

Woodmancote School

Pay Policy

The Governing Body of Woodmancote School adopted this policy initially on 9th October 2013

To be reviewed annually

Reviewed: Spring 2015 with additional detail added to Career Stage Expectations (Appendix 2)

Reviewed: Autumn 2016

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Signed:..... (Chair of Staffing and Finance)

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1 Introduction

- 1.1 The governing body has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for all staff employed in the school.
- 1.2 The governing body is committed to taking decisions in accordance with the 'key principles of public life': objectivity, openness and accountability. It recognises the requirement for a fair and transparent policy to determine the pay and grading for all staff employed in the school, which takes account of the conditions of service under which staff are employed and relevant statutory requirements.
- 1.3 The Governing Body recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Relations Act 1999, the Part –time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, and will ensure that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.
- 1.4 This policy is based on a whole school approach to pay issues. Pay decisions will take account of the resources available to the school, e.g. Budgetary restraints, such as a redundancy situation. The school staffing structure will support the school improvement plan. The governing body will exercise its discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in school pay decisions.
- 1.5 The governing body recognises the requirement that all pay progression decisions for all teaching staff must be linked to annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair equitable and transparent way.
- 1.6 This policy has been agreed by the Staffing and Finance Committee of the governing body following consultation with staff and the recognised trade unions. Any subsequent changes will also be subject to further consultation before amendment by the committee. They will have full authority to take decisions on behalf of the governing body on pay matters as defined in this policy.

1.7 The school staffing structure will be published as an appendix to this policy. (Appendix 2.) Any subsequent changes to the staffing structure will be subject to consultation with staff.

2 Aims of the policy

2.1 The governing body aims to use the school pay policy to:

- Maintain and improve the quality of teaching and learning at the school;
- Support the school improvement plan;
- Underpin the school's Appraisal policy;
- Ensure that all staff are valued and appropriately rewarded for their work contribution in the school;
- Ensure staff are well motivated, supported by positive recruitment and retention policies and staff development;
- Demonstrate that decisions on pay are fair and equitable and recognise the principle of equal pay for like work and work of equal value;
- Provide flexibility to recognise individual staff performance linked to pay decisions;

2.2 The governing body will also consider advice issued by the Department for Education, recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation

3 Job Roles and Responsibilities

3.1 All members of staff will be provided with a job description outlining the roles and responsibilities of the post. This will also include the pay range and any additional payments or allowances covered by this policy. The job description will state the reason for any additional allowances or payments and whether this is a permanent or temporary payment.

3.2 Any significant changes to duties and responsibilities of a post will be subject to discussion with the member of staff with a view to reaching agreement. Where there is a significant change in duties and responsibilities of a post a new job description will be issued.

3.3 Where the staffing structure of the school needs to be changed, resulting in broader changes to roles and responsibilities, this will be the subject of consultation with

staff and the recognised trade unions before any changes are made and with a view to seeking to agree the changes before new job descriptions are issued.

4 Pay Assessment and Pay Review

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

5 Recruitment

Teaching Staff

- 5.1 Advertisements for vacant posts in the school will be considered by the head teacher and the Staffing and Finance Committee where appropriate. All posts will be advertised either internally or externally, locally or nationally as appropriate.
- 5.2 The advertisement will include the relevant pay band for the post from the range of bands determined by the governing body as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post.

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

Support Staff

- 5.4 The arrangements for advertising vacancies for support staff will mirror those for teaching staff. Advertisements will indicate the number of working hours and working weeks and will show the appropriate salary and grade as determined by the County Job Evaluation scheme.

6 Teaching Staff Pay

- 6.1 In this school all teaching staff are employed in accordance with the provisions of the School Teachers Pay and Conditions Document. In reviewing pay scales in the future the Governing Body will have regard to any changes to national pay bands contained within the STP&C Document. The following pay arrangements have been agreed by the governing body using the flexibilities contained within the STP&C Document.

- 6.1.1 The governing body will consider any recommended pay awards agreed nationally and will decide annually on whether or not these should be applied to the pay ranges detailed in this policy. (see 1.4)

6.2 Head Teacher

- 6.2.1 The governing body will assign a seven point Individual School Range based on the school group size, as determined by the School Teachers' Pay and Conditions document. The governing body will ensure that there is no overlap of salary bands between the head teacher and other leadership posts
- 6.2.2 The governing body will calculate the head teacher group size at the start of each academic year and determine the appropriate Individual School Range for the year. The governing body will determine the group size for the school in accordance with the provisions of the School Teachers' Pay and Conditions Document.
- 6.2.3 On appointment the head teacher will be appointed on one of the first 4 points on the ISR.

6.2.4 Progression on the ISR for the head teacher will be subject to a review of the head teacher's performance set against the annual appraisal review. The governing body may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the governing body may decide that there should be no pay progression. The pay review for the head teacher will be completed by 31st December.

6.2.5 The governing body will ensure that reasons for setting the ISR at a given level are recorded and that the process for the determination of the head teacher's salary is fair and transparent.

6.2.6 **Discretionary payments to the head teacher**

6.2.7 The governing body may consider a discretionary payment not exceeding 25% of the head teacher's salary, as determined above, for reasons not already taken into account in determining the ISR, and which may include:

- the school is a school causing concern;
- without such additional payment the governing body considers that the school would have substantial difficulty filling a vacant head teacher post
- without such additional payment the governing body considers the school would have substantial difficulty retaining the existing head teacher; or
- the head teacher is appointed as a temporary head teacher of one or more additional schools.

6.2.8 In wholly exceptional circumstances the governing body may consider a payment in excess of 25%. In such circumstances the governing body will seek external independent advice.

6.2.9 The governing body may also consider additional payments in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- participation in out-of-school hours learning agreed between the head teacher and the governing body;

- 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.
- residential duties

6.3 **Other Leadership Posts**

- 6.3.1 The governing body will determine a 5 point pay range for all other leadership posts from within the leadership scale contained in the School Teachers' Pay and Conditions Document.
- 6.3.2 The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. A post with a designated deputy role in the absence of the head teacher will be remunerated accordingly above the range for other leadership posts.
- 6.3.3 The governing body will ensure that there is no overlap of pay points between the head teacher and any other leadership post.
- 6.3.4 On appointment a teacher paid on the leadership scale will be appointed on one of the first 3 points on the pay range.
- 6.3.5 The pay range for teachers paid on the leadership spine will be reviewed by the 31st December each year or at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for a member of staff on the leadership spine.
- 6.3.6 Progression on the pay range for a member of staff paid on the leadership scale will be subject to a review of their performance set against the annual appraisal review. The governing body may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the governing body may decide that there should be no pay progression. The pay review will be completed by 31st December for the HT and 31st October for all other staff.

6.4 **Other Posts paid above the Classroom Teacher Scale – Leading Practitioners**

6.4.1 The governing body may also establish other teaching posts paid above the Upper Pay Spine. These posts will carry responsibility for modeling and leading the improvement of teaching skills across the school. At the present time the school will not have any Leading Practitioners.

6.5 **Main Scale and Upper Pay Spine Teachers**

6.5.1 The governing body will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the School Teachers' Pay and Conditions Document.

6.5.2 The governing body has established a pay structure for these posts as follows:

Band 1

Point 1 Teacher

Point 2

Band 2

Point 3 Accomplished Teacher Level 1

Point 4

Band 3

Point 5 Accomplished Teacher Level 2

Point 6

Band 4

Point 7 Expert Teacher (UPS)

Point 8

Point 9

6.5.3 The governing body has agreed Career Stage Expectations for each band which are detailed in the school's Appraisal Policy and attached as Appendix 3 to this policy. The pay review will normally be completed by the Staffing and Finance Committee.

Pay Progression within bands

6.5.4 Meeting appraisal objectives will not automatically mean that pay progression will be awarded. Pay progression within bands will be subject to sustained performance towards the next higher grade, and meeting the relevant teacher standards and

Career Stage Expectations. To be fair and transparent, assessments of performance will be properly rooted in evidence. The evidence we will use will include self assessment, lesson observations, work scrutinies, learning walks, tracking data and pupil voice. Where a teacher's performance does not demonstrate a sustained level (see 6.6.3) and is below the school's expectations at that level of post, the governors may determine that no incremental progression will be awarded in that year.

- 6.5.5 Where a teacher's performance has been of a sustained high quality, exceeding school expectations at that level, the governing body may award accelerated progression of up to two increments within the band. Progression to the next band will be subject to the criteria for the higher band being met as set out in the previous paragraphs of this section of the policy. (see 6.5.10)

Pay progression between bands

- 6.5.6 The governing body has determined that, other than in exceptional circumstances, a teacher would not move to band 2 (Accomplished Teacher) unless they are able to demonstrate minimum 2 years teaching experience and including a period of a sustained level of performance at the higher level immediately prior to moving to Accomplished Teacher or to band 4 unless they are able to demonstrate 3 or 4 years' experience and including a period of a sustained level of performance at the higher level immediately prior to, moving to Expert Teacher.
- 6.5.7 Progression between bands will be based on the teacher demonstrating, through performance appraisal that they meet the teacher standards and Career Stage Expectations for the new band. A teacher reaching the top of Band 1 will be required to submit an application to move to the next band, as they will if they wish to move from Band 2 to Band 3. Progression to the upper pay range (Band 4) is detailed in section 6.6 of this policy
- 6.5.8 The governing body has determined that a teacher appointed to Band 1 (Teacher) would, other than in exceptional circumstances, be expected to have progressed to the Accomplished Teacher (Stage 1) band within a maximum of 2/3 years of taking up their post and Accomplished Teacher Stage 2 within a further 2/3 years. In circumstances where a teacher's performance is not at that level this will be addressed through the school's appraisal and possibly capability procedure.

Accelerated progression

6.5.10 The governing body has determined that normally progression within a band will be by annual increments. However, where a teacher's performance has been of a sustained high quality, exceeding school expectations at that level, the governing body may award accelerated progression (of up to two increments) within the band. Progression to the next band will be subject to the criteria for the higher band being met as set out in the previous paragraphs of this section of the policy. It is expected that where accelerated progress has been made in one academic year, it is unlikely that a further move across bands will be made in the next year.

Appointments

6.5.11 A newly appointed teacher will usually be appointed at the minimum of the band or at any point in the band to take account of a teacher's previous salary and/or relevant experience as determined by the head teacher.

6.5.12 The initial salary on appointment may be on a probationary basis and subject to performance and clearly shown in the letter offering the post. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.

6.5.13 A teacher transferring roles internally within the school will continue paid the same salary on the main scale (Bands 1,2 and 3) or the Upper Pay Scale (Band 4) as paid in the previous role.

6.6 Application to move onto the Upper Pay Range (Band 4 –Expert)

6.6.1 Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply.

6.6.2 The Governing Body will consider applications from a teacher during the Summer term for progression at the start of the Autumn term. A teacher may submit one application in any academic year.

6.6.3 For an application to be successful the teacher will need to demonstrate that they meet all the teacher standards and the professional skills level descriptors agreed by the Governing Body for teachers on the upper pay range (Band4-Expert Teacher). The teacher will also

need to demonstrate that they have been working at that level for a significant period of at least 2 old terms (4 new terms) prior to the submission of the application.

6.6.4 As defined in the School Teachers' Pay and Conditions Document, a teacher being considered for a move onto the Upper Pay Spine (Expert Teacher – Band 4) must therefore be able to demonstrate:

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

as exemplified by the school's career stage expectations document.

6.6.5 An application for progression to the upper pay range (Band 4 –Expert) will be assessed by the head teacher and a decision notified to the teacher in writing within 20 working days.

6.6.6 If unsuccessful the teacher will be provided with feedback by the Headteacher.

6.6.7 Any appeal against the decision, which should be submitted within 10 working days, will be considered in line with the school's pay appeals procedure set out in appendix 3

7 Supply Teachers

7.1 Teachers employed on a short notice or supply basis will be paid an equivalent rate to M3 (Band 2) have their pay determined in line with the arrangements outlined in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195. For temporary teachers on short notice this will be multiplied by the number of days to be worked.

7.2 Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual salary by 1265 to give an hourly rate.

7.3 A short notice teacher who is employed by the school throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.

8 **Part time teachers**

- 8.1 The governing body will ensure that part time teachers' pay and working time will be dealt with in accordance with the School Teachers' Pay and Conditions Document. Pay scales and pay progression will be as detailed earlier in this policy.
- 8.2 Part time teachers will be entitled to be paid for their contractual hours pro rata to a full time teacher and will also be entitled to PPA time, other non contact time and directed time allocated on a pro rata basis.

9 **Allowances etc**

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

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

i.e. where a post :

- is focused on teaching and learning;
 - requires the exercise of a teacher's professional skills and judgment;
 - requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
 - has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
 - involves leading, developing and enhancing the teaching practice of others.
- 9.1.3 The governing body will award TLR payments within the range prescribed in the School Teacher's Pay and Conditions Document. In this school the governing body has determined that TLR payments will be as follows:

TLR 1

TLR 1a	£ 7,500	
TLR 1b	£ 9,500	(must be at least £1,500 more than TLR 1a)

TLR 1c £11,500 (must be at least £1,500 more than TLR 1b)

TLR 2

TLR 2a £3,000

TLR 2b £4,600(must be at least £1,500 more than TLR 2a)

TLR 2c £6,150(must be at least £1,500 more than TLR 2b)

(post includes significant line management responsibility in addition to that outlined in paragraph 9.1.2 above)

9.1.4 A teacher will not be awarded more than one TLR of any value

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

9.2 **Special Educational Needs (SEN)**

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

- in any SEN post that requires a mandatory SEN Qualification;
- who teaches pupils in one or more designated special classes or units in the school;
- in any non designated setting (including any pupil referral unit) that is analogous to a designated special class or unit where the post
 - (i) involves a substantial element of working directly with children with special educational needs;
 - (ii) requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs;
 - (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

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

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

9.2.3 The governing body has determined that, taking account of the circumstances outlined in paragraph 9.2.2, the value of any SEN allowance will be:

SEN Level 1	£2,001
SEN Level 2	£2,750
SEN Level 3	£3,500

9.3 **Acting Allowances**

9.3.1 Teachers who cover all of the duties associated with a post of a higher grade or allowance than their own for a period of at least 3 weeks will be considered for payment of an acting allowance. This will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher level post, and will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

9.4 **Recruitment and Retention**

9.4.1 At the present time the Governing Body is not considering additional payments for recruitment and retention.

9.5 **Out of School Learning Activities**

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

- Holiday revision groups
- Summer Schools
- Saturday morning booster classes
- Study support groups
- Activities for gifted and talented children

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

9.6 **Residential duties**

9.6.1 The governing body has determined that staff attending residential trips will be paid at supply rate if they are working additional non-contract hours. (normal school hours)

9.7 **Continuing Professional Development**

9.7.1 The governing body, advised by the head teacher, may consider in advance awarding additional payments to teachers in respect of continuing professional development undertaken outside of the school day. The governing body will consider each case on an individual basis. Where approved additional payments will be calculated based on the teacher's normal hourly rate.

9.8 **Initial Teacher Training**

9.8.1 At the present time the Governing Body is not considering additional payments for ITT responsibilities

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

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

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

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

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

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

10 **Salary Sacrifice**

10.1 The governing body has determined that it will not support any salary sacrifice schemes, other than the existing GCC kiddivouchers scheme.

11 **Safeguarding**

11.1 The governing body will apply the salary safeguarding provisions of the School Teachers Pay and Conditions Document.

12. **Appeals**

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

12.2 The governing body has agreed to consider appeals on the following grounds:

That the person or committee making the decision:-

- incorrectly applied any provision of the School Teachers Pay and Conditions Document or other statutory provision;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence
- took account of irrelevant or inaccurate evidence
- was biased
- otherwise unlawfully discriminated against the teacher.

12.5 The procedure for considering appeals is set out in appendix 3 of this policy

October 2013

Signed..... Chair

reviewed October 2014

reviewed April 2015

Reviewed: October 2016

Appendix 1

School Staffing Structure from September 2016

The Senior Leadership Team

Headteacher

Deputy Headteacher

Head of Juniors (TLR)

Head of Infants (TLR)

SENCo

Class teachers in **14 classes**

Appendix 2

National Standards and Career Stage Expectations for **Woodmancote School**

	Band 1 - Teacher	Band 2 – Accomplished Level 1	Band 3 – Accomplished Level 2	Band 4 - Expert
	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Support others e.g. ITT students	Significant support of other staff
FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Cluster
1.1 Set high expectations which inspire, motivate and challenge pupils <input type="checkbox"/> establish a safe and stimulating environment for pupils, rooted in mutual respect <input type="checkbox"/> set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions <input type="checkbox"/> demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	M1/M2 Know the curriculum at year group level. Establish expectations and sufficient challenge to ensure progress by setting appropriate goals and targets for all children. Be a positive role model for children's behaviour. Attend curriculum evenings Produce class assemblies	M3: Provide support and advice within the context of own year group. e.g year group plan and resources. M4: Develop the skills of others, such as Pre ITT students, Trainee TAs and Identified students on initial placements to enable them to be able to inspire, motivate and challenge.	M5: Provide support and advice beyond own year group e.g. through planning and supporting another year group (e.g staff meetings, INSET / Peer Support). M6: Have a significant impact on the work of others to improve teaching across the school. M6: Maintain a positive and proactive approach to the demands of the whole school changes	Take an active part in Cluster activities or activities with partner schools
Evidence	Well organised and appropriate resources made available to children.	M3/M4 School Values are actively promoted through the taught curriculum (displays, planning, SMSC evidence)	M5 Evidence that children make independent use of resources appropriate to the task (lesson observations and learning walks)	Embody School Values by participating in professional dialogue with colleagues from across the Cluster and other schools, focussing on

		<p>Active within Year group in providing a stimulating, environment, promoting independence in learning</p> <p>Resources are clearly labelled within class and available for independent use.</p> <p>M4 Learning environment is clear and conducive to learning (as evidenced in Learning Walk)</p> <p>Actively promote and support school values (evidenced in Staff Meetings and Learning Environment)</p>	<p>Contribute to evaluations of behaviour, routines and positive systems of rewards within school</p> <p>M6 All colleagues are supported in creating stimulating learning environments (evidenced in CPD evaluations, learning walks)</p> <p>Play a proactive role in promoting school values and find solutions to issues identified by colleagues (staff meeting minutes, CPD Evaluations)</p>	<p>SMSC, raising academic expectations and challenging children (evidence of participation in nationally accredited professional development out of school, research projects, SMSC focussed activities and pupil led activities focussing on academic excellence)</p>
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	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Accomplished	Band 4 - Expert
	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Starting to support others e.g. ITT students	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Cluster
<p>1.2 Promote good progress and outcomes by pupils</p> <p><input type="checkbox"/> <input type="checkbox"/> be accountable for pupils' attainment, progress and outcomes</p> <p><input type="checkbox"/> <input type="checkbox"/> be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</p> <p><input type="checkbox"/> <input type="checkbox"/> guide pupils to reflect on the progress they have made and their emerging needs</p> <p><input type="checkbox"/> <input type="checkbox"/> demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p><input type="checkbox"/> <input type="checkbox"/> encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	<p>M1: With support and appropriate mentoring (of the teacher) most pupils achieve in line with school expectations through the use of appropriate differentiation to include children with SEN/G&T and specific groups including gender; ethnicity and FSM</p> <p>M2: Most pupils achieve in line with school expectations</p>	<p>M3: Almost all pupils, with appropriate intervention strategies in place (put in place by more experienced teacher) achieve in line with school expectations</p> <p>M4: Almost all pupils achieve in line with school expectations</p>	<p>M5: Almost all pupils achieve in line with school expectations meeting individual targets. Begin to support their year group in achieving good progress e.g. suggesting strategies / peer observation.</p> <p>M6: Almost all pupils achieve in line with school expectations meeting individual targets. Some pupils exceed school expectations and targets Provide support to your key stage in achieving good progress e.g. suggest strategies / peer observation.</p>	<p>Demonstrate the skills that enable children to regularly exceed school expectations and targets. Almost all children will achieve in line with school expectations which are catered to individual children in a class and reviewed yearly. Develop and manage appropriate intervention strategies that support such progress. Begin to appraise support staff</p>
Evidence	<p>M1/M2</p> <p>Books marked regularly in line with school policy</p> <p>M1</p> <p>With support, able to use</p>	<p>M3/M4</p> <p>Consistently good marking in all subjects, informing children of next steps in learning</p>	<p>M5/M6</p> <p>Marking enables children to respond in order to deepen understanding about their own learning</p>	<p>Support staff in demonstrating effective marking and feedback , captured in books and also within completed</p>

	<p>Target Tracker</p> <p>M2 Use data to identify the need for interventions (evidenced at Pupil Progress Meetings)</p>	<p>M3 Independently seek support from colleagues to help support a range of interventions within class (evidenced in CPD forms)</p> <p>M4 Able to use data confidently and beginning to support colleagues in their use of data to identify areas to be addressed (captured in CPD forms or apparent at Pupil Progress Meetings)</p>	<p>Evidence within planning that teacher is using feedback/reflection by children to inform next steps in planning process</p> <p>M5 Confident use of Data at Pupil Progress Meetings and Staff/Governors Meetings Able to identify an intervention to meet a need (evidenced in Intervention Folder and Pupil Progress Meetings)</p> <p>M6 To successfully use Assessment for learning strategies (e.g.VAK) Confidently use FFT Aspire and RaiseOnline to identify trends and areas for development</p>	<p>CPD forms Help develop other methods of feedback</p> <p>Support others in using FFT Aspire and RaiseOnline Drive improvements by contributing to Raising Achievement Plans (evidenced in RAPs and Embedding Ambition sheets) Evaluate Intervention Strategies as to their impact (evidenced in Embedding Ambition Sheets)</p>
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	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Accomplished	Band 4 - Expert
	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Starting to support others e.g. ITT students	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Cluster
<p>1.3 Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> □□ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings □□ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship □□ demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject □□ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 	<p>M1: Know and understand the curriculum at current year group level. This will be evidenced by use of subject knowledge during teaching. Demonstrate high standards of literacy; Articulacy and the correct use of standard English regardless of specialist subject. Know who the subject experts are within the school and use their support.</p> <p>M2: Building on M1 but requiring less intensive support. Demonstrate a clear understanding of appropriate teaching strategies. Take responsibility to keeping up to date with curriculum changes</p>	<p>M3: Play a more prominent role within designated Curriculum team, e.g. carry out designated tasks as directed by team leader.</p> <p>M4: Access advice and adapt practice; feeding back to the SLT to improve teaching and learning.</p>	<p>M5: Take a significant role in subject area, including developing and evaluating the subject. M6: Build on M5 and use evaluation evidence to improve subject and curriculum to have impact on learning. Lead the development of others in a way that has a tangible impact on subject and curriculum knowledge and development.</p>	<p>Lead the development of others in a way that has a tangible impact on subject and curriculum knowledge and development</p> <p>Working parties and links with other schools. Feed back to improve practice in school.</p> <p>Lead progress throughout the school including national data analysis.</p> <p>Using data to drive progress in standards.</p> <p>SLT to look at pro-forma for appraisal file / evidence to go on standards tracker.</p>

<p>□□if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>				
<p>Evidence</p>	<p>M1/M2 Lesson observations show correct use of technical and subject specific language</p>	<p>M3 Contribute to a staff meeting by supporting a leader.</p> <p>M4 Act as a resource to colleagues-evidenced through completion of CPD forms by colleagues or from recorded comments)</p>	<p>M5 Take an active role in drafting Embedding Ambition Sheets Promote specific subjects by creating a 'buzz' around it (displays, themed days, activities)</p> <p>M6 Take a lead role in running CPD for colleagues and running Staff Meetings/INSET</p>	<p>Support the development of others (Captured within CPD Forms written by colleagues) Take responsibility for Embedding Ambition Sheets-presenting them to Leaders/Governors, implementing activities and writing evaluations and presenting them to Leaders. Plan and Lead Curriculum Evenings for Parents</p>

	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Accomplished	Band 4 - Expert
	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Starting to support others e.g. ITT students	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Cluster
<p>1.4 Plan and teach well structured lessons</p> <ul style="list-style-type: none"> <input type="checkbox"/> impart knowledge and develop understanding through effective use of lesson time <input type="checkbox"/> promote a love of learning and children's intellectual curiosity <input type="checkbox"/> set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired <input type="checkbox"/> reflect systematically on the effectiveness of lessons and approaches to teaching <input type="checkbox"/> contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	<p>M1: With structured support and mentoring, most lessons are showing good elements including effective use of lesson time; engagement of children; effective questioning; Clear AfL within the lesson leading to progress by all groups.</p> <p>M2: All teacher profiles are showing good elements and there is evidence of on-going improvement (using CPD evaluation and feedback from peer).</p>	<p>M3: Most of teacher profiles are judged good or better</p> <p>M4: All teacher profiles are judged good or better</p>	<p>M5: All profiles are good with some elements of outstanding</p> <p>M6: All profiles are good with many elements of outstanding</p>	<p>Whole school responsibility is taken for modelling and developing other teachers to improve teaching across the school. (examples e.g numicon).</p> <p>An active role is taken in curriculum development across the Cluster or with partner schools</p>
Evidence Teaching Profile=Planning, Book Scrutiny, Observations, Data and Pupil Conferencing				Evidence of Peer Coaching Leading CPD Responding to needs identified by teachers

	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Accomplished	Band 4 - Expert
	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Support others e.g. ITT students, Teaching Assistants	Significant support of others / staff.
FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Cluster
<p>1.5 Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> □□ know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively □□ have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these □□ demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development □□ have a clear understanding of the needs of all pupils, including those with 	<p>M1: Have a basic understanding of the development of children within the ethos of the School. With significant support, know when and how to differentiate appropriately. Have a clear understanding of the needs of all children.</p> <p>M2: As M1 but expectation that only support is from Year Leader.</p>	<p>M3: Know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Proactively seek support as and when needed.</p> <p>M4: Develop further skill and independence. Provide evidence of a range of approaches to differentiation e.g. support, task, outcome.</p>	<p>M5: Use knowledge and skills in order to develop others to ensure that teaching and learning improves. Evidence when it has worked.</p> <p>M6: Have significant knowledge and understanding of the wide range of needs of pupils across the school. e.g. bank of evidence across the school</p>	<p>Within own school, lead the adaptation of teaching to ensure needs of pupils are met. These adaptations can be fed into curriculum teams to ensure whole school picture e.g. by presenting feedback from curriculum team or to governors.</p>

special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.				
Evidence	Evidence of effective TA deployment in planning My Plans and My Plans+ written with the support of the SENCO and M5 teachers	<p>M3 TA's well informed about the needs of each child and planning this demonstrates this</p> <p>M4 Book Scrutiny shows appropriate 'matching' of task to ability of each child and to learning intention.</p> <p>M4 My Plans and My Plans+ are written independently Liaise with parents about the needs identified in plans.</p>	<p>Subject Leader Folders</p> <p>M5 Support staff in writing and implementing My Plans and My Plans+</p> <p>Respond to Embedding Ambition and Driving Improvements sheets- Implement changes</p>	Lead on the activities highlighted in any Embedding Ambition Sheets and ensure that they are evaluated for impact, feeding back to Leadership Team

	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Accomplished	Band 4 - Expert
	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Support others e.g. ITT students, year group colleagues	Significant support of others

FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Cluster
<p>1.6 Make accurate and productive use of assessment</p> <p>□□know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>□□make use of formative and summative assessment to secure pupils' progress</p> <p>□□use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>□□give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	<p>M1 With support, know and understand how to assess relevant subjects and curriculum areas. Make use of formative and summative assessments to secure pupil progress. Use relevant data to monitor progress, set targets and plan subsequent lessons. Give pupils regular feedback orally and through accurate marking and encourage pupils to respond to feedback.</p> <p>M2 Make increasing use of formative and summative assessment more independently and suggest patterns in attainment and progress.</p>	<p>M3 Gain greater skill in use and manipulation of data to support more specific groups</p> <p>M4 Embed these skills Take a leading role in presenting data to SLT and GB</p> <p>M4 Be proactive in identifying issues stemming from data and suggesting alternative strategies to raise attainment and progress.</p>	<p>M5: Support year group colleagues in use of Assessment. Broker support for others, when and where appropriate, liaising with Assessment Lead and CPD lead</p> <p>M6: Monitor whole school data to ensure impact on teaching and learning within your known subject.</p>	<p>Monitor progress in curriculum area and year groups. Use awareness of RAISE online data and FFT</p> <p>Aspire to Improve teaching and learning of specific groups across the school.</p> <p>Train other colleagues to use assessment effectively.</p>
Evidence	Pupil Progress Meeting Notes Structured Conversations	Staff and Governor Meeting notes written by Governors	Record of CPD given to colleagues	CPD feedback from colleagues

	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Accomplished	Band 4 - Expert
	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Starting to support others e.g. ITT students	Significant support of others
FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Cluster

<p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> □□ have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy □□ have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly □□ manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them □□ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	<p>M1: Have clear rules and routines in classroom. Have high expectations of behaviour with clear strategies for developing positive discipline. Establish a safe and stimulating learning environment rooted in mutual respect. With support conduct structured conversations that address aspects of behaviour.</p> <p>Take joint responsibility with all colleagues for whole school behaviour issues to ensure consistency throughout the school.</p> <p>M2: Continue to build on strategies to improve the above. Gain greater awareness of the wider learning environment e.g. playground.</p> <p>Take joint responsibility with all colleagues for whole school behaviour issues to ensure consistency throughout the school.</p>	<p>M3: Participate fully in development of school policies and practice relating to all aspects of the management of behaviour.</p> <p>Take joint responsibility with all colleagues for whole school behaviour issues to ensure consistency throughout the school</p>	<p>M5: Support colleagues with behaviour issues, if they arise e.g supporting less experienced colleagues in meeting with parents to discuss challenging issue. Take joint responsibility with all colleagues for whole school behaviour issues to ensure consistency throughout the school.</p> <p>M6: Monitor pupils' emotional health, safety and well being across the Key Stage. e.g timeout book, TAC meeting, CIN meetings, spotting trends?</p> <p>Take joint responsibility with all colleagues for whole school behaviour issues to ensure consistency throughout the school.</p>	<p>Be able to articulate our strategies, policies and practices to others e.g. Visitors, students, other schools etc (how?)</p> <p>Advise others on the development of a positive ethos and behaviour in other settings.</p> <p>Monitor pupils' emotional health, safety and well being across the school.</p> <p>Take joint responsibility with all colleagues for whole school behaviour issues to ensure consistency throughout the school.</p> <p>Analyse pupil survey and feed back to staff.</p>
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Evidence	M1/M2 Ensure consistency in day to day 'reminders' to children (walking within school, walking on the left, holding doors, shirts)	M3 Responsible for sharing whole school policy with students and other visitors to the school M4 Review Time Out Book in relation to children within your own class, looking for trends and putting in place strategies to deal with behaviour issues.	M5 Support colleagues with looking at trends with behaviour and offering solutions M6 Promote Leadership and responsibility amongst children within each year group, highlighting the role that Prefects, School Council, etc can play in providing positive role models. Evidence within Team that these roles have been discussed with children (e.g. Display)	UPS Use Pupil Survey to engage staff with Health, Safety and Well Being, drawing their attention to how it can provide pointers with regards to changing provision within each Key Stage
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	Band 1 - Teacher	Band 2 - Accomplished	Band 3 - Accomplished	Band 4 - Expert
	M1-M2	M3-M4	M5-M6	UPS 1-3
Level of support for teacher	With support and mentoring:	Independently:	Starting to support others e.g. ITT students	Significant support of others

FOCUS AREA	Focus: Own class	Focus: Year Group	Focus: Whole School	Focus: Cluster
<p>1.8 Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> make a positive contribution to the wider life and ethos of the school <input type="checkbox"/> <input type="checkbox"/> develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support <input type="checkbox"/> <input type="checkbox"/> deploy support staff effectively <input type="checkbox"/> <input type="checkbox"/> take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues <input type="checkbox"/> <input type="checkbox"/> communicate effectively with parents with regard to pupils' achievements and well-being. 	<p>M1: Know and understand the priorities of the school. Communicate effectively with parents and other professionals with regards to pupils' achievements and well being. Host students on NVQ courses.</p> <p>M2: Understand the links between effective classroom practice and school improvement and demonstrate this by becoming involved in whole school issues or initiatives.</p>	<p>M4: Have experience teaching in more than one year group.</p> <p>Host Year 1 and 2 students and PGCE students on first placement.</p> <p>M5: Host TA training, work experience and pre-placement students.</p>	<p>M6: Have relevant experience of leading or managing an aspect or issue across the school, e.g belong, aspire, achieve, world book day, council, one off days linked to subject.</p> <p>M6: Be able to keep up to date with changes and adapt practice accordingly.</p> <p>M6: Host Year 3 and Final placement students</p> <p>M6: Responsibility for timetabling communal areas.</p>	<p>Make significant contribution to the wider life and ethos of the school. This will be something tangible, often captured within the SDP. Responsibility for young adults on work experience</p> <p>Mentoring of students and liaising with University.</p>
Example	M1/2 Responsible for Teaching Assistants within your own class	M3/4 Support others in the year group in using Teaching Assistants effectively	M5/6 Monitor and evaluate the use of TAs across a year group, taking responsibility for their deployment within	UPS Evidence of Networking or playing a key part in Cluster or National activities (Cleeve Cluster,

		<p>M3/M4 Take assemblies Play an active role in school wide activities such as clubs, trips and PTA events</p> <p>M4 Lead on Year group WOW days</p>	<p>the team, in order to meet the needs of children across the year group.</p> <p>M5 Take whole school responsibility for leading on events such as Red Nose Day, Curriculum Days and Weeks</p> <p>M6 Coordinate school events that form part of wider National Events</p>	<p>Cheltenham Learning Partnership) Leading on activities within Cleeve Cluster or other Partnerships</p>
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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.

- ☐☐ Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others

- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 3

Pay Appeals Procedure

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

Stage 1 - Informal

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

Stage 2 - Formal

- 2.1 The member of staff should submit a written appeal, setting out the grounds and the detail upon which the pay decision is appealed. This should be sent to the person or committee who made the determination, within 5 working days of the notification of the decision being appealed against, or the outcome of the informal discussion.
- 2.2 The person or committee who made the determination will arrange a hearing, within 10 working days of receipt of the written appeal, at which they will consider the appeal and give the staff member an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.3 Following the hearing the member of staff will be informed in writing of the decision and the right of appeal. Any appeal must be submitted within 5 working days from receipt of written confirmation of the decision.
- 2.4 Any further appeal will be heard by a panel of 3 governors who were not involved in the original determination. The appeal will normally be heard within 20 days of the receipt of the written notification of appeal. The staff member will be given an opportunity to make representations in person and / or be accompanied by a friend or trade union representative.

- 2.5 The decision of the appeal panel will be given in writing within 5 working days and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision.
- 2.6 The decision of the panel will be final. There will be no further right of appeal.