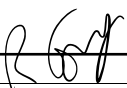
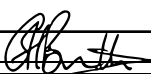


# Down Ampney C of E Primary School Teachers' Pay Policy

Signed by:

  
[ ] Headteacher

Date: [ December 2022 ]

  
[ ] Chair of governors

Date: [ December 2022 ]

Last updated: 18 October 2022

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## Statement of intent

Down Ampney C of E Primary School understands that a fair and transparent policy is needed to establish the pay structure of teaching staff at the school.

As a result, the school has developed this policy to ensure that all members of teaching staff are aware of the basis on which the school determines teachers' pay, the process for annual pay reviews and progression, and the process for addressing any grievances teachers may have concerning their pay.

This document is in full accordance with the ['School teachers' pay and conditions document 2021 and guidance on school teachers' pay and conditions'](#) (STPCD), which contains significant relevant detail that is not repeated here.

All pay progression at the school is linked to performance. For this reason, all pay progression decisions will first be determined by the school's Teacher Appraisal and Capability Policy.

This policy aims to:

- Assure the quality of teaching and learning at our school.
- Support recruitment and retention, and reward teachers appropriately.
- Ensure accountability, transparency, objectivity and equality of opportunity.

## 1. Legal framework

This policy has due regard to all relevant legislation, and statutory and advisory guidance, including, but not limited to, the following:

- [The Working Time Regulations 1998](#)
- [Employment Relations Act 1999](#) (as amended)
- [The Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#) (as amended)
- [The Fixed-Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#) (as amended)
- [The Flexible Working Regulations 2014](#)
- [The Equality Act 2010](#)
- [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) (as amended)
- [DfE \(2022\) 'School teachers' pay and conditions document 2022 and guidance on school teachers' pay and conditions'](#) (STPCD)
- [DfE \(2022\) 'Implementing your school's approach to pay'](#)
- [ACAS \(2015\) 'Code of practice on disciplinary and grievance procedures'](#)

This policy operates in conjunction with the following school policies:

- Teacher Appraisal and Capability Policy
- Equality Information and Objectives Policy

## 2. Definitions

For the purpose of this policy, “highly competent” means an individual whose performance is not only good, but is also good enough to provide coaching and mentoring to other teachers. An individual who is highly competent will be able to give advice to other teachers, demonstrate effective teaching practice and know how to make a wider contribution to the work of the school.

For the purpose of this policy, a “substantial” contribution means an individual who plays a critical role in the life of the school and continuously offers significant value. An individual who makes a substantial contribution to raising pupil standards, takes advantage of opportunities for professional development and uses the outcomes of such to effectively improve pupils' learning.

For the purpose of this policy, “sustained” means maintained continuously over a long period of time, e.g. over two school years.

## 3. Roles and responsibilities

The governing board is responsible for:

- Making any pay decisions at the school.
- Reviewing each teacher's salary on an annual basis.

- Ensuring arrangements are in place for notifying staff members of their positions on the pay range, as well as any allowances they may be eligible for.
- Ensuring that sufficient funds are available to support pay decisions.
- Determining the extent to which specific functions relating to pay determination and the appeals process will be delegated to others.
- Monitoring the outcomes of this policy and reviewing any changes as necessary.

The headteacher is responsible for:

- Developing clear arrangements for linking teachers' performance to pay progression.
- Ensuring that effective appraisal systems are in place, and that members of staff have the knowledge and skills necessary to apply these procedures fairly.
- Submitting any pay recommendations to the governing board for approval.
- Ensuring that the governing board has sufficient evidence upon which to make decisions regarding pay.
- Keeping teachers well-informed of any decisions made regarding pay progression, as well as ensuring that written records are held.
- Maintaining records of decisions and recommendations made, and evidencing that all decisions have been made fairly.
- Submitting updates to this policy to the governing board for approval.
- Communicating any approved changes to this policy to all teaching staff.
- Carrying out their professional responsibilities, as outlined in [Appendix B](#).

Teachers are responsible for:

- Engaging with their appraisal; this includes working alongside their appraiser to ensure that there is a suitable amount of evidence available in order for an annual pay review determination to be made.
- Keeping records of their objectives and reviewing them throughout the appraisal process.
- Ensuring that they share any evidence for their appraisal that they consider relevant with their appraiser.
- Appraising the performance of other teachers, if delegated to do so by the headteacher.
- Deciding whether they wish to apply for progression to the upper pay range.
- Carrying out their professional duties, as outlined in [Appendix C](#).

#### **4. Working time and cover**

Teachers employed full-time will be available to work 195 days a year, or 194 days for the school year beginning in 2022, of which:

- 190 days will be spent teaching pupils and performing other duties, or 189 days for the school year beginning in 2022.
- 5 days will be spent performing other duties only.

The 195 days, or 194 days for the school year beginning in 2022, in which teachers at the school are required to work will be specified by the LA, or by the headteacher if directed.

Teachers employed full-time will be available to perform their duties at such times and places as specified by the headteacher for 1265 hours, or 1258.5 hours for the school year beginning in 2022, which will be allocated reasonably throughout the specified 195 or 194 days of the school year. The amount of time a teacher spends taking their daily break or travelling to and from the school does not count towards their hours or the pro rata equivalent.

Members of the leadership group, employees on the leading practitioner pay range and unattached teachers will not operate on a time-bound contract; therefore, the working time provisions stipulated within the STPCD will not apply to these employees.

All members of teaching staff will be required to work additional hours, within reason, to enable the effective discharge of their professional duties.

In line with their professional duties, teachers are required to supervise, and so far as practicable teach, any pupils where the person timetabled to take the class is not available to do so.

Subject to the STPCD, teachers will only be required to carry out their responsibility outlined in above paragraph rarely, and only in circumstances that are not foreseeable, for example, a teacher is absent without notice. The school defines “rarely” as no more than twice per term.

### **Part-time teachers**

Part-time teachers are bound by the same conditions of employment as full-time teachers, except that the number of hours the teacher must be available for work will be that proportion of 1265 hours, or 1258.5 hours in the school year beginning in 2022, which corresponds to the proportion of total remuneration the teacher is entitled to be paid.

Part-time teachers will not be required to work or attend non-pupil days, or parts of days, on days which they would not normally be expected to work. Part-time teachers may be required to carry out duties, other than teaching pupils, outside school sessions on any day on which the teacher is normally required to be available to work (whether the teacher is normally required to be available to work for the whole of that day or for only part of that day).

The total amount of time that a part-time teacher may be required to be available for duties, when expressed as a proportion of the total amount of time that the teacher would be required to be available for such work if employed in the same post on a full-time basis, will not exceed the equivalent of that proportion of total remuneration that the teacher is entitled to be paid.

All members of part-time teaching staff at the school will be provided with a written agreed statement which sets out the expectations of the school and the employee in relation to the deployment of working time.

## **5. September 2022 pay award**

The governing board will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

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

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

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

## **6. Leadership group pay scale**

In accordance with Section 6 of the STPCD, the headteacher's salary will be calculated by using the number of pupils at the school (the total unit score) to determine the appropriate headteacher group. This places headteacher pay in Group 1.

When determining where within the pay scale the headteacher will be placed, the governing board will consider the responsibilities of the role and any challenges specific to the role, as well as any other relevant considerations.

Upon selecting a pay range, the governing board will ensure that there is enough room for performance-related pay progression over time. Details of the pay scale can be found at Appendix A.

## **7. Classroom teacher pay scale**

The governing board will determine the starting salary within the given pay range to be offered to the successful candidate.

The governing board will not restrict the pay range advertised, or pay progression available, other than the minimum of the main pay scale and the maximum of the upper pay range. When making pay determinations for new appointees, the governing board will award pay scale points to determine the starting salary of the teacher.

The governing board will adhere to the following process when awarding pay scale points for early career teachers (ECTs), teachers on the main pay range:

- One point for every one year of service as a qualified teacher in a maintained school.
- One point for every three years of non-teaching experience spent working in a relevant area, including time spent working in an occupation relevant to a classroom teacher's role in a school and experience with children and young people.
- One point for every three years of other remunerated or unremunerated experience, including caring for children during a career break.

Details of the pay scales can be found at Appendix A.

## **8. Unqualified teacher pay scale**

Where a staff member is a graduate teacher or is on the employment-based teacher training scheme, the governing board will determine whether the teacher is to be paid and be eligible for allowances as a qualified teacher or unqualified teacher.

A member of staff on the unqualified teacher pay scale will be notified of their position on the pay range and any allowances they may be eligible for.

The governing board may determine that an additional allowance is appropriate for unqualified teachers, where the individual has:

- Taken on a sustained additional responsibility which is focussed on teaching and learning, and requires the use of the teacher's professional skills and/or judgement.
- Qualifications or experience which adds significant value to the role being undertaken.

An individual who works as an unqualified teacher, gains QTS and continues to work as a qualified teacher at the school will be transferred to a salary within the main pay range once they have obtained QTS.

The governing board will pay the qualified teacher a lump sum which is the difference (if any) between the remuneration the teacher was paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date QTS was obtained to the date the lump sum is paid. The qualified teacher will also be entitled to any allowance payable under this policy that the governing board deems appropriate.

## **9. Part-time and short-notice teachers**

Part-time teachers, i.e. those who work on an ongoing basis but for less than a full working week, will receive pay in accordance with the school's timetabled teaching week for a full-time teacher in an equivalent post.

Teachers employed on a day-to-day basis, or by other short notice, such as supply teachers, will be paid on a daily rate equal to the pay of the individual who usually undertakes that role, but also in relation to any additional hours the teacher may agree to work from time to time at the request of the headteacher.

## **10. Pay reviews**

The governing board<sup>1</sup> will review each teacher's salary on an annual basis, with effect from 1 September, each academic year. The governing board will conduct pay reviews at other times during the academic year to reflect any changes in circumstances or job description which, in turn, reflect the teacher's pay entitlements.

The governing board will conduct a pay review when a teacher joins the school or moves to the upper pay range.

All individual pay progression decisions will account for any uplift applied within the STPCD. Any recommendations in pay will be made in writing as part of teachers' annual appraisals.

The governing board will provide each teacher with a written statement no later than one month after any review, outlining:

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<sup>1</sup> A pay committee of three governors will act on behalf of the full governing board.



- Any payments and financial benefits awarded to the teacher, as well as the period for which they are awarded.
- Any safeguarding financial entitlements.
- The nature of any fixed-term contract.
- In the case of a leadership group or leading practitioner teacher, the basis and criteria on which remuneration has been determined.
- The criteria for a pay review to be undertaken.
- Information on where this policy is located.
- The appeals procedure in relation to pay grievances.

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

Under no circumstances will reductions in pay be backdated.

## **11. Pay progression based on performance**

The governing board will consider annually whether to increase the salary of teachers who have completed a year of employment since their previous annual pay determination.

All pay determinations for the headteacher classroom teachers, leading practitioners and unqualified teachers, will be determined in accordance with the pay scales outlined in [Appendix A](#).

Decisions regarding pay progression will be made in accordance with appraisal reports and the recommendations that they contain, as outlined in the school's Teacher Appraisal and Capability Policy which complies with The Education (School Teachers' Appraisal) (England) Regulations 2012. Where a teacher is not subject to the 2012 Regulations, the governing board will determine the process via which the teacher's performance will be assessed and pay recommendation made, except in the case of ECTs where the governing board must do so by means of the statutory induction process.

The governing board must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.

Pay progression decisions will be made each year and will be clearly attributed to staff members' performance. All staff members with continued good performance should have an expectation of pay progression.

The decision to award pay progression will be made whether or not a teacher is subject to capability proceedings.

All pay recommendations will be submitted to the governing board in writing. Final decisions regarding pay recommendations as a result of the teacher appraisal process will be made by the governing board, taking into account the appraisal report and evidence presented by the SLT.

To ensure fairness and transparency, assessments of performance will be properly supported by evidence, such as the following:

- Self-assessments
- Peer reviews
- Lesson observations
- Tracking pupils' progress
- Feedback from pupils and parents

The school will use a combination of absolute and relative performance measures, such as benchmarking internally as well as comparing data to other schools nationally and of a similar standing, when submitting recommendations for pay progression.

The rate of progression will be subject to an individual teacher's performance. Judgements will be made regarding the extent to which teachers have met their individual objectives and the relevant standards, as well as their impact on the following aspects:

- Pupil progress
- Wider outcomes for pupils
- Improvements in individually identified elements of practice, e.g. behaviour management and lesson planning
- Impact on the effectiveness of teachers and other members of staff
- Wider contribution to the work of the school

Teachers will be eligible for a pay increase of one level within their identified pay range if:

- They meet all their objectives.
- They are assessed as meeting the relevant standards.
- Their teaching is assessed as at least 'good'.

Teachers will be considered for a pay increase of two levels within their identified pay range if:

- They meet all their objectives.
- They are assessed as meeting the relevant standards.
- Their teaching is assessed as at least good, and meets higher standards in some areas.

ECTs are not automatically entitled to pay progression following successful completion of their induction period. The governing board will use any evidence from an ECT's induction period, to inform any decisions regarding pay progression. The governing board will determine where, within their pay range, an ECT's annual salary will be fixed.

For any teacher due to go on maternity leave, the school will ensure that appraisals are conducted before this maternity leave, and that the teacher receives any pay progression entitled to them upon their return.

The school will make reasonable adjustments to the appraisal process as it sees fit for any teachers who are absent due to disability. Upon their return, the teacher will be entitled to any pay progression as outlined before their absence.

The governing board will decide on an annual basis whether to increase the salary of any leadership teachers, including the headteacher and deputy/assistant headteachers. The governing board will award additional scale points for any leadership teacher who demonstrates sustained high-quality performance in relation to school leadership, management and pupil progress.

## **12. Application to be paid on the upper pay range**

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.

Applications for the upper pay range will only be made once a year using the [Upper Pay Range Application Form](#). This form will be submitted to the teacher's appraiser at their performance appraisal meeting.

Evidence, such as that outlined in [section 11](#) of this policy, will be used to decide whether the teacher can be moved to the upper pay range.

Teachers simultaneously employed at an additional school can submit more than one application; however, the school is not bound by any pay progression made at an additional school.

To move a teacher to the upper pay range, the governing board will be satisfied that both of the following criteria have been met, in accordance with the STPCD:

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

The governing board will be satisfied that the teacher has met the expectations for progression to the upper pay range if the [Upper Pay Range Progression Criteria](#) has been met successfully during two consecutive performance appraisals.

The appraiser of the teacher, in conjunction with the headteacher, will make the initial decision as to whether the individual's application is successful. The governing board will make the final determination as to whether the individual's application is successful.

Teachers will receive written notification of whether their application has been successful or not within 10 working days of submitting their application, and no later than one month after the initial application.

If unsuccessful, teachers will receive feedback from their appraiser within 15 working days of the decision, and no later than one month after the initial application, outlining the reasons for the decision, as well as future aims and objectives based on the unsuccessful criteria.

If successful, applicants will be moved to the upper pay range from the first day that they receive this entitlement.

The governing board will decide where on the upper pay range an applicant will be placed, in accordance with the individual's performance. Teachers may be placed at different points on the upper pay range with consideration to:

- The nature of the post and the responsibilities required.
- The level of qualifications, skills and experience of the individual teacher.

### **13. Allowances and other payments**

The governing board will consider awarding allowances and other payments as detailed in Part 4 of the STPCD. Details of TLP payments and SEND Allowances are at Appendix A.

### **14. Safeguarding arrangements**

All entitlements to safeguarding allowances will be made in accordance with Part 5, sections 29-37 of the STPCD.

### **15. Appeals procedure**

Procedures for addressing grievances will be in accordance with the ACAS Code of Practice.

Grievances regarding pay matters will be dealt with in accordance with the school's appeals procedure. The school strives to resolve all potential grievance issues informally.

Teachers have the right to raise formal appeals against pay determinations if they feel a pay determination has been unfairly made. Teachers who are dissatisfied with their pay recommendation will first have an informal meeting with their appraiser or headteacher to discuss the reasons for their dissatisfaction.

If the teacher believes the pay determination to be incorrect following their informal meeting, they may make a representation to the pay committee by submitting a formal written statement.

The teacher will be given the opportunity to make representations, provide evidence, ask questions and bring witnesses forward during their meeting with the pay committee. The pay committee will make a final decision and will notify the teacher in writing of the final pay determination.

If the teacher does not agree with the final pay determination, they may appeal the decision to the appeals panel made up of governors. The teacher and their appraiser or the headteacher will have the opportunity to present evidence and witnesses, and question each other regarding the determination. The appeals panel will notify the teacher in writing of the appeals decision and the reasons for this decision. This decision is final and the teacher will not be able to question the determination any further.

### **16. Monitoring and review**

The governing board will review this policy on an annual basis, ensuring that all processes and values are up-to-date and guarantee the equality of teachers in all instances.

Any changes made to this policy will be communicated to all members of staff. The next scheduled review date for this policy is September 2022

## APPENDIX A

### 2022 Pay Scales

The following pay scales have been extracted from the STPCD using the minimum and maximum for the pay range for England in the tables below.

#### Headteacher Pay Scale

The school has established the following seven point pay scale range for headteacher post:

Headteacher pay scale	
Level	Salary (£)
1 (min)	50,122
2	51,470
3	52,659
4	53,973
5	55,360
6	56,796
7 (max)	58,105

*Note: The headteacher pay scale equates to Leadership Group Spine Points L6-L12*

#### Classroom Teacher Pay Scales

The governing board has established the following six point and three point pay scale range for classroom teacher posts on the main pay range and the upper pay range:

Annex 3 of the STPCD outlines advisory pay points for the main pay range and upper pay range to help support decisions about pay for teachers on the pay range – these are included in the table below. The advisory points are not mandatory and all decisions relating to pay progression must continue to be based on performance.

<b>Classroom teacher pay scales</b>	
<b>Level</b>	<b>England (excluding the London Area) £</b>
<b>Main pay range</b>	
<b>1 (min)</b>	28,000
<b>2</b>	29,800
<b>3</b>	31,750
<b>4</b>	33,850
<b>5</b>	35,990
<b>6 (max)</b>	38,810
<b>Upper pay range</b>	
<b>1 (min)</b>	40,625
<b>2</b>	42,131
<b>3 (max)</b>	43,685

### **Unqualified teacher pay scale**

Annex 4 of the STPCD outlines advisory pay points for the upper pay range to help support decisions about pay for unqualified teachers on the pay range – these are included in the table below. The advisory points are not mandatory and all decisions relating to pay progression must continue to be based on performance.]

The governing board has established the following six point pay scale for unqualified teacher posts:

<b>Unqualified teacher pay scale (England)</b>	
<b>Level</b>	<b>England (excluding the London Area) £</b>
<b>1 (min)</b>	19,340
<b>2</b>	21,559
<b>3</b>	23,777
<b>4</b>	25,733

<b>5</b>	27,954
<b>6 (max)</b>	30,172

## TLR payments

The governing board will consider awarding qualified classroom teachers with a TLR payment if they undertake sustained additional responsibility for ensuring high-quality teaching and learning.

The governing board has established the following four point pay scale ranges for TLR1, TLR2 and TLR3 payments:

<b>TLR pay scale</b>	
<b>Level</b>	<b>Payment (£)</b>
<b>TLR1</b>	
<b>1 (min)</b>	8,706
<b>2</b>	10,715
<b>3</b>	12,723
<b>4 (max)</b>	14,732
<b>TLR2</b>	
<b>1 (min)</b>	3,017
<b>2</b>	4,467
<b>3</b>	5,917
<b>4 (max)</b>	7,368
<b>TLR3</b>	
<b>1 (min)</b>	600
<b>2</b>	1,392
<b>3</b>	2,184
<b>4 (max)</b>	2,975



## SEND Allowance

The governing board has established the following four point range for SEND allowances:

Allowance	
Group	Payment (£)
1 (min)	2,384
2	3,157
3	3,930
4 (max)	4,703

The governing board will award SEND allowances to all classroom teachers who:

- Are successful for any teaching post which requires a mandatory SEND qualification.
- Are required to teach pupils in one or more designated special classes.

The governing board will consider the following factors when awarding SEND allowances and deciding how much will be paid:

- Whether any mandatory qualifications are required for the role
- The qualifications and expertise of the teacher selected for the role
- The responsibilities and demands of the role

The governing board will award SEND allowances each month to teachers on the same day that they receive their payments for their responsibilities as a classroom teacher each month.

Teachers will be notified in writing of the amount of SEND allowance they will receive 10 days before the first payment is made, and no later than one month before the first payment is due.

## **APPENDIX B**

### **Professional Responsibilities and Rights of Those on the Leadership Pay Range**

The headteacher is responsible for undertaking the following duties, unless otherwise delegated to an appropriate member of staff:

- Providing overall strategic leadership; leading, developing and supporting the strategic direction, vision, values and priorities of the school
- Developing, implementing and evaluating the school's policies, practices and procedures
- Leading and managing teaching and learning throughout the school
- Ensuring that teaching staff are effectively assigned in the school timetable to appropriate classes and groups of pupils
- Teaching a proportion of timetabled lessons
- Promoting the safety and wellbeing of pupils and staff
- Ensuring good order and discipline amongst pupils and staff
- Leading, managing and developing staff members, including appraising and managing performance
- Organising and deploying resources within the school
- Promoting harmonious working relationships within the school
- Maintaining relationships with organisations representing staff members, i.e. union representatives
- Leading and managing staff with proper regard to their wellbeing and expectations
- Promoting the participation of staff in relevant CPD
- Participating in arrangements for the appraisal and review of their own performance, as well as that of other staff members where appropriate
- Ensuring arrangements are in place for the induction and any required training of staff members
- Participating in arrangements for their own further training and professional development
- Consulting and communicating with the governing board, staff members, pupils and parents
- Collaborating and working with colleagues and other relevant professionals within and beyond the school, including external agencies

The headteacher is responsible for, and cannot delegate, the following duties:

- Developing clear arrangements for linking appraisal to pay progression
- Advising the relevant body on pay recommendations for teachers, including in relation to teachers who have applied to be paid on the upper pay range

The headteacher is entitled to:

- A reasonable amount of time during school sessions, having regard to their teaching responsibilities, for discharging their leadership and management responsibilities.
- A break of reasonable length during each school day, ensuring that suitable arrangements are in place for a person to assume their responsibilities during this time.

The deputy head is responsible for the following duties:

- Carrying out the professional duties of all teaching staff, as well as those duties particularly assigned by the headteacher
- Playing a major role under the direction of the headteacher in:
  - Formulating the aims and objectives of the school.
  - Establishing the policies through which the school's aims and objectives are to be achieved.
  - Managing staff and resources.
  - Monitoring progress towards achieving the school's aims and objectives.
- Undertaking any professional duties of the headteacher reasonably delegated by the headteacher
- Undertaking the professional duties of the headteacher in their absence

Teachers on the leading practitioner pay range are responsible for the following duties:

- Carrying out the professional duties of all teaching staff, other than the headteacher
- Undertaking any additional duties relevant to their role in modelling and leading the improvement of teaching skills, as specified in their individual job descriptions

The deputy or assistant headteacher and any teachers on the pay range for leading practitioners are entitled to:

- A break of reasonable length as near to the middle of each school day as is reasonably practicable.
- The same as all members of teaching staff, as outlined in [Appendix C](#).

## **APPENDIX C**

### **Professional Responsibilities and Rights of Teachers**

All members of teaching staff are responsible for undertaking the following duties:

- Planning and teaching lessons within the context of the school's plans, curriculum and schemes of work to their assigned classes
- Assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils
- Preparing pupils for external examinations
- Contributing to the development, implementation and evaluation of the school's policies and procedures, ensuring that the school's values and vision are supported
- Working with other members of staff and contributing towards curriculum and/or pupil development to secure co-ordinated outcomes
- Providing cover, as appropriate, where the person assigned to teach the class is not available to do so
- Promoting the safety and wellbeing of pupils
- Maintaining good order and discipline among pupils
- Directing and supervising support staff that are assigned to them
- Contributing to the recruitment process and professional development of other staff members
- Deploying resources delegated to them
- Participating in arrangements for the appraisal and review of their own performance, and where appropriate, that of other staff members
- Participating in arrangements for their own further training and professional development and, where appropriate, that of other staff members, including induction training
- Communicating with pupils and parents
- Collaborating and working with colleagues and other relevant professionals within and beyond the school

Members of teaching staff are entitled to:

- One break of reasonable length, either between lessons or between the hours of 12 noon and 2.00pm, if they are required to work for more than one lesson during any school day.
- Access to advice, training and developmental opportunities which are appropriate to their needs, including those identified in appraisal objectives.
- A reasonable amount of time during school sessions for discharging their duties, where the teacher has leadership or management responsibilities.
- Not being expected to provide cover for absent staff members, except on rare occasions and where the circumstances are not foreseeable.
- A reasonable amount of management time, where appropriate.
- Teaching no more than 90 percent of the time expected of a teacher at the school. This only applies if the teacher is serving an induction period under the Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (as amended).

- Consideration being given to their need for a balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work.
- Reasonable periods of PPA time which amount to no less than 10 percent of their timetabled teaching time.
- Be paid, by the LA, any remuneration they may be eligible for by virtue of the STPCD, where the teacher is employed in a school which has a delegated budget.

Members of teaching staff will not:

- Be required to undertake work on any Saturday, Sunday or public holiday, unless specified in their employment contract.
- Routinely participate in any administrative or clerical tasks which do not call for a teacher's professional skills or judgement, including exam invigilation.
- Be required to undertake midday supervision under their contract.

## APPENDIX D

### Upper Pay Range Progression Criteria

To progress to the upper pay range, the teacher should be able to demonstrate all of the following criteria in their work.

<b>Professional attributes</b>
<p>The teacher will:</p> <ul style="list-style-type: none"><li>• Contribute significantly to implementing school policies and processes, where appropriate.</li><li>• Promote collective responsibility for policy implementation.</li></ul>
<b>Professional knowledge and understanding</b>
<p>The teacher will:</p> <ul style="list-style-type: none"><li>• Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.</li><li>• Have a clear understanding of how to personalise learning to provide opportunities for pupils and maximise their learning potential.</li><li>• Have an extensive knowledge of the assessment arrangements and requirements for the curriculum areas, including those related to public examinations and qualifications.</li><li>• Have an up-to-date knowledge and understanding of the different types of qualifications and specifications, and their suitability for meeting pupils' needs.</li><li>• Have a well-developed knowledge of their curriculum, subject areas and related pedagogy, including how learning progresses within them.</li><li>• Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.</li></ul>
<b>Professional skills</b>
<p>The teacher will:</p> <ul style="list-style-type: none"><li>• Be flexible, creative and adept at designing learning sequences within lessons that are effective and consistently well-matched to learning objectives and the needs of pupils.</li><li>• Integrate recent developments, including those relating to subject and curriculum knowledge, into their learning sequences.</li><li>• Have teaching skills which lead to pupils achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners' nationally.</li><li>• Promote collaboration and work effectively as a team member.</li><li>• Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.</li></ul>

## APPENDIX E

### Upper Pay Range Application Form

This form is to be used when applying for the upper pay scale, as outlined in the school's Teachers' Pay Policy. Before completing this form, you should make yourself fully aware of the school's policy and procedures concerning pay and teachers' standards, and be certain you meet the relevant criteria for assessment.

A copy of the school's Teachers' Pay Policy can be obtained from the school office.

#### Declaration

<b>Teacher's name:</b>	
<b>Teacher reference number:</b>	
<p>I hereby certify that I understand that the decision on my progression will be based on my performance against the relevant teacher standards and whether my achievements and contribution to the school are substantial and sustained.</p> <p>I have provided a summary of the evidence from my teaching practice that I believe demonstrates I have met the required threshold standards.</p> <p>I have used evidence from past appraisals and reviews where possible to complete the relevant section of the application form.</p> <p>I have provided a summary of the evidence from my teaching practice that demonstrates how I believe I have met the threshold standards.</p>	
<b>Teacher's signature:</b>	<b>Date:</b>

When completing the form, you should consider carefully whether your statements satisfy the following:

- Relevant
- Concise
- Representative
- Supported by strong evidence
- Time-specific
- Demonstrating impact

**Teaching standard 1.1: Set high expectations which inspire, motivate and challenge pupils**

**Possible sources of evidence include:** Planning files and records, feedback from lesson observations, performance data, performance management evidence, pupil progress records, annotated pupils' work, and records of homework set.

Explain below how you have set high expectations and inspired, motivated, and challenged pupils. You may wish to include how you have established a safe environment rooted in respect, set goals that stretched pupils' abilities and demonstrated the values and behaviour you expect from your pupils. Provide evidence where possible:

**Assessment by headteacher:**

Standard:            Met      Not yet met



## Teaching standard 1.2: Promote good progress and outcomes by pupils

**Possible sources of evidence include:** Planning files and records, feedback from lesson observations, performance data, performance management evidence, pupil progress records, annotated pupils' work, and records of homework set.

Explain below how you have promoted good progress and outcomes for your pupils. You may wish to include: How you are accountable for pupils' attainment and outcomes? How you stay aware of pupils' capabilities and plan your lessons with these in mind? How do you guide pupils to reflect on progress and identify areas of weakness? You should also demonstrate here your knowledge and understanding of how pupils learn and how this impacts your teaching. In addition, provide evidence of how you encourage pupils to take responsibility for their own work and study. Provide evidence where possible:

**Assessment by headteacher:**

Standard:            Met      Not yet met

**Teaching standard 1.3: Demonstrate good subject and curriculum knowledge.**

**Possible sources of evidence include:** Lesson observations, CPD records, planning records, performance management evidence, personal research and INSET records.

Demonstrate below how you have good subject and curriculum knowledge and how you have improved this over recent years. You may wish to highlight how you foster and maintain pupils' interest in the subject and how you address misunderstandings. You should also demonstrate a critical understanding of developments in the subject. In addition, demonstrate how you have promoted high standards of literacy, articulacy and the correct use of standard English, regardless of your specialism. Provide evidence where possible:

**Assessment by headteacher:**

Standard:            Met      Not yet met

### Teaching standard 1.4: Plan and teach well-structured lessons

**Possible sources of evidence include:** Lesson observations, CPD records, planning records, performance management evidence, monitoring management information, behaviour logs and pupil progress records.

Explain below how you have planned and taught well-structured lessons imparting knowledge and developing understanding through effective use of lesson time. Demonstrate how you have promoted a love of learning and intellectual curiosity. How has the homework you set consolidated and extended pupils' understanding? Do you reflect on the effectiveness of lessons and approaches to teaching? How do you contribute to the design and provision of an engaging curriculum within the relevant subject area? Provide evidence where possible:

**Assessment by headteacher:**

Standard:            Met      Not yet met

**Teaching standard 1.5: Adapt teaching to respond to the strengths and needs of all pupils**

**Possible sources of evidence include:** Assessment records, lesson plans, records of achievement, monitoring data, records of target setting discussions, pupils' reports, annotated pupils' work, feedback from lesson observations and parent consultation records.

Explain below how you adapt your teaching to the strengths and needs of pupils. How do you differentiate appropriately? Demonstrate how you can overcome a range of factors that can inhibit pupils' progress. Provide evidence of awareness of the physical, social and intellectual development of children and how your teaching supports this. Demonstrate how you respond to the specific needs of all pupils, including those with special educational needs or disabilities, high ability or English as an additional language. Provide evidence where possible:

**Assessment by headteacher:**

Standard:            Met      Not yet met

## Teaching standard 1.6: Make accurate and productive use of assessment

**Possible sources of evidence include:** Assessment records, lesson plans, records of achievement, monitoring data, records of target setting discussions, pupils' reports, annotated pupils' work, feedback from lesson observations and parent consultation records.

Explain how you have developed your knowledge and understanding of how to effectively assess the relevant subject and curriculum areas, including the statutory assessment requirements. Provide examples of when you have made use of both formative and summative assessment to secure pupils' progress. Explain how you use relevant data to monitor progress, set targets and plan subsequent lessons. Demonstrate how you give pupils regular feedback, both orally and through accurate marking, and how you encourage pupils to respond to the feedback.

**Assessment by headteacher:**

Standard:            Met  Not yet met

**Teaching standard 1.7: Manage behaviour effectively to ensure a good and safe learning environment**

**Possible sources of evidence include:** Lesson observations, teaching assessments, behaviour logs and records of rewards and sanctions.

Demonstrate below how you have managed behaviour effectively to ensure a good and safe learning environment. You may wish to include how you have established clear rules and routines and taken responsibility for promoting good behaviour both in your classroom and throughout the school. How have you established a framework for discipline using a range of consistent and fair strategies? Explain your strategy for managing classes effectively and motivating pupils. How have you maintained good relationships with pupils, exercised appropriate authority and acted decisively when necessary? Provide evidence where possible:

**Assessment by headteacher:**

Standard:            Met      Not yet met

### Teaching standard 1.8: Fulfil wider professional responsibilities

**Possible sources of evidence include:** Planning records, School Development Plan, action plans, performance management evidence, contribution to extra-curricular activities, curriculum working parties, departmental team work, evidence referenced in previous answers.

Explain below how you have made a positive contribution to the wider community and ethos of the school. How have you developed effective professional relationships? How have you deployed support staff effectively? When have you taken responsibility for improving teaching through appropriate professional development? How have you communicated effectively with parents with regards to pupils' achievements and wellbeing? Provide evidence where possible:

**Assessment by headteacher:**

Standard:            Met  Not yet met

## Teaching standard 2: Personal and professional conduct

**Possible sources of evidence include:** CPD records or any other relevant information about professional development, performance management evidence, supportive documentation, comments from staff, pupils and parents, feedback from lesson observations, planning records and evidence referenced in previous answers.

Explain below how you have met the personal and professional standards expected of a teacher. These include maintaining high standards, building relationships, treating pupils with dignity, safeguarding pupils' wellbeing, showing tolerance and respect, not undermining fundamental British values, and ensuring personal beliefs are not expressed in ways which exploit pupils' vulnerability. Demonstrate how you have paid regard to the policies and practices of the school and that you understand your professional duties and responsibilities. Provide evidence where possible:

**Assessment by headteacher:**

Standard:            Met  Not yet met