and shared orally and/or in writing with the children.
M4	Learning intentions are clear and shared orally and/or in writing with the children. Success criteria discussed with the children.
M6	Learning intentions are clear and shared orally and/or in writing with the children. Success criteria discussed with the children. Children are able to use success criteria to explain whether or not they have met the learning intention.
UPS1	Learning intentions are clear and shared orally and/or in writing with the children. Success criteria discussed with the children. Children confidently use success criteria to explain whether or not they have met the learning intentions.
UPS3	Differentiated learning intentions are clear & shared orally &/or in writing with the children. Lesson intentions are regularly referred back to during the course of the lesson. Children help to set success criteria & evaluate their individual performance & that of their peers against them.

Standard 1.2 (4) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

M2	Has a growing understanding of how pupils learn & how this impacts on teaching.
M4	Has a growing understanding of how the pupils in their class learn & begins to adapt their teaching in response to this.
M6	Has a good understanding of how the pupils in their class learn & adapts their teaching in response to this.
UPS1	Has a good understanding of how individual pupils in their class learn. Supports less experienced colleagues within their key stage in developing their teaching styles.
UPS3	Has an excellent understanding of how individual pupils in their class learn. Supports less experienced colleagues throughout school in developing their teaching styles.

Standard 1.2 (5) Encourage pupils to take a responsible and conscientious attitude to their own work and study

M2	Many children are on task and working productively for most the lesson. Some children require reminders.
M4	The majority of children are on task and working productively for most of the lesson. A few children require reminders. Some opportunities are provided for pupils to work independently.
M6	All children are on task & working productively throughout the lesson. A small minority of pupils require reminders. Regular opportunities are provided for pupils to work independently.

UPS1	All children are on task & working productively throughout the lesson. A small minority of pupils require reminders. Teacher promotes pupils' resilience, confidence & independence.
UPS3	All children are on task & working productively throughout the lesson. A small minority of pupils require reminders. Teaching promotes high levels of pupil resilience, confidence & independence.

1.2. Demonstrate good subject and curriculum knowledge

Standard 1.3 (1) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings	
M2	Are familiar with statutory guidance for the year group in which they work
M4	Has a secure understanding of the statutory guidance for the year group in which they work
M6	Demonstrates through their planning & teaching, a secure understanding of the statutory guidance for the year group in which they work.
UPS1	Demonstrates through their planning & teaching, a secure understanding of the statutory guidance for the year group in which they work. Is aware of the statutory guidance for the year groups above and below the one in which they work.
UPS3	Demonstrates through their planning & teaching, a secure understanding of the statutory guidance for the year group in which they work. Is aware of the statutory guidance for the key stages above and below the one in which they work

Standard 1.3 (2) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	
M2	Attends staff meetings and school-led INSET days
M4	Actively participates in staff meetings and school-led INSET days
M6	With support from a more experienced colleague, helps to lead staff meetings & school-led INSET days
UPS1	Leads whole school staff meetings. Delivers training to colleagues in order to improve pupil attainment and progress within the key stage in which they work.
UPS3	Identifies areas for whole school development & delivers training to colleagues across the school in the form of staff meetings or school-led INSET days

Standard 1.3 (3) 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	
M2	Demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulacy & the correct use of Standard English, within their teaching.
M4	Demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulacy & the correct use of Standard English, within their teaching & wider professional duties.
M6	Demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulacy & the correct use of Standard English, within their teaching & wider professional duties.
UPS1	Demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulacy & the correct use of Standard English, within their teaching & wider professional duties. Actively promotes this amongst other adults working in their class.
UPS3	Demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulacy & the correct use of Standard English, within their teaching & wider professional duties. Actively promotes this amongst other adults working throughout school.

Standards 1.3 (4 & 5)	
<ul style="list-style-type: none"> • If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 	
M2	Is developing a growing understanding of how to effectively teach mathematics, literacy & synthetic phonics
M4	Confidently teaches mathematics, literacy & synthetic phonics in the year group in which they are employed
M6	Confidently teaches mathematics, literacy & synthetic phonics in the year group in which they are employed and has a growing understanding of the teaching of these subjects in the year groups before & after their own.
UPS1	Supports less experienced colleagues within their key stage in developing their teaching of mathematics, literacy & synthetic phonics. During phase meetings shares with colleagues any recent training they have received in these

	curriculum areas.
UPS3	Leads whole school development in the teaching of mathematics, literacy & synthetic phonics. Models teaching of these subjects to colleagues within our school and/or staff from other local schools. Carries out own research into the teaching of these subjects which they employ effectively in their own practice & share with colleagues.

1.4. Plan and teach well-structured lessons

Standard 1.4 (1) Impart knowledge and develop understanding through effective use of lesson time	
M2	Lessons taught are generally well structured, have reasonable pace and are usually of appropriate length.
M4	Lessons taught are well structured, have good pace and are of appropriate length. Transitions are well planned & ensure that no valuable learning time is wasted. Use of VAK strategies ensures that the preferred learning styles of many pupils are met.
M6	All parts of most lessons taught are well structured, have good pace and are of appropriate length. Swift, well organised transitions contribute effectively to the pace & timings of lessons. Effective use of VAK strategies ensures that the preferred learning styles of most pupils are met.
UPS1	All parts of most lessons taught are well structured, have good pace and are of appropriate length. Swift, well organised transitions contribute effectively to the pace & timings of lessons. Effective use of VAK strategies ensures that the preferred learning styles of most pupils are met. Supports less experienced colleagues in their effective use of lesson time.
UPS3	All parts of most lessons taught are well structured, have good pace and are of appropriate length. Swift, well organised transitions contribute effectively to the pace & timings of lessons. Supports less experienced colleagues in their effective use of lesson time. (This might include colleagues from other schools).

Standard 1.4 (2) Promote a love of learning and children's intellectual curiosity	
M2	Enjoys working with children
M4	Is enthusiastic when teaching
M6	Enthusiasm impacts positively on children's attitudes towards learning
UPS1	Enthusiasm impacts positively on children's attitudes towards learning. Encourages children to lead their own learning.
UPS3	Enthusiasm impacts positively on children's attitudes towards learning. Encourages children to lead their own learning. Enthusiasm for teaching impacts positively on colleagues.

Standard 1.4 (3) Reflect systematically on the effectiveness of lessons and approaches to teaching	
M2	Evaluates effectiveness of lessons & teaching styles used. Begins to develop practice in response to their personal evaluation. Responds to advice & support given by more experienced colleague.
M4	Evaluates effectiveness of lessons & teaching styles used. Begins to develop practice in response to their personal evaluation. Seeks advice & support from more experienced colleague.
M6	Evaluates effectiveness of lessons & teaching styles used. Begins to develop practice in response to their personal evaluation. Adapts lessons & teaching styles in response to this evaluation.
UPS1	Evaluates effectiveness of lessons & teaching styles used. Develops practice in response to their personal evaluation. Adapts lessons & teaching styles in response to this evaluation. Supports less experienced year group colleagues in developing their own practice.
UPS3	Evaluates effectiveness of lessons & teaching styles used. Develops practice in response to their personal evaluation. Adapts lessons & teaching styles in response to this evaluation. Supports less experienced colleagues within (& outside of) school in developing their own practice.

Standard 1.4 (4) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	
M2	Attends training recommended by the head teacher or other senior school leader relevant to school development priorities or personal development targets as identified through the performance management process. Attends any training required in light of curriculum developments and implementation of statutory assessments
M4	Identifies own personal training needs, (including those which relate to curriculum developments or the implementation of statutory assessments) & with support from a senior school leader accesses appropriate INSET to meet these needs.
M6	Identifies own personal training needs in light of local & national changes; accesses appropriate INSET & demonstrates the impact such INSET has had on their own practice.
UPS1	Is aware of local & national changes, accesses appropriate INSET & demonstrates the impact such INSET has had

	on their own practice. This is shared with colleagues during staff and/or phase meetings & with governors if relevant. Identifies training needs of staff within their key stage & assists the SMT in providing staff with access to relevant 'in-house', Diocesan or LA provided training. They help the SMT to evaluate the impact of such training on pupil outcomes.
UPS3	Uses own professional knowledge & experience to support the development of less experienced colleagues e.g. lesson study, peer observations, team teaching and moderation work. Delivers relevant training to a variety of staff and to the governing body when required. Actively seeks professional development opportunities via the network of local schools, through the Diocese, local authority or via external providers in order to bring about whole school improvement.

1.3. Adapt teaching to respond to the strengths and needs of all pupils

Standard 1.5 (1) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	
M2	Able to plan, (with support from a more experienced colleague), sequences of lessons which engage pupils and are appropriate to their age, abilities & interests.
M4	Able to plan, (as part of a year group team), sequences of lessons which engage pupils and are appropriate to their age, abilities & interests. Begins to adapt these plans to meet the specific needs of the individual pupils within their own class.
M6	Able to plan independently, sequences of lessons which engage pupils and are appropriate to their age, abilities & interests. Effectively adapts these plans to meet the specific needs of the individual pupils within their own class.
UPS1	Able to plan independently, sequences of lessons which engage pupils and are appropriate to their age, abilities & interests. Effectively adapts these plans to meet the specific needs of the individual pupils within their own class. Supports less experienced colleagues within their year group with their planning of sequences of lessons.
UPS3	Able to plan independently, sequences of lessons which engage pupils and are appropriate to their age, abilities & interests. Effectively adapts these plans to meet the specific needs of the individual pupils within their own class. Supports less experienced colleagues within school, (including student teachers) with their planning of sequences of lessons & in their adaptation of lessons to meet specific pupils' needs.

Standard 1.5 (2) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these	
M2	With support writes, delivers & monitors the effectiveness of IEPs and attends IEP review meetings
M4	With minimal support writes, delivers & monitors the effectiveness of IEPs and participate in IEP review meetings. Deploy SEN support staff effectively. Begin to demonstrate an understanding of the roles of different outside support agencies.
M6	Independently writes, delivers & monitors the effectiveness of IEPs and play a key role in IEP review meetings. Deploy SEN support staff effectively. Support the SENCo in developing appropriate provision maps within your class. With support identify the need for support from outside agencies.
UPS1	Independently writes, delivers & monitors the effectiveness of IEPs and play a key role in IEP review meetings. Deploy SEN support staff effectively. Support the SENCo in developing appropriate provision maps within your year group. Identify pupils who require support from outside agencies.
UPS3	Independently writes, delivers & monitors the effectiveness of IEPs and play a key role in IEP review meetings. Deploy SEN support staff effectively. Support the SENCo in developing appropriate provision maps & monitoring their impact on pupil attainment within your key stage. Work effectively with colleagues from outside support agencies.

Standard 1.5 (3 & 4)	
<ul style="list-style-type: none"> • Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • Have a clear understanding of the needs of all pupils, including those with special educational needs; those with 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 	
M2	Has a growing understanding of how children develop physically, socially & intellectually. With support from a more experienced colleague is able to plan lessons which support pupils' educational needs
M4	Has a secure understanding of how children develop physically, socially & intellectually. With minimal support is able to plan lessons which support pupils' educational needs.
M6	Has a good understanding of how children develop physically, socially & intellectually. Plans lessons which

	support pupils' educational needs.
UPS1	Has a good understanding of how children develop physically, socially & intellectually. Adapts their teaching to support pupils' educational needs.
UPS3	Has a good understanding of how children develop physically, socially & intellectually. Adapts their teaching to support pupil's educational needs. Supports less experienced colleagues in planning lessons which support pupils' educational needs.

1.6 Make accurate and productive use of assessment

Standard 1.6 (1) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	
M2	Demonstrates an awareness of any statutory and School assessments required for the year in which they teach.
M4	With support where necessary, carries out statutory assessments and School required for the year in which they teach.
M6	Confidently carries out statutory assessments required for the year in which they teach. Have an awareness of statutory assessments and School required for years other than the one in which they teach.
UPS1	Supports less experienced colleagues within their year group/phase in carrying out statutory and School assessments.
UPS3	Supports less experienced colleagues within our school and/or within other local schools in carrying out statutory and School assessments.

Standard 1.6 (2 & 3)	
	<ul style="list-style-type: none"> • Make use of formative and summative assessment to secure pupils' progress • Use relevant data to monitor progress, set targets, and plan subsequent lessons
M2	Begins to use AfL strategies and APP (with support) when assessing pupils' progress and attainment. Uses assessments made to inform future (medium term) planning for groups of pupils & to make judgements about the attainment of individual pupils.
M4	Demonstrates increasing confidence in using AfL strategies and APP when assessing pupils' progress and attainment. Teacher assessments inform future short & medium term planning for groups of pupils.
M6	Confidently uses AfL strategies and APP when assessing pupils' progress and attainment. Teacher assessments inform future short & medium term planning for groups of & individual pupils.
UPS1	Confidently uses a variety of AfL strategies when assessing pupils' progress. Use of AfL strategies results in the teacher often being able to reshape tasks within lessons in order to ensure most pupils make good progress. Teacher assessments inform future short & medium term planning for groups of & individual pupils. Supports less experienced colleagues in their use of AfL & APP.
UPS3	Opportunities to use a variety of AfL strategies are carefully planned. Effective use of AfL strategies enable the teacher to confidently reshape tasks within lessons in order to ensure all pupils make good progress. Accurate evaluation of assessments made inform future short & medium term planning for groups of & individual pupils. Supports less experienced colleagues in their use of AfL & APP.

Standard 1.6 (4) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	
M2	Provides children with verbal & written feedback. Follows the school marking policy.
M4	Children receive verbal and written feedback in a way that they can understand. Follows the school marking policy.
M6	Children receive timely and accurate verbal & written feedback in a way that they can understand. The feedback given clearly relates to the lesson's learning objective. Follows the school marking policy.
UPS1	Verbal & written feedback clearly relates to the lessons' learning intention and/or the pupil's individual targets. Misconceptions are addressed through the use of focused marking & clear modelling by the teacher.
UPS3	Verbal & written feedback clearly relates to the lessons' learning intention and/or the pupil's individual targets. Misconceptions are addressed through the use of focused marking & clear modelling by the teacher. Children are encouraged to consolidate their learning by responding to questions or completing additional calculations posed by the teacher.

1.7 Manage behaviour effectively to ensure a good and safe learning environment

Standard 1.7 (1) Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	
M2	Is supportive of school ethos & school code of conduct.
M4	Establishes & reinforces class rules which are reflective of the school ethos & school code of conduct.
M6	Supports children in establishing class rules which are reflective of the school ethos & school code of conduct. Ensures children understand & adhere to these rules.
UPS1	Supports children in establishing class rules which are reflective of the school ethos & school code of conduct. Ensures children understand & adhere to these rules. Supports less experienced colleagues in their establishing of appropriate class rules which are reflective of the school ethos & school code of conduct.
UPS3	Supports children in establishing class rules which are reflective of the school ethos & school code of conduct. Ensures children understand & adhere to these rules. Supports less experienced colleagues in their establishing of appropriate class rules which are reflective of the school ethos & school code of conduct. Ensures colleagues & parents are supportive of the school ethos & code of conduct.

Standard 1.7 (2 & 3)	
<ul style="list-style-type: none"> • Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 	
M2	Promotes acceptable behaviour through the use of praise, rewards & sanctions. Follows our school's behaviour policy.
M4	Uses a range of strategies to ensure good levels of discipline within their class. Follows our school's behaviour policy.
M6	Establishes high levels of discipline within their class through the consistent use of praise, sanctions & rewards appropriate to the age of the pupils they teach. Follows our schools' behaviour policy.
UPS1	Establishes high levels of discipline within their class through the consistent use of praise, sanctions & rewards appropriate to the age & needs of the pupils they teach. Follows our school's behaviour policy.
UPS3	Establishes high levels of discipline within their class through the consistent use of praise, sanctions & rewards appropriate to the age & needs of the pupils they teach. Follows our school's behaviour policy. Supports less experienced colleagues in developing effective behaviour management strategies.

Standard 1.7 (4) Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary	
M2	Follows our school's procedures for safeguarding children
M4	Follows our school's procedures for safeguarding children. Ensures that other adults working within their class are aware of our school's safeguarding procedures.
M6	Follows our school's procedures for safeguarding children. Ensures that other adults working within their class are aware of our school's safeguarding procedures. Demonstrates an awareness of the CAF process.
UPS1	Follows our school's procedures for safeguarding children. Ensures that other adults working within school are aware of our school's safeguarding procedures. Attends relevant safeguarding training including CAF training where required.
UPS3	Follows our school's procedures for safeguarding children. Regularly updates their knowledge of safeguarding children. Actively involved in the CAF process. When requested. Contributes to the monitoring & evaluation of the effectiveness of our school's safeguarding procedures.

1.8 Fulfil wider professional responsibilities

Standard 1.8 (1) Make a positive contribution to the wider life and ethos of the school	
M2	With encouragement participates in the wider life of the school e.g. Liturgies, curriculum weeks\days, fund raising events, St Mary's Day
M4	Actively participates in the wider life of the school e.g. Liturgies, curriculum weeks\days, fund raising events, St Mary's Day
M6	Actively participates in the wider life of the school e.g. Liturgies, curriculum weeks\days, fund raising events, St Mary's Day. Organises or helps lead an extra-curricular activity.
UPS1	Actively participates in the wider life of the school e.g. Liturgies, curriculum weeks\days, fund raising events, St

	Mary's Day. Provides opportunities for the children to represent the school within the local community. Organises events and/or helps lead an extracurricular activity. Encourages less experienced colleagues to participate in the wider life of the school.
UPS3	Actively participates in the wider life of the school e.g. Liturgies, curriculum weeks\days, fund raising events, St Mary's Day. Provides opportunities for the children to represent the school within the local community. Organises or helps lead an extra-curricular activity. Supports less experienced colleagues in planning or leading events or extra-curricular activities.

Standard 1.8 (2) Deploy support staff effectively

M2	Planning indicates the role of support staff within a lesson.
M4	Planning indicates the role of support staff within a lesson. Time is spent briefly explaining the planning to support staff prior to the start of the lesson.
M6	Support staff is consulted when planning future lessons. As a result of this they have a clear understanding of their role during various parts of the lesson. Feedback is given to support staff.
UPS1	Actively involves support staff in the planning & delivery of future lessons. Resulting in support staff being effectively deployed in a way which impacts positively on pupil outcomes. Appropriate feedback is given to support staff which contributes towards their continuing professional development.
UPS3	Actively involves support staff in the planning, delivery & evaluation of lessons. Support staff are encouraged to support the class teacher when assessing pupils' progress, in evaluating the effectiveness of targeted interventions used & are encouraged to contribute towards progress reviews. The teacher helps support staff to identify their own professional development needs & helps facilitate opportunities for them to be met.

Standard 1.8 (3) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

M2	Responds positively to feedback given and acts upon recommendations made. Some improvements in practice seen as a result.
M4	Is able to demonstrate ability to evaluate own practice & with support can identify areas for further development. Clear evidence is seen to demonstrate that they have addressed any previously agreed areas for development.
M6	Accurately identifies areas of professional strength & areas for further development. With support from a member of the SMT, identifies strategies for addressing such areas. Clear evidence is seen to demonstrate that they have addressed any previously agreed areas for development.
UPS1	Accurately identifies areas of professional strength & suggests ways in which areas for further development can be addressed. Monitors & evaluates the impact such strategies have upon their teaching. Supports key stage colleagues in addressing their areas for further development e.g. peer coaching
UPS3	Recognises areas of professional strength of colleagues across the school. Plans & organises opportunities for colleagues to address areas for professional development within school. Provides feedback to colleagues. Evaluates their impact & reports back to SMT and governing body.

Part 2 – Personal and Professional Conduct

Personal and Professional Conduct– It is expected that teachers reach this standard regardless of their career stage

M2	2.1(1) Treating pupils, parents & colleagues with respect & dignity
M4	2.1(1) Observing proper boundaries, appropriate to a teacher's professional position;
	2.1(2) Following our school's safeguarding procedures;
	2.1(3) Being tolerant of & respectful towards the rights & viewpoints of others;
	2.1(4) Not undermining fundamental British values such as democracy, the rule of law, individual liberty & mutual respect, & tolerance of those with different faiths & beliefs;
	2.1(5) Making sure that personal beliefs are not expressed in ways which exploit pupils' vulnerability;
	2.2 Following school policies & procedures;
	2.2 Promoting& demonstrating high standards of behaviour both in the classroom & around school;
	2.2 Upholding Christian values
	2.2 Being punctual
	2.2 Having high levels of attendance
	2.3 Understanding & always acting within, the statutory frameworks which set out your professional duties & responsibilities.

Appendix F

Guidelines For The Payment Of Supply Teachers

The schools expectation of a Supply Teacher

Firstly, the school will determine that the relevant pre-employment checks have been satisfied in relation to the teacher in question.

The supply teacher should arrive at least 15 minutes before school starts, to enable them to read plans, prepare lessons, learn the geography of the school and become familiar with routines within the school including safety procedures and disciplinary arrangements. Undertake playground duty if covering for the teacher who was scheduled to undertake these duties on the day in question.

Undertake marking and providing feedback to the Head or designated teacher at the end of the day and reporting on any issues of concern.

The school should ensure that other duties should be available to be undertaken by the Supply teacher that could reasonable be completed in the non-contact time available.

What the school will provide for the supply teacher

The Supply teacher will be provided with:

- the name of the person to report to who will be there to greet them at the agreed time.
- all the necessary documentation to be able to undertake the duties for which they have been employed.
- written details of emergency procedures, name of contact in case of difficulty be shown round the school.

Hours to be paid

The School Teachers Pay and Conditions document sets out that Supply teachers are paid on the basis of a working year of 195 day and that they should be considered to be working 6.5 hours a day including an allowance for duties other than direct contact time .

Why the hours to be paid should be 6.5 hours rather than a variable number?

- 1 It would support the notion than supply teachers have responsibility for and an expectation by the school to undertake duties other than only class room duties.
- 2 It would eliminate any ill feeling caused by different views on the number of hours to be paid based on the views of the amount of other work they undertake. The management and reasons why less than 6.5 hours are to be paid will have to be fully documented in order to defend any claims made at a later date.
- 3 The suggestion of variable paid hours is administratively complicated and may well lead to pay queries that will take time to resolve.
- 4 The payment of a 6.5 hour day would be in line with other schools and we would therefore not be at a disadvantage to other schools when seeking supply teachers.

- 5 Supply teachers may then be more willing to be employed directly by schools rather than through a supply teacher agency.
- 6 Complies with the School Teachers Pay and Conditions Document and will not be detrimental to any supply teacher