

Waterbeach Community Primary School



Pay Policy

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Our school encourages each child to grow into a happy, confident individual, thriving in a supportive community where each is inspired to learn and discover through a kaleidoscope of opportunities, with space to imagine and to create.

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Pay Policy 2021

Introduction

September 2021 Pay Award

- 1.1. The minimum and maximum of the pay ranges and allowances for the September 2021 pay award are set out in the STPCD 2021,
- 1.2. Decisions about teachers' pay progression must be linked to the Appraisal Policy and are based on criteria set out in the School's Pay Policy 2020/2021.
- 1.3. The Pay Body will operate the Pay Policy as the 'relevant body', as defined in the STPCD, and for the pay arrangements agreed for all the support staff which will:
 - Grade posts appropriately within the conditions of employment identified in the current STPCD and the conditions of service for support staff employed by the Pay Body.
 - Take into account pay relativities between posts within the teachers of the Pay Body and support staff of the Pay Body.
 - Ensure that the annual appraisal of all teaching staff, including those absent from duty for any reason, is fairly and properly conducted in accordance with the School's Appraisal Policy as soon as possible [by 30 November 2021, at the latest; 31 December 2021, for the Headteacher].
 - Where a pay determination leads or may lead to the start of a period of safeguarding, the Pay Body will give the required written statement of notification as soon as possible, and no later than one month after the date of the determination.
 - Ensure that discretion available under the STPCD is exercised in a fair and equitable manner.
 - Give recognition to assigned Teaching and Learning Responsibilities (TLR), whether for a permanent post, an acting period, or a temporary project (TLR3).
 - Comply with the salary safeguarding arrangements in the current STPCD.
 - Ensure that an appropriate evaluation process is used to determine the salary range for members of support staff.
- 1.4. This policy statement will be available to employees of the Pay Body.

2. Delegation of Decision Making

Headteacher

- 2.1. Except where otherwise stated, the Pay Body will delegate the day-to-day management of the policy to the Headteacher in consultation with the Chair of the Pay Body. The Headteacher will report to the Pay Body those occasions when the delegated responsibility has been exercised in respect of the discretionary elements of the STPCD and the pay provisions for support staff.
- 2.2. The Headteacher shall make annual recommendations on the salary of all employees to the appropriate committee of the Pay Body. This will include

sufficient information for the Pay Body to assess their position with regard to the gender pay gap reporting requirements and public sector equality duty.

2.3. The Pay Body requires that the Headteacher has regard to the budget approved by the Governing Body or Trust and the requirements of employment legislation; in particular:

- The Equality Act 2010 (including requirements under the Public Sector Equality Duty and Gender Pay Gap reporting requirements)
- The Employment Rights Act 1996
- The Employment Relations Act 1999
- The Employment Act 2002
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The ACAS Code of Practice (section 199 of the Trade Union and Labour Relations (Consolidation) Act 1992)
- The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002

The Pay Body expects the Headteacher to seek advice, where appropriate, from persons engaged by the Pay Body to provide such advice.

An Appropriate Committee Structure

2.4. The Pay Body will delegate to a committee of governors (hereafter referred to as the "Review Committee") decisions arising out of this policy and/or the Appraisal Policy. The number of governors on the committee shall normally be five, of which at least three governors shall sit in rotation. No member of the Review Appeals Committee, referred to below, will be a member of the Review Committee. No governor who is employed by the Pay Body may be a member of the Review Committee or the Review Appeals Committee.

2.5. The Pay Body will delegate to a committee of governors (hereafter referred to as the "Review Appeal Committee") any appeals by individual employees against decisions of the Review Committee in 2.4 arising out of this policy or the Appraisal Policy. The number of governors on the committee shall normally be five, of which at least three governors shall sit in rotation. Any appeal will be dealt with before a final decision is reported to the Pay Body.

2.6. The Pay Body will delegate to a committee of governors (hereafter referred to as the "Review Appeal Committee") any appeals by individual employees against decisions of the Review Committee in 2.4 arising out of this policy or the Appraisal Policy. The number of governors on the committee shall normally be five, of which at least three governors shall sit in rotation. Any appeal will be dealt with before a final decision is reported to the Pay Body.

2.7. Meetings of the Review Committee and the Review Appeal Committee will be convened by the Clerk to the Pay Body. Such meetings will normally be arranged within 20 working days of the date the employee requests the meeting, and five working days' notice of the date and time of the meeting will be given.

Those entitled to attend meetings of these Committees are outlined in Annex A and B.

Review of Recommendations to, or Decisions of, the Review Committee

- 2.8. Prior to making a salary recommendation to the Review Committee the Headteacher (or Chair of the Appraisal Review Committee in the case of the Headteacher) will inform the employee of their recommendation to the Review Committee and the date this Committee will be considering their recommendation.
- 2.9. A teacher who is dissatisfied with a pay recommendation has the opportunity to discuss the recommendation informally with the appraiser or Headteacher before the recommendation is actioned.
- 2.10. Whilst there is no right of appeal to the Headteacher's recommendation, if the employee does not agree with the recommendation to be made, then they may provide a written statement to the Clerk of the Pay Body which will be provided to the Review Committee to consider alongside the pay recommendation and the employee will be invited to attend a formal meeting with the Review Committee.

The statement provided by the employee must indicate the reason/s why they disagree with the recommendation and must fall within one or more of the following:

That the recommendation:

- incorrectly applied any provision of the appropriate salary and/or appraisal policy
- in the case of a teacher, failed to have proper regard to the STPCD statutory/ contractual guidance
- failed to take proper account of relevant evidence
- took account of irrelevant or inaccurate evidence
- was biased; or
- otherwise unlawfully discriminated against the employee

The employee will have a minimum of five working days' notice between the date they are informed of the recommendation and the date of the meeting of the Review Committee to provide this written statement. The Clerk of the Pay Body will provide the Headteacher (or Chair of the Headteacher's Appraisal Review Committee, in the case of the Headteacher) with a copy of the written statement submitted by the employee prior to the meeting of the Review Committee.

- 2.11. The employee will be given the opportunity to make representations, including presenting evidence, calling witnesses and the opportunity to ask questions at a formal meeting with the Review Committee. The decision of the Review Committee will be provided to the employee in writing. The employee will be advised of the right of appeal against the decision of the Review Committee to the Review Appeal Committee.

- 2.12. The procedure to be followed for the review hearing is attached at Annex A.

Appeals against Salary or Appraisal Decisions

- 2.13. The employee may appeal against the decision of the Review Committee within five working days of receipt of the determination by notifying the Clerk

to the Pay Body in writing of the reasons for the appeal, which must be as stated in paragraph 2.10 above.

2.14. The decision of the Review Appeal Committee shall be final. Once an appeal has been resolved, the final decisions regarding the assessment of salaries shall be reported to the Pay Body.

2.15. The procedure to be followed for the appeal is attached at Annex B of this policy.

Threshold Application

2.16. An application must be made by September 30th and submitted to Jane Green Head Teacher.

A successful applicant will progress to a point* on the upper pay range determined by the Headteacher from 1st September 2021 from which progression to the upper pay range will be paid. This may be termly or annually.

* The policy may determine that successful applicant will progress to the minimum of the upper pay range or delegate discretion to the Headteacher to determine to which point on the upper pay range the successful applicant may progress. See Annex C.

A successful applicant will have demonstrated through the appraisal process:

- that they are highly competent in all elements of the relevant standards; and
- that their achievements and contributions are substantial and sustained.

See Annex C for the Pay Body's definition of "highly competent" and "substantial and sustained".

2.17. The Headteacher shall inform the teacher of the recommendation to be made to the Review Committee regarding the threshold application as soon as possible after the closing date has passed. The Headteacher shall provide oral feedback on the relevant criteria indicated or, in the case of an unsuccessful application, in writing on the original application form. Feedback shall also include advice on aspects of performance that would benefit from further development. The process to be followed where the employee does not agree with the recommendation is as outlined in paragraph 2.8 to 2.14.

2.18. Upper pay range decisions will only apply to posts under the employment of this Pay Body.

Statement of Salary

2.19. Salary assessment forms will be issued to confirm salary determinations.

The Chair of the Pay Body

2.20. The Chair of the Pay Body will be available to the Headteacher for consultation on those matters of this policy delegated to the Headteacher. In this instance, the Chair of Pay Body may not be a member of the Review Committee or Review Appeal Committee.

The Appraisal Review Committee for the Headteacher's Performance Review

- 2.21. The Pay Body will delegate 3 governors, none of whom shall be employees of the Pay Body, to carry out the appraisal review for the Headteacher. The delegated governors may be supported by an external adviser appointed by the Pay Body. The agreed performance objectives and indicators/measures may be referred for moderation to a meeting of the Chair of the Pay Body.

3. Exercise of Discretion Under the STPCD

Starting Salary of New Classroom Teacher Appointments

- 3.1. When advertising a teaching post the Pay Body, or delegated committee, will identify the range of salaries the Pay Body is prepared to pay, subject to qualifications and experience. The Pay Body will not normally agree to match current/previous salaries without first considering the merits of the application and the salary of teachers employed by the Pay Body.
- 3.2. Where the Headteacher or selection panel regards a teacher to have the relevant teaching experience or non-teaching experience, which is **directly relevant** to the post being offered, then an appropriate salary will be offered within the advertised range.
- 3.3. The Headteacher will provide a statement for the appropriate committee of the Pay Body detailing the reasons the salary has been awarded, together with the position on the appropriate range in the Pay Body's salary structure.

Calculation of Part-Time Teachers' Salaries

- 3.4. The Pay Body will ensure that all part-time teachers employed by the Pay Body will have their salaries calculated in accordance with the STPCD and the "pro-rata principle", except where a part-time teacher is awarded a TLR3.
- 3.5. The Pay Body will ensure that the total amount of time for which a part-time teacher may be directed is calculated in accordance with the STPCD and the "pro-rata principle".
- 3.6. All part-time teachers will be advised of how their salary and directed time are calculated.

Recruitment/Retention Incentives

- 3.7. The Pay Body may have a policy concerning any payment of recruitment/retention incentives or benefits in accordance with paragraph 27 of the STPCD.
- 3.8. The policy adopted by the Pay Body will be made known to employees and set out as Annex D to this policy.

Staffing Structure

3.9. The Headteacher will annually recommend to the Pay Body a staffing structure for the School that:

- Takes account of any financial limits determined by the Pay Body or delegated committees
- Identifies the posts to which allowances will be allocated for permanent TLRs, in accordance with the requirements of the STPCD
- Will determine the value of any TLR post that is to be paid for a short-term period. A statement identifying a payment within the range for TLR3, the length of time for which it will be paid, and the reason for the short-term payment will be provided to the appropriate committee of the Pay Body
- Identifies the level of allowance to be allocated to each permanent TLR post between the minimum and maximum limits set out for each TLR in the STPCD, and the different levels that may be paid within each TLR in the staffing structure in accordance with the STPCD
- Identifies the level of salary to be allocated to any Leading Practitioner posts together with the salary ranges to be assigned to each post
- Identifies posts to be paid on the leadership group pay range together with the salary ranges assigned to each post
- Identifies any post to which a salary from the Special Educational Needs (SEN) range of salaries will be allocated together with the level of each allowance to be paid
- Identifies the staffing structure for support staff posts together with the evaluated salary range assigned to each post

The staffing structure and pay ranges approved by the Pay Body shall be published with this pay policy.

3.10. If the recommendation contains changes in the staffing structure that will directly impact on employees employed by the Pay Body, employees and recognised trade unions will be informed and consulted before the final salary structure is published.

Special Educational Needs

3.11. The Pay Body will award an allowance to any teacher who satisfies the requirement of the STPCD, paragraph 21.

3.12. The post and allowance/s will be identified in the staffing structure and will be spot salaries selected from the SEN range. The value of allowances should be based on whether any mandatory qualifications are required, other qualifications and expertise relevant for the post and the relative demands of the post.

Awards for Performance Progression to Teachers Paid on the Main Pay Range, the Upper Pay Range or Unqualified Teachers' Pay Range

(Pay progression will be linked to the assessment of performance, as determined under the Appraisal Policy).

3.13. At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of this policy, the Review Committee will consider written

recommendations from the Headteacher that a teacher be paid a higher salary on the classroom teachers' main pay range as determined by the Pay Body, or the upper pay range, depending on which range the teacher is currently paid. The Headteacher will also provide written reasons why any teacher should not progress on either range. Please note comments under section 2.2.

- 3.14. Any recommendations for progression to a higher salary made by the Headteacher shall be in respect of the teacher's performance during the previous year measured against the performance review under the Pay Body's Appraisal Policy, with particular reference to the achievement of objectives identified in Annex E and their individual performance management objectives set at their last review.
- 3.15. Recommendations for pay increases will be differentiated so that any increase is clearly attributable to the performance of each teacher.
- 3.16. A teacher on the main pay range whose performance meets the criteria set out in Annex E could reasonably expect to reach the maximum of the range after five years. The Headteacher may recommend that there will be no progression on the range in a given year where the outcome of the appraisal does not warrant progression. An Early Career Teacher who achieves the required standards during their induction will normally progress to the second point on the main pay range from the following September in accordance with paragraph 2.3.
- 3.17. Where a teacher has been absent through long term illness or on maternity leave (or other long-term leave) the Headteacher will ensure that a performance review has been conducted. If a review cannot be conducted until the teacher returns to school, the Headteacher will conduct a review following the teacher's return. If the recommendation is to pay the teacher on a higher salary on the appropriate pay range the award may be backdated to the date on which the award would normally have been paid.

4. Leading Practitioner Posts

- 4.1. The Pay Body may decide to include leading practitioner post/s in the structure where it receives a recommendation from the Headteacher to consider such a post.
- 4.2. Where a leading practitioner is appointed the Pay Body shall select an individual post range on the pay range designated for leading practitioners.
- 4.3. At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of this policy, the Review Committee will consider recommendations from the Headteacher that any leading practitioner be paid a higher salary subject to the maximum of the individual range. The criteria on which such a recommendation will be based is set out in Annex F.

5. The Leadership Group (See Annex G)

Deputy and Assistant Headteachers

- 5.1. The Pay Body, following consideration of the relevant criteria set out in the STPCD, will determine the pay range for a newly appointed Deputy Headteacher or Assistant Headteacher's salary.
- 5.2. At the time of appointing a new Deputy Headteacher or Assistant Headteacher, the selection panel of the Pay Body making the new appointment shall determine the salary point on the pay range. The selection panel shall have regard to advice available from persons engaged by the Pay Body.

Awards for Performance to Deputy and Assistant Heads

- 5.3. At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of this policy, the Review Committee will consider recommendations from the Headteacher that any Deputy Headteacher or Assistant Headteacher be paid additional points subject to the maximum of their range. The Pay Body expects that the objectives for a deputy or assistant Headteacher will have become progressively challenging as the teacher has gained experience in the role.
- 5.4. Where there are substantial difficulties in retaining the services of a current Deputy Headteacher or Assistant Headteacher the Pay Body may decide to change the salary range in accordance with the STPCD. Only in exceptional circumstances may the Deputy Headteacher or Assistant Headteacher's range overlap the Headteacher's pay range.

6. Annual Assessment of the Salary of Teachers

Annual Assessments

- 6.1. On or before 1 September of each year, or as soon as possible thereafter, the Headteacher will carry out an annual assessment of salary for each teacher, including Deputy Headteacher's and Assistant Headteachers, leading practitioners and unqualified teachers employed in the School.
- 6.2. The Review Committee will receive the pay recommendations from the Headteacher by November at the latest, awards will be backdated to 1 September of the current year.

7. Determination of Leadership Group Salaries

Group of the School; Headteacher Pay Range (HTPR) and Pay Ranges for Other Members of the Leadership Group

- 7.1. To determine the group of the school by which the HTPR is identified, the Pay Body will re-calculate annually the appropriate unit total of the School.

- 7.2. The Pay Body will assign the school to the appropriate Headteacher Group (HTG) whenever a new Headteacher is to be appointed and on such occasions as the Pay Body sees fit. The Headteacher may make representations to the Review Committee to consider assigning the School to a new HTG.
- 7.3. If the Pay Body changes the group of the School having re-calculated the unit total, the Pay Body will identify a HTPR which will ensure that the minimum of the HTPR is not below the minimum of the salary range for the HTG.
- 7.4. The HTPR of the School shall be a range of consecutive salary points selected by the Pay Body within the HTG range for the School.
- 7.5. The Recruitment Selection Committee, set up to appoint a new Headteacher, shall determine the salary point on the HTPR to be paid, ensuring that there is room for salary progression to be determined by subsequent performance. The Recruitment Selection Committee shall have regard to advice available from persons engaged by the Pay Body.
- 7.6. If the Pay Body agrees to the Headteacher also being made the Headteacher of another School permanently, the Headteacher's salary will be determined in accordance with STPCD 2021 (paragraph 6.6).
- 7.7. Where such a decision is made then the Pay Body will also review the salary ranges of any other teachers affected by the arrangement by increased responsibilities. Where such arrangements are temporary the safeguarding provisions will not apply.
- 7.8. The pay ranges for a Deputy Headteacher or Assistant Headteacher shall be determined with reference to the School's HTPR as defined by the STPCD.

Annual Review of Headteacher's Salary

- 7.9. At the beginning of each academic year, or at any such time as the Pay Body (in consultation with the Headteacher) may decide, the Appraisal Review Committee referred to in 2.20 will agree with the Headteacher or (in the absence of an agreement) set performance objectives together with performance indicators/measures appropriate to each objective. The performance objectives will reflect the priorities identified in the School's development plan.
- 7.10. An external adviser appointed by the School will support the Appraisal Review Committee in carrying out the annual performance review of the Headteacher. The performance review and review statement will be conducted in accordance with the Pay Body's Appraisal Policy.
- 7.11. In the Autumn Term of each year, (or were determined differently by the Pay Body as referred to in 7.9 above, in the half term immediately prior to the anniversary of the setting of the performance criteria), the Review Committee will receive recommendations from the Appraisal Review Committee (having consulted the Chair of Pay Body, if they are not an appraisal review governor) regarding the salary of the Headteacher. The recommendation shall reflect the Appraisal Review Committee views based on the outcomes of the annual performance review and the Chair of Pay Body's view of the Headteacher's overall performance during the year. Any recommendation for progression within the HTPR will identify the recommended number of points proposed.

The Headteacher will be advised of the proposed recommendation and may make a written response to the recommendation.

- 7.12. The recommendation for the Headteacher will be made in a written statement to the Review Committee, giving reasons for the recommendation and the level of salary that it is recommended should be paid from 1 September, including any additional payments as identified in the STPCD, paragraph 10. The Review Committee will consider the recommendation, together with any written response from the Headteacher, and inform the Headteacher in writing by providing a salary statement, by 31 December, to be backdated to 1 September. The Headteacher will not be entitled to attend the meeting of the Review Committee.
- 7.13. If the Headteacher wishes to seek a review of the decision of the Review Committee regarding their pay, they may do so in accordance with the procedure set out in paragraph 2.19 of this policy. The Headteacher will have the right of appeal against the decision of the Review Committee in accordance with the procedure set out in paragraph 2.12 of this policy.

Determination of Discretionary Payments to Headteachers

- 7.14. The Pay Body may decide to pay additional payments to the Headteacher in accordance with paragraphs 10 of the STPCD.
- 7.15. Where a decision is made to increase the Headteacher's salary beyond the maximum of the appropriate HTG determined in accordance with paragraph 7.14 above, the total sum of all payments made to the Headteacher will not exceed 25 per cent of the maximum of the HTG, except in wholly exceptional circumstances, which will be approved by the Pay Body.
- 7.16. If it is considered necessary to exercise the provision set out in 7.15 above, the Pay Body will take external independent advice in accordance with paragraph 9.3 of the STPCD before agreeing to such a decision.

Acting Up Allowances

- 7.17. If during any absence of the Headteacher, Deputy or Assistant Headteacher or a TLR post holder, the acting appointment is made and maintained for a period then the Pay Body will consider within four weeks of the acting appointment whether or not the teacher shall be paid an acting allowance calculated in accordance with 7.18 below. If no allowance is paid the Pay Body may reconsider the position at any time.
- 7.18. In the prolonged absence of the Headteacher, a Deputy Headteacher, an Assistant Headteacher or a TLR post holder, the Pay Body may appoint a teacher to act up during the absence of the post holder. From the date that the Pay Body considers it necessary to make an acting appointment, an allowance will be paid equal to the difference between the salary currently paid to the person appointed to act up and a point considered appropriate by the Pay Body. The relevant conditions of service detailed within the STPCD will apply to any person in receipt of such an acting allowance.

8. Additional Payments for Teaching Staff

8.1. If the Headteacher, following consultation with the teacher/s affected, requests teachers to undertake:

- CPD to be undertaken outside of the school day;
- Activities relating to the provision of ITT as part of the ordinary conduct of the school day;
or
- Out of school hours learning activities,

then payments, as below, will be made to teachers agreeing to participate in such activities.

8.2. The daily rate payable to each teacher undertaking such CPD or ITT activities will be determined by the Pay Body. Periods of less than a day will be paid pro-rata.

8.3. Where additional responsibilities and activities are undertaken by a teacher resulting from the Headteacher having responsibility for more than one School, as provided for in paragraph 7.7 of this policy, the Review Committee of the Pay Body will review the teacher's salary to reflect the additional responsibilities and activities. The decision of the Review Committee will be reported to the next meeting of the Pay Body.

9. Unqualified Teachers

9.1. The Pay Body may employ unqualified teachers/instructors in the School. Such unqualified teachers will be paid in accordance with paragraph 17 of the STPCD.

9.2. The point on the Pay Body's unqualified teacher range, within the maximum and minimum of the range as set out in paragraph 17 of the STPCD, at which a new appointment will be paid, will be determined by the Headteacher, in consultation with the Chair of the Pay Body, and will take account of the qualifications and experience considered to be relevant to the post.

9.3. In addition to the appropriate point on the unqualified teachers' pay range the Headteacher, in consultation with the Chair of the Pay Body, may award an additional annual allowance in accordance with paragraph 22 of the STPCD to a person appointed as an unqualified teacher who either takes on a sustained additional responsibility, which is focussed on teaching and learning and requires the exercise of a teacher's professional skills and judgement or who the Headteacher and Chair of the Pay Body believes has additional qualifications and/or experience to warrant such an award.

9.4. The Headteacher will report any award of such an allowance to the Review Committee of the Pay Body.

9.5. The arrangements for salary progression and salary safeguarding for teachers also apply to unqualified teachers.

10. Salaries of Support Staff

10.1. On appointing a member of support staff the job description determined for the post will be evaluated in accordance with the adopted local authority job

evaluation scheme or via benchmarking internally and externally. Advice on appropriate evaluation processes will be sought from persons engaged by the Pay Body

10.2. The Headteacher, in consultation with the Chair of the Pay Body, will determine the appropriate point on the evaluated range having regard to:

- Relevant qualifications and/or competencies; and
- Recruitment/retention needs of the school in respect of the post.

The decision of the Headteacher will be reported to the Review Committee.

10.3. If at any time the Headteacher, in consultation with the Chair of the Pay Body, considers that a member of the support staff is being asked to undertake increased or decreased responsibilities permanently, the job description may be re-evaluated. If the evaluation provides for a higher salary, that salary will be paid to the post holder from a date determined by the Headteacher and, in the case of a temporary increase in responsibility, the date to which the new salary will be paid will also be stated. If the evaluation provides for a lower salary, the employee will be entitled to salary safeguarding for a period in accordance with Local Authority's policy for Community Schools. The new salary level will be reported to the Review Committee at its next meeting.

10.4. The Headteacher will make any recommendation to the Review Committee in respect of the salary of any member of the support staff to take effect annually in November. Where the Headteacher considers it appropriate, a recommendation to the Review Committee that a named member/s of the support staff shall be awarded an honorarium for the excellence of their performance during the previous year. The honorarium may either be paid as a lump sum payment at the next salary payment after the Review Committee's decision or as a 1/12 increase in monthly salary over the next year.

10.5. If any member of support staff wishes to appeal against their salary level, they may ask for a re-evaluation of their job description. If a member of the support staff decides to appeal against a decision of the Review Committee, then they shall enter a formal written statement of appeal. The appeal shall be heard by the Review Appeal Committee referred to in paragraph 2.5 above.

11. Salary Sacrifice Scheme

11.1. The Pay Body will support and encourage any salary sacrifice scheme as identified in the STPCD and made available by the Pay Body or the Local Authority in the case of Maintained Schools, from which teachers or support staff employed in the School benefit where there is no additional cost to the Pay Body's budget. **

12. Review of the Policy

12.1. The Pay Body will review this policy annually, or on any occasion when it is requested to do so by the Headteacher.

12.2. The Pay Body will consult with employees and the recognised trade unions at the time of the annual or any other review of the policy.

** Pay Bodies should be aware that there may be a cost if they continue to operate the salary sacrifice childcare voucher schemes established prior to 5 October 2018 when an employee in receipt of childcare vouchers is on maternity leave and is no longer receiving contractual pay.

Annex A: Procedure for a Review of a Salary Determination by the Review Committee of the Pay Body

This procedure complies with the guidance of the Secretary of State 'Implementing your School's Approach to Pay'.

1. Case for the Employee

The employee is entitled to be accompanied by a representative of their trade union or a workplace colleague.

The employee or representative:

- a) Presents the employee's written application for the review.
- b) The members of the Review Committee may ask questions of the employee.

2. The Chair of the Review Committee:

- a) Explains the process and evidence used to come to the recommendation/decision under review with reference to the written statement of reasons for the recommendation/decision previously provided to the employee.
- b) If the Review Committee has asked the Headteacher (or a governor as referred to in note 3 below) to be present at the hearing the Headteacher (or governor) may be asked questions by members of the Review Committee, and the employee or representative.

3. Summing Up and Withdrawal

- a) The employee, or representative, has the opportunity, to sum up, their case if they so wish.
- b) All persons other than the members of the Review Committee and the adviser (See note 5 below) are then required to withdraw.

4. Review Committee Decision

- a) The Review Committee and the person who is advising, (other than the Headteacher or a governor) are to deliberate in private, only recalling other persons to clear points of uncertainty on evidence already given. Any recall will involve both parties.
- b) The Chair of the Review Committee will announce the decision of the review to the employee, which will be confirmed in writing within five working days.

Notes:

1. For the purposes of the review, the Review Committee and the employee will have the following documents:
 - The written statement of reasons for the recommendation/decision previously provided to the employee.
 - The written statement of reasons for the application for the review from the employee. (The grounds for the appeal must comply with paragraph 2.8 of the pay policy).
 - Any additional documents to be used at the review hearing which must be provided to the other party at least 48 hours before the commencement of the hearing.
2. For the purposes of the review, the Review Committee may ask the Headteacher (or in accordance with note 3 below, a governor) to be present. In that event, the Headteacher (or governor) may also be asked questions by the members of the Review Committee and by the employee or their representative. The Headteacher (or governor) may **not** be involved in the decision of the Review Committee.
3. Where the Headteacher has asked for the review, the Review Committee may ask the Chair of the Pay Body or a representative of the governors referred to in 2.20 above to be present.
4. The Review Committee may have an adviser present.
5. The review is **not** an appeal against the recommendation/decision.

Annex B: Procedure for an Appeal against a Salary Decision of the Review Committee to the Review Appeal Committee of the Pay Body

This procedure complies with the guidance of the Secretary of State 'Implementing your School's Approach to Pay'.

1. The Appeal of the Employee

The employee is entitled to be accompanied by a representative of their trade union or a workplace colleague.

The employee or representative:

- a) Introduces the employee's written reasons for the appeal and the representative of the Review Committee and then members of the Review Appeal Committee may ask questions of the employee.
- b) May call witnesses, each of whom will have provided a written statement of the information they wish to give, and each witness may be asked questions by the representative of the Review Committee and then by the Review Appeal Committee.

2. The Response of the Review Committee

The representative of the Review Committee:

- a) Explains the process and evidence used to come to the decision being appealed with reference to the written statement of reasons for the decision of the Review Committee previously provided to the employee, and the employee or representative and then members of the Review Appeal Committee may ask questions of the representative of the Review Committee.
- b) May call witnesses, who will have provided a written statement of the information they wish to give, and each witness may be asked questions by the employee or their representative and then by the Review Appeal Committee.

3. Summing Up and Withdrawal

- a) The representative of the Review Committee has the opportunity, to sum up if they so wish.
- b) The employee, or representative, has the opportunity, to sum up, their case if they so wish.
- c) All persons other than the Review Appeal Committee and its adviser (see note 4 below) are then required to withdraw.

4. Review Appeal Committee Decision

- a) The Review Appeal Committee and adviser are to deliberate in private, only recalling the parties to clear points of uncertainty on evidence already given. Any recall must involve both parties.

- b) The Chair of the Review Appeal Committee will announce the decision to the employee, which will be confirmed in writing.

Notes:

1. For the purposes of the appeal, the Review Appeal Committee will have the following documents:
 - The written statement of reasons for the Review Committee decision previously provided to the employee.
 - The written statement of reasons for the appeal from the employee. (The grounds for the appeal must comply with paragraph 2.8 of the pay policy).
 - Any additional documents to be used at the appeal hearing which must be provided to the other party at least 48 hours before the commencement of the hearing.
2. For the purposes of the appeal, the Review Committee representative may call the Headteacher (or in accordance with note 3 below, a governor) as a witness for the Review Committee. In that event, the Headteacher (or governor) may be questioned as a witness.
3. Where the Headteacher has asked for the review the representative of the Review Committee may call the Chair of Governors and/or one of the governors referred to in paragraph 2.20 of the policy above as a witness.
4. The Review Appeal Committee may appoint an adviser who may not be an employee of the Pay Body.

Annex C: Access to the Teacher's Upper Pay Range

The annex should have been completed for the 2020 Pay Policy. If this is the case, then the annex will only require a review to ensure that the policy is fit for purpose and is being applied fairly and consistently. For reference, the issues which the Pay Body had to decide previously are set out below.

This Annex should set out how the Pay Body will define “highly competent” and “substantial and sustained”. The Pay Body is advised to refer to the DfE guidance, ‘Implementing Your School’s Approach to Pay’, for advice.

It is advised that the annex identifies;

- The date/dates by which an application should be made
- To whom the teacher should give the application
- The evidence the application should contain and over what period the evidence should relate
- The format of the application
- By whom and how the application will be assessed
- By when the applicant will know the outcome
- What level of pay progression the Pay Body’s policy allows for a successful application, i.e. will a successful applicant be paid at the minimum of the upper pay range or any point above that
- If there is a range of points on which a successful applicant can be paid the policy will need to include;
 - The range of salaries available
 - Who has delegated authority to decide the salary to be paid to the successful applicant
 - The criteria to determine how the delegated authority may be exercised
 - To whom the outcome of the delegated decision shall be report

Annex D: The Salary Points and Progression on the Main, Upper and Unqualified Teacher Pay Ranges

The Main Pay Range for 2021

The salary points for the main pay range 2021 are set out below.

In line with the recommendations in the STRB's 31st Report from 1 September 2021, a consolidated award of £250 is awarded to all teachers whose full-time equivalent basic earnings are less than:

- £24,000 in the Rest of England
- £25,194 in the Fringe
- £27,419 in Outer London
- £28,681 in Inner London

Any part-time teachers whose full-time equivalent basic earnings meet the eligibility criteria receive the award on a pro-rata basis according to their working hours.

The award should be paid to all eligible teachers, whether located on a published pay point or not, and should be independent of any progression considerations.

The treatment of teachers between existing published pay points, including the management of possible leapfrogging, will be at the discretion of the relevant body, which should ensure that no teachers located just above the pay thresholds for eligibility are significantly disadvantaged, relative to other teachers.

Relevant bodies should ensure that implementation of the pay award complies with the National Living Wage policy.

		England & Wales	Inner London	Outer London	Fringe
Main Pay Range	M1 (MPR minimum)	25,714	32,157	29,915	26,948
	M2	27,600	33,658	31,604	28,828
	M3	29,664	35,226	33,383	30,883
	M4	31,778	36,866	35,264	32,999
	M5	34,100	39,492	38,052	35,307
	M6 (MPR maximum)	36,598	42,624	41,136	38,174

Salary Points on Upper Pay Range

		England & Wales	Inner London	Outer London	Fringe
Upper Pay Range	U1 (UPR Minimum)	38,690	46,971	42,559	39,864
	U2	40,124	49,279	44,133	41,295
	U3 (UPR Maximum)	41,604	50,935	45,766	42,780

Salary Points on Unqualified Pay Range

		England & Wales	Inner London	Outer London	Fringe
Unqualified Teacher Pay Range	U1 (UTPR Minimum)	18,419	23,099	21,832	19,613
	U2	20,532	25,212	23,946	21,723
	U3	22,644	27,325	26,059	23,837
	U4	24,507	29,187	27,926	25,699
	U5	26,622	31,298	30,037	27,812
	U6 (UTPR Maximum)	28,735	33,410	32,151	29,924

[Questions for the Pay Body to consider:

- Does the Pay Body accept the advisory pay points for the Unqualified Teacher Pay Range?
- If the Pay Body does accept the advisory pay points, how will the Pay Body assimilate from the current pay points?
- Does the Pay Body intend to change the current number of points on the main pay range, the unqualified teacher range or the upper pay range?
- If so, how many points will each range have and what will the value of the points on the ranges be?

The Pay Body will need to decide the basis of the pay progression of teachers, e.g. determined by the outcome of the appraisal review process.

Teachers on the main, upper and unqualified teacher pay ranges will have their salary reviewed annually in accordance with paragraph 6 of the pay policy against the aims of the school and in accordance with the criteria which a teacher needs to meet to achieve salary progression.

- What level of performance does the Pay Body wish to reward?
- How will the Pay Body differentiate pay progression to reward different levels of performance, e.g. the use of “good” and “outstanding” or similar words to describe performance and, if so:
 - How will the Pay Body define “good performance” and “outstanding performance”?
 - Will the Pay Body’s criteria for pay progression include:
 - Achievement of objectives set under the appraisal policy and if so, what are the success criteria for each objective and the evidence to be collected?
 - Evidence of achievement of the Teachers’ Standards to a good or outstanding level, and if so how are those levels of achieving the Teachers’ Standards to be defined?
 - Levels of performance in classroom observations, and if so will Ofsted criteria be used to assess performance or some other criteria?
 - Who will make the recommendations about pay progression to the Review Committee?
 - What information is needed for a recommendation about pay progression?
 - Will the Pay Body use absolute or relative performance measures or a mixture of both? (See the DfE Departmental Advice)
 - Will the Pay Body have an upper limit on the amount of funding to be used for pay progression if so what will that level be?]

Annex E: Salary Ranges and Arrangements for Teachers Paid on the Leadership Group Range

[This annex should be completed by the Pay Body. It should set out the salary ranges and arrangements for teachers paid on the leadership group pay ranges.]

The Pay Body will need to consider whether paragraph 9.3 of the STPCD 2021 applies to the circumstances of the Headteacher.

The maximum of the Deputy Headteacher and Assistant Headteacher must not exceed the maximum of the HTG.

Changes to the determination of leadership group pay under the STPCD 2021 (paragraphs 4 to 11) should only be applied to individuals appointed to a leadership post on or after 1 September 2014, or whose responsibilities have significantly changed after that date.

The Pay Body may choose to review the pay of all of its leadership posts under these arrangements, if they determine that this is required to maintain consistency, either with pay arrangements for new appointments to the leadership group made on or after 1st September 2014 or with pay arrangements for a member or members of the leadership group whose responsibilities significantly changed on or after that date.

Under the STPCD 2021, the Governing Body, in deciding the implementation of the arrangements above, may determine the extent and the size of the salary ranges for the Headteacher's pay range (HTPR), the Deputy Head and Assistant Head.

Questions for the Pay Body:

Is the Pay Body intending to appoint a new member of the leadership group, or amend the salary where a leadership post has significantly changed on or after 1 September 2014, and re-determine the salary?

If the answer is no, then the Pay Body should confirm the leadership pay ranges as indicated above. The Pay Body may wish to consider question h below in advance of the setting of performance objectives for the leadership group for this academic year.]

[If the answer is yes then the Pay Body must decide:

- a) Within which HTG will the HTPR be set?
- b) How many consecutive points will be in the HTPR?
- c) How many consecutive points will be in the deputy/assistant head ranges?
- d) Will this be the same for all deputy/assistant head ranges?
- e) Are there exceptional circumstances so that the deputy/assistant head ranges overlap the HTG?
- f) What parameters will the Pay Body identify for the point on which a newly appointed member of the leadership group may be paid?
- g) Under what circumstances, if any, will the Pay Body consider paying the Headteacher a salary up to 25% above the maximum of the HTG?
- h) What recommendations will the Pay Body consider regarding the number of points progression for the Headteacher, deputy and assistant heads following a successful performance review?

The Pay Body may decide to review the salary arrangements for the leadership group at any time.]

PROGRESSION ON THE MAIN AND UPPER PAY SCALES FOR CLASSROOM TEACHERS

- a) Teachers on the main, upper and unqualified teachers' pay scales will have their salary reviewed annually in accordance with paragraph 6 of the Pay Policy
- b) To move up the main pay scale or the unqualified teachers' pay scale (as suggested national and shown in the spate scale by NAHUWT), one point at a time, teachers will need to have made good progress towards their objectives and to have shown they are competent in all elements of the Teachers Standards. The criteria below define the expectations for each level.
- c) Progression within each band will be subject to review as a result of performance management but will not require formal application. In the case of upper pay scale awards these will progress from the minimum to the maximum expectations within the set criteria accordingly determined by performance management targets and sustained contribution in all teaching standards.
- d) There may be accelerated progression within a band where performance merits this.
- e) There will be no progression within a band where performance does not merit this.
- f) There must be a minimum of two years teaching experience including sustained performance (1 year) at the highest level in Band 1 immediately prior to moving to Accomplished Teacher level.
- g) There must be a minimum of 4 years teaching experience including a year's sustained performance at the highest level in Band 2 immediately prior to moving to the Expert Teacher level.
- h) Progression between bands must be formally applied for in writing and should also be recommended by the appraiser based on performance.
- i) The following evidence will be taken into account in making a judgment
 - i. Impact on pupil progress
 - ii. Outcome of lesson observations (average grade calculated as a number 1-4)
 - iii. Appraisal targets and how successfully these have been met
 - iv. Competency in all elements of the Teachers Standards as below
 - v. Contributions to whole school development
 - vi. Wider outcomes for pupils and colleagues
- j) Teacher's annual appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the governing body, having regard to the appraisal report and taking into account advice from the senior management team. The governing body will consider its approach in the light of the school's budget and where possible will ensure that appropriate funding is allocated for pay progression at all levels.
- k) Taking into account all of the criteria and any external factors, a best fit judgement will be made by the Head teacher as to a teacher's overall grade based on Ofsted judgements. Teachers demonstrating exceptional performance may be awarded progression up to two points on the scale; this will be determined by progress significantly above expected, evidence of consistently outstanding teaching and meeting all performance management targets as well as demonstrating they are competent in all elements of the teachers' standards

Salary Points and levels for Main and Upper pay scales

Relevant standards	Band 1			Band 2			Band 3		
	MS1	MS2	MS3	MS 4	MS 5	MS 6	UPS 1	UPS 2	UPS 3
1.1 Set high expectations which inspire, motivate and challenge pupils	Teachers create a safe and stimulating environment. Teachers understand and apply a good knowledge of learners to support and motivate them to learn. Teachers have improving practice; setting consistently high expectations of children. Teachers expect all learners to have positive attitudes, values and behaviours for their learning.			Teachers create a challenging and safe environment which matches the needs of learners. Children are enabled to use the environment effectively. They have a well-developed knowledge of learners and use this effectively to motivate learners. Teachers set high expectations which stretch and challenge pupils. They expect all learners to have positive attitudes, values and behaviours and support children who find this challenging. Their practice is well developed in all areas.			Min The classroom environment is well established and acts as a positive role model to other professionals. The teacher has excellent knowledge of learners and sets consistently high expectations that motivate all to learn and achieve well. They model this to other professionals within their team and across the school and support them to set similar expectations. Children are involved in adopting a wide range of positive attitudes and behaviour to learning. Teachers create a positive culture and support colleagues to do so Max The classroom environment is well established and inspires children and other professionals. High expectations inspire all groups of children to achieve above expectation. Teachers lead on this, with teams and individuals to embed best practice. They evaluate the impact of this work and use this to ensure appropriate professional learning is in place for all. Learners are inspired and have very positive expectations of themselves and others. Teachers help to embed this positive culture across the school		

1.2 Promote good progress and outcomes	Teachers are aware of all relevant data on learners within their class and use this to set challenging targets with them. Children reflect on their progress in order to know their next steps. Teachers use intervention strategies effectively with learners. Most children progress in line with school expectations.	Teachers are aware of all relevant data on learners and use this to set challenging targets with them. Children know what they need to do to improve and can explain and reflect on how the teaching and assessment has helped them make progress. Teachers structure lessons to support all children and use intervention strategies effectively with learners so that almost all children progress in line with school expectations.	<p>Min Teachers develop challenging targets with children and discuss the children's progress with them so the children know precisely their next steps. Children are keen to improve and achieve and regularly reflect on their own targets. Almost all children progress in line with, and many exceed, school expectations. Teachers analyse data with others to improve practice and to make sure there is effective intervention with underachievers.</p> <p>Max Teachers develop challenging targets with children and discuss progress with them ensuring the children have the necessary skills to achieve them. Children are clearly keen to improve and achieve and regularly reflect on their own targets for improvement. Significant numbers of students exceed school expectations. They analyse data with others to improve practice and to make sure there is effective intervention with underachievers. They can support others in the effective use of data and intervention strategies.</p>
1.3 Demonstrate good subject and curriculum knowledge	Teachers have secure subject knowledge within their key stage. They are developing their teaching strategies. They promote high expectations and high standards of literacy and numeracy; they introduce opportunities for spiritual, moral, social and cultural learning.	Teachers demonstrate excellent subject knowledge within their Key Stage but have a working knowledge of other Key Stages. Their teaching strategies demonstrate creativity within the classroom and they play an active role in creating and sharing curriculum planning. They promote and secure high standards of literacy and numeracy and	<p>Min Teachers have excellent subject knowledge which is used constantly in promoting learning. They write and update curriculum planning and lead aspects of this within their team. They promote and secure high standards of literacy and numeracy. They provide children with wider opportunities for</p>

		develop opportunities for spiritual, moral, social and cultural learning.	<p>learning including spiritual, moral, social and cultural learning which engage and enthuse the children as well as accelerate the children's skills for learning.</p> <p>Max Teachers reflect and evaluate their curriculum and are involved in networks of practitioners to do this. They ensure curriculum planning is up to date according to the school policy and they constantly evaluate its impact on learning in the classroom. They organise and lead others in curriculum planning. They lead in delivering wider learning opportunities and support for both staff and children.</p>
1.4 Plan and teach well-structured lessons	<p>All lessons are planned well and are well structured. Lessons have a clear learning question and children know what is expected of them. There is appropriate differentiation and enthusiastic delivery of the lesson. Resources are suitable for the lesson. There are good opportunities for children to check their understanding and reflect on their learning. Regular and appropriate homework is used effectively to consolidate and extend learning. Teachers begin to reflect on their practise. Teaching is at least good.</p>	<p>All lessons are planned well for the range of pupils in the group. Children are engaged in the lessons and there is a good pace of learning for all. Lessons have a clear path of learning and all children are able to extend their learning through a precise "Remember to...." List. There is appropriate differentiation for all children with assessment opportunities to check that the differentiation is effective. There are frequent opportunities for children to check their understanding. Children have time to reflect on their learning through self-assessment. Appropriate homework is used with great effect to consolidate and extend learning. Teachers reflect consistently on their practise. Teaching is good with some outstanding aspects.</p>	<p>Min Lessons are well planned to maximise the understanding and skill development of each child. There are activities planned to accelerate learning and children are involved in their learning. Lessons have good differentiation, assessment opportunities and engaging activities. Teachers support and coach colleagues in planning and lesson delivery. They are innovative in the use of homework to consolidate and extend learning. Teaching is good with many outstanding aspects.</p> <p>Max Lessons are excellently planned to maximise learning and engagement. They are tailored so each child is actively involved, engaged and</p>

			there are opportunities for pupils to work above expectations, with appropriate peer work and assessment embedded in the lesson. Teachers support and coach others in planning and lesson delivery and contribute to whole school CPD. They are innovative in the use of homework to consolidate and extend learning and support others in delivery of effective homework. They model the use of homework to consolidate and extend. Teachers consistently reflect and improve their practise. Teaching is good with much of it outstanding.
1.5 Adapt teaching to respond to strengths and needs of all	Teachers demonstrate effective differentiation for the children in their class, using their knowledge of the learners. Work matches the ability of the children and shows teacher awareness of the factors which may inhibit their ability to learn. Strategies are evolving which support the learning of children in vulnerable groups.	Teachers demonstrate well developed techniques for differentiation using their knowledge of how children learn and the barriers that certain groups face. Positive learning outcomes for these children gives clear evidence that differentiation is effective. They use a range of techniques gathered from advice from colleagues and other sources.	<p>Min Teachers differentiate using a wide variety of strategies (resources, grouping etc.) which they adapt and shape with good effect on progress. They share these with others to improve practice across their team.</p> <p>Max Teachers consistently use a range of excellent strategies for differentiation (resources, grouping, activity, co-operative learning) which have a positive impact on learning and progress. They use their expertise in leading the learning of other teachers in this area.</p>
1.6 Make accurate and productive use of assessment	They have a secure understanding of formative and summative assessment and consistently use sound strategies. Teachers accurately assess children's progress and work. They act on the results of assessment to shape their lesson delivery and planning ensuring that all students make progress.	Teachers have a well-developed understanding of formative and summative assessment and consistently use sound strategies to accurately assess students' progress and work. They have detailed understanding of assessment, both oral and written and use these to great effect so that	<p>Min Teachers have detailed understanding of assessment, both oral and written and use these to great effect so that each child is clear about their learning. They monitor closely and intervene appropriately where children are underachieving. Teachers act with great effect</p>

	<p>They apply the schools marking and assessment policy diligently. Feedback to children is effective and supports improved achievement. They ensure that children are given opportunities to reflect on their feedback so that children understand how to improve and are able to do so. They fully understand national expectations in relation to attainment and achievement.</p>	<p>each child is clear about their learning. Teachers monitor closely and intervene appropriately where children are underachieving. They act with great effect on the results of their assessment to shape the learning to maximise progress. Teachers apply the schools marking and assessment policy diligently. They also use this assessment to improve their practice and lesson structure to reshape learning where necessary.</p>	<p>on the results of their assessment to shape the learning to maximise progress. They apply the schools marking and assessment policy diligently. Teachers also use this assessment to improve their practice and lesson structure to reshape learning where necessary. They share best practice with others and work with middle leaders to identify trends with groups of pupils and set appropriate targets and strategies across the team.</p> <p>Max Teachers have excellent understanding of the pedagogy of assessment especially that of oral and written feedback, so each child is clear and acts upon the feedback given to them to improve. Teachers act with great effect on the results of their assessment to shape the learning to maximise progress and can model this to others. Teachers apply the schools marking and assessment policy diligently. They lead aspects of intervention strategies for groups and individual children, with their team, to narrow any gaps in achievement. Teachers lead professional learning in aspects of assessment so best practice is embedded.</p>
1.7 Manage behaviour effectively to ensure a good and safe learning environment	<p>Teachers follow and use the school's policy and procedures effectively and use clear and consistent strategies to produce a positive climate for learning. They actively ensure that children learn in a safe environment. Relationships with children are positive. Teachers develop, in children, an awareness of</p>	<p>Teachers follow and use the school's policy and procedures effectively and use clear and consistent strategies to produce a positive climate for learning. They actively ensure that children learn in a safe environment and they create a highly productive and supportive learning environment. Relationships with</p>	<p>Min Teachers have a very positive culture for learning in their lessons, based upon excellent relationships and mutual respect. Children take the responsibility to regulate their own and others behaviour so lessons are very supportive of learning. Through this, they are</p>

	responsibility for their own actions and their own learning.	children are positive. Teachers actively ensure that children have an understanding of responsibility they must take for their own actions and their own learning.	<p>confident practitioners who maximise the participation of each child in learning. They model this throughout the school and provide support for others in their team.</p> <p>Max Teachers have excellent relationships, coupled with excellent planning for learning which creates an extremely positive learning environment. Children are keen to learn and so regulate themselves and engage other children in learning. They support staff from across the school in this area as needed. They deliver professional learning for other staff in this aspect.</p>
1.8 Fulfil wider professional responsibilities	Teachers conduct themselves well and are professional about their duties. They are aware of what the school expects of them in their wider role and complete this effectively. Teachers take responsibility for their own professional learning with guidance from leaders. They are keen to improve their pedagogy and take opportunities to do this well and embed that practice into their own. They reflect on their practice with others and plan improvements. They communicate well with other staff and parents.	Teachers conduct themselves well and are professional and proactive about their duties. They are aware of what the school expects of them in their wider role and complete this effectively. Teachers take responsibility for their own professional learning with guidance from leaders. They are keen to improve their pedagogy and actively seek opportunities to do this and embed that practice into their own. They reflect on their own practice and use this to develop their own professional learning. Teachers communicate well with other staff and parents	<p>Min Teachers model their professionalism effectively to others and support others in their conduct and the school's expectations. They are keen to share practice and improve their own and take full responsibility for their professional learning. Teachers model effective practice and support others to improve through sharing practice and peer observations. They may coach others in some aspects of teaching. They work with a wider network of professionals and feed this practice to others. Teachers form positive relationships with other staff and parents.</p> <p>Max Teachers model professionalism at all times and are recognised as excellent role models.</p>

			<p>As such, they mentor staff from across the school. They carry out all of their duties well and are very visible around the school. Teachers take full responsibility for their own learning and that of others who they are supporting through coaching or mentoring. They are seen as an excellent role model for others and an effective coach or mentor. Teachers use their expertise to develop professional learning for self and others and are willing to contribute to staff CPD. They work with professionals in wider networks and use this to improve the teaching of teams and individuals. They have excellent relationships with staff and parents.</p>
2.1, 2.2, 2.3 Professional ethics and conduct	<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside of school. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach. They must 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.</p>		