



PAY POLICY SEPT 2018

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Chair of Governors : _____

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- September 2013 following publication of the final version of the 2013 School Teachers Pay and Conditions Document (STPCD)
- March 2014 – to provide further guidance re NQT pay progression
- September 2014 – to reflect 2014 changes to STPCD and changes to arrangements for support staff appraisal
- July 2014 – appendix 4 reviewed
- October 2015 – appendix 5 reviewed in line with STPCD 2015
- August 2016 – to reflect 2016 changes to STPCD; addition of para 18.4 and ranges for allowances in appendix 5
- October 2017 – appendix 5 reviewed in line with STPCD 2017
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PAY POLICY

1 INTRODUCTION

1.1 This Policy has been adopted by the Governing Board and applies to all teachers and support staff employed to work at Winterbourne Nursery and Infants' School (hereafter referred to as 'the school'). It has been consulted on with staff and the recognised trade unions.

1.2 Nothing in this Policy should be interpreted as contradicting or overriding the provisions of the current School Teachers' Pay and Conditions Document ("STPCD") which are mandatory. As a community maintained school, the school will also adhere to the Council's Employment Based Cost Review (EBCR) and job evaluation arrangements for support staff.

The purpose of the Policy is to set out adopted local agreements and supplement the nationally agreed salary arrangements, clarifying, in particular, how areas of discretion are to be exercised by the school.

1.3 The Policy will be reviewed annually by the Governing Board and particularly where there are changes in the STPCD affecting areas of discretion to be exercised by the 'relevant body'. Changes in the pay of support staff in community schools will be determined in accordance with the Council's decisions as recommended to Governing Boards. Consultation with staff and recognised trade union representatives will be undertaken prior to any changes being adopted. The review of the policy will include trends of progression across specific groups of staff to assess its effect and the school's continued compliance with equalities legislation.

1.4 The Policy should be read in conjunction, as appropriate, with other Human Resources policies and procedures, including in particular the school's Recruitment Policy and the school's policy on Reorganisation and Restructuring. These are available from the school or on <http://www.octavopartnership.org/resources> Reference should also be made to the related documents section below.

1.5 The school will maintain a staffing structure, which shows the number and grades of jobs within the school. Staff, through their professional associations and trade unions, will be consulted on any proposed changes to this structure. This will include the school's policy for rewarding TLR3s, for example stating remuneration levels and whether all TLR3s will be of the same duration or whether duration will vary according to circumstances. *The current staffing structure is attached as Appendix 1.

- 1.6 The Governing Board is responsible for determining all pay matters in accordance with the Pay Policy, the schools appointments procedure and the school's Performance Management Policy. The Governing Board, will ensure that discretionary pay elements are used in a fair, equitable and consistent manner. Appendix 2 confirms the terms of reference of the governing body as regards pay.
- 1.7 The headteacher will make recommendations on pay for all staff in the school, and the HT Performance Management Committee will make the recommendation for the pay of the Headteacher. The Governing Body will oversee all pay decisions

Related Documents

This Pay Policy will be applied as supplemented by specific provisions contained within:-

- The School Teachers Pay & Conditions document
- The NJC National Agreement on Pay and Conditions of Service ("the Green Book")
- The Council's Policy covering job evaluation, grading and other local agreements
- The School's Restructuring & Reorganisation Policy
- The Teachers Pension & Local Government Pension Scheme and the Council's policy regarding "discretionary" pension provisions, as determined by Croydon Council and the school's Governing Board
- The School's Capability procedure for Teachers and for support staff as recommended to Governing Boards
- The Council's Employment Base Cost Review
- The Council's Single Status Agreement
- The Rewarding Additional Duties policy & procedure
- The School's Redeployment policy
- The School's appraisal policies for support staff and teachers
- The 'Burgundy book' for teachers
- Teachers Performance Management Regulation

2 PRINCIPLES AND OBJECTIVES

- 2.1 This model pay policy is not intended to duplicate the School Teachers' Pay and Conditions Document ("STPCD"), however, there are some sections within the Document which are discretionary. This Policy will indicate how Governing Boards will apply this.
- 2.2 The school recognises the need to manage pay equitably and will ensure through this policy that pay has a positive influence by undertaking to:
- support the school's development including current priorities and targets;
 - demonstrate that all pay decisions are made consistently and fairly, in compliance with anti-discrimination legislation;

- ensure that appropriate arrangements are made for staff to appeal against any pay decision affecting them personally, and for such appeals to be heard by a panel of governors whose members have not been involved previously in the decision against which an appeal is made;
- within its budget, and recognising the different terms and conditions, to reward all staff appropriately, with similar considerations being given to teaching staff and support staff;
- to use the nationally and locally agreed pay scales, together with any discretions available to them, to best advantage in order to recruit and retain the highest quality staff at the appropriate rate of pay;
- to ensure that all staff have confidence that they are receiving fair and equal treatment;
- to inform staff of changes to their pay;
- to ensure that staff are aware of the procedures within which pay decisions are made and that any appeals arising from decisions on remuneration are addressed objectively, fairly and within agreed timescales.

All appointed teachers are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) as updated from time to time. A copy of the latest version may be found from the school or on-line at <http://www.education.gov.uk/search/results?q=schools+teachers+pay+and+conditions>.

All pay-related decisions are made taking full account of STPCD and the teachers' professional associations and trade unions have been consulted on this pay policy. All pay related decisions are taken in compliance with current employment legislation including The Equality Act 2010, The Equal Pay Act 1970, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

PART ONE - TEACHING STAFF

3 TERMINOLOGY

- 3.1 The “relevant body” for pay purposes in respect of teachers employed at the school is the Governing Board.
- 3.2 Unless otherwise stated the words in Part One of this Policy shall have the same meaning as the words in the STPCD

4 PAY RANGES AND PAY SCALES

4.1 The School Teachers Pay and Conditions Document gives a national minimum and maximum for the pay ranges for Unqualified Teachers, Main Scale Teachers, Upper Pay Range Teachers, Leading Practitioners and the Leadership Group. The Governing Board determines the pay scales and will review them on an annual basis. The values of the pay scales adopted by the Governing Board of this school are shown in appendix 5 of this policy.

5 PAY REVIEWS

5.1 The Governing Board will ensure that each teacher’s salary is reviewed annually, with effect from 1 September and all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled no later than by 31 October each year.

This will mean that recommendations about teacher’s pay should be completed by 10 October of each year in order to allow for any appeals against the recommendation to be lodged and heard.

5.2 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 it was made.

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

6 BASIC PAY DETERMINATION ON APPOINTMENT

6.1 The Governing Board will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate. The starting salary will therefore be by negotiation following consideration of previous experience.

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

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school although in practice this may be the norm in order to recruit able staff.

7 PAY PROGRESSION BASED ON PERFORMANCE

7.1 The school recognises that the performance of a teacher is the most important factor in deciding on salary levels, but that high level performance is achieved through high quality and successful experience, and focused professional development. Therefore, this policy recognises the links between experience and performance, and seeks consistently to incentivise the very best teachers, at the same time as ensuring they develop strong and well-embedded skills whilst building their craft.

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

7.3 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

7.4 There will be meetings throughout the appraisal process so that all teachers are aware of their progress towards meeting the criteria for pay progression. In the event that a teacher is unlikely to meet the criteria for pay progression they can expect to be alerted to this and given support to improve their performance.

7.5 NQTs receive regular feedback during their induction year, and schools should determine how best to use this information to inform the decision about whether they will

receive an increment at the end of their first year of teaching. A guidance note, 'Pay Progression: NQTs', has been produced and school may wish to refer to this document as a basis for making the pay assessment.

7.6 To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by quality assurance and moderation by the Governing Board.

7.7 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Board will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

Appendix 4 details how pay will be linked to performance in the school.

8 MOVEMENT TO THE UPPER PAY RANGE

8.1 Decisions made about movement to the upper pay range in one school will not be binding on another school

8.2 Applications and Evidence

8.2.1 Any qualified teacher may 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.

8.2.2 Applications may be made in writing to the headteacher once a year. The deadline for receipt is 30 September for progression from the start of that academic year.

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

8.2.4 All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay for the 2 years immediately preceding the application for assessment. Teachers have the option of submitting additional evidence to support their application.

8.2.5 The fact that a teacher is paid on the upper pay range does not imply that they have to take on additional management responsibilities although they do have responsibilities for the wider work of the school including for example coaching and mentoring other teachers and assisting them to develop their teaching practice.

8.3 The Assessment

8.3.1 An application from a qualified teacher will be successful where the Governing Board is satisfied that:

(a) the teacher is highly competent in all elements of the relevant standards;

- ‘highly competent’ means performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

and

(b) the teacher’s achievements and contribution to the school are substantial and sustained.

- ‘substantial’ means 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; and

‘sustained’ means maintained continuously over the previous 2 academic years and demonstrated by an overall grade of Level 1 in the appraisals for the 2 years immediately preceding the application for assessment. A lesser period of time can be considered in situations such as maternity or long term sickness. If a teacher is working on a part time basis, the period of time remains 2 years and is not lengthened on a pro rata basis.

8.3.2 The application will be assessed by the headteacher who will make a recommendation to the Governing Board so that they can make the final determination.

8.4 Processes and procedures

8.4.1 The assessment and determination of the Governing Board will be made by 31 October and applicants will receive a response within 10 working days of the date of the determination.

8.4.2 If successful, applicants will move to the upper pay range from the start of the academic year. Successful applicants will be placed on the minimum of the upper pay range.

8.4.3 If unsuccessful, feedback will be provided by a member of the senior leadership team within 10 workings of the date of the determination by the Governing Board and will be confirmed in writing

8.4.4 Any appeals against a recommendation or a decision not to move the teacher to the upper pay range will be heard under the arrangements outlined in paragraph 22.

9 PART-TIME TEACHERS

9.1 Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Governing Board will give them 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.

10 SHORT NOTICE/SUPPLY TEACHERS

10.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

11 PAY INCREASES ARISING FROM CHANGES TO THE SCHOOL TEACHERS PAY AND CONDITIONS DOCUMENT

11.1 All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

11.2 Cost of living pay rises in the School Teachers Pay and Conditions Document are only made to the minimum and maximum of the pay ranges. Although schools have the option of only applying the cost of living awards to the minimum and maximum of the pay ranges this school has decided to apply the same percentage cost of living pay increase to all spine points in the pay ranges.

11.3 This school will apply the same cost of living increases to TLR and SEN allowances as are applied to the pay ranges, provided they are within the ranges stipulated in the STPCD.

12 UNQUALIFIED TEACHERS

12.1 The School will only employ unqualified teachers where they are:

- giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) and have special qualifications and/or experience and where no suitable qualified teacher, graduate teacher, registered teacher or teacher on an employment-based teacher training scheme is available;
- overseas trained teachers;
- persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;
- student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS; or

- assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.

12.2 Those beginning work as unqualified teachers will be placed on the minimum of the new pay range, unless the Governing Board determines that they have other relevant experience, in which case the salary will be reviewed in light of that experience.

12.3 It may be determined that an additional allowance is payable where it is considered that the unqualified teacher has:

- a sustained additional responsibility that is focused on teaching and learning and requires the exercise of a teachers professional skills and judgement ; or
- qualifications or experience which bring added value to the role s/he is undertaking.

12.4 Unqualified teachers will not hold TLRs, SEN allowances or Recruitment and Retention incentives and benefits.

An unqualified teacher who becomes qualified

12.5 Upon obtaining qualified teacher status an unqualified teacher will be transferred to a salary within the Main Pay Range for Teachers.

12.6 Where the teacher continues to be employed by the same school within which they were employed before they obtained qualified teacher status the teacher will be paid a salary which is the same as, or higher than, the sum of the salary and any other allowance they were receiving (including any safeguarded sum), as the Governing Board considers to be appropriate.

12.7 A teacher who obtains qualified teacher status retrospectively under the regulations will be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when qualified teacher status was effectively obtained.

12.8 The aforementioned lump sum will be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date qualified teacher status was effectively obtained to the date when the lump sum is paid.

13. LEADING PRACTITIONER

13.1 Teachers are entitled to be paid on the pay range for leading practitioners if they are in a post whose primary purpose is to model and lead improvement of teaching skills.

13.2 Teachers on the pay range for leading practitioners must be an exemplar of teaching skills, lead the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher other than a head teacher, including those responsibilities delegated by the head teacher.

13.3 A teacher on the pay range for leading practitioners must take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:

- (a) coaching, mentoring and induction of teachers, including trainees and newly qualified teachers;
- (b) disseminating materials and advising on practice, research and continuing professional development provision;
- (c) assessment and impact evaluation, including through demonstration lessons and classroom observation ;
- (d) helping teachers who are experiencing difficulties.

13.4 They may also be required to undertake this role in other schools or in relation to teachers from other schools.

13.5 The nationally determined minimum and maximum for the pay range for leading practitioners is given in the school teachers pay and conditions document. The school will determine the post range when it establishes a leading practitioner post within its staffing structure.

14. LEADERSHIP GROUP

14.1 Headteachers, Deputy Headteachers and Assistant Headteachers employed at the school shall be paid on the salary ranges determined in accordance with the provisions of the STPCD.

14.2 The salary ranges are determined according to a three step process. Further details about how to undertake this process can be found in the Department for Education document “Implementing your school’s approach to pay”

14.3 The pay band for the headteacher is L18-L24 It will only be exceeded by more than 25% in wholly exceptional circumstances. In this situation a robust business case will be drawn up and external independent advice must be sought from an appropriate person or body who can decide whether it is justifiable to exceed the limit in a particular case. There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

14.4 Where consideration is given to the Headteacher being appointed to as a Headteacher of more than one school, either on a temporary or permanent basis then the provisions of the STPCD will apply.

Performance Review

14.5 Progression through the appropriate pay range for all teachers in the leadership group will not be automatic.

14.6 An annual review of the performance of Assistant and Deputy Headteachers must be undertaken by 31 October and by 31 December for Headteachers using the schools performance management process. This will mean that recommendations about the pay of Assistant and Deputy Heads should be completed by 10 October and recommendations about the pay of Headteachers should be completed by 1 December of each year in order to allow for any appeals to be lodged and heard.

14.7 To achieve progression there must be a demonstration of sustained high quality performance, with particular regard to leadership, management and pupil progress at the school and a review of performance against performance objectives and teacher standards.

14.8 To be fair and transparent, judgements will be properly rooted in evidence and there must have been a successful review of performance.

14.9 A successful performance review, as prescribed by the appraisal regulations, will involve a performance management process of:

- performance objectives;
- classroom observation (where relevant)
- teacher standards
- other evidence.

14.10 To ensure that there has been a high quality performance, the performance review will assess that the individual has grown professionally by developing their leadership and (where relevant) teaching experience.

15. DETERMINATION OF DISCRETIONARY PAYMENTS TO HEAD TEACHERS

15.1 The new approach to setting headteacher pay means that the need to make additional payments using allowances will be largely unnecessary as all relevant factors should be taken into account when setting the pay range. The exception to this is for temporary or irregular responsibilities or other very specific reasons which it is not appropriate to incorporate into permanent pay, such as housing or relocation costs. Such payments should be clearly time limited from the outset and cease when the responsibility ceases or circumstances change. Safeguarding does not apply to such arrangements. The total value of the salary and temporary payments made to a headteacher in any one year must not exceed 25% above the maximum of the headteacher group for their school. It will only be exceeded by more than 25% in wholly exceptional circumstances. In this situation a robust business case will be drawn up and external independent advice must be sought from an appropriate person or body who can decide whether it is justifiable to exceed the limit in a particular case. There must be a clear audit trail for any advice given and a full and accurate record of all decisions made and the reasoning behind them.

16. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRs)

16.1 TLRs will be awarded to classroom teachers undertaking a sustained responsibility in accordance with the conditions laid down in the STPCD. Such TLRs will be assigned to specific posts within the school's staffing structure.

16.2 In awarding a TLR 2 payment, the school is satisfied that the teacher's duties include a significant responsibility for which s/he is accountable, not required of all classroom teachers, and that-

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

16.3 In awarding a TLR 1 payment, the school is satisfied that in addition to the criteria detailed above the teacher will also carry line management responsibility for a significant number of people.

16.4.1 The relevant body will award a fixed-term third TLR (TLR3) for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of a TLR3 will be within the range given in the STPCD. The duration of the fixed term must be established at the outset and payment will be made on a monthly basis for the duration of the fixed term.

16.4.2 All TLR3s will be advertised internally, and all qualified teachers employed in the school will have an opportunity to apply for them.

16.5 The values of TLRs have been set by the Governing Board and are shown in the school's staffing structure (Appendix 1). The school will review the cash value of the TLRs annually in the light of pay awards made under the STPCD.

(Please note that from September 2014 there were no longer prescribed differentials between the values of TLRs.)

17. SPECIAL EDUCATIONAL NEEDS ALLOWANCES (FOR CLASSROOM TEACHERS)

17.1 An SEN allowance will be paid to eligible classroom teachers under the provisions of the STPCD. The STPCD sets maximum and minimum values for such payments.

17.2 Where an SEN allowance is paid the spot value will be determined by taking account of the school's SEN provision and:

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

18. RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS

18.1 The payment of recruitment and retention incentives and benefits may be considered in respect of individual posts for which specific recruitment/retention difficulties have been identified. Any use of such payments will be applied on a non-discriminatory basis and on the basis of clearly defined criteria determined by the Governing Board from time to time. Please refer to current criteria in Appendix 3 to this policy.

18.2 Where it is determined to pay such an incentive/benefit, the amount will be determined to meet the circumstances of the case. The level of payment and any required qualifying period of service will be set out in writing to the teacher concerned.

18.3 Where the Governing Board makes one or more such payments, or provides such financial assistance, support or benefits in one or more cases, the Governing Board will conduct a regular formal review of all such awards. The expected duration of any such incentives and benefits will be made clear at the outset, including the review date after which they may be withdrawn.

18.4 Recruitment and retention incentives and benefits may **not** be made to Head Teachers, Deputy heads or Assistant Heads.

19. OUT-OF-SCHOOL HOURS LEARNING ACTIVITIES (“OOSHLA”)

19.1 The school acknowledge that some teachers supervise out of school activities i.e. sports club, drama and music productions, revision classes and other events purely on a voluntary basis. The school is extremely grateful to teachers who support pupils in this way. The school acknowledges that these activities are entirely voluntary and that teachers should not feel under any obligation (moral or contractual) to provide these services. The school also acknowledge that many other teachers support pupils in other ways.

19.2 There may be times where the governors feel that it is in the best interest of the school to provide certain out of school learning activities on a more formal basis. In these cases the school may offer a payment to a teacher who undertakes such activities. No teacher will be compelled to offer such an activity but, where they do, the governors will expect a more formal commitment from the teacher and that the head teacher may direct the place, timing, frequency of the activity as well as which pupils take part and the

content. In these circumstances the school will offer a payment to the teacher equating to the annual outer London salary at the top of the main scale divided by 975. This amount includes an element for preparation/marking etc.

20. ADDITIONAL PAYMENTS – TEACHERS

20.1 The Governing relevant body may make such payments as they see fit to a teacher, including a head teacher, in respect of-

- (a) continuing professional development undertaken outside the school day;
- (b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- (c) participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant body;
- (d) additional responsibilities and activities due to, or in respect of, the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools, unless appointed to more than one school on a permanent basis.

21. SALARY SAFEGUARDING - TEACHERS

21.1 Salary safeguarding will be paid to eligible teachers and in line with the provisions of the STPCD.

22. REVIEW OF PAY DECISIONS AND APPEAL ARRANGEMENTS – TEACHERS

22.1 Review

22.1.1 Where a teacher is not satisfied with a pay recommendation, they should seek to resolve this informally with the appropriate manager within 10 working days of receiving the decision.

22.1.2 Where this is not possible, the teacher may request a formal review of pay. This should be made in writing to the headteacher.

22.1.3 A formal hearing will be arranged and the panel will normally consist of the headteacher and another senior leader in the school who has not been involved in the pay decision. Where this is not possible, it may be necessary for a governor to sit on the panel.

22.1.4 The outcome of the meeting will be conveyed to the teacher in writing within 7 working days.

22.1.5 There is a right to appeal against this decision.

22.2 Grounds for Appeal

22.2.1 An appeal against a pay decision can be lodged within 10 working days of the date when the teacher receives written confirmation of their pay decision or of the date when the teacher receives the outcome of the pay review. It must clearly state the grounds for the appeal.

22.2.2 The only grounds which will be accepted as the basis of an appeal are that the person by whom the decision was made are claimed to have: -

- a. Incorrectly applied any provision in the School Teachers' Pay & Conditions Document
- b. Failed to have proper regard to statutory guidance
- c. Failed to take proper account of relevant evidence
- d. Taken account of irrelevant or inaccurate evidence
- e. Been biased and/or unlawfully discriminated against the teacher

22.2.4 The appeal will be heard by a committee of the Governing Board and their decision will be final.

22.2.5 The outcome of the appeal will be conveyed to the teacher in writing within 7 working days of the hearing.

22.3 Right to be accompanied

22.3.1 The teacher has the right to be accompanied by a work based colleague or trade union representative at the pay review hearing and the appeal hearing. If the employee's representative is not available at the time fixed for the meeting, it must be rescheduled to accommodate the availability of the companion, so long as a reasonable alternative date is proposed which is within 5 working data of the originally proposed date.

22.4 This process performs the function of the grievance procedure on pay matters and decisions cannot therefore be reopened under general grievance procedures.

PART TWO – SUPPORT STAFF IN COMMUNITY & VOLUNTARY CONTROLLED MAINTAINED SCHOOLS

This section applies to all community and voluntary controlled maintained schools and those schools that have chosen to implement single status and the Croydon Council's Employment Based Cost Review (EBCR).

As a community school this section should be read in conjunction with the Council's Single Status Collective Agreement and the Council's Employment Based Cost Review Collective Agreement. A copy of these Agreements can be obtained from www.croydonhr.co.uk.

26. EMPLOYMENT BASED COST REVIEW (EBCR)

26.1 The Council's Collective Agreement is incorporated into the school's support staff contract of employment.

The Collective Agreement changed the following terms and conditions of employment with effect from 1 April 2011:

- Incremental progression
- Overtime payments
- Weekend and night working
- Shift pay
- Car allowances and mileage rates
- Pay protection
- Redundancy pay
- Annual leave

27. STAFFING STRUCTURE

27.1 The school has agreed a staffing structure for support staff working at the school and this is attached at Appendix 1. The structure ensures that there is appropriate line management of all staff.

27.2 The work to be undertaken by each postholder and the outcomes to be achieved will be set out in a role profile, along with a person specification setting out the criteria for each post. Generic role profiles are available from the Council's Workforce and Community Relations (formerly known as HR & OD) or from www.croydonhr.co.uk.

28. GRADING OF POSTS

28.1 The school will consult the Council about the grading of all support staff posts in accordance with the requirements of the School Standards and Framework Act 1998.

- 28.2 The school acknowledges that the Council has, as part of the Single Status Agreement, a recognised process to determine the salary grade for all posts within Croydon schools.
- 28.3 The school will be mindful of their obligations under equal pay legislation when making recommendations about support staff pay and grading. In putting together the role profile for a post, the school will refer to the Council's job evaluated role profiles and associated guidance. Where the school wishes to employ support staff to take on a new kind of role that does not have a direct comparator within the Council, it will consult the Council at the point of determining the role profile to carry out a job evaluation. The school will consider any pay and grading issues the Council may raise before putting forward a formal recommendation.

29. STARTING SALARY POINT

- 29.1 The actual pay point within the salary range for each newly appointed employee will be at the minimum spinal column point (scp) of the grade unless:
- (i) The person appointed is an existing employee of Croydon Council (or an employee of the Governing Board of a voluntary aided or foundation school within the LA) and the employee is being redeployed. Please refer to the www.croydonhr.co.uk for the schools redeployment policy and salary protection.
 - (ii) The person appointed is not currently paid on a salary range assessed in accordance with the salary policy of Croydon Council, in which case a starting salary point above the minimum of the range may be agreed by the Headteacher in exceptional circumstances, taking into account the difficulty in recruiting to the post and the newly appointed employee's:
 - (a) current actual pay
 - (b) recent relevant experience and qualifications.

30. INCREMENTAL PROGRESSION AND ACCELERATION

NB Governors should adapt the paragraphs below to show the scheme in use

- 30.1 All permanent and fixed term support staff must be appraised annually using a scheme with overall performance ratings
- 30.2 The Governing Board has adopted: a comparative objective based appraisal scheme with performance ratings.
- 30.3 Incremental progression on the salary range for a post in this school is awarded on the basis of receiving an overall rating of excellent in staff annual assessment for the previous performance year; and having headroom to progress in their grade.

31. TERM TIME ONLY WORKING AND ANNUAL LEAVE

Term Time Working

31.1 The calculation for support staff who work term-time only for a full holiday entitlement is 7.2 or 7.6 weeks (made up of 28 or 30 days' annual leave plus 8 bank holidays) for the number of weeks worked in a year. For staff who works 39 weeks each year this will mean their pay is based on 46.2 or 46.6 working weeks.

All Year Round Working

31.2 The annual leave year extends from 1st April to 31st March. All leave should be requested and taken only after agreement with the headteacher or manager concerned. All leave is agreed subject to service requirements and the school reserves the right to require staff to take leave on dates determined by the school.

The whole year entitlement is as follows:

- | | | |
|-----|--|------------------------|
| (a) | Basic Entitlement: | |
| | Staff on grades between Grade 1 and Grade 10 | 28 days
(5.6 weeks) |
| | Staff on grades Grade 11 and above | 30 days |
| (b) | Staff with at least five years' continuous local government employment | 30 days
(6.0 weeks) |

31.3 The school will have discretion when filling a vacant post to determine the number of weeks and the number of hours per week for which the employee will be contracted to work. In addition, the school will ensure that staff receives the appropriate pro-rata payments for holidays in accordance with the National Conditions of Service.

31.4 The contract issued will show the number of hours and weeks to be worked. Staff will receive equal payments each month throughout the year except where extra payment is to be made for any temporary additional hours worked.

32. AUTHORISING AND PAYING FOR WORKING ADDITIONAL HOURS

32.1 The total number of hours of work for all support staff will be determined at the time of appointment.

32.2 Where staff work additional hours, with the prior agreement of the head teacher, additional payment or time off in lieu will be arranged.

32.3 There are no overtime payments for staff at or above grade 12, unless the overtime hours worked are for duties outside the scope of their substantive role. Where such overtime is worked, it will be paid at plain time. Staff at this level will retain normal working hours of 36, but will be expected to work all reasonable hours required to discharge the duties of their post.

The table below shows the qualifying time for night working is 8pm to 6am. Shift patterns worked within Monday to Saturday 6am to 8pm do not attract additional payments.

Monday to Friday 6am - 8pm	No enhancement
Monday to Friday 8pm - 6am	Enhancement of 33%
Saturday 6am – 8pm	No enhancement except for those employees in post on 1 April 2008 who were already receiving an enhancement, in which case an enhancement of 33%.
Saturday 8pm - midnight	Enhancement of 33%
Midnight Saturday to midnight Sunday	Enhancement of 75%
Midnight Sunday to 6am Monday	Enhancement of 33%
Bank Holidays (midnight – midnight)	Enhancement of 100%

For staff at grade 12 or above, payment will be paid at plain time.

33. REWARDING ADDITIONAL DUTIES (FORMERLY KNOWN AS HONORARIA)

33.1 The school recognises that there may be a need for support staff to take on additional duties where a vacancy exists, during periods of absence, leave or reorganisation or because project work beyond normal requirements has to be undertaken. The school will decide how to deal with the additional duties and will bear in mind the school's Equal Opportunities Policy when doing so. Staff will be rewarded for additional duties as a short term measure where the duration is for a minimum of 4 weeks up to a maximum of 6 months. Rewarding additional duties is a temporary arrangement and is not a permanent promotion. The Governing Board has adopted the School's Rewarding Additional Duties policy and procedure, please refer to www.croydonhr.co.uk for details. Where the school, requires a member of staff to undertake additional duties, this will be in line with the above policy.

34. RETIREMENT

34.1 The provisions of the Local Government Pension Scheme ("LGPS") apply in relation to "normal" and "early retirement" as supplemented by the Council's policy regarding "discretionary" pension provisions (e.g. early retirement, as below).

34.2 The school will be guided by the Council's policy on early retirements currently in force. In considering all cases for early retirement the school will seek early advice from the schools HR provider.

35. APPEAL ARRANGEMENTS – SUPPORT STAFF

35.1 Staff can appeal against a pay decision if it is for one of the following reasons:

Appeal against withholding of an increment

35.2 Staff may appeal the performance rating if it results in their annual increment being withheld. Advice from the schools HR provider will be sought if the jobholder disagrees with the overall rating given for their PDCS or if their performance rating results in their annual increment being withheld.

Further details are located in the schools PDCS policy a copy can be located in the school or from <http://www.croydonhr.co.uk>.

Appeal against Job Evaluation grading

35.3 Advice from the schools HR provider will be sought if the appeal relates to the grading of the post, as determined under the Single Status JE Scheme.

Appendix 1

Staffing Structure

Staffing Structure for Winterbourne Nursery and Infants' School

Establishment as at 1 September 2018

Staffing Structure – Autumn Term 2018

Head Teacher 1				
Acting Headteacher 0.5				
Deputy Head Teacher				
Assistant Headteacher				
ELP AM and PM session 1 x 0.5 teacher 1 x 0.5 teacher	Nursery 2 AM and 1 PM session 1 x full time teacher 1 x 0.6 teacher	Reception 4 classes 3 x full time teacher 1 x 0.8 UQ T 1 x 0.2 NQT	Year 1 4 classes 2 x full time agency teachers 2 x full time teacher	Year 2 5 classes 2 x full time agency teachers 1 x full time UQT 1 x full time teacher 1 x 0.8 teacher 0.2 x teacher
1 x SENCO x 0.6 Seconded				
1 x 0.2 NQT PPA/intervention				
1 x 0.5 family support worker (term time)				
Nursery nurses			2 people	Total 35.10 hours a week term time
Teaching assistants level 1			14 people	Total 400.75 hours a week term time
Teaching assistants level 2			11 people	Total 286.09 hours a week term time
Teaching assistant no level (SCP 21)			1 person	32.50 hours a week term time
Teaching assistant no level (SCP 28)			1 person	12.50 hours a week term time
Midday supervisors			14 people	Total 83.75 hours a week, term time

School Business Manager	1 person	28.80 hours a week, agency, term time
Admissions secretary	1 person	36 hours per week term time
After School Clubs organiser	1 person	10 hours a week, all year round
Finance officer	1 person	36 hours per week term time
Administration clerk	1 person	36 hours per week term time
Caretakers	1 person	36 hours all year round
Assistant caretaker	1 person	20 hours per week all year round
Cleaners	6 people	77.50 hours a week, term time plus 3 weeks

Appendix 2

Terms of Reference for Governing Board when making decisions regarding pay awards

Frequency and conduct of meetings

- The Governing Board will meet when pay decisions have to be made and in line with the timeframe in the pay policy
- The agenda and all associated papers must be prepared and distributed at least seven days before the meeting.
- The draft minutes must be typed and distributed at least 7 days before the full Governing Board meeting.

Responsibilities

- To implement the Pay Policy in a fair and objective manner and to consider any individual representations that may be made in respect of pay decisions.
- To oversee the annual pay review for each member of staff, including the leadership group, based on the criteria set out in the Pay Policy.
- On the basis of recommendations from the Head Teacher, make the determination about all applications to the upper pay range.
- To observe all statutory and contractual obligations, including making arrangements to notify pay decisions to individual members of staff within appropriate timescales.
- To minute clearly the reasons for all decisions and report these decisions to the next meeting of the Governing Board.
- To recommend to the Governing Board the annual budget required for pay purposes, including provision for discretionary pay advancement arising from performance reviews.
- To keep informed of relevant developments including legislation and statutory guidance affecting the Pay Policy and to review and to recommend changes or modification to the Governing Board, as appropriate and at least annually.
- To establish a moderation panel for staff appraisal.
- To quality assure and moderate the processes for pay progression.
- To review annually trends in pay progression, including an analysis of progression across specific groups of staff.
- If appropriate, to work with the School's link advisor.
- Decisions about starting salary for members of staff (except the Head Teacher) will be delegated to the Head Teacher or selection panel as appropriate
- In the case of a new Head Teacher appointment, the full Governing Body will determine the salary range, however the determination of the starting salary will be made by the selection panel under their delegated powers.

Appendix 3

Sample Criteria for Recruitment & Retention Incentive & Benefits for teachers

Philosophy

We believe in the importance of having a school, which is a safe, secure and attractive place to work and where the staff feel valued, empowered and supported.

We believe that retaining, developing and motivating the school's workforce is a key to providing the best education for our pupils.

We believe in a consistent and equitable approach to the appointment of all staff.

The purpose of the allowance is for recruitment and retention, not for carrying out specific responsibilities or to supplement pay in other ways

Allowances

The Governing Board will pay recruitment awards to [] of [£ amount] for a maximum of three years in the following circumstances

- ***Teachers in shortage subjects***
- ***Poor response to adverts as evidenced by the need to re-advertise***

The Governing Board will pay retention awards to [] of [£ amount] for a maximum of three years. This may be extended.

The Governing Board will review the level of payment/benefits annually.

The Governing Board will make clear at the outset the expected duration of the allowance and the review date after which it may be withdrawn.

A review of rates will be necessary if the Governing Board intends to increase the level of these awards in line with general increases to salaries, or in other circumstances which the Governing Board may determine.

The above will be kept under review and subject to change.

Appendix 4

Teacher Pay Progression based on Performance

Basis for judging performance

In this school judgements of performance will be made against:

- Objectives
- Teacher Standards
- Impact of teaching over time

The rate of progression will be differentiated according to an individual teacher's performance. Teachers on the main pay range with an overall assessment of Level 1 will receive two increments* and teachers on the main pay range with an overall assessment of Level 2 will receive one increment*. Teachers on the upper pay range will receive one increment if the overall assessment in the preceding two years is Level 1.

For exceptional overall performance the Headteacher may consider awarding more than two increments*.

(*Increments are in the context of the pay scales used in appendix 5 of this policy which are based on reference points)

The decision about whether a teacher progresses will be based solely on whether the stated criteria are met; there will be no 'quota' imposed for financial or other reasons.

Objectives will be graded on the basis of exceeded, met, partially met and not met.

When assessing objectives, the reviewer will use their professional judgement taking account of circumstances and the aspirational nature of the objectives.

Teacher Standards will be graded on the basis of exceeded, met, partially met and not met. All eight teacher standards will be individually graded and score allocated to the grades with 3 points for exceeded, 2 points for met, 1 point for partially met and 0 points for not met. A total score for the teacher standards will be reached, with the maximum score being 24.

Impact of teaching over time will be informed by a range of activities which may include:

- Classroom observation
- Book scrutiny
- Pupil progress

The evaluation will be on the following basis:

Level 1 – Highly effective teaching leading to pupil outcomes above expectations

Level 2 – Effective teaching leading to pupil progress in line with expectations

Level 3 - Weaknesses in teaching are limiting pupil progress

Level 4 – Ineffective teaching leading to poor pupil progress

Overall assessment

An overall assessment of performance will be made. All the criteria listed in each category must be met in order to achieve the overall grade.

Level 1	$\frac{2}{3}$ of objectives exceeded A score of 20+ on teacher standards (but with no individual standard being graded as 0) Impact of teaching over time level 1
Level 2	All objectives are met A score of 16+ on teacher standards (but with no individual standard being graded as 0) Impact of teaching over time level 2+
Level 3	At least one objective met and the others partially met A score of 8+ on teacher standards Impact of teaching over time level 3+
Level 4	Where the teacher has not met the above criteria

Unqualified Teachers

The same principles will apply to unqualified teachers however different overall scores on **Teacher Standards** will apply as follows:

- Level 1: 16+
- Level 2: 12+
- Level 3: 8+
- Level 4: Less than 8

Newly Qualified Teachers

NQTs should receive incremental progression in line with the principles stated in this appendix. NQTs receive regular feedback during their induction year, and schools should determine how best to use this information. A guidance note, 'Pay Progression: NQTs' has been produced and schools may wish to refer to this document as a basis for making the pay assessment.

Preamble: "Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils." **National Standards Preamble**

Standards		M2 "Developing"	M4 "Embedded"	M6 "Sustained"	UPS1 "Highly effective"	UPS3 "Leading/Exemplar"
1:1: Set high expectations which inspire, motivate and challenge pupils 1. establish a safe and stimulating environment for pupils, rooted in mutual respect 2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. Demonstrate consistently the positive attitudes, values and behaviour expected of pupils by the School.	Teaching	All teaching is good or better	All teaching is good or better	All teaching is good with outstanding features	All teaching is very good with some outstanding lessons	All teaching is very good with many lessons that are outstanding
	Progress Groups	All pupils make at least expected progress and the vast majority make good (85%) or better progress. Under achievers are targeted.	The vast majority of pupils make good (85%) or better progress and all make expected progress. Some make accelerated progress. Improve the progress of pupils across subject areas and under achieving pupils targeted.	The vast majority of pupils make good (90%) or better progress and all make expected progress. Many make significant progress. Improve the progress of pupils across subject areas in the School taking account of any underperforming groups. Targeted groups demonstrate positive progress and positive impact of intervention.	The vast majority of pupils make good (90%) or better progress and all make expected progress. The majority make significant progress which narrows gaps for under achievement and more able pupils exceed better than expected (4APS) progress. Targeted groups demonstrate positive impact of intervention.	All pupils make good progress and many make accelerated progress. Improve the progress of children across subject areas in the School taking account of any underperforming groups. Targeted groups demonstrate positive impact of intervention. Accelerated progress narrows gaps for under achievement and all more able pupils exceed better than expected progress (4APS).
	Data and target setting	With support from SLT use data and set long term and short term targets	With SLT use data to ensure targets are met and next steps are identified	Strong knowledge of class, targets, current levels and next steps	Targets enable all children to make core progress with majority making better than expected progress. Lead and support in teachers in target setting	Targets enable all children to make core+ progress with vast majority making better than expected progress. Lead and support teachers in target setting
	Books/ outcomes	All books show that School policy is followed, are well presented.	School policy is followed and all books are well presented with evidence of high expectation and communication with pupils. Progress is evident and a variety of work.	All books show consistently high expectations and communication with pupils. Progress is evident and a variety of work.	Exemplary evidence of high expectations. Progress is evident and a variety of work.	Exemplary evidence of high expectations. Taking a lead within the School. Progress is evident and a variety of work.
	Classroom environment	Follows School policy. Safe interactive displays that reflect year group/range of ability of work. The ethos of the School is reflected	Follows School policy. Safe stimulating, interactive displays that reflect year group/range of ability of work. Working walls work. The ethos of the School is reflected.	Follows School policy. Safe, inspiring, stimulating, interactive displays that reflect year group/ range of ability of work. Working walls work. The ethos of the School is reflected	Exemplary environment and supports others	Exemplary environment and supports others and leads the School forward
	Routines	Follows behaviour policy. Clear class routines. Including during transitions	Follows behaviour policy. Clear class routines are followed consistently including during transitions by all staff working in the classroom.	Exemplary practice. Pupils are independent and take responsibility.	Exemplary practice. Pupils are independent and take responsibility.	Exemplary practice. Pupils are independent and take responsibility. Leading the School forward.
	Ethos	Follows behaviour policy. Positive ethos, values reinforced across the School (RRS).	Follows behaviour policy. Positive ethos, values reinforced effectively across the School (RRS).	Follows behaviour policy. Positive ethos, values reinforced effectively across the School (RRS). Promoting new initiatives across the School	Exemplary practice in all aspects of School life	Exemplary practice in all aspects of School life. Leading the School forward.
Policy Adults	Follows School policy. Good effective	Follows School policy. Consistent effective communication- recog and	Follows School policy. Consistent effective communication within	M6+ Follows School policy. Exemplary practice. Deploys	M6+ Follows School policy. Exemplary and leading practice. Deploys support staff	

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		communication. Other adults impacting on pupil achievement.	respecting contribution all make. Other adults impacting on pupil achievement. Deploys support staff well and understanding all adults working to ensure shared aim to raise attainment and high quality learning.	the School community, recog and respecting contribution all make. Deploys support staff well and understanding all adults working to ensure shared aim to raise attainment and high quality learning – good or better attainment.	support staff well and understanding all adults working to ensure shared aim to raise attainment and high quality learning – good or better attainment. Consistent effective communication within the wider School community.	well and understanding all adults working to ensure shared aim to raise attainment and high quality learning – good or better attainment. Consistent effective communication within the wider School community.
	Accountability Generic	Report to governors and SLT and be aware of their roles. Good parent relationships	Report to governors and SLT and be aware of their roles. Good parent relationships.	Effective communication with governors and SLT and be aware of their roles. Strong and supportive parent relationships.	Presenting to governors subject and phase information. Contribute to policy and practice.	Presenting to governors subject and phase information. Contribute significantly to policy and practice.

Standards		M2 “Developing”	M4 “Embedded”	M6 “Sustained”	UPS1 “Highly effective”	UPS3 “Leading/Exemplar”
<p>1:2: Promote good progress and outcomes by pupils</p> <p>1. Be accountable for pupils’ attainment, progress and outcomes.</p> <p>2. Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these.</p> <p>3. Guide pupils to reflect on the progress they have made and their emerging needs</p> <p>4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</p> <p>5. Encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	Accountability generic	All pupils make at least expected progress and the vast majority make good (85%) or better progress.	The vast majority of pupils make good (85%) or better progress and all make expected progress.. Improve the progress of pupils across subject areas.	The vast majority of pupils make good (90%) or better progress and all make expected progress. Many make significant progress. Improve the progress of pupils across subject areas in the School taking account of any underperforming groups.	The vast majority of pupils make good (90%) or better progress and all make expected progress. The majority make significant progress. Improve the progress of pupils across subject areas in the School taking account of any underperforming groups.	All pupils make good progress and many make accelerated progress. Improve the progress of children across subject areas in the School taking account of any under performing groups.
	Moderation	Able to make informed judgments about pupil attainment in your class.	Able to make informed judgments about pupil attainment alongside less experienced teachers in phase.	Able to make independent judgments about attainment of pupils across the class and alongside less experienced teachers in phase.	Able to make independent judgments about attainment of pupils across the School and lead in supporting throughout phase.	Able to engage in whole School moderation and demonstrate impact upon progress and attainment.
	Support/ intervention	Deploy and use adults effectively within the classroom to secure improved pupil progress.	Demonstrate an awareness of underperforming groups and are proactive in seeking support to improve progress. Demonstrating good differentiation to make good progress.	Demonstrating good differentiation that enables all children to make significant progress and are willing to be observed by peers.	Demonstrating good and outstanding differentiation that enables all children to make significant progress and are willing to be observed by other and support across the School.	Demonstrating good and outstanding differentiation that enables all children to make significant progress and are able to support teachers across the School.
	Planning Medium/ Weekly/ Daily	Lessons meet the School requirements for a good lesson e.g. building on prior learning, differentiation and AFL.	Differentiation is sufficiently challenging so that all pupils/groups make good or better progress.	Differentiation is sufficiently challenging so that all pupils/groups make good progress and the vast significant progress.	Differentiation is sufficiently challenging so that all pupils make good progress and majority make significant progress.	Differentiation is sufficiently challenging so that the lesson leads to pupils making good progress and many leading to significant progress.
	Independent learners	Lessons contain opportunities to reflect on their learning.	Clear strategies developed for comprehensive self and peer assessment including next steps, eg: target setting.	Clear strategies developed for comprehensive self and peer assessment including next steps, eg: target setting	Clear strategies developed for comprehensive self and peer assessment including next steps, eg: target setting	Clear strategies developed for comprehensive self and peer assessment including next steps, eg: target setting
	Pedagogy	Lessons are engaging and active, offering opportunities for personalised learning.	Lessons are engaging and active, offering opportunities for personalised learning and to share this understanding with less experienced colleagues.	Lessons are engaging, active, dynamic and offer opportunities for personalised learning with support for teachers in the key stage.	Lessons are engaging, dynamic, active and offer opportunities for personalised learning, deepen knowledge of learning and offer support for teachers across the School.	Lessons are engaging, dynamic, active and offer opportunities for personalised learning, deepen knowledge of learning and offer support for teachers across the School.
	Ethos	Developing strategies to develop positive attitudes to behaviour and learning and in so doing improve attainment.	Embed strategies to ensure all children develop positive attitudes to behaviour and learning and in so doing maximise attainment.	Embed strategies to ensure all children develop positive attitudes to behaviour and learning and in so doing maximize attainment	Embed strategies to ensure all children develop positive attitudes to behaviour and learning and in so doing maximise attainment. Act as role model for all staff.	Embed strategies to ensure all children develop positive attitudes to behaviour and learning and in so doing maximise attainment. Act as role model for all staff.

Standards		M2 “Developing”	M4 “Embedded”	M6 “Sustained”	UPS1 “Highly effective”	UPS3 “Leading/Exemplar”
<p>1:3: Demonstrate good subject and curriculum knowledge</p> <p>1. Have a secure knowledge of relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings.</p> <p>2. Demonstrate a critical understanding of the developments in the subject/curriculum areas, and promote scholarship.</p> <p>3. Promoting high standards of literacy, articulation and use of correct standard English.</p> <p>4. For early reading, clear understanding of systematic synthetic phonics.</p> <p>5. Early maths: clear understanding of appropriate teaching strategies.</p>	Subject knowledge	Developing subject knowledge by being proactive in subject self analysis.	Seek training for any identified gaps in subject knowledge. Secure subject knowledge.	Understand progression of subject knowledge across year groups with reference to current class. Secure subject knowledge.	Secure knowledge and understanding in all subject areas leading training where appropriate.	Proactively share subject knowledge expertise with colleagues in order to develop School understanding of current initiatives.
	Planning	Effectively plan all lessons.	Refines plans from previous year to closely meet the needs of current class. Planning is dynamic.	Highly differentiated planning to identify next step learning for all pupils.	Provides support for staff when planning. Highly differentiated planning to identify next step learning for all pupils.	Proactively monitor plans to ensure continued progress across year groups. Highly differentiated planning to identify next step learning for all pupils.
	New initiatives	Work with experienced staff to understand new initiatives.	New initiatives introduced to classroom practice where appropriate to ensure quality first teaching.	Embed new initiatives to ensure quality first teaching.	Lead training in new initiatives. Quality first teaching.	Proactively and independently lead training and analyse impact. Quality first teaching.
	Subject leadership	Shadow subject leader, increasing responsibility as appropriate.	Take responsibility for leading subject area (M3+)	Take responsibility for a subject area and ensure progression across all year groups through regular monitoring.	Share subject knowledge and lead training in specific areas. Analyse data. A real leader in a subject area.	+UPS1/2: proactively manage subject area to ensure that all members of the School community are aware of strengths and weakness.
	Teaching Literacy	Plan and teach effective lessons with support from subject leader. Secure knowledge of literacy skills for year group.	M2+ knowledge of skills progression in Literacy.	M4+ understanding of Key Stage progression in Literacy.	M6+ all Literacy teaching at least good, many with outstanding features.	All teaching at least good with majority being outstanding.
	Teaching 3Rs	Clear understanding of phonics teaching. Evidenced in observation	See M2	Model effective teaching of phonics where appropriate.	See M6	See M6
	Numeracy	Plan and teach effective lessons with support from subject leader. Secure knowledge of Numeracy skills for year group.	Knowledge of skills progression in Numeracy.	M4+ understanding of Key Stage progression in Numeracy.	M6+ all Numeracy teaching at least good, many with outstanding features.	All teaching at least good with majority being outstanding.

Standards		M2 “Developing”	M4 “Embedded”	M6 “Sustained”	UPS1 “Highly effective”	UPS3 “Leading/Exemplar”
1:4: Plan and teach well structured lessons 1. Use lesson time effectively to impart knowledge and develop understanding 2. Promote a love of learning and intellectual curiosity. 3. Set homework; plan other out-of-class activities to consolidate & extend K&U 4. Reflect systematically on the effectiveness of lessons and approaches to teaching 5. Contribute to design & provision of an engaging curriculum within the relevant subject area(s).	Planning – pace/ depth design	Lessons thoroughly planned with clear learning outcomes	Use assessment information to inform and adapt plans so that lessons are well paced, dynamic, appropriately pitched and matched to need.	Use a range of strategies to ensure pace, dynamism, progression and an appropriate match to the needs of the children. Support less experienced colleagues in planning.	M6+ support colleagues to plan and deliver lessons through modelling good practice and outcomes.	UPS1+ support colleagues to plan and deliver lessons through modelling outstanding practice and outcomes.
	Learners	The majority of children demonstrate enjoyment through good engagement and contributions to lessons.	The majority of children demonstrate enjoyment through good engagement and contributions to lessons, talking enthusiastically about their learning.	Children demonstrate resilience and perseverance, and are motivated to continue their learning beyond the lesson.	Children demonstrate resilience and perseverance are able to work independently and are inspired to continue their learning beyond the lesson.	UPS1+ support colleagues to develop inspired learners.
	Reflective practitioner	Able to evaluate a lesson and identify what went well, what didn’t and why. Seeks advice from colleagues.	During the lesson, can adapt teaching to match emerging issues; after a lesson, identify what went well, what didn’t and why and knows what to do next. Seeks advice from colleagues.	Constant reflection during and after lessons, adapting teaching to match emerging issues and meet individual needs. Seeks advice.	Constant reflection and adaptation during and after lessons. Reflects critically on the impact of support provisions. Seeks advice and offers support.	UPS1+ highly reflective practitioners who can support others to evaluate and improve their own practice.
	Homework	Practice complies with School policy.	M2+ homework differentiated and matched to the needs of children. Homework set to further embed learning.	M4+ homework is interesting and relevant to the learning needs of the children. Homework set to further embed learning.	M6+ homework is interesting, challenging and relevant to the learning needs of the children. Homework set to further embed learning.	M6+ homework is interesting, challenging and relevant to the learning needs of the children. Homework set to further embed learning.
	Enrichment	Arrange trips and visits related to learning topics.	When planning a topic, research, plan, arrange visits, activities & visitors to enrich learning.	Plan and organise a whole School initiative/event e.g. a themed week.	Plan and organise enrichment activities to support School improvement	UPS1+ identify and address gaps in current enrichment provision.
	Curriculum provision	Able to deliver a high quality, challenging and enjoyable curriculum.	Able to plan and /or adapt and deliver a high quality, challenging and enjoyable curriculum.	Able to review and adapt current provision, in order to deliver a high quality, challenging and enjoyable curriculum.	Take a lead in the development of high quality, challenging and enjoyable curriculum.	Support colleagues to develop a high quality, challenging and enjoyable curriculum.

Standards		M2 “Developing”	M4 “Embedded”	M6 “Sustained”	UPS1 “Highly effective”	UPS3 “Leading/Exemplar”
<p>1:5: Adapt teaching to respond to the strengths and needs of all pupils</p> <p>1. Know when and how to differentiate appropriately, using approaches which enable effective teaching.</p> <p>2. Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.</p> <p>3. Awareness of the physical, social and intellectual development of children, and adapt teaching to support pupils’ education at different stages of development.</p> <p>4. Clear understanding of all pupils’ needs including SEN; FSM; CLA; high ability; EAL; disabilities; use and evaluate distinctive teaching approaches to engage/support.</p>	Teaching styles	Effective differentiation. Use of extension activities.	Effective differentiation. Use of extension activities.	Differentiation is good. Use of many and varied alternative activities.	Differentiation good and outstanding and modelling practice to other staff.	Differentiation good and outstanding and modelling practice to other staff and supporting professional development in this area.
	Equal opportunities	Resources available to all learners.	Resources available to all learners.	Selecting specific resources to meet individual needs of all learners.	Selecting specific resources to ensure all learners access learning and achieve their full potential.	Selecting specific resources to ensure all learners access learning and achieve their full potential. Model this for other staff and support professional development in this area.
	Differentiation	Effective differentiation for all ability groups.	Effective differentiation for all ability groups.	Good differentiation for all ability groups and specific needs of individuals. This has a good impact on all learners.	Good and outstanding differentiation for all ability groups and specific needs of individuals, leading to every child making good+ progress.	Effective differentiation for all ability groups and specific needs of individuals, leading to every child making good+ progress. Model this for other staff and support professional development in this area.
	Learning needs	Develop understanding of the needs of pupils and seek advice.	Secure understanding of the needs of pupils.	Secure understanding and holistic approach to the needs of pupils.	Secure understanding and holistic approach to the needs of pupils.	Secure understanding and holistic approach to the needs of pupils. Mentor and coach other staff to support their development in this area.
	Learning styles	Develop understanding of learning styles and characteristics of effective learning.	Secure understanding of learning styles and characteristics of effective learning. Good development of personalised learning techniques.	Secure understanding of learning styles and characteristics of effective learning. Very good development of personalised learning techniques.	Good understanding of learning styles and characteristics of effective learning. Outstanding development of personalised learning techniques to ensure all pupils achieve full potential.	Extensive knowledge and understanding of personalisation of learning for all pupils to achieve their full potential. Mentor and coach others to develop skills in this area.
	SEN, FSM, CLA	Opportunities for SEN, CLA, G&T and FSM pupils to be supported where appropriate and also to develop independent learning. Take advice from Inclusion manager/other agencies.	Opportunities for SEN, FSM, G&T and CLA pupils to be supported where appropriate and also to develop independent learning. Actively seek advice from Inclusion manager/other agencies.	Opportunities for SEN, FSM, G&T and CLA pupils to be supported where appropriate and also to develop independent learning. Actively seek advice from Inclusion manager/other agencies. Demonstrate how targets are agreed and applied.	Have a secure understanding of individual needs of SEN, G&T, FSM and CLA pupils and demonstrate how targets are agreed and applied. Demonstrate good/outstanding practice to enable this group of pupils to reach their full potential.	Have a secure understanding of individual needs within these groups of pupils and demonstrate how targets are agreed and applied. Demonstrate outstanding practice to enable such groups to reach their full potential. Mentor and coach others to develop skills in this area.
	EAL	Visual teaching resources and key vocabulary available.	Effectively using visual teaching resources and making key vocabulary explicit.	Effectively using visual teaching resources and making key vocabulary explicit.	Have a secure understanding of individual needs of EAL pupils and use visual teaching resources	Have a secure understanding of individual needs of EAL pupils and use visual teaching

FSM = Pupil Premium CLA= Looked After Child		Take advice from Inclusion manager.	Actively seek advice from Inclusion manager.		and vocabulary to ensure they access learning.	resources and vocabulary to ensure they access learning. Mentor and coach others to develop skills in this area.
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Standards		M2 “Developing”	M4 “Embedded”	M6 “Sustained”	UPS1 “Highly effective”	UPS3 “Leading/Exemplar”
1:6: Make accurate and productive use of assessment 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. 2. Make use of formative and summative assessment to secure pupils’ progress. 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons. 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	Target setting	Set appropriate SMART targets for individuals and groups based on available data. Children and parents are aware of their targets.	Set appropriate SMART targets for individuals and groups based on available data. Children and parents know targets and how to achieve them.	Set appropriate SMART targets for individuals and groups based on available data. Children and parents know targets and how to achieve them.	Set appropriate SMART targets for individuals and groups based on available data. Children and parents know targets and how to achieve them. Support others in target setting process.	See UPS1.
	Summative assessments/ data analysis	Based on pupil assessment be able to read and interpret data in order to ensure future progress (with support).	Based on pupil assessment be able to read and interpret data in order to ensure future progress (with support as required).	Based on pupil assessment be able to read and interpret data in order to ensure future progress and to support less experienced colleagues in the process. Proven record of impact on pupil progress through data analysis (class).	Based on pupil assessment be able to read and interpret data in order to ensure future progress and to support less experienced colleagues in the process. To be able to read and interpret Raise online and similar data packs to inform School development. Proven record of impact on pupil progress through data analysis (class/phase)	UPS1+ proven record of impact on pupil progress through data analysis (class/key stage/whole School).
	Data analysis	Know the indicators for children in your class – i.e. FSM, EAL, summer born etc. Be aware of past progress (shaded boxes) and know where past progress has been limited. Liaise with senior colleagues to identify how to ‘close the gap’ Ensure support staff involved in your class know who the vulnerable children are.	See M2.	Be able to identify groups of underperforming children from data and plan clear next steps to ‘close the gap’. Analyse the success of strategies on an ongoing basis, adapting teaching as necessary. Work with Inclusion staff and those involved in interventions to consolidate progress.	See M6	See M6
	Marking and feedback	Follow School’s marking policy. Lead and encourage children to reflect on marking and identify ways to improve	Follow School’s marking policy. Ensure the quality of feedback is such that pupils are enabled to achieve next steps	M4+ to be able to apply effective sustained strategies for developing skill, target setting, AFL and self assessment and	See M6.	See M6+ to develop quality marking and feedback on whole School level (training/mentoring/INSET).

FSM = Pupil Premium		<p>work.</p> <p>Always give time for children to read comments and make necessary corrections – usually at the start of each lesson.</p>	<p>and make appropriate progress.</p> <p>Always give time for children to read comments and make necessary corrections – usually at the start of each lesson.</p>	<p>support colleagues in developing the quality of marking and feedback. Marking and feedback is exemplary.</p> <p>Always give time for children to read comments and make necessary corrections – usually at the start of each lesson.</p>		
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Standards		M2 “Developing”	M4 “Embedded”	M6 “Sustained”	UPS1 “Highly effective”	UPS3 “Leading/Exemplar”
<p>1:7: Manage behaviour effectively to ensure a good and safe learning environment</p> <p>1. Clear rules and routines for behaviour in classrooms; responsibility for promoting good/courteous behaviour both in classrooms and around School, in accordance with the School’s behaviour policy.</p> <p>2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p> <p>3. Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.</p> <p>4. Maintain good relationships with pupils, exercise appropriate authority, act decisively</p>	Class behaviour	Classroom behaviour is dealt with quickly and effectively with support as required. Effective classroom management demonstrated.	Consistently effective, confident classroom management using a range of strategies.	Effective, confident classroom management using a range of strategies and awareness of triggers.	Demonstrate exemplary classroom management. Model practice to colleagues. Support colleagues with behaviour management as needed.	Demonstrate exemplary classroom management. Model practice to colleagues. Support colleagues with behaviour management as needed.
	Policy	Consistently follow School behaviour policy and seek support from SLT as needed.	Consistently follow School behaviour policy and uses professional judgment.	Consistently follow School behaviour policy and uses professional judgment. Be able to pre-empt and analyse behaviour and liaise with SLT, Inclusion Manager, as required.	Exemplary use of School behaviour policy, pre-empting and analyse behaviour. Support colleagues.	Exemplary use of School behaviour policy, pre-empting and analyse behaviour. Extensive knowledge of using and adapting a range of behaviour strategies.
	Impact on whole School behaviour	Ensure all unacceptable behaviour in own class is dealt with. Communicate behaviour issues with appropriate staff. Ensure at all times when walking around the School and into assemblies that class is calm and orderly.	Ensure all unacceptable behaviour in own year group is dealt with. Communicate behaviour issues with appropriate staff. Tackle any inappropriate behaviour across the School, ensuring at all times children are walking around the building and into assemblies calm and orderly.	See M4.	See M4+ analyse and act on any patterns or trends in behaviour across the School.	See UPS1.
	Parents	Ensure good communication with parents/carers on behaviour.	Ensure good communication with parents/carers on behaviour. Develop strategies with parents to tackle behaviour issues, meeting with them where appropriate.	See M4.	Ensure good communication with parents/carers on behaviour. Develop strategies with parents to tackle behaviour issues. Support colleagues.	Ensure good communication with parents/carers on behaviour. Develop strategies with parents to tackle behaviour issues. Support colleagues

when necessary.	Additional adults	Give clear direction to any additional adults in class.	Give clear direction to any additional adults in class. Model behaviour strategies to additional adults. Ensure effective communication with additional adults relating behaviour.	Give clear direction to any additional adults in class. Model behaviour strategies to additional adults. Ensure effective communication with additional adults relating behaviour. Through good example additional adults uphold high expectations of behaviour. Lead behaviour training in year group /whole School.	Give clear direction to any additional adults in class. Model behaviour strategies to additional adults. Ensure effective communication with additional adults relating behaviour. Through good example additional adults uphold high expectations of behaviour. Lead behaviour training in year group/whole School	Give clear direction to any additional adults in class. Model behaviour strategies to additional adults. Ensure effective communication with additional adults relating behaviour. Through good example additional adults uphold high expectations of behaviour. Lead behaviour training in year group/whole School.
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Standards		M2 “Developing”	M4 “Embedded”	M6 “Sustained”	UPS1 “Highly effective”	UPS3 “Leading/Exemplar”
1:8: Fulfill wider professional responsibilities 1. Make a positive contribution to the wider life and ethos of the School. Develop effective relationships with colleagues, know how and when to draw on advice/specialist support; deploy support staff effectively. 2. Take responsibility for improving teaching through appropriate CPD, responding to advice and feedback from colleagues.	Team player	Work with phase, under the direction of the team leader. Create resources with/for colleagues.	Lead a subject area or take greater responsibility for an area including items on the School Improvement (Development) Plan Implement policy across the key stage – supporting newer staff.	Lead a core subject area or key areas of School Improvement (Development) Plan Work towards team leadership. Implement policies across the school.	See M6+ mentoring, coaching and supporting new staff including NQTs. Implementing policy across your School. Be an exemplar to less experienced staff.	See M6+ leading and monitoring teams. Identify staff development opportunities and support colleagues in professional development through example. Be an effective coach and mentor.
	Whole School	Play an effective part in whole School events – e.g. themed weeks. Be effective part of team – e.g. organising elements of trips or visits.	M2+ taking whole School assemblies. Contribute news items to website and newsletters via SLT. Take a lead in sourcing appropriate resources.	M4+ lead/take part in parent workshops in an area of expertise. Lead school and community events.	M6+ leading School specific INSET. Add items to School specific agendas based on own research and experience.	UPS1+ leading INSET Days. Writing and implementing policy across School. Engage and delegate to other staff as required.
	Moving teaching forward	Be up to date with current developments in teaching including researching what resources are available. Evaluate planning and use this to suggest improvements in practice.	Use data to identify underperforming groups and individuals, including those in other classes within year group. Suggest how less experienced colleagues might ‘close the gap’ for children who are falling behind.	Take a lead in trialling a new approach to learning becoming an ‘in house expert’ for the School.	Identify where there might be a weaknesses in policy as a result of changes national or local changes.	See UPS1.

3. Communicate effectively with parents with regard to pupils' achievements and well being.	Parents	Communicate effectively with parents to ensure that they understand and support School policy – e.g. on School uniform Seek advice from senior colleagues where necessary.	Communicate effectively with parents to ensure that they understand and support School policy – e.g. on School uniform Submit to HT for approval.	Lead in more challenging conversations with parents – supporting less experienced colleagues and always referring to School policy. Know when to refer to SLT but seek to resolve differences using own professional judgment.	M6+ lead in whole School in events that celebrate children's achievement – making sure other colleagues are well informed.	UPS1+ decide on how to deal with challenging conversations with parents. Gather evidence for CP cases according to School policy.
	Wider community	Take a supporting role in School based activities involving wider community.	Take a supporting role in School based activities and involving wider community	Use initiative to suggest activities for engaging wider community to SLT. Support the delivery of these activities on behalf of the School.	Lead the delivery of activities designed to engage the wider community on behalf of the School. Represent the School at community events.	Be a source of inspiration and expertise with regard to engaging the community in School activities.
	CPD	Be reflective about own practice and consider strengths and EBIs of lessons. Identify own PM targets and work towards meeting them accessing support from colleagues as required. Compile evidence against the standards.	Be reflective about own practice working to strengthen weaknesses in practice before they are identified by others. Proactively use resources of School to support CPD. Ensure teaching standards are evidenced by the appropriate means. Compile evidence against the standards.	Identify targets needed to complete threshold assessment. Proactively compile evidence for threshold assessment /evidence against the standards, using nationally and locally available information and support. Compile evidence against the standards.	Identify learning that might support you in carrying out leadership role. Research in order to improve practice and identify new targets. Consider further professional qualifications. Proactively compile evidence against the standards.	Provide CPD for others. Model of good practice – up to date with development in teaching and national policy and able to talk authoritatively to others about areas of expertise. Proactively compile evidence against the standards.
Part two: 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.	<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by:</p> <ol style="list-style-type: none"> 1. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position; 2. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; 3. showing tolerance of and respect for the rights of others – not undermining fundamental British values, including <ul style="list-style-type: none"> • democracy, the rule of law, individual liberty and mutual respect; • tolerance of those with different faiths/beliefs, ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law; 4. have proper and professional regard for the ethos, policies and practices of the School, and maintain high standards in their own attendance and punctuality; 5. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 					

Appendix 5

Croydon Pay Scales

This appendix to the model pay policy for Croydon schools uses pay scales based on the Outer London Area pay ranges.

It can be used by academies, but it should be noted that references to statutory terms and conditions do not apply to them, although they may choose to continue to model their pay arrangements on the School Teachers' Pay and Conditions Document.

Schools that choose not to adopt these pay scales must ensure that the minimum and maximum of their pay scales are those shown in STPCD for both the leadership group and for the pay ranges for teachers.

The statutory ranges for allowances have been included in this appendix for ease of reference.

Leadership Pay

Explanatory note:

The 2018 STPCD awarded a 1.5% uplift to the leadership pay ranges (including headteacher groups).

Except for teachers and leaders on the minima of their respective ranges or group ranges, schools must determine, in accordance with their own pay policy, how to take account of the uplift to the national framework in making individual pay progression decisions.

The table below shows a 1.5% uplift to all reference points.

The points with an asterisk and point 43 are the maximum salaries for the eight head teacher group ranges

PAY SCALE **FOR LEADERSHIP GROUP - Sept 2018**

Leadership Group Pay Reference Points	2017 £	Uprated 2018 £
L1	42,498	43,136
L2	43,486	44,139
L3	44,490	45,158
L4	45,525	46,208
L5	46,582	47,281
L6	47,667	48,383

L7	48,870	49,604
L8	49,924	50,673
L9	51,090	51,857
L10	52,325	53,110
L11	53,597	54,401
L12	54,766	55,588
L13	56,059	56,900
L14	57,370	58,231
L15	58,720	59,601
L16	60,202	61,106
L17	61,515	62,438
L18*	62,361	63,297
L18	62,985	63,930
L19	64,469	65,437
L20	65,988	66,978
L21*	66,876	67,880
L21	67,545	68,559
L22	69,139	70,177
L23	70,774	71,836
L24*	71,736	72,813
L24	72,454	73,541
L25	74,177	75,290
L26	75,934	77,074
L27*	76,968	78,123
L27	77,738	78,905
L28	79,591	80,785
L29	81,481	82,704
L30	83,432	84,684
L31*	84,576	85,845
L31	85,422	86,704
L32	87,461	88,773
L33	89,562	90,906
L34	91,697	93,073
L35*	92,967	94,362

L35	93,897	95,306
L36	96,141	97,584
L37	98,459	99,936
L38	100,817	102,330
L39*	102,173	103,706
L39	103,195	104,743
L40	105,697	107,283
L41	108,259	109,883
L42	110,887	112,551
L43	112,460	114,147

PAY SCALE
FOR TEACHERS – Sept 2018

Explanatory note:

From 1 September 2018, it is a requirement of the STPCD to uplift the statutory minimum and maximum of the Unqualified and Main Pay Ranges by 3.5%.

Except for teachers on the minima of their respective pay ranges, schools must determine, in accordance with their own pay policy, how to take account of the uplift to the national framework in making individual pay progression decisions.

The tables below show a 3.5% uplift to all reference points.

Unqualified Teacher Pay Scale

Unqualified Teacher Pay Reference Points	2017 £	Uprated 2018 £
1	19,749	20,441
2	21,684	22,443
3	23,618	24,445
4	25,555	26,450
5	27,487	28,450
6	29,422	30,452

Main Pay Scale (with 3.5% increase on all reference points)

Main Pay Reference Points	2017 £	Uprated 2018 £
M1	26,662	27,596
M2	28,315	29,307
M3	30,067	31,120
M4	31,929	33,047
M5	34,637	35,850
M6	37,645	38,963

Upper Pay

From 1 September 2018, it is a requirement of the STPCD to uplift the statutory minimum and maximum of the main pay ranges for Upper Pay Range by 2%.

Except for teachers on the minimum of the Upper Pay Range, schools must determine, in accordance with their own pay policy, how to take account of the uplift to the national framework in making individual pay progression decisions.

The table below shows a 2% uplift to all reference points.

Upper Pay Scale	2017 £	Upated 2018 £
U1	39,519	40,310
U2	40,981	41,801
U3	42,498	43,348

Allowances

Allowance	2017	Upated 2018
TLR1	Minimum £7,699 Maximum £13,027	Minimum £7,853 Maximum £13,288
TLR2	Minimum £2,667 Maximum £6,515	Minimum £2,721 Maximum £6,646
TLR3	Minimum £529 Maximum £2,630	Minimum £540 Maximum £2,683
SEN	Minimum £2,106 Maximum £4,158	Minimum £2,149 Maximum £4,242