

# Padbury Church of England Pay Policy for Staff in Schools

<b>Policy Level:</b>	2	<b>ODBST Statutory and Mandatory Policy</b> All schools must adopt these policies with local amendment strongly discouraged. These policies are centrally amended and binding on LGBs from the date of Board approval. They must be displayed on the School's website. Approval for all proposed local amendments must be sought from the ODBST Governance Lead prior to Local Governing Body resolution.
<b>Other related ODBST policies and procedures:</b>	ODBST Teacher Appraisal Policy ODBST Headteacher Performance Management Policy Guidance	
<b>Committee responsible:</b>	FRAPP	
<b>Approved by:</b>	FRAPP	
<b>Date Approved:</b>	2 <sup>nd</sup> December 2021	
<b>Date for Next Review:</b>	September 2022	

In reviewing this policy the Trust Board has had regards to the Equality act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged.

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## 1. Introduction

1.1. This document sets out the ODBST policy on pay. It is based on Buckinghamshire Council's model pay policy, which was written in consultation with the Teachers' Professional Associations and UNISON and takes into account Milton Keynes Council's Teachers pay policy and pay policy for school support staff. This policy sets out the procedures that apply in setting pay levels for staff in schools and the discretions that the LGB must apply. This policy is underpinned by the following core criteria and this trust/school will:

- comply with legislation as set out in the Schoolteachers' Pay and Conditions Document, the Conditions of Service for Schoolteachers in England and Wales (the Burgundy Book), Bucks Pay employment conditions or Milton Keynes Council terms & conditions for Support Staff protected by TUPE legislation, as applicable. Where any differences of interpretation arise between this policy and the above, the relevant statute will apply.
- abide by all other relevant legislation including compliance with the following legislation: the Employment Relations Act 1999<sup>(1)</sup>, the Equality Act 2010<sup>(2)</sup>, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000<sup>(3)</sup> and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002<sup>(4)</sup>, and in particular not to discriminate in the application of this policy on the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, maternity and pregnancy, race, religion or belief, sex, sexual orientation or other grounds protected in law (e.g. part-time worker status, trade union membership or HIV positive status).
- have a staffing structure related to the school's stated aims and development plan.
- demonstrate that the LGB is implementing its pay policy in a fair, consistent and responsible way, which does not negatively impact employees that have been absent due to family leave or disability related reasons.

<sup>(1)</sup> 1999 (c.26).

<sup>(2)</sup> 2010 (c.15).

<sup>(3)</sup> S.I. 2000/1551.

<sup>(4)</sup> S.I. 2002/2034.

## 2. Scope

2.1. This policy applies to all teaching and support staff employed in ODBST schools.

## 3. Roles and Responsibilities

3.1. **ODBST Trustees will have overall responsibility for setting pay scales for all staff. The Trust will:**

- ensure that timely decisions around pay are made and communicated to Governing Bodies

- ensure that the Pay Policy is published promptly each year for Governing Bodies to adopt it within their school

### 3.2. The Local LGB and its committees will:

- ensure that all employees and Governors are given clear access to copies of the pay policy including the appendices, the Staffing Structure and any updates
- ensure that its processes are open, transparent and fair. It will ensure that all decisions taken in respect of pay are objectively justified.
- review the staffing structure as necessary based on recommendations from the Headteacher and the ODBST HR Manager. Where changes are proposed, take into account comments from staff and relevant unions or professional associations
- seek to ensure there is pay relativity between jobs within the school
- delegate authority to its appropriate committees to administer the pay policy on its behalf and to deal with appeals against pay decisions
- agree the school budget and ensure that appropriate funding is allocated for performance pay at all levels.
- review job descriptions regularly and will reconsider the grade if responsibility or accountability is increased
- consider recommendations from the Headteacher on matters relating to pay and grading
- treat information about individual members of staff (including earnings) as confidential in line with requirements the ODBST Data Protection policy which includes regulations under GDPR and the Data Protection Act 2018
- exercise its responsibilities within the constraints of the school's locally managed budget and in accordance with the school's financial and improvement plans
- take advice from the Trust on consulting with employees and relevant unions or professional associations when drawing up the pay policy and during each annual review of the policy
- ensure the Trust HR Manager is notified of pay decisions within the school
- raise any concerns in relation to the Pay Policy with the Trust's HR Manager

### 3.3 The Headteacher will:

- provide job descriptions for all employees, on behalf of the LGB. Job descriptions need to be in place at the time of appointment and will be reviewed as part of the appraisal/performance management process; any changes will be made in consultation with the post holder.

### 3.4 The Employee will:

- participate in arrangements made for their appraisal/performance management, as set out in their conditions of employment. Where appropriate, relevant information from appraisal/performance review statements may be taken into account by the Headteacher and the LGB (or relevant committee) in taking decisions relating to pay.

#### **4. Principles**

- 4.1. The Trust will delegate responsibility for the operation of the Pay Policy to the LGB for each school.
- 4.2. The LGB seeks to provide equal opportunities for all staff, in accordance with the ODBST Equality and Diversity policy, equal pay legislation and the School's Code of Conduct.
- 4.3. The LGB will promote equality in all aspects of school life, including in the advertising of posts, appointing, promoting and paying employees, training and employee development.
- 4.4. The LGB seeks to ensure that all staff are valued and receive proper recognition and remuneration for their work and their contribution to school life.
- 4.5. The LGB has responsibility for ensuring that the pay policy is followed, having taken advice from the Headteacher on all matters with the exception of their own salary. It considers and approves the staffing structure for the school.
- 4.6. The LGB may delegate authority to a committee to administer the pay policy on its behalf, including the determination of gradings and salaries and pay progression. The committee will also hear appeals in respect of any decision taken in relation to an individual's pay.
- 4.7. The LGB or its committees will review job descriptions regularly and will reconsider the grade if responsibility or accountability is changed. The committee will consider recommendations from the Headteacher. Committee members are required to treat information about each individual's earnings as confidential. These responsibilities are exercised within the constraints of the school's locally managed budget and in accordance with school's financial and development plans.

#### **5. Pay Discretions**

- 5.1. The LGB has significant discretion over salaries on appointment to posts, awarding of allowances, and performance pay awards. The LGB will decide how to apply these discretions fairly and equitably with the advice of the Headteacher. The criteria will be set out in this policy and all decisions are taken in the context of the School's Development Plan.

#### **6. Consultation**

- 6.1. The LGB will consult with members of staff during each annual review of the pay policy. The Trust will also ensure relevant unions and professional associations have been

consulted with, either directly or indirectly via Buckinghamshire Council and/or Milton Keynes Council, where appropriate.

## **7. Vacant posts**

- 7.1. Information about vacancies including those carrying additional payments or allowances (whether permanent, temporary or acting) will be made known to employees in time for them to apply for posts for which their training and experience are appropriate. The LGB will also ensure that the Trust's HR Manager is provided with information about any recruitment activities before roles are advertised or filled so that officers can monitor the application of the pay policy.

## **8. Staffing Structure**

- 8.1. The LGB will keep the school staffing structure under review and ensure that a copy is kept with this policy. If any changes are proposed that directly impact current employees (including to posts attracting Teaching and Learning Responsibility payments) there will be full consultation with staff and the relevant unions or professional associations - usually for a maximum of five weeks - prior to implementing any changes. Where any posts could be deleted, the LGB may need to apply their Redundancy Policy.

## **9. Job Descriptions/Role Profiles and Job Summaries**

- 9.1. The Headteacher will provide job descriptions for all employees, on behalf of the LGB. Job descriptions/role profiles and job summaries need to be in place at the time of appointment and job descriptions should be reviewed as part of the appraisal process to check that they are still appropriate. Any changes will be made in consultation with employees. Job summaries will identify key areas of responsibility and line management structures. Written statements of the terms and conditions of employment will be provided.

## **10. Appraisal/Performance Management**

- 10.1. All school employees are required to participate in arrangements made for their appraisal, in accordance with their conditions of employment. Reference will be made, in the case of teachers, to the Teachers Appraisal Policy and the relevant legislation.
- 10.2. Relevant information from appraisal/performance review statements will be taken into account by the Headteacher and the LGB in taking decisions and in advising those responsible for taking decisions on the use of any discretion in relation to pay. For teaching staff, any decision to increase pay must be related to an assessment of performance in accordance with the Schoolteachers' Appraisal Regulations 2012.



## **11. Pay relativity**

11.1. The LGB will seek to ensure that there is pay relativity between jobs at the school. Appropriate differentials will be created and reviewed between posts within the school, recognising accountability and job weight and the LGB's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

## **12. Records**

12.1. Salary records will be confidential to the individual concerned, the Headteacher, the LGB (excluding Staff Governors) and Officers of the Trust that require such information to perform their role.

## **13. Monitoring the impact of the policy**

13.1. The Trust/LGB will monitor the outcomes and impact of this policy, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

## **Support Employees**

### **14. General**

- 14.1. The LGB will comply with local agreements on employees' Conditions of Service i.e. Bucks Pay, Milton Keynes terms & conditions, National Joint Council for Local Government services and local amendments.
- 14.2. The LGB will determine the range or grade of each post based on the requirements of the role profile and job summary.
- 14.3. The LGB will place all new appointees on a Support Staff Pay Range. Support Staff Pay Ranges are attached at appendix 4.

### **15. Designated First Aiders**

- 15.1. The LGB may determine to pay designated First Aid at Work trained employees a retainer while they are available, qualified and willing to render first aid to employees and, where appropriate and in accordance with risk assessments and school policies, pupils and visitors.

### **16. Support Staff Pay**

- 16.1. The LGB will determine the starting salary within the range and will base this decision on the following criteria:
  - level of experience
  - qualifications
  - added value to the school
  - level of training required to fulfil the needs of the post
  - present salary
  - protection in cases of re-deployment
  - date next increment due
  - formal evaluation
- 16.2. Annual increments are paid on 1<sup>st</sup> April each year for schools within Buckinghamshire Council boundaries and 1<sup>st</sup> October each year for schools within Milton Keynes Council boundaries, subject to satisfactory performance. This will be managed through the appraisal process.
- 16.3. Employees newly appointed to ODBST and existing ODBST employees who have been promoted or re-graded must have completed at least 12 month's service in their current role/on their current pay scale before being considered for an incremental increase under the annual process. <sup>1</sup>

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<sup>1</sup> Except where alternative arrangements protected by TUPE legislation are in place.

16.4. The LGB may award merit or accelerated increments within the range at any time. Criteria for such decisions will be:

- successful completion of job-related examination/qualifications
- achievement exceeding normal job requirements but at an equivalent level of responsibility
- completion of key tasks to a degree which exceeds line manager's recorded expectations

## **17. Payments for additional duties**

17.1. Where an employee is required by the LGB to undertake the full duties and responsibilities of a higher graded post for a continuous period of at least four weeks, they will be entitled to receive the appropriate salary to the post temporarily occupied. The salary paid will be at the bottom of the appropriate salary range, unless this is below the employee's existing incremental step, when the payment made will be equivalent to an increase of at least one increment. Once the qualifying period of four weeks has been completed, payment at the higher rate will be backdated to the first day the duties were undertaken and cease when they revert to their substantive post.

## **18. Honoraria**

18.1. The LGB will pay an honorarium where, for an extended period, an employee is asked to undertake:

- a significant part of the duties of a higher graded post
- duties outside of the scope of his/her post which are particularly onerous
- a specialist project at an equivalent level of responsibility to the post holder's current job description.

## **19. Handling salary queries**

19.1. If an employee has a query about their salary, they should in the first place seek to resolve the matter informally with the Headteacher (or in the case of the Headteacher with the Chair of Governors). If the matter remains unresolved the grievance procedure could be followed if necessary.

## Teachers

### 20. General

20.1. Trustees will follow the guidelines of the current School Teachers' Pay and Conditions Document ("**the document**") in implementing the pay policy for teaching staff.

A copy of "**the document**" is available in school and is also on-line from the DFE website:

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

### 21. Staffing structure

21.1. The staffing structure sets out the posts and their values within the school. Changes to the structure will only be made with the approval of the LGB, and in consultation with staff, unions and professional bodies where the proposed change has a direct impact on current employees. A copy of the school's staffing structure can be found at Appendix 5.

### 22. Appraisal

22.1. The LGB will ensure that a review against appraisal objectives is undertaken annually in accordance with the Trust's Appraisal Policy for teaching staff.

### 23. Part-time teaching staff

23.1. The LGB will calculate part-time teaching hours in accordance with the provisions of "**the document**", based on timetabled teaching time. This pro-rata principle means taking the number of hours that the teacher is employed in that capacity during the course of the school's timetabled teaching week as a proportion of the total number of hours in the school's timetabled teaching week.<sup>2</sup>

### 24. Pay Reviews

24.1. The LGB will apply any pay awards as determined by the Trustee Board.

24.2. The LGB will ensure that every teacher's salary is reviewed with effect from 1<sup>st</sup> September each year. A written statement will be provided setting out the teacher's salary and any other financial benefits to which they may be entitled within one month of the determination date. A revised statement will be issued at other times of year to reflect any changes to circumstances or the job description. Where a pay decision leads

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<sup>2</sup> Schoolteachers' Pay and Conditions Document 2021 para 40-41

or may lead to the start of a period of safeguarding, the LGB will give the notification as soon as possible and no later than one month after the date of the determination.

24.3. The LGB will apply the pay rates as agreed by Trustees on an annual basis and contained within the Trust's pay policy.

The LGB will apply the pay rates shown in appendix 1 for teaching staff in post or appointed during academic year 2021/22. All other salary decisions will be made following the outcome of appraisal reviews and formal decisions of the LGB.

## **25. Pay Appeals**

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

25.2. An appeal may be lodged on the grounds that the decision:

- Incorrectly applied this policy
- incorrectly applied any provision of "the document"
- failed to have proper regard for statutory guidance
- failed to take account of relevant evidence
- took account of irrelevant or inaccurate evidence
- was biased
- otherwise unlawfully discriminated against the teacher

This list is not exhaustive.

25.3 The appeal process has 3 stages:

Stage 1: Informal discussion with the appraiser or Headteacher.

Stage 2: Formal representation to the person or Governor's Committee making the pay determination.

Stage 3: Formal appeal hearing to an Appeals Panel of Governors.

25.4 The decision at Stage 3 will be final.

## **Salary entitlements**

## **26 Leadership Group**

26.1 The LGB will determine those posts that have substantial strategic responsibilities for school leadership. These comprise the Leadership Group and include

- the Headteacher
- the Deputy Headteacher(s)
- Executive Headteacher (s)
- Assistant Headteacher (s)
- Head of School
- Any other school leadership role

26.2 The LGB will establish, and recommend to the whole LGB for approval, the school group size and appropriate pay ranges for members of the Leadership Group in accordance with the provisions of 'the Document'. The school group size will be recalculated:

- whenever a new Headteacher is to be appointed
- if it becomes necessary to change the Headteacher group (including where the Headteacher becomes responsible and accountable for more than one school in a federation on a permanent basis)
- if there has been a significant change to the responsibilities of the post
- at least every three years

26.3 After setting the school group size, appropriate pay ranges will be established for each member of the Leadership Group. These individual ranges will be reviewed on a regular basis, but not more than once per year.

26.4 The LGB will ensure that a review against performance objectives is undertaken annually in accordance with the Trust's appraisal policy. Members of the Leadership Group must demonstrate sustained high quality of performance, with particular regard to leadership and management, and pupil progress at the school.

26.5 The LGB will consider recommendations made to it following the performance review and will agree an award where there has been sustained high quality performance taking into account the performance objectives. Where a teacher has demonstrated exceptional performance for a sustained period over and above their objectives, the LGB may consider an increase greater than one point. In such circumstances there must be clear documented justification with a fair and consistent approach.

26.6 The leadership pay range that the LGB will apply is set out in Appendix 1.

## **27 Headteacher**

27.1 The LGB will set a seven-point pay range from within the range of points for the school group. In doing so the LGB will take into account the following:

- the complexity and challenge of the role
- difficulty in recruiting to the post
- permanent additional responsibilities
- long term provision to other schools

- 27.2 The pay range will form the basis for the future pay progression of the Headteacher. The LGB will ensure that appropriate objectives are set and that the level of progression is clearly established and measured. The pay range will be reviewed on a regular basis to take account of any change to the size and circumstances of the school. The LGB will formally record the school's group size and the Headteacher's pay range and note the rationale for their decisions.
- 27.3 The LGB will consider setting a pay range with a limit of 25% above the top of the assessed Headteacher group range where the committee consider the permanent responsibilities and level of challenge go beyond the assessed pay range. The reasons for doing so will be formally noted.
- 27.4 The LGB may determine that additional payments can be made to the Headteacher which exceed the limit of 25%. However, this would only be in wholly exceptional circumstances and external independent advice will be sought before any such arrangement is made. A business case will be agreed by the LGB setting out the rationale for the decision.

## **28 Deputy Headteachers**

- 28.1 The LGB will set a pay range of five consecutive points for the Deputy Headteacher, taking account of the complexity and challenge of their roles.
- 28.2 The LGB will carefully consider pay differentials between members of the Leadership Group to ensure fairness and equity. Decisions on pay ranges for Deputy and Assistant Headteachers will be formally noted together with the rationale for the decision.

## **29 Acting allowances**

- 29.1 The LGB will consider awarding an acting allowance to a teacher who for a minimum period of four weeks, carries out the duties of a member of the Leadership Group. Such an allowance would be assessed as though the teacher were being appointed to the substantive post. Payment will be backdated to the commencement of the duties.

## **Teaching staff not paid on the leadership pay spine**

## **30 Salary ranges**

- 30.1 The LGB will pay teaching staff on the following pay ranges:
- the unqualified pay range
  - the main pay range
  - the upper pay range

### **31 Leading practitioners**

31.1 The LGB will not appoint any Leading Practitioners, i.e. qualified teachers whose primary purpose includes modelling and leading improvement of teaching skills. The LGB recognises that these criteria are entirely separate to the criteria for the awarding of Teaching and Learning Responsibility allowances.

### **32 Qualified teachers**

32.1 All qualified teachers will be placed on the appropriate point of the main pay range, or upper pay range (for post-threshold teachers).

32.2 Teachers will be placed on the appropriate pay range in accordance with the provisions set out in the document. New appointees will be placed on the main or upper pay range having regard to:

- the requirements of the post
- any specialised knowledge required for the post
- the experience required to undertake the duties of the post
- the wider school context (including the school staffing structure)

32.3 Whilst there is no presumption of portability of salaries in the pay and conditions document the LGB will take full account of the relevant previous experience of any newly appointed teacher.

### **33 Unqualified teachers**

33.1 The LGB will only employ an unqualified teacher who can meet one of the following criteria:

- A trainee working towards Qualified Teacher Status
- An overseas trained teacher who has not exceeded the four years allowed without having Qualified Teacher Status
- An instructor with a particular skill who will be used only for so long as a qualified teacher is not available

33.2 Any such teacher will be employed on a fixed term contract, subject to termly or annual review and will be paid on the Unqualified Range.

33.3 Unqualified teachers (including Overseas Trained, teachers trained and qualified in the EEA, Graduate and Registered Teachers) will be paid on the unqualified scale until Qualified Teacher Status is granted/confirmed.



## **Salary progression**

### **34 Annual pay review**

#### **Teaching staff (Main pay range, Upper pay range, Unqualified teachers' pay range)**

- 34.1 Annual pay reviews will take place following a review of performance objectives conducted in accordance with the Trust's appraisal policy. Teachers will need to have made good progress towards their objectives and have demonstrated they are competent in all elements of the Teachers' standards in order to be awarded pay progression. All progression will be to a defined point on the teacher pay ranges, no increases outside of the ranges will be granted.
- 34.2 Assessments will be properly rooted in evidence which must be documented in the appraisal statement at the end of the cycle.
- 34.3 Where during the course of the appraisal year, it becomes apparent that a teacher may not successfully meet the objectives set, they will be informed of the potential impact for their next pay review and measures will be agreed so there may be a reasonable prospect of achieving the standard required, and therefore pay progression by the conclusion of the process.
- 34.4 The LGB will be able to justify its decision to award no points, one point or more than one point, and will have been advised by the Headteacher before making its decision.
- 34.5 For early career teachers (ECTs), evidence from following the statutory induction process will inform decisions on pay progression. The LGB must ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent the committee from awarding pay progression to ECTs at the end of the first year.

### **35 Movement to Upper Pay Range (see appendix 2)**

- 35.1 The committee will consider applications from any teacher who wishes to apply to move to the upper pay range. Applications may be made once per academic year and no later than 31 October.
- 35.2 The LGB will need to be satisfied that the application supports the following:
- that the teacher is highly competent in all elements of the Teachers' Standards relevant to their band or the Headteachers' Standards in the case of a Headteacher
  - the teacher's achievements and contribution to the school are substantial and sustained

35.3 In considering the application to support the above the LGB will take account of the two most recent performance management /appraisal reviews, plus any additional evidence the teacher wishes to provide.

35.4 The process for making an application is as follows:

- apply in writing to the Headteacher (referencing any additional supporting evidence) by 31<sup>st</sup> October.
- the application will be acknowledged, and the name of the assessor will be notified within 5 working days.
- the application will be assessed, and if successful, a recommendation will be made by the Headteacher to the pay committee for pay to be increased.
- the LGB's pay committee will ratify the recommendation and notify the teacher of the outcome in writing, ideally within 10 working days where possible, but no later than 1 month, following the decision.

35.5 Where the application has been successful, pay movement to at least the minimum point of the Upper pay range will take effect from the start of the academic year in which the application has been made and pay will be back dated to 1<sup>st</sup> September. If the application is unsuccessful the LGB will ask the Headteacher to provide feedback and the teacher will be informed of their right to appeal the decision. Oral feedback should be provided as soon as possible and should be supportive and developmental. The pay appeal process in section 25 will apply.

### **Allowances and additional payments for teaching staff (Main pay range and Upper pay range)**

## **36 Teaching and Learning Responsibility payments (TLRs)**

36.1 The LGB has designated posts within the school's staffing structure as attracting a TLR payment for undertaking a sustained additional responsibility for the purpose of ensuring the continued delivery of high quality teaching and learning across the school. While a teacher occupies that post either on a permanent or temporary basis (for example covering maternity or long term sick leave) the TLR will be payable.

36.2 The criteria for the award of TLR1 and TLR2 posts are that they must:

- be focused on teaching and learning
- require the exercise of a teacher's professional skills and judgement
- require the teacher to lead, manage, and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum
- have an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils
- involve leading, developing and enhancing the teaching practice of other staff.

In addition, the awarding of a TLR1 requires that the significant responsibility referred to above includes line management responsibility for a significant number of people.

36.3 Minimum and maximum rates for each TLR are set out in Appendix 1.

36.4 The following applies to TLR3:

- (i) The LGB may consider awarding a fixed term payment (TLR 3) to a member of staff who is allocated a time limited school improvement project, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch up support to pupils on learning lost to the pandemic, and where tutoring work that is taking place outside of normal directed hours but during the school day.
- (ii) The level of the TLR 3 payment will be based on the size, complexity and significance of the project but will not be less than the minimum and maximum rates set out in 'the Document'. In deciding the level of allowance payable, the LGB will take account of the job weight of the post and apply objective criteria to ensure fairness and equity. The allowance will not be paid on a pro rata basis and cannot be subject to safeguarding at the end of the time limited period.
- (iii) A teacher in receipt of either a TLR 1 or TLR 2 may also hold a TLR 3 at the same time.

### **37 Special Educational Needs (SEN) allowance**

37.1 Minimum and maximum rates are shown at appendix 1.

37.2 The LGB will award an allowance which will be paid to a classroom teacher in accordance with the provisions below:

An allowance will be awarded to classroom teachers who are:

- employed in a SEN post that requires a mandatory SEN qualification
- working in special schools; or
- engaged wholly or mainly in taking charge of special classes of children or who teach pupils with SEN in designated special classes. Or where he/she is taking charge of special classes consisting wholly or mainly of children with SEN.
- Working in a non-designated setting where the post involves working directly with children with SEN, requires the teacher's professional skills and judgement in the teaching of children with SEN and has a greater level of involvement in the teaching of children with SEN than the normal requirement for teachers in this school.

37.3 Where a SEN allowance is to be paid, the committee will determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

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

## **38 Salary Safeguarding**

38.1 The LGB will ensure that safeguarding provisions set out in the School Teachers' Pay and Conditions document will apply in all relevant cases.

## **39 Additional Payments**

The payment of honoraria to teaching staff is not permitted under the terms of the teachers' pay and conditions document.

### **39.1 Recruitment and retention incentives and benefits**

The governors will not pay recruitment and retention incentives and benefits.

### **39.2 Salary Sacrifice arrangements**

The LGB will provide for staff to participate in these arrangements where the School/Trust operate any of the following schemes (for appropriate groups of staff);

- a childcare voucher or other child care benefit scheme

### **39.3 Initial teacher training activities**

Any payment for activities related to the provision of initial teacher training as part of the ordinary conduct of the School shall be determined by the LGB taking into account the level of funding available to the School by virtue of its partnership with a higher education institution.

### **39.4 Out of school hours learning activity**

The LGB will pay a teacher who participates in out-of-schools' hours learning activities provided:

- the teacher has been asked by the Headteacher to participate in such activity and has agreed to do so
- the teacher has made a substantial and, where appropriate, regular commitment to such activity.
- such activity has taken place outside of the 1,265 (1258.5 in the school year beginning 2021) directed hours of working
- the activity requires the exercise of the teacher's professional skills and judgement.
- the basis on which such a payment is made by the school to the teacher is reviewed on a regular basis

A separate contract of employment will be issued for this work. Payment will be based on 1/195 (1/194 in the school year beginning 2021) of the teacher's salary, by completion of a supply claim form.

### **39.5 Payment for continuing professional development**

The LGB has determined to use its discretion to award an additional payment for undertaking voluntary Continuing Professional Development at weekends or in school holidays, based on a daily rate of 1/195 of the teacher's current salary (1/194 in the school year beginning 2021) provided:

- the teacher has been asked by the Headteacher to participate in such activity and has agreed to do so
- the teacher has made a substantial and, where appropriate, regular commitment to such activity
- the activity has taken place outside the 1,265 (1258.5 in the school year beginning 2021) directed hours of working
- the basis on which the payment is made is reviewed on a regular basis

### **40 Short notice/supply teachers (excluding agency workers)**

Teachers employed on a day to day or other short notice basis must be paid in accordance with the provisions of **'the Document'** on a daily basis calculated on the assumption that a full working year consists of 195 days (194 days in the school year beginning September 2021 owing to the Queen's Platinum Jubilee). Periods of less than a day will be calculated pro-rata, to arrive at an hourly rate taking into account an element for PPA time.

## Appendix 1

### Teachers Pay Ranges

#### TEACHERS' PAY FROM 1<sup>ST</sup> SEPTEMBER 2021

#### Main Pay Range

	England (excluding the London area)	Inner London	Outer London	Fringe area
Minimum M1	25,714	32,157	29,915	26,948
M2	27,600	33,658	31,604	28,828
M3	29,664	35,226	33,383	30,883
M4	31,778	36,866	35,264	32,999
M5	34,100	39,492	38,052	35,307
Maximum M6	36,961	42,624	41,136	38,174

#### Upper Pay Range

	England (excluding the London area)	Inner London	Outer London	Fringe area
Minimum U1	38,690	46,971	42,559	39,864
U2	40,124	49,279	44,133	41,295
Maximum U3	41,604	50,935	45,766	42,780

#### Unqualified Teacher Pay Range

		England (excluding the London area)	Inner London	Outer London	Fringe area
Minimum	1	18,419	23,099	21,832	19,613
	2	20,532	25,212	23,946	21,723
	3	22,644	27,325	26,059	23,837
	4	24,507	29,187	27,926	25,699
	5	26,622	31,298	30,037	27,812
Maximum	6	28,735	33,410	32,151	29,924

**Allowances**

	Minimum	Maximum
TLR 1	8,291	14,030
TLR 2	2,873	7,017
TLR 3	571	2,833

SEN	2,270	4,479
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## Leadership Group Pay Ranges

		England (excluding the London area)	Inner London	Outer London	Fringe area
Headteacher minimum/maximum	1	42,195	50,167	45,542	43,356
	2	43,251	51,229	46,601	44,415
	3	44,331	52,313	47,676	45,495
	4	45,343	53,414	48,785	46,604
	5	46,566	54,552	49,919	47,737
Headteacher group 1 minimum	6	47,735	55,715	51,082	48,901
	7	49,019	57,003	52,371	50,190
Headteacher group 2 minimum	8	50,151	58,132	53,499	51,314
	9	51,402	59,380	54,750	52,568
	10	52,723	60,701	56,072	53,888
Headteacher group 3 minimum	11	54,091	62,066	57,436	55,254
	12	55,338	63,319	58,688	56,506
	13	56,721	64,700	60,073	57,890
Headteacher group 4 minimum	14	58,135	66,114	61,479	59,302
	15	59,581	67,556	62,926	60,744
	16	61,166	69,146	64,514	62,333
	17	62,570	70,552	65,921	63,746
Headteacher group 1 maximum		63,508	71,411	66,827	64,663
Headteacher group 5 minimum	18	64,143	72,125	67,496	65,310
	19	65,735	73,715	69,087	66,900
	20	67,364	75,345	70,713	68,536
Headteacher group 2 maximum		68,347	76,249	71,666	69,509
Headteacher group 6 minimum	21	69,031	77,011	72,383	70,204
	22	70,745	78,725	74,090	71,914
	23	72,497	80,472	75,842	73,664
Headteacher group 3 maximum		73,559	81,461	76,874	74,718
Headteacher group 7 minimum	24	74,295	82,277	77,643	75,466
	25	76,141	84,119	79,489	77,307
	26	78,025	86,001	81,372	79,195
Headteacher group 4 maximum		79,167	87,062	82,480	80,320
	27	79,958	87,933	83,305	81,124
Headteacher group 8 minimum	28	81,942	89,919	85,290	83,105
	29	83,971	91,953	87,316	85,139
	30	86,061	94,039	89,406	87,221
Headteacher group 5 maximum		87,313	95,216	90,632	88,472
	31	88,187	96,168	91,539	89,357
	32	90,379	98,355	93,724	91,549
	33	92,624	100,604	95,975	93,795
	34	94,914	102,894	98,263	96,083
Headteacher group 6 maximum		96,310	104,211	99,624	97,468
	35	97,273	105,253	100,620	98,443
	36	99,681	107,658	103,026	100,848
	37	102,159	110,142	105,509	103,327
	38	104,687	112,664	108,037	105,855
Headteacher group 7 maximum		106,176	114,074	109,489	107,328
	39	107,239	115,215	110,584	108,402
	40	109,914	117,898	113,266	111,086
	41	112,660	120,645	116,010	113,828
	42	115,483	123,461	118,828	116,653
Headteacher group 8 maximum	43	117,197	125,098	120,513	118,356



## Appendix 2

### Teachers applying to move to the Upper Pay Range

Applications to move to the upper pay range may be made once per academic year and no later than 31<sup>st</sup> October and may only apply while the teacher holds a post in the school.

The LGB will need to be satisfied that the application supports the following:

- that the teacher is highly competent (teaching must be at least 'good' with elements of 'outstanding' over time) in all elements of the relevant standards.
- the teacher's achievements and contribution to the school are substantial and sustained. This means a commitment over and above that of main scale teachers to the wider life of the school, including
  - sharing of teaching expertise with other teachers, such as being a mentor for an ECT, HLTA or a student teacher,
  - enabling teachers from other classes and schools to visit and observe in their classrooms for professional development,
  - having a deep knowledge of the subject they co-ordinate which they share regularly with others and evaluate the impact of,
  - pastoral care for pupils beyond their own class, including pupil behaviour around the school during break times and after school,
  - showing some leadership qualities, communicating effectively with their teams,
  - and setting an example to others by being fully aware of school policies and actively observing them.

(see the 'Career Stage Profile' in Appendix 3 for details).

In considering the application to support the above the LGB will take account of the two most recent appraisal reviews, plus any additional evidence the teacher provides.

The process for making an application is as follows:

- apply in writing to the Headteacher (referencing any additional supporting evidence) by 31<sup>st</sup> October.
- the application will be acknowledged, and the name of the assessor will be notified within 5 working days.
- the application will be assessed, and if successful, a recommendation will be made by the Headteacher to the pay committee for pay to be increased.
- the LGB's pay committee will ratify the recommendation and notify the teacher of the outcome in writing, no later than one month following the decision.

Where the application has been successful, pay movement to at least the minimum point of the Upper Pay Range will take effect from the start of the academic year in which the application has been made and pay will be back dated to 1<sup>st</sup> September.

If the application is unsuccessful the LGB will ask the Headteacher to provide feedback and the teacher will be informed of their right to appeal the decision. Oral feedback should be provided as soon as possible and be supportive and developmental.



## Appendix 3

### Career Stage Profile

#### Career Stage Profile – All Bands

As a staff member moves through the bands, it is expected that the criteria in the earlier band(s) are consistently met as the individual role allows. ECTs should follow the standards set out in their induction period but may refer to this guide alongside.

	M1 to M3	M4 to M6	UP1 to UP3
	Follow guidance/policy Knowledge and Understanding Apply	Actively... Exemplify Apply and evaluate understanding	Pro actively... Support colleagues Highly competent Whole school contribution is substantial and sustained
Teacher Standards	M1 to M3	M4 to M6	UP1 to UP3
1 Set high expectations which inspire, motivate and challenge pupils			
<ul style="list-style-type: none"> <li>establish a safe and stimulating environment for pupils, rooted in mutual respect</li> </ul>	Classroom is set up to promote learning, is safe and stimulating Responds to support Contributes to making the whole school environment safe and stimulating – evidence.	Supporting colleagues in developing stimulating environment Models positive aspects of school life	Support colleagues in developing safe and stimulating environments across the whole school. Model and manage positive aspects of school life. Actively involves all stakeholders in positive aspects of school life.
<ul style="list-style-type: none"> <li>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> </ul>	Set goals, initially with guidance, that stretch and challenge pupils of all backgrounds and dispositions Lessons are planned to stimulate and excite children of all backgrounds and abilities and disposition, with support if necessary	Setting goals across year group/phase/KS that stretch and challenge pupils of all backgrounds and dispositions. Monitors and evaluates effectiveness of cycle of goal setting.	Stretch and challenge all pupils across the whole school, year group or key stage Support colleagues in setting goals Monitor and evaluate effectiveness of cycle of goal setting
<ul style="list-style-type: none"> <li>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>	Upholds the ethos of the school and trust. Behaviour of pupils in class at least good Classroom has a positive atmosphere where everyone is valued	Models positive attitudes, values and behaviours across the whole school. Demonstrates beyond the classroom Supports colleagues Taking responsibility for behaviour across the whole school	Initiate strategies to enhance the attitudes and values and actively involves all stakeholders. Measure the effectiveness of these actions. Report to governors and other local stakeholders. Facilitate pupils setting own behaviour expectations

	M1 to M3	M4 to M6	UP1 to UP3
<b>2 Promote good progress and outcomes by pupils</b>			
<ul style="list-style-type: none"> <li>be accountable for pupils' attainment, progress and outcomes</li> </ul>	<p>All pupils make at least expected good in line with school expectations Respond to support Support colleagues when requested</p>	<p>All pupils make outstanding progress/good progress – with some outstanding in line with school expectations Support colleagues within year group Models best practice within the school.</p>	<p>Accountable for the progress across the whole school/Key Stage in their subject/area of responsibility Lead aspects of assessment Monitor/track progress and attainment across key stage/school Support colleagues and lead professional development Create reports and present outcomes to staff Model best practice within and beyond school.</p>
<ul style="list-style-type: none"> <li>plan teaching to build on pupils' capabilities and prior knowledge</li> </ul>	<p>Planning demonstrates LO, differentiated tasks, 3 part lesson Planning demonstrates that children are being challenged to ensure good progress (consistently) Proactively produce weekly medium term planning for class/year group Use assessment information to plan</p>	<p>Lead long term planning across Key Stage/whole school/phase in specific subject Independently and proactively produces weekly medium term planning for class/year group. Coordinates long term planning across school in specific subject area.</p>	<p>Lead whole school planning Support colleagues through CPD/mentoring/coaching</p>
<ul style="list-style-type: none"> <li>guide pupils to reflect on the progress they have made and their emerging needs</li> </ul>	<p>Includes reflection in planning Include 'next steps' marking Begin to identify pupil strengths and areas for development in short term planning</p>	<p>Clearly identify pupils' strengths and areas for development in planning Incorporate strategies Pupils involved in setting own targets Pupils fully involved in supporting peers' target setting</p>	<p>Leading/supporting staff Develop advice and research to support colleagues within and beyond school Supports colleagues to guide pupils to reflect on the progress they have made and their emerging needs</p>
<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> </ul>	<p>Incorporate activities appropriate to a range of different learning styles Planning demonstrates that assessment and other available information are used to ensure activities are appropriate to individual learning styles as applicable to a particular group Pace and style of lessons suits needs of children</p>	<p>All planning demonstrates that pupils' individual learning styles and strategies to meet these are incorporated with impact of these measured by consistent pupil progress Share good practice in teaching and learning with colleagues</p>	<p>Conduct independent action research on how pupils learn and implement new initiative across the school accordingly Be proactive in enhancing knowledge and understanding of how pupils learn</p>

<ul style="list-style-type: none"> <li>encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>	<p>Sets meaningful homework to consolidate in class learning, in line with school's policy. Homework is set, marked and returned on a regular agreed basis in line with school policy. Developing quality home learning opportunities to add value and extend experiences. Evaluate effectiveness of home learning within class/set. Encourages pupils to take a responsible and conscientious attitude to their own work and study.</p>	<p>Evaluating effectiveness of home learning across curriculum/year group. Seek opportunities to develop school policy and practice on home learning. Supporting colleagues to plan and evaluate effective homework and out of class activities. Actively encourages pupils to take a responsible and conscientious attitude to their own work and study.</p>	<p>Proactively leads the professional development of others in a way which leads to improved outcomes for pupils Motivate and inspire staff and pupils Review effective strategies and share with colleagues Research new initiative and techniques which develop pupil aspiration and independence in learning, where appropriate share across the school</p>
<b>M1 to M3</b>		<b>M4 to M6</b>	
<b>3 Demonstrate good subject and curriculum knowledge</b>			
<ul style="list-style-type: none"> <li>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> </ul>	<p>Good subject knowledge Growing community links Good use of resources and assessment tools Working in partnership with colleagues Sharing subject knowledge and keeping up to date with latest thinking and developments Developing good questioning skills Ability to demonstrate skills in efficient subject co-ordination moderating consistency in subject (planning, delivery and outcomes) Leads by example Subject leader role to have overview of assessment and sharing of relevant assessment tools</p>	<p>Has an outstanding understanding of the subjects relevant to the year group Seeks opportunities to identify community links Demonstrates good questioning skills Ability to present coherently to wider community such as parents/governors Delivering CPD to staff in subject leadership area Hold workshops Contribute to School Improvement Plan Support HT in fostering and maintaining pupil interest in learning</p>	<p>Lead staff development Have a Key Stage Curriculum overview Provide master-classes and support for A,G&amp;T Working beyond the classroom Provide substantial contributions to whole school SEF Provide substantial contributions to School Improvement Plan Promote own subject and learning to parents and the wider community Review and evaluate curriculum across phase Actively engage in transition work Support HT in fostering and maintaining pupil interest in learning Research new curriculum wide initiatives and action research to ensure the school is at the forefront of innovative and engaging curriculum developments Monitor impact of new developments and initiatives</p>
<ul style="list-style-type: none"> <li>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> </ul>	<p>Reflection on own practice with desire to maintain and improve  Proven ability to keep up to date in subject area</p>	<p>Support colleagues to reflect on practice and develop/improve Shares subject knowledge and keeps up to date with latest thinking and development</p>	<p>Active research in improving learning opportunities in subject. Audit, evaluate and review developments in subject/curriculum Maintain current knowledge of changes and developments in own field.</p>

<ul style="list-style-type: none"> <li>demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject</li> </ul>	<p>Models good standards of literacy, articulation and correct use of standard English at all times. Reflect on practice and develop/improve</p>	<p>Support colleagues to reflect on practice and develop/improve. Independently research and stay abreast of new developments in own subject area</p>	<p>Model impeccable standards of literacy, articulation and correct use of standard English at all times. Identifies where colleagues may need support and is pro-active in supporting them.</p>
<ul style="list-style-type: none"> <li>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> </ul>	<p>Understand how to deliver systematic phonics using the school's programme of study in class setting. Learning environment reflects phonics. Phonics skills are deployed across the curriculum. Administer and support the Year 1 phonics assessment. Track data to identify children/groups of children who are causing concern and provide additional interventions.</p>	<p>Understand how to deliver systematic phonics using the school's programme of study. Support others in the development and teaching of synthetic phonics</p>	<p>Monitor, evaluate and review delivery of phonics programmes Track data Seek to identify best practice Adjust approaches and support CPD as necessary</p>
<ul style="list-style-type: none"> <li>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>	<p>Understand how to deliver early maths using the school's programme of study. Learning environment reflects maths. Maths skills are deployed across the curriculum. Administer and support maths assessment. Track data to identify children/groups of children who are causing concern and provide additional interventions.</p>	<p>Share own good practice with colleagues</p>	<p>Model outstanding teaching of mathematics Monitor, evaluate and review delivery of maths programmes Track data Seek to identify best practice</p>
<b>M1 to M3</b>		<b>M4 to M6</b>	
<b>UP1 to UP3</b>			
<b>4 Plan and teach well-structured lessons</b>			
<ul style="list-style-type: none"> <li>impart knowledge and develop understanding through effective use of lesson time</li> </ul>	<p>Teaching mainly good Effectively communicates and teaches lessons that meet planned objectives</p>	<p>Consistently good to outstanding teaching Consistently good progress made by pupils Support others through coaching to develop stronger teaching skills and develop whole school practice</p>	<p>Many aspects of teaching outstanding over time. Consistently outstanding progress made by pupils Consistently model and share excellent practice in teaching to support colleagues within and beyond school Significant number of pupils exceed school expectations Lead initiatives in the effective development of teaching and learning across the school</p>

<ul style="list-style-type: none"> <li>promote a love of learning and children's intellectual curiosity</li> </ul>	<p>Demonstrates a passion for learning and encourages all pupils. Developing greater independence in pupil's attitude to learning.</p>	<p>Supporting colleagues in developing best practice.</p>	<p>Teachers effectively lead pupils to identify and respond to their own learning challenges Teachers share passion and engage all in learning journey Shares best practice within the school and beyond</p>
<ul style="list-style-type: none"> <li>set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> </ul>	<p>Sets meaningful homework to consolidate in class learning, in line with school's policy. Homework is set, marked and returned on a regular agreed basis in line with school policy. Involvement in taking children out on school trips. Delivering meaningful out of class activities. Plans and organises school trips to enhance learning experience. Developing home learning opportunities to add value and extend experiences. Evaluate effectiveness of home learning with in class/set.</p>	<p>Recognising and leading learning opportunities outside of the school to enhance learning – trips, visitors, activities. Liaison with colleagues from other schools for extended learning opportunities. (Clubs, sports tournaments, trips, language ops etc) Supporting colleagues and sharing subject specific knowledge and out of class opportunities. Supporting colleagues to plan and evaluate effective homework and out of class activities. Run a range of clubs; meeting the needs/interests of pupils</p>	<p>Evaluating effectiveness of home learning across curriculum/year group. Seek opportunities to develop school policy and practice on home learning. Initiate new developments and opportunities to extend and enhance learning opportunities. Coaching and supporting less experienced colleagues in the planning and implementation of home learning, trips and other external opportunities. EVC Co-ordinator role – planning, risk assessing and evaluating educational visits.  Seeks opportunities to enrich extra-curricular provision</p>
<ul style="list-style-type: none"> <li>reflect systematically on the effectiveness of lessons and approaches to teaching</li> </ul>	<p>Evaluating short sequences of lessons Develop lesson evaluations across units of study Reflect, adapt and fine tune lessons to improve their effectiveness</p>	<p>As subject leader review and evaluate the effectiveness of schemes of work and amend accordingly Seek the views of colleagues and pupils in improving lessons and teaching approaches</p>	<p>Review and evaluate the effectiveness of schemes of work across phase/key stage and amend accordingly</p>
<ul style="list-style-type: none"> <li>contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	<p>Adapts existing planning to meet the needs of current class Further adapt lessons to excite and motivate pupils</p>	<p>Lead planning with colleague (year group, phase or subject) Supporting colleagues in effective planning (subject, event or theme based)</p>	<p>Leading planning across whole school and beyond Actively lead colleagues in effective planning (subject, event or theme based) through coaching, mentoring and ongoing professional dialogues. Lead colleagues in development of innovative curriculum design</p>
	<b>M1 to M3</b>	<b>M4 to M6</b>	<b>UP1 to UP3</b>
<b>5 Adapt teaching to respond to the strengths and needs of all pupils</b>	With class	With and beyond class	Across year group/phase/KS
<ul style="list-style-type: none"> <li>know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> </ul>	<p>Demonstrate the ability to differentiate to meet the needs of children including SEN, A,G&amp;T with support of the inclusion co-ordinator Proactive in independently using approaches to enable all pupils to be taught effectively Differentiate consistently and effectively</p>	<p>Always differentiates effectively Shares knowledge of strategies and approaches which enable pupils to be taught/learn effectively, with other staff In all subjects demonstrates the ability to differentiate to meet the needs of pupils including SEN, A,G&amp;T and EAL.</p>	<p>Lead staff in developing their knowledge of approaches which enable pupils to be taught/learn effectively Monitor and track the progress of key groups across the school Model differentiation and effective personalised strategies Works beyond the school to share good practice</p>

<ul style="list-style-type: none"> <li>have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> </ul>	<p>Know and understand how a range of factors can inhibit pupils' ability to learn and initially seek advice on how to overcome them</p> <p>Develop strategies to overcome barriers to learning</p>	<p>Secure understanding of factors which can inhibit pupils' ability to learn and advise others on how to overcome them</p> <p>Proactive in finding strategies to overcome these factors and share these with colleagues</p> <p>Reflects on outcomes</p>	<p>Lead staff to develop their understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p> <p>Works beyond the school to share good practice</p>
<ul style="list-style-type: none"> <li>demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> </ul>	<p>Has a clear understanding of physical, social and intellectual development</p> <p>Independently adapt teaching to support learning at different stages</p>	<p>Ensure that teaching is adapted to support learning at different stages of development in own class/year group/curriculum area and raises concerns with SLT if necessary</p>	<p>Lead staff to develop their awareness of physical, social and intellectual development of children and how to adapt teaching to support pupils' education at different stages of development.</p> <p>Works beyond the school to share good practice</p>
<ul style="list-style-type: none"> <li>have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>	<p>Supported by SENCO to meet inclusion needs</p> <p>Plan and implement and increasing range of interventions to support those with SEN/EAL</p> <p>Plan and deliver engaging lessons to inspire all pupils at their appropriate level</p>	<p>Supporting colleagues to deliver personalised learning</p> <p>Plan and implement interventions to support those with SEN and advise colleagues</p> <p>Model, plan and deliver engaging lessons to inspire all pupils at their appropriate level</p> <p>Adapts practice and plans during lessons to respond to pupils' needs, with immediate effect</p> <p>Shares good practice with colleagues</p>	<p>Actively lead colleagues to deliver personalised learning enhancing the school's range of interventions</p> <p>Analyse the effectiveness/rates of improvement achieved through interventions</p> <p>Monitor, evaluate and report to external and local stakeholders on the effectiveness of interventions</p> <p>Works beyond the school to share good practice</p>
	<b>M1 to M3</b>	<b>M4 to M6</b>	<b>UP1 to UP3</b>
<b>6 Make accurate and productive use of assessment</b>	With class and subject responsibility		In class, across year group, Key Stage or Phase:
<ul style="list-style-type: none"> <li>know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> </ul>	<p>Make evidence based assessments against relevant criteria ie APP, EY Profile</p> <p>Involve pupils in assessing both their learning strategies and performance</p>	<p>Support others to use a range of assessment strategies to evaluate pupils' learning</p>	<p>Act as role model/mentor, coaching and supporting colleagues</p> <p>Contribute to external moderation procedures</p> <p>Report to staff/governors and other stakeholders on progress/attainment and the impact of interventions and strategies implemented.</p>
<ul style="list-style-type: none"> <li>make use of formative and summative assessment to secure pupils' progress</li> </ul>	<p>Use information from assessments in their lessons, (planning, grouping of pupils etc) Involve pupils in lesson planning and reflecting on their own progress</p> <p>Collaborate with others to use assessment information in their planning to make teaching more effective at classroom level</p>	<p>Use information from assessments in their</p> <p>Collaborate with others to use assessment information in their planning to make teaching more effective at classroom and whole school level</p>	<p>Evaluate local and external data (Raise Online, FFT etc) and report findings and recommendations to school stakeholders, LA and external agencies.</p> <p>Use and Interpret data to hold self and others to account</p> <p>Contribute to the evaluation of the school's assessment methods</p>



<ul style="list-style-type: none"> <li>use relevant data to monitor progress, set targets, and plan subsequent lessons</li> </ul>	<p>With guidance initially, engage in target setting to promote pupils learning in a classroom context</p> <p>Effectively use assessment information and target setting to influence medium term planning</p>	<p>Across year group and subject responsibility: Engage in target setting to promote pupils learning in a classroom context</p> <p>Collaborate with others to 'close the gap' for any identified groups of pupils</p>	<p>Across year group, subject responsibility within Key Stage</p> <p>Analyse assessment information, report findings and make strategic recommendations to staff, governors and other relevant bodies</p>
<ul style="list-style-type: none"> <li>give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>	<p>Offer immediate feedback to reinforce learning, challenge pupils understanding and promote progression</p> <p>Mark against the planned learning objective and note strengths as well as areas for development</p> <p>Use effective questioning and self assessment tasks for pupils to reflect on and improve their learning</p>	<p>Support others to give constructive feedback which promotes effective teaching and learning at year group/phase/subject level</p>	<p>Actively support colleagues by providing constructive feedback through moderation of books/marking to promote effective teaching and learning across the school.</p> <p>Engage in action research and report findings to colleagues and local stakeholders</p> <p>Demonstrate that by giving regular feedback, pupils are making progress</p> <p>Shares practice to promote effective teaching and learning at year group/phase/subject level</p>
<b>M1 to M3</b>		<b>M4 to M6</b>	
<b>7 Manage behaviour effectively to ensure a good and safe learning environment</b>			
<ul style="list-style-type: none"> <li>have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> </ul>	<p>Clear rules in the classroom</p> <p>Responds to support</p> <p>Reflects on own practice</p> <p>Model positive behaviour at all times</p> <p>Proactively seek to improve rules/routines</p> <p>Consistently adheres to school behaviour policy</p>	<p>Proactively offers support to colleagues</p> <p>Proactively looks to improve rules/routines</p>	<p>Model positive behaviour at all times across the whole school and offer advice to colleagues</p> <p>Contribute substantially to successful behaviour outcomes</p> <p>Audit/analyse behaviour strategies across classes/year groups and whole school events such as lunchtimes/assemblies</p> <p>Proactively intervene to support/up-skill colleagues in tackling behaviour</p>
<ul style="list-style-type: none"> <li>have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> </ul>	<p>High expectations of behaviour with class and around the school</p> <p>Takes on board strategies offered</p> <p>Develop an increasing range of strategies and systems to promote positive behaviour</p> <p>Engages parents, with support, in managing behaviour concerns</p>	<p>High expectations of behaviour of class/year group and around the school</p> <p>Supports colleagues with strategies</p> <p>Engages parents in managing behaviour concerns</p>	<p>High expectations of behaviour of all pupils</p> <p>Share an ever increasing range of strategies and systems to promote positive behaviour with teaching and support colleagues within the school</p> <p>Support colleagues in engaging parents in managing behaviour concerns</p> <p>Evaluate pupil feedback and action recommendations measuring impact.</p>
<ul style="list-style-type: none"> <li>manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> </ul>	<p>Manage class effectively</p> <p>Develop increasing range of approaches to manage and motivate pupils, groups and classes</p> <p>Increase own bank of strategies through visiting other classes to observe good practice</p>	<p>Manages classes effectively to promote good learning and highest standards of behaviour</p> <p>Supports colleagues with advice and strategies to manage and motivate pupils, groups and classes</p>	<p>Model best practice in all aspects of school life</p> <p>Provide substantial support to colleagues in managing classes and motivating pupils</p> <p>Take a lead role in and take responsibility for enforcing high expectations of behaviour within the classroom and throughout the school</p>

<ul style="list-style-type: none"> <li>maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>	Builds and maintains positive relationships with pupils Accepts offers of support with behaviour management	Maintains positive relationships with pupils In-depth knowledge of pupils and their needs enables all pupils to participate effectively in learning Supports colleagues with behaviour management	Model best practice in all aspects of school life Proactively supports colleagues with behaviour management across the whole school Takes a leading role in decisive and effective actions to promote high expectations of behaviour within the classroom and throughout the school
	<b>M1 to M3</b>	<b>M4 to M6</b>	<b>UP1 to UP3</b>
<b>8 Fulfil wider professional responsibilities</b>			
<ul style="list-style-type: none"> <li>make a positive contribution to the wider life and ethos of the school</li> </ul>	Be involved in the arrangement of educational visits for class Run an extra-curricular club Promote the school's ethos/values Organise educational visits for class Organise sporting and extra-curricular events (e.g. tournaments, festivals, events) Provide information for governors Attend PTA meetings/event s	Lead visits for year group/Key Stage/Phase/Whole School Present information to Governors Provide support to colleagues in organising events/visits Lead educational visits for class Lead sporting and extra-curricular events (e.g. tournaments, festivals, events) Actively participate in PTA meetings/events	Fulfill role of Educational Visits Co-ordinator Staff Governor role, PTA rep or another such role that has a whole school emphasis Co-ordinate clubs across school Develop/monitor school ethos and values Monitor and evaluate the range of events and impact on pupil's learning
<ul style="list-style-type: none"> <li>develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> </ul>	Actively participate in own teacher appraisal Engage with a mentor/coach Take proactive role in staff meetings Work with outside agencies related to your children (e.g. SEN, STS, Ed Psych, etc.) Actively seek out peer observation opportunities	Proactively participate in teacher appraisal e.g. set own SMART objectives Coach and support other colleagues in areas of strength Actively seek out peer observation opportunities to improve own practice	Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges Engage with others to set teacher appraisal objectives Coach/mentor colleagues Lead specific staff CPD and attend SLT where appropriate Co-ordinate with outside agencies Instigate opportunities to collaborate with colleagues across the school and trust
<ul style="list-style-type: none"> <li>deploy support staff effectively</li> </ul>	Engage with TA/LSA in class Effectively deploy LSA/TA in class	Effectively lead TAs/LSAs in year group/Key Stage/phase Offer support/coaching/CPD for support staff and colleagues in effective use of support staff Involves support staff in all planning and teaching Contribute to support staff appraisal process	Lead TA/LSA meetings, offer CPD through coaching, mentoring and support Involve support staff in all planning and teaching Lead support staff appraisal process
<ul style="list-style-type: none"> <li>take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> </ul>	Identify own training needs Actively participate in CPD Seek and respond to advice	Offer and seek support to colleagues through coaching, mentoring and peer to peer support within school Actively engage in self improvement beyond school's own CPD opportunities	Actively and independently pursue actions which highlight aspirations towards own professional development Identify CPD needs in others and support their development

<ul style="list-style-type: none"> <li>communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>	Be proactive in engaging with parents Establish and maintain good home/school links Provide effective feedback to parents at frequent intervals as well as formal consultations	Be proactive in engaging with parents; including those who are hard to reach Establish and maintain strong home/school links	Lead and document meetings supporting other class teachers in discussions with parents Have a high profile with parents in the school and deal effectively with issues that arise
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Lesson visits and evaluations of the quality of provision are based on the Ofsted Education Inspection Framework recommendations for effective implementation and the latest Ofsted research outcomes for effective practice. This includes a link to measured improvements in attainment when particular pedagogical approaches are used.

Pupil achievement across the Trust is measured using Target Tracker. This provides expected attainment measures based on age related expectations and typical progress measures of six 'steps' across a calendar year. This is a useful starting point for all ODBST teachers in providing evidence at performance management review meetings of progress towards any pupil impact targets set.

**Appendix 4**  
**Support Staff Pay Ranges – 1 April 2021**

Bucks Pay (schools within Buckinghamshire Council boundaries)

Range	ISN	Annual salary for 2020/21	Hourly rate	Plus annual leave % for casual workers		
				13.04%	13.48%	14.35%
<b>1A</b>	<b>5</b>	17,190	£8.91	£10.07		
<b>1B</b>	<b>6</b>	17,383	£9.01	£10.18		
	<b>7</b>	17,800	£9.23	£10.43		
	<b>8</b>	18,216	£9.44	£10.67		
	<b>9</b>	18,633	£9.66	£10.92		
	<b>10</b>	19,049	£9.87	£11.16		
<b>2</b>	<b>11</b>	19,856	£10.29	£11.63		
	<b>12</b>	20,683	£10.72	£12.12		
	<b>13</b>	21,529	£11.16	£12.61		
	<b>14</b>	21,903	£11.35	£12.83		
	<b>15</b>	22,316	£11.57	£13.08		
<b>3</b>	<b>16</b>	22,690	£11.76	£13.29		
	<b>17</b>	23,162	£12.01	£13.57		
	<b>18</b>	23,615	£12.24	£13.84		
	<b>19</b>	24,087	£12.48	£14.11		
	<b>20</b>	24,540	£12.72	£14.38		
<b>4</b>	<b>21</b>	24,717	£12.81		£14.54	
	<b>22</b>	25,248	£13.09		£14.85	
	<b>23</b>	25,760	£13.35		£15.15	
	<b>24</b>	26,272	£13.62		£15.45	
	<b>25</b>	26,744	£13.86		£15.73	
<b>5</b>	<b>26</b>	27,256	£14.13		£16.03	
	<b>27</b>	27,846	£14.43		£16.38	
	<b>28</b>	28,417	£14.73		£16.71	
	<b>29</b>	29,007	£15.03		£17.06	
	<b>30</b>	29,578	£15.33		£17.40	
<b>6</b>	<b>31</b>	30,266	£15.69			£17.94
	<b>32</b>	31,034	£16.09			£18.39
	<b>33</b>	31,801	£16.48			£18.85
	<b>34</b>	32,569	£16.88			£19.30
	<b>35</b>	33,336	£17.28			£19.76
<b>7</b>	<b>36</b>	34,202	£17.73			£20.27

	37	35,166	£18.23			£20.84
	38	36,131	£18.73			£21.41
	39	37,095	£19.23			£21.99
	40	38,039	£19.72			£22.55
8	41	39,082	£20.26			£23.16
	42	40,184	£20.83			£23.82
	43	41,286	£21.40			£24.47
	44	42,388	£21.97			£25.12
	45	43,490	£22.54			£25.78
9	46	44,612	£23.12			£26.44
	47	45,911	£23.80			£27.21
	48	47,210	£24.47			£27.98
	49	48,509	£25.14			£28.75
	50	49,807	£25.82			£29.52
10	51	51,264	£26.57			£30.38
	52	52,779	£27.36			£31.28
	53	54,294	£28.14			£32.18
	54	55,809	£28.93			£33.08
	55	57,325	£29.71			£33.98
11	56	58,899	£30.53			£34.91
	57	60,473	£31.34			£35.84
	58	62,047	£32.16			£36.78
	59	63,563	£32.95			£37.67
	60	64,842	£33.61			£38.43
12	61	66,239	£34.33			£39.26
	62	67,656	£35.07			£40.10
	63	69,053	£35.79			£40.93
	64	70,450	£36.52			£41.76
	65	71,847	£37.24			£42.58

Local Government Pay Scales (Schools within Milton Keynes Council boundaries)

<b>1 April 2020 Pay Structure</b>			
<b>Grade</b>	<b>Pay Point</b>	<b>Salary £</b>	<b>Hourly Rate £</b>
<b>O</b>	O3	<b>92,503</b>	47.95
	O2	<b>89,160</b>	46.21
	O1	<b>85,816</b>	44.48
<b>N</b>	N3	<b>83,587</b>	43.33
	N2	<b>79,686</b>	41.30
	N1	<b>75,786</b>	39.28
<b>M</b>	M3	<b>72,041</b>	37.34
	M2	<b>68,664</b>	35.59
	M1	<b>65,287</b>	33.84
<b>L</b>	L3	<b>62,473</b>	32.38
	L2	<b>59,884</b>	31.04
	L1	<b>57,971</b>	30.05
<b>K</b>	K3	<b>55,719</b>	28.88
	K2	<b>54,031</b>	28.01
	K1	<b>52,342</b>	27.13
<b>J</b>	J4	<b>50,654</b>	26.25
	J3	<b>48,403</b>	25.09
	J2	<b>46,845</b>	24.28
	J1	<b>45,859</b>	23.77
<b>I</b>	I4	<b>44,863</b>	23.25
	I3	<b>42,821</b>	22.20
	I2	<b>41,881</b>	21.71
	I1	<b>40,876</b>	21.19
<b>H</b>	H4	<b>39,880</b>	20.67
	H3	<b>37,890</b>	19.64
	H2	<b>36,922</b>	19.14
	H1	<b>35,745</b>	18.53
<b>G</b>	G4	<b>34,728</b>	18.00
	G3	<b>32,910</b>	17.06
	G2	<b>31,346</b>	16.25
	G1	<b>30,451</b>	15.78
<b>F</b>	F4	<b>29,577</b>	15.33
	F3	<b>27,741</b>	14.38
	F2	<b>25,991</b>	13.47
	F1	<b>25,481</b>	13.21
<b>E</b>	E4	<b>24,491</b>	12.69
	E3	<b>23,541</b>	12.20
	E2	<b>23,080</b>	11.96
	E1	<b>22,183</b>	11.50
<b>D</b>	D3	<b>21,748</b>	11.27
	D2	<b>20,903</b>	10.83

	D1	<b>20,493</b>	10.62
<b>C</b>	C2	<b>20,092</b>	10.41
	C1	<b>19,698</b>	10.21
<b>B</b>	B1	<b>19,312</b>	10.21
<b>A</b>	A1	<b>18,933</b>	9.81

**Appendix 5**  
**Padbury CE School Staffing Structure**

