



Pay Policy

Proposed for September 2016

Responsibility	Clive Corbett
Date of last review	July 2017
Date of next review	July 2018

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ACADEMY SCHOOL PAY POLICY

Guidance Notes

- 1.1 This policy covers **all staff** within this establishment, both teaching and support staff.

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

- (i) The School Teachers' Pay and Conditions Document. A copy of the latest version may be found online at www.teachernet.gov.uk. Supplementary guidance is also given in Section 3 of the School Teachers' Pay and Conditions Document and Guidance on School Teachers' Pay and Conditions.
- (ii) The National Pay and Conditions of Service applicable to Local Government Employees (The Green Book)
- (iii) The National Conditions of Service for Teachers (The Burgundy Book)
- (iv) The relevant local collective agreements and conditions of service.

Staff have been consulted, and how pay decisions are made explained. The policy will be kept up to date to take into account any changes. All procedures for determining pay is consistent with the principles of public life - objectivity, openness and accountability.

The policy explains:

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

- 1.2 The academy has made appropriate arrangements for implementation of its pay policy **and informed all staff of the policy adopted**. Those arrangements allow for the possibility of occasional dissatisfaction amongst individuals and the need to provide some means of dealing with individual concerns over decisions on pay. The Governing Body has established a committee to carry out determinations of pay in accordance with the pay policy. This function is performed by a dedicated **Staffing Committee**. The committee has fully delegated powers.

Decisions will be communicated to each member of staff by the Head in writing. Decisions on the pay of the Head will be communicated by the Chair of the Governing Body, in writing.

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

- 1.3 Whilst the Governing Body delegates the implementation of all aspects of their policy to a committee, they also delegate the application of certain aspects of the policy, especially those requiring immediate attention and communication such as the starting salary of new appointments, to the Headteacher. The Governing Body, by adopting a policy, will have decided how it wishes to exercise its discretionary powers, so that the Headteacher will be applying the Governing Body's published intentions in individual cases.
- 1.4 Where an employee considers that the committee or the Headteacher, as the case may be, has not implemented the Governing Body's policy, employee may appeal to the Appeals Committee of the Governing Body. Where the employee disagrees with the policy itself, that is a matter of grievance with the Governors who adopted the policy and is not within the terms of reference of the Appeals Committee against the decisions of those who are simply applying the policy adopted by the Governing Body.
- 1.5 The constitution, membership and proceedings of the committee are subject to the requirements of the School Governance (England) Regulations 2003 and any amending Acts in determining the terms of reference.
1. The Governing Body specifies a quorum for the committee.
 2. The Governing Body also decides who will act as clerk to the committee and who will ensure that reports from the committee are made to the Governing Body.
 3. The Staffing committee requires that any person employed to work at school shall withdraw from a meeting during discussion of their pay and that the Headteacher shall also withdraw when his or her own pay is discussed.
 4. The Staffing committee advises the Governing Body on the school's pay policy and its updating.
 5. The Staffing committee implements the following parts of the school's pay policy, as adopted by the Governing Body:
 - (a) set internal procedure and dates to provide for annual determination of the salaries of all staff in the school with effect from 1st September or as soon as possible thereafter;
 - (b) ensure that at or near the beginning of each school year, when reviewing performance objectives for teachers on the leadership spine in the previous school year, new objectives are agreed for the current year to be reviewed in the following autumn;
 - (c) ensure that the Headteacher has issued to teachers who are awarded Teaching and Learning Responsibility points clearly defined Job Descriptions outlining the sustained additional responsibility in the context of the school's staffing structure that is needed to ensure continued delivery of high quality teaching and learning and for which the teacher is made accountable;

- (d) determining remuneration for employees undertaking additional responsibility on a temporary basis at the direction of the Governing Body or the Headteacher acting on the Governing Body's behalf;
- (e) ensuring that records are maintained in an appropriately confidential manner, by the Clerk to the Governing Body or the Headteacher as appropriate, of all matters relating to salaries;
- (f) communicate approved decisions to HR and payroll.

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

1.7 It is the policy of the Governing Body of Pershore High School that all staff vacancies will be advertised and open to applications from internal candidates.

PAY POLICY OF PERSHORE HIGH SCHOOL

FOR 1ST SEPTEMBER 2016 TO 31ST AUGUST 2017

ADOPTED BY THE GOVERNING BODY ON 23rd MARCH 2016

1. Introduction

- 1.1 The Governing Body recognises the range of powers which it has a duty, or discretion, to exercise in respect of the remuneration of staff. This policy sets out the principles on which the Governing Body will base its decisions and the way in which it will exercise its discretionary powers.
- 1.2 The Governing Body will ensure that all employees are made aware of the existence of this policy and have ready access to a copy of it via the academy office or the intranet. In particular it will ensure that arrangements are made to draw the attention of employees to relevant dates within the policy, to prevent any employee being disadvantaged by ignorance of the date by which an application relating to pay should be submitted. It will publish the policy through its scheme of publication in accordance with the Freedom of Information Act 2000.
- 1.3 The Governing Body delegates the implementation of this policy to the Staffing Committee.
- 1.4 In adopting this pay policy the aim is to:
 - *maximise the quality of teaching and learning at the school;*
 - *support the recruitment and retention of a high quality teacher workforce;*
 - *enable the school to recognise and reward teachers appropriately for their contribution to the school;*
 - *help to ensure that decisions on pay are managed in a fair, just and transparent way.*

2. Guiding Principles

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

For new staff appointed to the academy the Governing Body will follow national mandatory agreements on pay and conditions of service and will take account of the overall needs of the academy when deciding how to use the available discretions. The Governing body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy and the academy's spending plans.

2.1 Review of Pay Policy and Consultation

- (a) The Governing Body will review its pay policy each year in order to ensure that the policy continues to comply with the law and promotes good personnel practice and in particular to take account of pay awards, changes in national agreements governing pay, the school's development plan and the school's budget.
- (b) It will undertake such reviews in consultation with staff, including school representatives of all the recognised unions and teachers' associations.

The Governing Body's pay policy is based on the following key principles:

2.2 School Development Plan

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

2.3 Commitment to Staff

The Governing Body recognises that the staff are the academy's most important asset and values their commitment, support and goodwill. The Governing Body wishes to use its pay policy to assist with the recruitment and retention of staff through:

- recognising that decisions about pay should be fair, justifiable, open, objective, accountable and within agreed policies and procedures;
- maintaining a grading structure within the academy that reflects the levels of responsibility that employees undertake and provides career development opportunities;
- working to maintain a harmonious working environment.

2.4 Equal Opportunities

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

- any promotion opportunities which become available within the school should be advertised and open to all staff;
- opportunities to undertake additional responsibilities that merit (or may merit) additional remuneration will be published within the school;
- the principles of equal pay for work of equal value will be applied;
- staff will not be the subject of unfair discrimination in decisions on pay, promotion and remuneration;

- pay levels, enhancements and promotions will be determined within an equal opportunities context, having regard to the Equal Pay Act 1970 and other legislation - The Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999 and the Employment Act 2002 and 2008, as well as The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and The Agency Workers Regulations 2010.

2.5 Legal Obligations

The Governing Body accepts that it must comply with the law, including not only general employment law but specific provisions of educational legislation.

3. **Equal Pay**

- 3.1 The school's staffing establishment will be reviewed annually in relation to the school's development plan and equal pay legislation. This review will include consultation with union representatives. This review will cover in particular:
- the grading structure within the school in relation to the levels of duties and responsibilities undertaken by staff;
 - salary differentials;
 - the method of advertising promotion/additional responsibilities within the school.
- 3.2 The school's staffing structure will be published to staff in the school and is included as Appendix I of the Pay Policy.
- 3.3 The Governing Body will ensure that part-time and temporary staff have the same levels of pay as would be attached to similar responsibilities or work of equal value undertaken by full-time and permanent staff.
- 3.4 Where the responsibilities and salary grading of one particular job are reviewed the implications for other jobs in the school will be considered to ensure that account is taken of the impact of additional responsibilities on all staff and equal pay.
- 3.5 The Headteacher will arrange for regular review of all Job Descriptions. (Job Descriptions will be revised as and when necessary through consultation with the individual employees.)
- 3.6 Additional responsibilities undertaken on a temporary basis, whether for a particular task, or to cover for an absence or vacancy, may be rewarded by additional payment having regard to the level of additional responsibility undertaken.

4. Pay Reviews

The Governing Body will review every teacher's salary annually with effect from 1st September and no later than 31st October (except in the case of the Headteacher for whom the deadline is 31st December). Each teacher will be given a written statement setting out their salary and any other financial benefits to which they are entitled. A written statement will be given after any review and where applicable will give information about the basis on which the decision was made. Reviews may take place at other times of the year to reflect any changes in circumstances or Job Description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which the decision was made.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

5. Performance Review

- 5.1 The Governing Body has determined that all members of the teaching staff are required to participate in arrangements made for their Performance Review, in accordance with the school's Performance Review policy.
- 5.2 The performance objectives set for each teacher, will be specific, measurable, achievable, realistic and time-bound and will be appropriate to the teacher's role and level of experience.
- 5.3 The performance objectives shall be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.
- 5.4 Relevant information from outcomes of performance review for teachers will be used by the Headteacher and the Governing Body (or committee of Governing Body) in taking decisions, and in advising those responsible for taking decisions, on the use of any discretion in relation to pay.
- 5.5 The Governing Body will also adopt an Performance Review scheme for support staff after consultation with those staff concerned and their representatives. This will not be used when taking decisions in relation to pay.

6 Pay Progression based on Performance

- 6.1 In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual Performance Review that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's Performance Review policy.

- 6.2 Decisions regarding pay progression will be made with reference to the teachers' Performance Review reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, progression will be determined by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
- 6.3 To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by ensuring that objectives and assessments are consistently applied by staff who are properly trained and whose work is quality assured by the Deputy Head (Performance Management) and Headteacher.
- 6.4 The evidence we will use will include self-assessment against the Standards for Teachers, peer review, student progress, leadership and management, personal development, lesson observations, work scrutiny and Performance Management targets.
- 6.5 Teachers' Performance Review reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the Performance Review report and taking into account advice from the Headteacher . The Governing body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy and the school's spending plans.
- 6.6 In this school, judgements of performance will be properly rooted in evidence and made against the extent to which teachers have met their individual objectives and assessed as meeting the *relevant* Standards for Teachers. As a teacher moves up the Main Pay Range, this evidence should show:
- an increasing positive impact on pupil progress;
 - an increasing impact on wider outcomes for pupils;
 - improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning;
 - an increasing contribution to the work of the school;
 - an increasing impact on the effectiveness of staff and colleagues.
- 6.7 The Staffing Committee will be advised by the head teacher in making all such decisions. Any increase will be clearly attributable to the performance of the teacher in question. The Staffing Committee will be able to justify its decisions.
- 6.8 Further information, including sources of evidence is contained in the school's Performance Review policy.

7. Salaries of Classroom Teachers

- 7.1 The Staffing Committee will determine the salary for individual teachers on appointment or promotion in accordance with the current School Teachers' Pay and Conditions Document and this pay policy and the recommendations of the Headteacher.

- 7.2 The Staffing Committee will also determine the salary of each teacher annually and ensure that teachers are notified in writing of the outcome, including the details specified in the Document.
- 7.3 The Staffing Committee will have a procedure and timetable for the annual determination of salaries. This will be published to teaching staff each year.
- 7.4 In determining the salaries of teachers the Staffing Committee will follow the mandatory provisions of the School Teachers' Pay and Conditions Document and will exercise its discretionary powers within the parameters of that Document as set out in Appendix I.

8. Pay Determination on Appointment

8.1 Pay determinations for existing Main Scale teachers, effective from 1 September 2016

The governing body will continue to follow the provisions of the School Teachers' Pay & Conditions Document **2014** and the discretions outlined in the School Pay Policy covering the period 1st September 2015 – 31st August 2016 to determine September 2016 salary progression

8.2 Pay determinations for newly appointed Main Pay Range teachers and newly appointed Upper Pay Range teachers.

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

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

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

- 8.3 The Governing Body recognises that under the School Teachers' Pay & Conditions Document there is no longer an assumption that a teacher will be paid at the same rate as they were being paid in a previous school (Portability). However, when determining the starting pay for a newly appointed classroom teacher on to the Main Pay Range or newly appointed classroom teacher on the Upper Pay Range, the Governing Body will honour the previous point the teacher was paid on the Main Pay Range (Portability) and award the pay scale points as outlined in Appendix II. However, progress will be determined by evidence provided by the previous school.

8.4 Main Pay Range effective from 1st September 2015

Scale to be updated for 2016 when confirmed

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

Minimum point	£22,244
Reference point 1	£24,002
Reference point 2	£25,932
Reference point 3	£27,927
Reference point 4	£30,128
Maximum point	£32,509

9. Movement up the Main Pay Range

9.1 To move up the main pay range, one annual point at a time, progression will be dependent upon an individual teacher's performance and will be on the following basis:

- Teachers will be given a pay increase of one annual point if they have met or made significant progress towards meeting their objectives and are assessed as meeting the relevant Standards for Teachers.
- If the evidence shows that a teacher has exceptional performance, the Governing Body will consider the award of enhanced pay progression of one annual point or two annual points if a teacher exceeds all their objectives and are assessed as fully meeting the relevant Standards for Teachers in two consecutive school years.

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

10. Movement to the Upper Pay Range

10.1 Pay determinations for existing Main Scale teachers, effective from 1 September 2016

The governing body will continue to follow the provisions of the School Teachers' Pay & Conditions Document **2014** and the process outlined in the School Pay Policy covering the period 1st September 2015 – 31st August 2016 to determine September 2016 salary progression

If a teacher reached M6 on 1 September 2016 and applies before the 30 November 2016, their applications will be assessed using the Document **2014** (paragraph 15), i.e. against the Standards for Teachers and the post-threshold standards, having regard to the most recent Performance Review reviews.

10.2 Applications and Evidence to be Paid on the Upper Pay Range from 1 September 2016

From 1 September 2016, any qualified teacher can apply to be paid on the Upper Pay Range and **any such application must be assessed in line with this policy**. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

A teacher may submit only one application in each academic year.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school(s). This school will not be bound by any pay decision made by another school.

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

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

Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application, from this school and other schools, in support of their application.

10.3 Process and Procedures

One application may be submitted annually. The closing date for applications is normally 31st October each year. However, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the school's application form;
- Submit the application form and supporting evidence to the head teacher by the cut-off date of 31st October.
- If the assessor is not the head teacher you will receive notification of the name of the assessor of your application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the Staffing Committee of the relevant body;
- The application, evidence and recommendation will be passed to the head teacher for moderation purposes, if the head teacher is not the assessor;
- The Staffing Committee will make the final decision, advised by the head teacher;
- Teachers will receive written notification of the outcome of their application by 30th November. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR on 1 September of the following year.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix III of this pay policy.

10.4 The Assessment:

The teacher will be required to meet the criteria set out in the School Teachers' Pay and Conditions Document, namely that:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to the school are substantial and sustained.

In this school, this means:

“highly competent”:

the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Standards for Teachers in the particular role they are fulfilling and the context in which they are working. *(e.g. performance which is good enough to fulfill wider professional responsibilities, and develop effective professional relations with colleagues, giving them advice and demonstrating to them effective teaching practice and how to make a positive contribution to the wider life and ethos of the school, in order to help them meet the relevant standards and develop their teaching practice).*

“substantial”:

the teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

(e.g. of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning).

“sustained”:

the teacher must have had two consecutive successful Performance Review reports in this school and have made good progress towards their objectives during this period (see exceptions outlined in paragraph 10.2). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Further information, including information on sources of evidence is contained within the school’s Performance Management policy.

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

11. Pay Progression on the Upper Pay Range

11.1 Pay determinations effective from 1st September 2016

The Governing Body will continue to follow the provisions of the School Teachers' Pay & Conditions Document **2014** and procedures outlined in the School Pay Policy covering the period 1st September 2015 – 31st August 2016 to determine September 2016 salary progression.

Progression from the maximum point on the Main Pay Range to the Minimum point on the Upper Pay Range will be dependent upon the Reviewer’s judgement of the colleague’s progression against Standards for Teachers, fully evidenced and reviewed by the Headteacher. Progression from Minimum point to Mid point, and from Mid to Maximum point will be dependent upon completion of the relevant proforma (Appendix V), fully evidenced and reviewed by the Headteacher.

The pro forma provided in Appendix V will be used for recommending Post Threshold salary assessment to the Staffing Committee.

11.2 Pay determinations effective from 1st September 2016

The Staffing Committee will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- paragraph 15 of the School Teachers' Pay & Conditions Document 2014;
- the evidence base, which should show that the teacher has had a successful Performance Review and has met or made significant progress towards objectives;

- evidence that the teacher has maintained the criteria set out in paragraph 29 of the School Teachers' Pay & Conditions Document 2014 namely 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. The meaning of these criteria is set out in paragraph 30 "The Assessment".

11.3 The Staffing Committee will be advised by the Headteacher in making all such decisions. Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. The Staffing Committee will be able to objectively justify its decisions.

11.4 Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out in paragraph 30 "The Assessment", and have met or made significant progress towards their objectives, the teacher will move to the mid point on the Upper Pay Range; or if already on the mid-point, will move to the maximum point of the Upper Pay Range.

11.5 Where it is clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out in paragraph 30 "The Assessment", and where the teacher has met or exceeded their objectives, the Staffing Committee will use its flexibility to decide on enhanced progression from the minimum to the maximum of the Upper Pay Range.

11.6 Upper Pay Range effective from 1st September 2015:

Scale to be updated for 2016 when confirmed

The Staffing Committee will use reference points. Therefore the pay scale for Upper Pay Range in this school is:

Minimum point	£35,218
Mid-point	£36,523
Maximum point	£37,871

11.7 The pro forma provided in Appendix VI will be used for recommending pay progression on the Upper Pay Range to the Staffing Committee.

12. Leading Practitioner Posts

The governing body currently has no plans to appoint Leading Practitioners. However, should it in the future do so, the governing body will take account of paragraph 56 of the Document when determining the role of leading practitioner in this school. Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching schools within school [*and within the wider school community*] which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues.

12.1 Pay on appointment

The Staffing Committee will determine a pay range for each leading practitioner post in accordance with paragraph 18 of the Document; and paragraphs 44 to 47 of the section 3 guidance.

12.2 Pay determinations with effect from 1 September 2016

The head teacher will agree Performance Review objectives for the leading practitioner.

The Staffing Committee shall have regard to the results of the leading practitioner's Performance Review, including the pay recommendation, when exercising any discretion in relation to their pay, in accordance with paragraph 16 of the Document.

12.3 The Staffing Committee will take account of other evidence. The evidence should show the leading practitioner:

- has met or made significant progress towards their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in all aspects of the Standards for Teachers;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.
- "Highly competent", "substantial" are defined in paragraph 9.4 "The Assessment".
- The Staffing Committee will be advised by the head teacher in making all such decisions.

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

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

13. Unqualified Teachers

13.1 Pay on appointment

There are currently no unqualified teachers employed at Pershore High School, but should this change, the following conditions will apply.

The Staffing Committee will pay any unqualified teacher in accordance with the provisions of the School Teachers' Pay and Conditions Document. The Staffing Committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The Staffing Committee will consider whether it wishes to pay an additional allowance outlined in Appendix II of the Pay Policy.

13.2 Pay determinations effective from 1 September 2016

In order to progress up the unqualified teacher range, unqualified teachers will need to show that they have met or made significant progress towards their objectives.

13.3 If the evidence shows that a teacher has exceptional performance, the governing body will award enhanced pay progression.

13.4 Judgements will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills;
- an increasing positive impact on pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvements in specific elements of practice identified to the teacher;
- an increasing contribution to the work of the school;
- an increasing impact on the effectiveness of staff and colleagues.

13.5 The Staffing Committee will be advised by the head teacher in making all such decisions. Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The Staffing Committee will be able to objectively justify its decisions.

Information on sources of evidence is contained within the school's Performance Review policy.

14. Salaries of Headteacher, Deputy Headteachers, Assistant Headteachers and Advanced Skills Teachers

14.1 The salaries of the Headteacher, Deputy Headteacher(s) and any Assistant Headteacher or Advanced Skills Teacher will be reviewed annually. However, the Governing Body currently has no plans to appoint Advanced Skills Teachers. There will be a procedure and timetable for the annual review which will give the option of formal representation. Written notification will be given to the Headteacher, Deputy Headteacher(s) and Assistant Headteacher(s). As required, written notification will also be given of the performance objectives agreed or set and which will be reviewed as part of the next annual salary determination.

- 14.2 The individual academy school range (ISR) will reflect the responsibilities of the job in addition to the size of the school, and salaries of headteachers at comparable size schools.
- 14.3 For any new appointment, the Governing Body **must** set the ISR within the group range for the academy school. There is no longer the ability to set an ISR outside the group range for the academy school.

The Staffing Committee can exercise its discretionary powers to award a discretionary payment. The total sum of discretionary payments made to a Headteacher in any school year must not exceed 25% of the individual Headteacher's pay point on the leadership group pay spine unless the Governing Body decide to exercise its discretionary powers in wholly exceptional circumstances and exceed the 25% limit. It is likely that, in most cases, the Governing Body would not use the 'wholly exceptional circumstances' discretion.

- 14.4 For existing Heads the Governing Body when making a fresh determination on the Headteacher's ISR must set the ISR within the group range for the school. There is no longer the ability to set the ISR outside the group range for the school.
- 14.5 For those Head teachers whose ISR is already outside the group range for the school, there is no requirement to re-adjust the ISR until a new pay determination is made in relation to a change in ISR.
- 14.6 The Governing Body therefore has two options to consider when determining the Headteacher's ISR for new and existing employees:

The Staffing Committee will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments. However, before agreeing to do so, it will seek the agreement of the Governing Body which in turn will seek external independent advice before providing such agreement.

- 14.7 The Governing Body will determine the pay ranges of the Deputy Headteacher(s) and any Assistant Headteacher(s) and Advanced Skills Teacher(s) in relation to the duties and responsibilities of those teachers. The Governing Body can review the pay ranges at any time if they consider it necessary to retain a Deputy or Assistant Headteacher.
- 14.8 The annual determination of salaries will be conducted by the appropriate committee having regard to the results of the most recent Performance Review carried out in accordance with the school's performance management policy and reported to the full Governing Body.
- 14.9 If the Headteacher, Deputy Headteacher(s) and any Assistant Headteacher(s) have additional responsibilities or change their responsibilities the committee will consider whether there have been corresponding additions to the duties and responsibilities of other staff in the school.

15. Salaries of Support Staff

- 15.1 On appointment an increment/increments may be awarded at the discretion of the Governing Body when educational qualifications or experience are considered particularly relevant to the post.
- 15.2 Support Staff whose jobs are regraded will be paid a salary on the new grade which is at least one spinal column point higher than the employee's previous salary.
- 15.3 The Governing Body will determine the salary for individual support staff on appointment or promotion based on the recommendation of the Headteacher.
- 15.4 In selecting the salary grade for the job the Headteacher/Governing Body will have regard to the responsibilities of the job outlined in the Job Description, Person Specification and recognised job evaluation scheme with advice from their HR Adviser.
- 15.5 Additional responsibilities undertaken on a temporary basis at the discretion of the Governing Body (or of the Headteacher acting on the Governing Body's behalf) will be recognised where appropriate by the payment on a higher salary grade for the period in question in accordance with the conditions of service.
- 15.6 The Governing Body may accelerate the progression up the incremental scale within the range on the grounds of 'special merit or ability' up to a maximum of two additional increments. The reasons for awarding the increments should be clearly discernible.

16. Rights of Employees who are Dissatisfied with a Decision Taken About Pay

- 16.1 The Governing Body, in determining and publishing its pay policy, aims to ensure that all decisions taken on pay and remuneration are justifiable and fair.
- 16.2 The Governing Body will provide for:
 - a member of staff (including the Deputy Headteacher) to be able to approach the Headteacher informally if he/she has any concerns about his/her salary;
 - the Headteacher to make recommendations to the appropriate committee about the salaries of staff;
 - the Headteacher, Deputy Headteacher and/or any other member of staff to make written representations to the appropriate committee on their individual salaries;
 - appeals to an appeal committee following informal discussion between the member of staff and the Headteacher to clarify reasons for relevant decision about pay and provision of written confirmation if so requested. A model agenda is included at Appendix III.
- 16.3 Staff may wish to seek the advice of their union/professional association in making representations or an appeal.

17. Pay Appeal Arrangements for Teaching and Support Staff

The arrangements for considering appeals are as follows:

A teacher or member of the support staff may seek a review of any determination in relation to his pay or any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects his/her pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination;

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

- (a) incorrectly applied any provision of the Academy's Pay Policy
- (b) failed to take proper account of relevant evidence;
- (c) took account of irrelevant or inaccurate evidence;
- (d) was biased; or
- (e) otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

- (i) The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
- (ii) If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Headteacher within ten working days of the decision.
- (iii) Where this is not possible, or where the employee continues to be dissatisfied, he/she may follow a formal appeal process.
- (iv) The employee should set down in writing the grounds for questioning the pay decision and send it to the 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 who made the determination should provide a hearing within ten working days of receipt of the written appeal to consider the appeal and give the employee an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the hearing's 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 employee will be given the opportunity to make representations in person. For any formal hearing or appeal the employee is entitled to be accompanied by a friend/colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

The procedures for hearing of appeals against salary determinations are set down in Appendix III.

SCHOOL STAFFING STRUCTURE

Headteacher – Clive Corbett

Deputy Headteachers – Phillip Hanson and Andrew Nockton

Assistant Headteachers – Jason Howell (RSL5) and Zoe Budding (RSL3)

Finance and Business Director – Russell Dalton

Heads of House – Emma Bliss (Armstrong), Matthew Lake (Kingsley), Paul Watson (Magellan)

Deputy Heads of House – Julie Taylor (Armstrong), Vickie Brown (Kingsley),
Gayle McPherson (Magellan)

Heads of Department

Art
Business
 RK
English
Humanities
ICT
 SB
Maths
 DM
Modern Langs
Perf. Arts
PE
 TB
Science
 SRC
Sixth Form
Technology

Responsibilities

Assistant Hd of Science
Assistant Hd of PE
Assistant Hd of Sixth
Form JAM

Co-ordinators

RSL4 (Core)
RSL4 (Foundation)
SEN
Safeguarding

Data
Examinations
Supply cover
Behaviour Mgt

ITT & induction of staff
Work Related Learning &
Enterprise Education
International Co-ordinator
Gifted & Talented
Eco Club
Activities Week
Community Cohesion
Raising Aspirations
Work Experience

Other voluntary roles

CPA Chairman

SALARIES of TEACHERS – DISCRETIONARY POWERS

	EXERCISE OF DISCRETIONARY POWERS
<i>Pay Determination on Appointment</i>	<p>When placing a classroom teacher on to the main scale, the Governing Body will consider awarding an extra point or points on the scale in recognition of other relevant experience that would not attract mandatory experience points in the following circumstances:</p> <ul style="list-style-type: none"> - One point on the main scale for each year of service as a qualified teacher in an Academy, City Technology College, a City College for the Technology of the Arts or independent school. - One point on the main scale for each period of one year of service as a qualified teacher in an overseas school outside the European Economic Area or Switzerland in the maintained sector of the country concerned. - One point on the main scale for each period of one year of service teaching in further education, including Sixth Form Colleges. - One point on the main scale for each period of one year of service teaching in higher education. <p>The Governing Body will consider awarding on a case-by-case basis:</p> <ul style="list-style-type: none"> - One point on the scale for each period of three years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.
<i>Part-time Teachers</i>	<p>The Governing Body acknowledges that part-time teachers will be paid the percentage of the appropriate full-time equivalent salary as calculated in Part 5, paragraph 43 of the School Teachers' Pay and Conditions Document 2014.</p> <p>Further guidance is available on EduLink please see following direct link:</p> <p><u>PART-TIME TEACHER PAY AND WORKING TIME ARRANGEMENTS</u></p> <p>The Headteacher will give part-time teachers a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.</p>

<p>Payments to Relief or Short Notice Teachers</p>	<p>(a) Teachers who work on a day-to-day or other short notice basis have their pay determined in the same way as other teachers as outlined above under - Pay Determination on Appointment.</p> <p>(b) Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 to arrive at the daily rate of pay.</p> <p>The Governing Body has determined that relief teachers who work less than a full day will be paid a proportion pro rata to the length of the school day.</p>
<p>Unqualified Teachers Allowance</p>	<p>The Governing Body may pay an unqualified teachers' allowance to unqualified teachers where it considers, in the context of its staffing structure that the teacher has –</p> <p>(a) Taken on a sustained additional responsibility which is:</p> <ul style="list-style-type: none"> (i) Focused on teaching and learning; and (ii) Requires the exercise of a teachers' professional skills and judgement; or <p>(b) Qualifications or experience which bring added value to the role being undertaking.</p>
<p>Headteacher</p>	<p>The Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded. The 'Application of Leadership Group Pay Progression Criteria - Clarification' will be taken fully into account.</p> <p>Annual pay progression within the range for these posts is not automatic. Any progression will normally be by one point, but the Governing Body will consider movement by two points only in exceptional circumstances. These will be approved the Governors' Staffing Committee.</p>
<p>Deputies and Assistant Heads</p>	<p>Deputies and Assistant Heads must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded. The 'Application of Leadership Group Pay Progression Criteria - Clarification' will be taken fully into account.</p> <p>Annual pay progression within the range for this post is not automatic. Any progression will normally be by one point, but the Governing Body will consider movement by two points only in exceptional circumstances. These will be approved the Governors' Staffing Committee.</p>
<p>Leading Practitioners</p>	<p>The Governing Body has determined that Leading Practitioners posts are not currently to be included in the school staffing structure.</p>

**Teaching and Learning
Responsibility Payments
(TLRs)**

*Scales to be updated when
confirmed*

TLRs will be awarded to the holders of the posts indicated in the attached staffing structure.

The values of the TLRs to be awarded are set out below:

TLRs will be awarded to the following values:

TLR PHS 4 £9,287 to the holder of:

HoD English;
HoD Mathematics;
HoD Science;
HoD Technology;
Heads of House;
SEN Coordinator;
HoD Humanities.]

TLR PHS 3 £7,546 to the holder of:

HoD ICT;
Training Manager;
HoD Performing Arts;
HoD PE;
HoD MFL
Maths KS4

TLR PHS 2 £4,354 to the holder of:

HoS History;
HoS RS;
HoD Business Studies;
HoD Visual Arts
Assistant HoScience
KS4 Achievement English;
Assisant HoTechnology;
Assistant HoPE.

TLR PHS 1 £2,613 to the holder of:

Deputy Heads of House;
HoS Drama;
HoS Psychology;
Teacher with responsibility for Food Technology;
Leadership of A Level Chemistry;
KS3 MFL.

The Governing Body will consider awarding a fixed term temporary payment no less than £500 and no more than £2,500 to teachers for one off externally driven responsibilities.

The criterion and factors for award of TLR payments, and values as outlined in the School Teachers' Pay and Conditions Document, will be taken fully into account.

<p>Recruitment and Retention incentives and benefits</p>	<p>The Governing Body will consider awarding the payment of recruitment awards in special circumstances.</p> <p>The Governing Body will consider awarding the payment of retention awards in special circumstances.</p> <p>The Governing Body will review the level of payment/ benefits annually.</p>
<p>Special Educational Needs Allowance</p>	<p>The Governing Body will award a SEN allowance of no less than £2,064 and no more than £4,075 to all teachers who meet the criteria outlined in the STPCD Part 4, paragraph 27.1 – 27.4.</p> <p>Where the SEN allowance is to be paid, the spot value of the allowance will be determined taking fully into account the structure the School's SEN provisions and the factors outlined in the STPCD Part 4, paragraph 27.1 – 27.4.</p> <p>The teacher will be given written notification at the time of the award which will specify the reason for the award.</p>
<p>Acting Allowances</p>	<p>Any teacher who carries out the duties of Head, Deputy Head or Assistant Head for a period of four weeks or more, will be paid no lower than the minimum spine point payable for the post in which the teacher is acting determined in accordance with the Teachers' Pay and Conditions Document.</p> <p>The acting allowance will be paid from or backdated to the time when the Governing Body decides that the teacher performs tasks that require the full authority of the post to be exercised.</p> <p>The following paragraph may also be inserted:</p> <p>The Governing Body will exercise its discretion to remunerate teachers who agree to carry out the duties of Headteacher during the short term absence of the Headteacher as follows:</p> <p>Minimum spine point of ISR payable to the Headteacher less salary paid to teacher divided by 195 multiplied by estimated number of days cover per annum.</p> <p>This will either be paid in arrears or currently as a lump sum or in 12 equal monthly payments.</p>
<p>Pay Progression</p>	<p>The Governing body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy and the school's spending plans.</p>

<p>Other Payments</p> <p>(a) Continuing professional development</p>	<p>Teachers (including the Headteacher) who volunteer to undertake continuing professional development outside the school day will be entitled to an additional payment. The payment will be calculated by dividing M6 of the School Teachers' Pay Spine by 195 to determine a daily rate of pay and 1265 to determine an hourly rate of pay.</p> <p>The Governing Body will exercise its discretion and make additional payment to teachers (full and part-time) who attend training courses in the evenings or at weekends or during school holidays.</p>
<p>(b) Initial teacher training activities</p>	<p>The Governing Body will exercise its discretion to remunerate teachers (including the Headteacher) for responsibilities in the initial training of teachers. (See (a) for rate of pay.)</p> <p>Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school will be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment.</p> <p>Areas of work that will attract a payment include: supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; and formally assessing students' competences.</p> <p>Activities that will attract payment include: planning an initial teacher training course, preparing course materials; undertaking the marketing, finance and administration of the course; and taking responsibility for the well-being and tuition of initial teacher training students.</p>
<p>(c) Out-of-school learning activities</p>	<p>Teachers (including the Headteacher) who volunteer to undertake learning activities outside of the normal working hours and whose salary range does not take account of such activity will be entitled to a payment.</p> <p>Activities that will attract payment include: breakfast clubs, homework clubs, summer schools (study support, literacy and gifted and talented), sporting activities, other outdoor activities and clubs linked to curricular, arts and hobby interest areas.</p> <p>The Governing Body has determined that teachers who agree to participate in out-of-school hours learning activity will receive payment for hours worked on the basis of Annual Salary ÷ 265.</p>
<p>Provision of Services by the Headteacher</p>	<p>The relevant body has discretion to make payments to Headteachers who provide an external service to one or more additional schools and also to any of the school's teachers whose post acquires additional responsibility as a result of the Head's activities. Payments are not automatic.</p> <p>The pay policy should set out the criteria by which the relevant body determines the nature and level of such payments and the value of any discretionary payments attached to posts in the staffing structure. These will be decided upon by the Governors' Staffing Committee.</p>

PROCEDURE FOR APPEALS AGAINST SALARY DETERMINATIONS

Model Agenda for Pay Appeals Committee* Meeting

Roles of individuals attending Appeals Meeting:

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1. Introduction of the Pay Appeals Committee members and others present by the Chair and explanation of the purpose of the meeting.
2. Statement of Appeal by the appellant and/or representative (*work colleague or trade union representative*) including witnesses.
3. Questions by members of the Pay Appeals Committee (*and HR Adviser where appropriate*).
4. Statement by respondent Chair of Staffing Committee including Headteacher/witnesses.
5. Questions by members of the Pay Appeals Committee (*and HR Adviser where appropriate*).
6. Concluding statement by appellant or representative.
7. Consideration of Appeal by the Pay Appeals Committee with assistance from HR Adviser, as appropriate. All others withdraw.
8. Return of interested parties.
9. Announcement of decision.

* The Pay Appeals Committee hearing appeals will consider any appeals against decisions taken by the Pay Committee. Any member of the Pay Appeals Committee hearing appeals must not be a member of the Pay Committee.

All **evidence** relating to the reasons for the decision and relevant to any qualifying period should be available to the parties 5 working days before the meeting.

IN CONFIDENCE

PAY PROGRESSION – MAIN PAY RANGE (01/09/2016)

Name of Teacher:

Department:

APPRAISAL

	Agreed Appraisal Objectives	Objective Met	Progress Towards Objective	Objective Not Met
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RECOMMENDATION OF REVIEWER

I confirm that:

Either

- has made significant progress towards meeting objectives
- are assessed as meeting the *relevant Standards for Teachers*

Or

- has met all objectives
- are assessed as fully meeting the *relevant Standards for Teachers*

In the case of exceptional performance:

- *exceeded all objectives*
- *are assessed as fully meeting the relevant Standards for Teachers*

That the teacher’s achievements and contribution to the school are substantial and sustained. The meaning of these criteria is set out in paragraph 10.4 the section of this policy entitled, “The Assessment”.

This judgement has been made with regard to the results of the most recent appraisals.

1. I recommend salary progression on the Main Pay Range

OR

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

Signed:

(Reviewer)

Date:

RECOMMENDATION OF HEADTEACHER TO STAFFING COMMITTEE

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

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

Signed:
(Headteacher)

Date:

IN CONFIDENCE

POST-THRESHOLD SALARY ASSESSMENT (01/09/2016)

Name of Teacher:

Department:

APPRAISAL

Agreed Appraisal Objectives	Objective Met	Progress Towards Objective	Objective Not Met
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RECOMMENDATION OF REVIEWER

I confirm that has had two successful consecutive appraisals. These successful appraisals have ensured that the achievements and contribution of the teacher have been substantial and sustained by assessing that the teacher has continued to meet post-threshold standards and grown professionally by developing their teaching experience. This judgement has been made with regard to the results of the most recent appraisals or reviews.

1. His/her contribution to the school has been substantial and sustained and I recommend for post-threshold salary progression

OR

2. His/her contribution to the school has not been substantial and sustained and I do not recommend for post-threshold salary progression for the following reasons:

Signed: Date:
(Reviewer)

RECOMMENDATION OF HEADTEACHER TO GOVERNORS' STAFFING COMMITTEE

1. I support the recommendation for post-threshold salary progression

OR

2. I do not support the recommendation for post-threshold salary progression for the following reasons:

Signed: Date:
(Headteacher)

IN CONFIDENCE

MOVEMENT TO UPPER PAY RANGE (01/09/2016)

Name of Teacher:

Department:

APPRAISAL

	Agreed Appraisal Objectives	Objective Met	Progress Towards Objective	Objective Not Met
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RECOMMENDATION OF HEADTEACHER TO GOVERNORS' STAFFING COMMITTEE

I confirm that(name) :

- (a) has had two successful consecutive appraisals.
- (b) is highly competent in all elements of the relevant *Standards for Teachers*.
- (c) achievements and contribution to the school are substantial and sustained. The meaning of these criteria is set out in paragraph 10.4 of this Pay Policy entitled, "The Assessment".

This judgement has been made with regard to the results of the most recent appraisals.

- 1. I recommend movement to the Upper Pay Range

OR

- 2. I do not recommend movement to the Upper Pay Range for the following reasons:

Signed:
(Headteacher)

Date:

IN CONFIDENCE

PAY PROGRESSION – UPPER PAY RANGE (01/09/2016)

Name of Teacher:

Department:

APPRAISAL

Agreed Appraisal Objectives	Objective Met	Progress Towards Objective	Objective Not Met
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RECOMMENDATION OF REVIEWER

I confirm that

- has had two consecutive successful appraisal and has met or made significant progress towards objectives;
- is highly competent in all elements of the relevant *Standards for Teachers*; and
- that the teacher’s achievements and contribution to the school are substantial and sustained. The meaning of these criteria is set out in the section 10.4 of this policy entitled, “The Assessment”.

This judgement has been made with regard to the results of the most recent appraisals or reviews.

1. I recommend salary progression on the Upper Pay Range

OR

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

Signed:

(Reviewer)

Date:

RECOMMENDATION OF HEADTEACHER TO STAFFING COMMITTEE

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

OR

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

Signed:

(Headteacher)

Date:

IN CONFIDENCE

Assessment Form – Standards for Teachers

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

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

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

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

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 1:					

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

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 2:					

3. Demonstrates good subject and curriculum knowledge	Comments
<ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 3:					

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

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 4:					

5. Adapts teaching to respond to the strengths and needs of all pupils	Comments
<ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 	

Appendix VIII (continued)

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 5:					

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

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 6:					

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

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 7:					

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

Assessment Rating	Exceptional performance	Meet the Standard	Development Needed	Do Not Meet the Standard	Comments
My overall assessment of your performance against the Teachers' Standard 8:					

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Meets the standards for Personal and Professional Conduct



Overall assessment of the teachers' performance against the Standards for Teachers

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

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

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

Appendix VIII (continued)

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

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

Signed: Date:
(Reviewer)

Signed: Date:
(Teacher)

OVERVIEW OF RECOMMENDED GRADES FOR TECHNICIANS

(See Guidance on EduLink)

SCIENCE TECHNICIANS

Job Title	Grade	Description of Role
Assistant Science Technician	Scale 2	A technician with little or no experience who is training on-the-job and assisting the team of technicians, working under close supervision.
Science Technician	Scale 3	An experienced technician carrying out the full range of duties; no supervisory responsibility for other staff, but will assist in the training of other Science Technicians.
Senior Science Technician	Scale 5	An experienced technician who supervises up to five other technicians in addition to carrying out Science Technician duties.
Team Leader Science Technician	Scale 6	An experienced technician who manages six or more (Science) Technicians within the school and carries out Science Technician duties.

DESIGN & TECHNOLOGY TECHNICIANS

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

OVERVIEW OF RECOMMENDED GRADES FOR TEACHING ASSISTANTS

(See Guidance on EduLink)

<p>Teaching Assistant (Grade 1) (Supervising physical/general care including Statemented pupil requiring good standard of practical knowledge and skills.)</p>	SCP 6-13	Pro rata for less than 37 hours and 195 working days.	(Unqualified)
<p>Teaching Assistant (Grade 2) (Delivering specific work programme in more depth including pupils with special physical, emotional and educational needs requiring detailed knowledge and specialist skills.)</p>	SCP 14-17	Pro rata for less than 37 hours and 195 working days.	(Qualified)
<p>Teaching Assistant (Grade 3) (Delivering specific work programme in more depth including pupils with special physical, emotional and educational needs requiring detailed knowledge and specialist skills in specialist discipline being fully involved in all stages of the planning cycle.)</p>	SCP 18-25	Pro rata for less than 37 hours and 195 working days.	(Qualified)
<p>Senior Teaching Assistant (Grade 4) (Team Leader with management responsibility requiring advanced/high level of knowledge and specialist skills across a range of specialist disciplines.)</p>	SCP 26-28	Pro rata for less than 37 hours and 195 working days.	(Qualified)

OVERVIEW OF RECOMMENDED GRADES FOR HIGHER LEVEL TEACHING ASSISTANTS AND COVER SUPERVISORS

(See Guidance on EduLink)

Cover Supervisor

- To work under the guidance of teaching/senior staff with individuals/groups, in or out of the classroom. To supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities and implement agreed work programmes.

Teaching Assistant Grade 2 (with some Cover Supervision responsibilities)

- To support the classroom teacher with their responsibility for the development and education of children, including those with special physical, emotional and educational needs, by utilising detailed knowledge and specialist skills.
- To work under the guidance of teaching/senior staff, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the management/preparation of resources.

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

Teaching Assistant Grade 3 (with some Cover Supervision responsibilities)

- To work collaboratively with the classroom teacher with their responsibility for the development and education of children, including those with special physical, emotional and educational needs, by utilising detailed knowledge and specialist skills in specialist discipline being fully involved in all stages of the planning cycle.
- To work under the guidance of teaching/senior staff, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the management/preparation of resources.

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

Higher Level Teaching Assistant

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

Cover Supervisor only (Teaching Assistant Grade 2)	SCP 14-17	Pro rata for less than 37 hours and 195 working days.	(Qualified)
Teaching Assistant Grade 3 (with some Cover Supervision responsibilities)	SCP 18-25	Pro rata for less than 37 hours and 195 working days.	(Qualified)
Higher Level Teaching Assistant (Teaching Assistant Grade 4)	SCP 26-28	Pro rata for less than 37 hours and 195 working days.	(Qualified)

OVERVIEW OF RECOMMENDED GRADES FOR SCHOOLS' ADMINISTRATIVE STAFF

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

JOB FEATURES	Recommended Grade					
	Scale 1	Scale 2	Scale 3	Scale 4	Scale 5	Scale 6
Type of Tasks:						
Limited range of routine tasks	✓					
A range of routine tasks		✓				
More involved tasks which require a good standard of practical knowledge and skills			✓			
A variety of advanced tasks requiring detailed knowledge and specialist skills				✓	✓	✓
Supervision of Staff:						
No supervisory responsibility for other staff	✓					
No supervisory responsibility for other staff; may assist in the induction of new colleagues		✓		✓		
May have some supervisory responsibility for temporarily assigned or shared employees, including on-the-job training or the allocation and checking of work for quality and quantity			✓			
Direct supervision of at least one employee				✓		
Direct supervision of school administrative staff; may also manage other support staff, e.g. cleaners, children's superintendents					✓	✓
Creativity						
Work is largely regulated by laid down procedures, but needing occasional creative skills to deal with routine problems	✓	✓				
Creativity is a feature of the job but exercised within the general framework of recognised procedures			✓	✓	✓	
Creativity and innovation are essential to the job and need to be regularly exercised within general guidelines					✓	✓
Contacts						
Contact with other people relates to well-established matters but sometimes involves dealing with issues where the outcome may not be straightforward	✓	✓				
Contact with other people relates to issues which are generally not contentious but where the outcome may not be straightforward. Advice or guidance provided to others within the school relates to issues that are less well established			✓	✓		
Contact with other people relates to situations where the content and outcome are not straightforward or well-established and could involve more detailed assessment, planning, evaluation, care and assistance				✓	✓	✓

APPENDIX XII (continued)

	Recommended Grade					
	Scale 1	Scale 2	Scale 3	Scale 4	Scale 5	Scale 6
Decision-Making						
Work within clearly defined rules or procedures and advice from other staff is available if required	✓					
Work within clearly defined rules and procedures involving decisions chosen from a range of established alternatives		✓	✓	✓	✓	
Work within clearly defined rules and procedures involving decisions chosen from a range of established alternatives. Decisions have a noticeable effect on the internal operations of the school or on the provision of service to pupils or parents					✓	
Work is carried out within programmes and objectives where there is a wide range of choices and where advice is not normally available and/or decisions where policy, procedures and working standards provide only general guidelines. Decisions have a noticeable effect on the internal operations of the school or on the provision of service to pupils or parents						✓
Resources						
No responsibility for physical or financial resources	✓					
May have responsibility for the accurate handling and security of small sums of cash, cheques or financial resources		✓	✓			
Have (shared) responsibility for the accurate handling and security of cash, cheques or financial resources and/or have responsibility for ordering stocks and materials for the whole school				✓	✓	✓
Work Demands						
Work is subject to deadlines involving changing problems, circumstances or demand				✓	✓	✓
Work is subject to deadlines involving frequently changing circumstances and conflicting priorities						✓

OVERVIEW OF RECOMMENDED GRADES FOR SCHOOL CARETAKERS

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

JOB FEATURES	Recommended Grade							
	Scale 2	Scale 3			Scale 4		Scale 5	
	Job Outline Ref:							
	AC2	AC3	Sm3	Mo3	Ma4	Mo4	Mo4/L	Ma5
Type of Tasks:								
A range of routine tasks	✓							
More involved tasks which require a good standard of practical knowledge and skills		✓	✓	✓	✓	✓	✓	✓
Supervision of Staff:								
No supervisory responsibility for other staff; may assist in the induction of new colleagues	✓		✓	✓	✓ OR		✓	
May have some supervisory responsibility for temporarily assigned or shared employees, including on-the-job training or the allocation and checking of work for quality and quantity		✓			✓	✓ OR		
Direct supervision of at least one employee						✓		
Have direct supervision of caretaking and grounds staff; may also have full or shared responsibility for cleaners directly employed by school								✓
Creativity								
Work is largely regulated by laid down procedures, but needing occasional creative skills to deal with routine problems	✓	✓	✓			✓		
Creativity is a feature of the job but exercised within the general framework of recognised procedures				✓	✓		✓	✓
Contacts								
Contact with other people relates to well-established matters but sometimes involves dealing with issues where the outcome may not be straightforward	✓		✓	✓				
Contact with other people relates to issues which are generally not contentious but where the outcome may not be straightforward. Advice or guidance provided to others within the school relates to issues that are less well established		✓			✓	✓	✓	✓
Decision-Making								
Work within clearly defined rules and procedures involving decisions chosen from a range of established alternatives	✓	✓						
Work within clearly defined rules and procedures involving decisions chosen from a range of established alternatives. Decisions have a noticeable effect on the internal operations of the school or on the provision of service to pupils or parents			✓	✓	✓	✓	✓	✓

APPENDIX XIII (continued)

	Recommended Grade							
	Scale 2	Scale 3			Scale 4		Scale 5	
	Job Outline Ref:							
	AC2	AC3	Sm3	Mo3	Ma4	Mo4	Mo4/L	Ma5
Resources								
Have shared responsibility for the proper use and safekeeping of hand tools and small items of equipment	✓							
Have shared responsibility for the proper use and safekeeping of hand tools and small items of equipment; shares responsibility for the security of the school site with the Caretaker/Site Manager or another Assistant Caretaker		✓						
Have responsibility for the proper use and safekeeping of larger vehicles and larger items of plant and machinery and/or have responsibility for the security and maintenance of the buildings and site of a moderate or small size school			✓	✓		✓	✓	
Have responsibility for the proper use and safekeeping of larger vehicles and larger items of plant and machinery and/or have responsibility for the security and maintenance of the buildings and site of a major size school					✓			✓
Physical Demands								
Work requiring normal physical effort with periods of substantial effort; or normal physical effort occasionally in awkward postures or prolonged effort in a constrained position involving considerable manual dexterity	✓	✓	✓	✓	✓	✓	✓	✓
Work Environment								
Work includes significant elements of inside or outside work involving some exposure to moderate noise, heat, cold, disagreeable or difficult surroundings/conditions	✓	✓	✓	✓	✓	✓	✓	✓
Work potentially involves some risk to personal safety of injury, illness or health problems arising from the environment or the public	✓	✓	✓	✓	✓	✓		✓
Work potentially involves moderate risk to personal safety of injury, illness or health problems arising from the environment or the public							✓	

SALARY GRADES FOR LOCAL GOVERNMENT EMPLOYEES

	SCP	01/04/13	01/01/15	Contracted Hourly Rate	Casual Hourly Rate
SC1(6-9)	6	12614	13614	7.0565	8.0791
TA1(6-13)	7	12915	13715	7.1088	8.1390
	8	13321	13871	7.1897	8.2316
	9	13725	14075	7.2954	8.3527
SC2(10-13)	10	14013	14338	7.4318	8.5088
	11	14880	15207	7.8822	9.0245
	12	15189	15523	8.0460	9.2120
	13	15598	15941	8.2626	9.4600
SC3/TA2 (14-17)	14	15882	16231	8.4130	9.6321
	15	16215	16572	8.5897	9.8345
	16	16604	16969	8.7955	10.0701
	17	16998	17372	9.0044	10.3093
SC4(18-21)	18	17333	17714	9.1816	10.5122
TA3(18-25)	19	17980	18376	9.5248	10.9051
	20	18638	19048	9.8731	11.3039
	21	19317	19742	10.2328	11.7157
SC5(22-25)	22	19817	20253	10.4977	12.0190
	23	20400	20849	10.8066	12.3727
	24	21067	21530	11.1596	12.7768
	25	21734	22212	11.5131	13.1815
SC6/TA4 (26-28)	26	22443	22937	11.8889	13.6118
	27	23188	23698	12.2833	14.0634
	28	23945	24472	12.6845	14.5227
SO1(29-31)	29	24892	25440	13.1862	15.0971
	30	25727	26293	13.6284	15.6033
	31	26539	27123	14.0586	16.0959
SO2(32-34)	32	27323	27924	14.4738	16.5712
	33	28127	28746	14.8998	17.0591
PO1(34-37)	34	28922	29558	15.3207	17.5409
	35	29528	30178	15.6421	17.9089
	36	30311	30978	16.0567	18.3836
	37	31160	31846	16.5066	18.8987
PO2(38-41)	38	32072	32778	16.9897	19.4518
	39	33128	33857	17.5490	20.0921
	40	33998	34746	18.0098	20.6197
	41	34894	35662	18.4846	21.1633
PO3(42-45)	42	35784	36571	18.9557	21.7027
	43	36676	37483	19.4284	22.2440
	44	37578	38405	19.9063	22.7911
	45	38422	39267	20.3531	23.3027
New PO4(46-49)	46	40923	41823	21.6780	24.8195
<i>Old PO4(46-49)</i>	47	42267	43197	22.3902	25.6349
	48	43209	44160	22.8893	26.2064
	49	44133	45104	23.3786	26.7666
New PO5(50-53)	50	45504	46505	24.1048	27.5980
<i>Old PO5(49-53)</i>	51	46458	47480	24.6101	28.1766
	52	47424	48467	25.1217	28.7623
	53	48384	49448	25.6302	29.3445
New PO6(54-57)	54	50763	51880	26.8908	30.7877
<i>Old PO6(51-55)</i>	55	51768	52907	27.4231	31.3972
	56	52740	53900	27.9378	31.9865
	57	53787	54970	28.4924	32.6215
New PO7(58-61)	58	56379	57619	29.8655	34.1935
<i>Old PO7(53-57)</i>	59	57504	58769	30.4615	34.8759
	60	58656	59946	31.0716	35.5744
	61	59829	61145	31.6931	36.2860

CARETAKERS' LETTINGS AGREEMENT

LETTINGS CUSTODIAN DUTIES

(For the purpose of these notes, the words 'Lettings Custodian' refer to any individual employee who undertakes lettings duties either paid or voluntarily).

A. Before the Letting

- A1. The Lettings Custodian must be satisfied that approval for the letting has been given by the Headteacher, for instance, by confirming that the relevant lettings application form has been completed by the hirer.
- A2. The Lettings Custodian must also ensure that 'double bookings' are avoided, bringing such incidents to the attention of the Headteacher, as soon as possible.
- A3. The accommodation requested must be made available to the hirer, at the time agreed. If chairs have been requested, these too should be made ready for use, unless it has been agreed with the hirer that they will set out and put away the chairs themselves.
- A4. The Lettings Custodian should check the accommodation to ensure that there is no damage/theft to the accommodation/equipment prior to the letting taking place.
- A5. Unless prior agreement has been reached, hirers will not generally be allowed to enter the premises before the stipulated time. If such agreements have been made, the Lettings Custodian should note the exact time of entry.

B. During the Letting

- B1. The Lettings Custodian is not required to remain on site for the duration of the letting, unless prior approval from the Headteacher has been sought.

C. After the Letting

- C1. The Lettings Custodian must ensure that the facilities have been left in a clean and tidy state by the hirer, ready for use by the school. Should the premises not be left in a satisfactory state by the hirer, then the Lettings Custodian may claim additional cleaning time, the cost of which will be passed on to the hirer.
- C2. The Lettings Custodian should ensure that all lights are switched off, windows/doors locked, the premises are totally vacated and secure (including the activation of security systems, where appropriate) after the letting. The Lettings Custodian should also check the school accommodation/equipment again to ensure that no theft/damage has occurred during the letting.
- C3. If the hirer is still on the premises beyond the stipulated expiry time of the letting, the Lettings Custodian may claim up to the actual time the hirer vacated the premises.
- C4. The Lettings Custodian must also ensure that the premises were used by the stipulated hirer and that sub-letting of the premises has not occurred.
- C5. Claims for payment to Lettings Custodians for lettings' duties must be submitted to the Children's Services Directorate's, Staffing, Salaries and Appointments Section, using Form SWA/LET, on a monthly basis.

D. Accommodation

- D1. All rooms/accommodation that have been used by the hirer must be stated on Form SWA/LET (mentioned in C5 herein), unless they are used as a 'corridor', i.e. to gain access from the outside to a particular room.
- D2. Schools are entitled to insist that changing rooms are used by clubs whose members change on the site.
- D3. If the hirer wishes to use additional accommodation to that previously stipulated, the hirer should be made aware that an additional fee will be charged as a result, and the Lettings Custodian must inform the Headteacher accordingly.

E. Cancellation

- E1. The conditions for the Hire of County Council Premises (Condition No. 35), refers to cancellation of bookings and requests that hirers must give at least 3 clear days written notice for the cancellation of a single booking and at least 1 month's written notice for the cancellation of a regular booking.

If a cancellation is made without adequate notice, the Lettings Custodian may claim for the letting as usual and any subsequent costs will be passed on to the hirer. Such incidents must be brought to the attention of the Headteacher immediately.

PAYMENT FOR LETTING CUSTODIAN DUTIES

When the school premises are used outside designated working time and the Caretaker has to carry out additional duties as described in Appendix 6, he/she should be rewarded for the performance of those duties. Payments are indicated on the tables which follow. Such payments are revised from time to time by the County Council, following consultation with the appropriate trade union.

There are two rates of payment, the first based on the number of units of accommodation used in circumstances when the Caretaker has to open and close the premises but is not required to be on duty, and the second where the Caretaker has to be on duty throughout the period of hire. The decision as to whether the Caretaker is required to be on duty during the letting is a matter for the Headteacher. Payments are made **either** under Table 'A' **or** Table 'B', with each operating independently.

**EITHER (A) PAYMENT TO CARETAKER NOT REQUIRED DURING LETTING
(N.B. excluding on-costs)**

Units of Accommodation in Use	January 2015 Payment £
1	10.36
2	12.43
3	14.49
4	16.56
5	18.62
6	20.69
7	22.75
8	24.81
9	26.88
10	28.94
Each additional unit	add 2.06

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

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

Duration After Normal Duty Time (Hours : Minutes)	Up to Scale 3 January 2015 £	Scale 4 & above January 2015 £
01:00	14.03	15.74
01:15	16.30	18.30
01:30	18.57	20.87
01:45	20.84	23.43
02:00	23.11	26.00
02:15	25.38	28.56
02:30	27.65	31.13
02:45	29.91	33.70
03:00	32.18	36.26
03:15	34.45	38.83
03:30	36.72	41.39
03:45	38.99	43.96
04:00	41.26	46.52
04:15	43.53	49.09
04:30	45.80	51.65
04:45	48.06	54.22
05:00	50.33	56.78
05:15	52.60	59.35
05:30	54.87	61.91
05:45	57.14	64.48
06:00	59.41	67.04
Each additional 15 minutes	2.27	2.57

APPENDIX XVI

REMUNERATION FOR CLERKS TO THE GOVERNING BODY

To be updated when confirmed

Agreement has been reached on rates of pay for support staff applicable from 1st April 2013 and the revised hourly rates for Clerk to the Governors are as follows:

	SCP	Under 5 Years Service	Over 5 Years Service
		01/04/13	01/04/13
Payment Range 1 (Scale 2)	10	£8.32	£8.50
	11	£8.83	£9.03
	12	£9.01	£9.22
	13	£9.26	£9.46
Payment Range 2 (Scale 3)	14	£9.43	£9.64
	15	£9.62	£9.84
	16	£9.85	£10.07
	17	£10.09	£10.31
Payment Range 3 (Scale 4)	18	£10.29	£10.52
	19	£10.67	£10.91
	20	£11.06	£11.31
	21	£11.46	£11.72

In line with the revised pay and grading structure following Job Evaluation (JE) - Single Status Review, payment will no longer be made on fixed points. Normal incremental progression will take place within the payment ranges shown above with effect from 1st April 2013.