



## **Pay Policy 2016**

Reviewed by:

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## 1. INTRODUCTION

### 1.1 September 2016 Pay Award

The minimum and maximum of the pay ranges and allowances for the September 2016 pay award are set out in the STPC Document 2016.

1.2 Decisions about teachers' pay progression must be linked to the performance and appraisal policy.

1.3 The Trustees will operate a WNAT Pay Policy as the 'relevant body', as defined in the STPC Document 2016, 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 STPC Document and the conditions of service for support staff employed by WNAT.
- take into account pay relativities between posts within the teachers of the WNAT and support staff of the WNAT.
- ensure that the annual appraisal of all teachers, including part time teachers, unqualified teachers, members of the leadership group, and the annual performance review of the Executive Headteacher's salary, is fairly and properly conducted as soon as possible and by 31<sup>st</sup> October at the latest; 31<sup>st</sup> December for the Executive Headteacher.
- where a pay determination leads or may lead to the start of a period of safeguarding, the Trustees 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 STPC Document is exercised in a fair and equitable manner.
- give recognition to assigned increased responsibility for Teaching and Learning Responsibilities, whether for a permanent post, temporary projects or acting post basis.
- ensure that an approved evaluation process is used to determine the appropriate salary range for members of the support staff of the WNAT.
- Comply with the salary safeguarding arrangements in the current STPC Document.

1.4 This policy statement will be available to the staff of the WNAT.

## 2. DELEGATION OF DECISION MAKING

### 2.1 Executive Headteacher

- 2.1.1 Except where otherwise stated, the Trustees will delegate the day to day management of the policy to the Executive Headteacher in consultation with the Chair of the WNAT. The Executive Headteacher will report to the WNAT those occasions when the delegated responsibility has been exercised in respect of the discretionary elements of the STPC Document and the pay provisions for support staff.
- 2.1.2 The Executive Headteacher, in consultation with Headteachers, shall make annual recommendations on the salary of all staff to the appropriate committee of the WNAT.
- 2.1.3 The WNAT requires that the Executive Headteacher has regard to the budget approved by the WNAT and the requirements of employment legislation, particularly The Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, as well as 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, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

The WNAT expects the Executive Headteacher to seek advice where appropriate from persons engaged by the WNAT to provide such advice.

### 2.2 An appropriate committee structure

- 2.2.1 The WNAT will delegate to a committee of Trustees, hereafter referred to as the "**Review Committee**", decisions arising out of this policy and/or the appraisal policy. The number of Trustees on the committee shall normally be 5 of which at least 3 shall sit in rotation. No member of the review appeals committee, referred to below, will be a member of the review committee. No Trustee who is employed by the WNAT may be a member of the review committee or the review appeals committee.
- 2.2.2 The WNAT will delegate to a committee of Trustees, hereafter referred to as the '**Review Appeal Committee**', any appeals by individual members of staff against decisions of the Review Committee in 2.2.1 arising out of this policy or the appraisal policy. The number of Trustees on the committee shall normally be 5 of which at least 3 shall sit in rotation. Any appeal will be dealt with before a final decision is reported to the WNAT.

### 2.3 Review of recommendations to, or decisions of, the Review Committee

- 2.3.1 Prior to making a recommendation to the Review Committee regarding the salary outcome following the Appraisal Review, the Executive Headteacher (or Chair of the Appraisal Review trustees in the case of the Executive Headteacher) will inform the Employee of the recommendation they intend to make to the Review

Committee, and the date the Review Committee will be considering the recommendation.

- 2.3.2 If the Employee does not agree with the recommendation to be made, then s/he may provide a written statement to the Clerk of the WNAT which will be provided to the Review Committee when they consider the recommendation.

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 for statutory/contractual guidance of the STPC Document;
- 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 5 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 WNAT will provide the Executive Headteacher (or Chair of the Executive Headteacher's Appraisal Review trustees in the case of the Executive Headteacher) with a copy of the written statement submitted by the Employee prior to the meeting of the Review Committee.

- 2.3.3 The Employee will be notified in writing of the decision made by the Review Committee and their right to appeal the decision to the Review Appeal Committee.

If the Review Committee agrees with the recommendation of the Executive Headteacher (or Chair of the Executive Headteacher's Appraisal Review trustees) the Employee has the right of appeal against the decision under paragraph 2.4 below.

If the Review Committee disagrees with the recommendation of the Executive Headteacher (or Chair of the Executive Headteacher's Appraisal Review trustees) the Employee may, within 5 working days of being informed of the decision, make a request to the Clerk of the WNAT to attend a meeting with the Review Committee.

The Clerk to the WNAT will arrange, normally within 20 working days of the receipt of the written notice, giving at least 5 working days notice, a meeting of the Review Committee.

The employee may be accompanied at that meeting by a workplace colleague or representative of his/her trade union and the Review Committee may also have an adviser present to advise them. The Review Committee may also ask the Executive Headteacher (or Executive Headteacher's Appraisal Review trustees) to

be present and to comment on the reasons for the application for the review. The decision of the Review Committee will be provided to the employee in writing as soon after the review as possible. The employee will be advised that s/he has the right of appeal against the decision of the Review Committee to the Review Appeal Committee (paragraph 2.4 below).

2.3.4 The procedure to be followed for the review hearing is attached at Annex A of this policy.

## 2.4 Appeals against Salary or Appraisal Decisions

If the employee decides to appeal against the decision of the Review Committee as defined in 2.3.3 above then the employee shall, within 5 days of receipt of the determination, notify the Clerk to the WNAT in writing of the appeal and the reasons for it, which will be for one or more reasons outlined in paragraph 2.3.2 above).

The Clerk to the WNAT will arrange, normally within 20 working days of the receipt of the written notice of appeal, giving at least 5 working days notice, a meeting of the Review Appeal Committee of the WNAT. The employee will be entitled to attend.

The decision of the Review Appeal Committee delegated to deal with appeals shall be final. Once any appeal has been resolved the final decisions regarding the assessment of salaries or appraisal of staff shall be reported to the WNAT.

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

## 2.5 Threshold Application

2.5.1 An application must be made by 31<sup>st</sup> October 2016.

A successful applicant will progress to the minimum of the Upper Pay Range determined by the Executive Headteacher from 1<sup>st</sup> September 2016.

A successful applicant will have demonstrated through the appraisal process:-

- that as a teacher s/he is highly competent in all elements of the relevant standards; and
- that his/her achievements and contributions are substantial and sustained

(See ANNEX C for the WNAT's definition of "highly competent" and "substantial and sustained".)

2.5.2 The Executive Headteacher shall inform the teacher of the recommendation of the outcome of the threshold application to be made to the Review Committee as soon as possible after the closing date has passed. Any comment/response from the teacher shall be reported to the Review Committee. Once the Review Committee has made its decision the teacher shall be given a salary assessment form indicating his/her salary position following the outcome of the application. The Executive Headteacher shall provide oral feedback on the relevant criteria indicated, or in the case of unsuccessful application, in writing on the original application form. Feedback shall also include advice on aspects of performance that would benefit from further development.

2.5.3 Any decision regarding successful placement on the Upper Pay Range will only apply to posts under the employment of the WNAT.

## **2.6 Reviews and Appeals against appraisal or pay decisions**

2.6.1 An employee may make a formal request for a review of the appraisal or pay decision by the Executive Headteacher by submitting a request in writing together with reasons for a review for a reason identified in clause 2.3.2 of this policy. The Executive Headteacher will make arrangements, normally within 10 working days of the written application for a review, to meet with the employee who may be accompanied by a workplace colleague or representative of his/her trade union. The outcome of the review shall be provided in writing together with notification of the right of appeal.

2.6.2 If the employee decides to exercise his/her right to have the appraisal or pay determination reviewed or to appeal against the determination it shall be in accordance with clause 2.4 of this policy and the reasons for review in 2.3.2 of this policy.

## **2.7 The Chair of the WNAT**

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

## **2.8 The Appraisal Review Trustees for the Executive Headteacher's Appraisal**

2.8.1 The WNAT will delegate 2 or 3 trustees none of whom shall be employees of the WNAT, to carry out the appraisal review for the Executive Headteacher as set out in this policy and the appraisal policy. The delegated trustees will be advised by an adviser appointed by the WNAT. The agreed performance objectives and indicators/measures will be referred for moderation to the Chair of the WNAT.

2.8.2 It is the stated wish of the WNAT that the delegated trustees should be appropriately trained.

## **3. EXERCISE OF DISCRETION UNDER THE STPC DOCUMENT**

### **3.1 Starting salary of new classroom teacher appointments.**

3.1.1 When advertising a teaching post the WNAT or delegated committee will identify the range of salaries the WNAT is prepared to pay subject to qualifications and experience. The WNAT will not normally agree to match the salary on which the applicant is/was paid in his/her last school without first considering the merits of the application and its relationship to the salary of teachers employed by the WNAT.

Where the Executive Headteacher or selection panel regards a teacher has 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.

- 3.1.2 The Executive Headteacher will provide a statement for the appropriate committee of the WNAT of the reasons for which the salary has been awarded together with the position on the appropriate range in the WNAT's salary structure.

### **3.2 Calculation of Part Time and Supply Teachers' salaries**

- 3.2.1 The WNAT will ensure that all part time teachers employed by the WNAT will have their salaries calculated in accordance with the STPC Document and the "pro rata principle" except where a part time teacher is awarded a TLR3.
- 3.2.2 The WNAT will ensure that the total amount of time for which a part time teacher may be directed by the Executive Headteacher is calculated in accordance with the STPC Document and the "pro rata principle".
- 3.2.3 All part time teachers will be advised of the way in which their salary and directed time are calculated.
- 3.2.4 Teachers employed on a day to day basis will be paid on a daily basis calculated with reference to a full working year consisting of 195 days with periods of employment that are less than a day being calculated pro-rata.

### **3.3 Recruitment/Retention Incentives**

- 3.3.1 The WNAT may have a policy with regard to any payment of recruitment/retention incentives or benefits in accordance with paragraph 27 of the STPC Document.
- 3.3.2 The policy adopted by the WNAT will be made known to staff and set out as Annex D to this policy.

### **3.4 Staffing Structure**

- 3.4.1 The Executive Headteacher will annually recommend to the WNAT a staffing structure for the school that:
- takes account of any financial limits determined by the WNAT or its delegated committee;
  - identifies the posts to which allowances will be allocated for permanent Teaching and Learning Responsibilities (TLR) in accordance with the requirements of the STPC Document;
  - 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 WNAT. A TLR3 paid to a part time teacher will be paid in full without reference to the "pro rata principle".
  - 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 STPC Document, and the different levels that may be paid within each TLR in the attached staffing structure in accordance with the STPC Document;

- 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 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 WNAT shall be published with this pay policy.

- 3.4.2 In the event that the recommendation contains changes in the staffing structure the recognised trade unions will be informed and consulted before the final salary structure is published.

### **3.5 Special Educational Needs**

- 3.5.1 The WNAT will award an allowance to any teacher who satisfies the requirement of the STPC Document, paragraph 21.

- 3.5.2 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.

### **3.6 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 assessment of performance only as assessed under the appraisal policy).*

- 3.6.1 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 Executive Headteacher that a teacher be paid a higher salary on the classroom teachers' main pay range determined by the WNAT, or the Upper Pay Range, depending on which range the teacher is currently paid. The Executive Headteacher will also provide written reasons why any teacher should not progress on either range.
- 3.6.2 Any recommendations for progression to a higher salary made by the Executive Headteacher shall be in respect of the teacher's performance during the previous year across all aspects of the teacher's professional duties as measured against his/her performance review under the WNAT's Appraisal policy, with particular reference to the achievement of objectives and classroom performance. In the case of teachers beyond the threshold the Executive Headteacher will also have regard to the teacher's overall contribution to the school.
- 3.6.3 Before the Executive Headteacher decides whether or not to make a written recommendation to the Review Committee, the WNAT will expect that

the Executive Headteacher will have had due regard to the WNAT's criteria for determining whether or not a teacher shall progress as set out in Annex E of this policy together with the salary points on the Main and Upper Pay Ranges adopted by the WNAT which shall be made available to all teachers on the main classroom teacher pay range and the Upper Pay Range.

- 3.6.4 Recommendations for increases in pay will be differentiated such that the amount of any increase is clearly attributable to the performance of the teacher in question.
- 3.6.5 A teacher on the classroom teachers' main pay range whose performance meets the criteria set out in Annex E could reasonably expect to reach the maximum of the range in about five years. The Executive Headteacher may recommend that there will be no progression on the range in a given year where the outcome of the appraisal of the teacher does not warrant progression. A newly qualified teacher who achieves the required standards at the end of his/her induction will normally progress to the second point on the main pay range.
- 3.6.6 Where a teacher has been absent through long term illness or on maternity leave (or other long term leave) the Executive Headteacher will ensure that the requirements of the STPC Document are complied with by ensuring that an appraisal review has been conducted. In the event that a review cannot be conducted until the teacher returns to school the Executive Headteacher will conduct a review at such time following the teacher's return to school to enable a proper and reasonable assessment to be made and in the event that the Executive Headteacher's recommendation is to pay the teacher on a higher salary on the appropriate pay range the award may be back dated to the appropriate date on which the award would normally have been paid.

#### **4. LEADING PRACTITIONER POSTS**

- 4.1 The WNAT may decide to include a Leading Practitioner post or posts in the staffing structure where it receives a recommendation from the Executive Headteacher to consider such a post. The Leading Practitioner post must comply with the requirements of the STPC Document.
- 4.2 Where a Leading Practitioner is appointed the WNAT shall select an individual post range on the pay range designated for Leading Practitioners. A newly appointed Leading Practitioner shall be appointed to the minimum of the chosen range.
- 4.3 The primary purpose of a Leading Practitioner post is for the modelling and leading improvement of teaching skills. In addition the Leading Practitioner will take a leading role in developing, implementing and evaluating policies and practice that will contribute to school improvement. Performance objectives will be set with the Leading Practitioner and performance reviewed against those objectives in accordance with the WNAT's Appraisal policy.
- 4.4 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 Executive 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 are set out in Annex F of this policy.

## **5. THE LEADERSHIP GROUP (See Annex I)**

### **5.1 Associate, Deputy and Assistant Headteachers**

- 5.1.1 The WNAT, following consideration of the relevant criteria set out in the STPC Document, will determine the individual range for a newly appointed Associate Headteacher, Deputy Headteacher or Assistant Headteacher's salary.
- 5.1.2 At the time of appointing a new Associate Headteacher, Deputy Headteacher or Assistant Headteacher the selection panel of the WNAT making the new appointment shall determine the salary point on the individual range to be paid. The selection panel shall have regard to advice available from persons engaged by the WNAT.

### **5.2 Awards for performance to Associate, Deputy and Assistant Headteachers**

- 5.2.1 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 Executive Headteacher that any Associate, Deputy or Assistant Headteacher be paid additional points subject to the maximum of the individual range. The WNAT expects that the objectives which were set for an Associate, Deputy or Assistant Headteacher under the appraisal policy will have become progressively more challenging as the teacher has gained experience in his/her current role.
- 5.2.2 Where it considers it has substantial difficulties in retaining the services of a current Associate, Deputy or Assistant Headteacher the WNAT may decide to change the salary range of an Associate, Deputy or Assistant Headteacher in accordance with the STPC Document in order to retain his/her services. Only in exceptional circumstances may the associate, Deputy or Assistant Headteacher's range overlap the Executive Headteacher's pay range. The Associate, Deputy or Assistant Headteacher's salary cannot be placed on a new range, except at his/her current point or the minimum point, whichever is the greater, until the September following the determination of a changed range.

## **6. ANNUAL ASSESSMENT OF THE SALARY OF TEACHERS**

### **6.1 Annual assessments**

- 6.1.1 On or before 31<sup>st</sup> October of each year, or as soon as possible thereafter, the Executive Head teacher will carry out an annual assessment of salary progression for each teacher, including Associate, Deputy and Assistant Headteachers, Leading Practitioners and unqualified teachers employed in the school. Each teacher will be informed of the salary to be recommended to the Review Committee for the September of the new academic year including any increased salary, having regard to the annual appraisal review conducted in accordance with the WNAT's appraisal policy and this policy. Any written comment from the teacher will be presented to the Review Committee when the recommendation of the Executive Headteacher is presented.

6. 1.2 When the Review Committee has considered the recommendations from the Executive Headteacher for all teachers employed by the WNAT and any comment from any individual teacher, its decision will be provided in writing, by 18<sup>th</sup> November at the latest, to each teacher on the appropriate teacher salary assessment form. The salary assessment form will give information on each relevant aspect of the teacher's salary on which the WNAT has discretion under this policy. All salary decisions will have been completed by 4<sup>th</sup> November at the latest to be backdated to the 1<sup>st</sup> September.

## **7. DETERMINATION OF LEADERSHIP GROUP SALARIES**

### **7.1 Group of the School; Individual Head Teacher Range (HTR) and salary ranges for other members of the leadership group**

- 7.1.1 For the purposes of determining the group of the school by which the HTR for the Executive Head teacher is identified, the WNAT will re-calculate annually the appropriate unit total of the school.
- 7.1.2 The WNAT will assign the school to the appropriate Head Teacher Group (HTG) whenever a new Executive Headteacher is to be appointed and on such occasions as the WNAT sees fit. The Executive Headteacher may make representations to the Review Committee to consider assigning the school to a new HTG.
- 7.1.3 If the WNAT sees fit to change the group of the school having re-calculated the unit total of the school in accordance with the STPC Document and the school is entitled to be in a HTG, the WNAT will identify a HTR which will ensure that the minimum of the HTR is not below the minimum of the salary range for the HTG.
- 7.1.4 When a new Executive Headteacher is appointed, when the HTG is changed as in 7.1.3 above, the WNAT, in accordance with the STPC Document, will re-determine an HTR on which the Executive Headteacher's salary will be paid, according to the size and circumstances of the school. The HTR of the school shall be a range of consecutive salary points selected by the WNAT within the HTG range for the school.
- 7.1.5 The Recruitment Selection Committee, set up to appoint a new Executive Headteacher, shall determine the salary point on the ISR (Headteacher Range) to be paid. The selection committee will ensure 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 WNAT.
- 7.1.6 In the event that the WNAT agrees to the school's Head teacher also being made the Head teacher of another school on a permanent basis, the Head teacher's salary will be determined in accordance with STPC Document 2016 (paragraph 6.6).
- 7.1.7 Where such a decision is made then the WNAT 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.

7.1.8 The salary ranges for an Associate, Deputy or Assistant Head teacher shall be determined with reference to the school's HTR as defined by the STPC Document.

## **7.2 Annual Review of Executive Headteacher's salary**

7.2.1 At the beginning of each academic year, or at any such time as the WNAT, in consultation with the Executive Headteacher may decide, the Appraisal Review trustees referred to in 2.8 will agree with the Executive Headteacher, or, in the absence of agreement, set performance objectives together with performance indicators/measures appropriate to each objective. The performance objectives will reflect priorities identified in the school's development plan.

7.2.2 An external adviser appointed by the school will support the Appraisal Review trustees in carrying out the annual appraisal of the Head teacher. The performance review and review statement will be conducted in accordance with the WNAT's Appraisal policy.

7.2.3 In the Autumn term of each year, (or where determined differently by the WNAT as referred to in 7.2.1 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 trustees (having consulted the Chair WNAT, if s/he is not an Appraisal Review governor) about the salary of the Executive Headteacher. The recommendation shall reflect the Appraisal Review trustees' views based on the outcomes of the annual performance review and the Chair of WNAT's view of the Executive Headteacher's overall performance during the year. Any recommendation for movement up the HTR, on which the Executive Headteacher is currently paid, will identify the recommended number of progressed points proposed. The Executive Headteacher will be advised of the proposed recommendation and may make a written response to the recommendation.

7.2.4 The recommendation for the Executive 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 1st September. This will either be at the current point on the HTR or point(s) higher, subject to the maximum of the HTR, or any additional payments as identified in the STPC Document, paragraph 10. The Review Committee will consider the recommendation together with any written response from the Executive Headteacher to the recommendation and make its decision known to the Executive Headteacher in writing on the salary assessment form by 31<sup>st</sup> December at the latest, to be backdated to 1<sup>st</sup> September. The Executive Headteacher will not be entitled to attend the meeting of the Review Committee.

7.2.5 If the Executive Headteacher wishes to seek a review of the decision of the Review Committee regarding his/her pay, s/he may do so in accordance with the procedure set out in paragraph 2.3 of this policy. The Executive Headteacher will have right of appeal against the decision of the Review Committee in accordance with the procedure set out in paragraph 2.4 of this policy.

### **7.3 Determination of Discretionary payments to Head teachers**

- 7.3.1 The WNAT may decide to pay additional payments to the Executive Headteacher in accordance with paragraphs 10 of the STPC Document.
- 7.3.2 Where a decision is made to increase the Executive Headteacher's salary beyond the maximum of the appropriate HTG determined in accordance with paragraph 7.2.4 above, the total sum of all payments made to the Executive Head teacher referred to in 7.3.1 will not exceed 25 per cent of the maximum of the HTG, except in exceptional circumstances.
- 7.3.3 In the event that it is considered there are wholly exceptional circumstances which make it necessary to exercise the provision set out in 7.3.2 above then the WNAT will take external independent advice in accordance with paragraph 9.3 of the STPC Document before agreeing to such a decision.

### **7.4 Acting allowances for an acting Executive Headteacher, an acting Associate Headteacher, acting Deputy Head teacher, acting Assistant Head teacher or a teacher acting up in a TLR post**

- 7.4.1 In the prolonged absence of the Executive Headteacher, Associate Headteacher, a Deputy Head teacher, an Assistant Head teacher or a TLR post holder, the WNAT may appoint a teacher to act up during the absence of the post holder. Prolonged absence is considered a minimum of 28 days and acting allowances will be considered on a case by case basis. From the date that the WNAT considers it necessary to make an acting appointment, the WNAT will pay an allowance equal to the difference between the salary currently paid to the person appointed to act up and a point considered appropriate by the WNAT on the HTR for the Executive Head teacher or the range of salaries for the Associate, Deputy or Assistant Head teacher or the level of TLR in question. The STPC conditions of employment for a Head teacher, Deputy or Assistant Head teacher will also apply to any person in receipt of such an acting allowance.
- 7.4.2 If, during any absence of the Executive Headteacher, Associate, Deputy or Assistant Head teacher or a TLR post holder, the acting appointment is made and maintained for a period then the WNAT will consider within four weeks of the acting appointment whether or not the teacher shall be paid an acting allowance calculated in accordance with 7.4.1 above. If no allowance is paid the WNAT may reconsider the position at any time.

## **8. ADDITIONAL PAYMENTS FOR TEACHING STAFF**

- 8.1 In the event that the Executive Headteacher, following consultation with the teacher(s) affected, (or the Chair of the WNAT following consultation with the Executive Headteacher) decides to request teachers (or the Executive Headteacher) to undertake:
- CPD 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 or the Executive Headteacher agreeing to participate in such activities.

- 8.2 The daily rate payable to each individual teacher /Executive Headteacher undertaking such CPD or ITT activities and entitled to such a payment will be determined by the WNAT. 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 Executive Headteacher having responsibility for more than one school, as provided for in paragraph 7.1.7 of this policy, the Review Committee of the WNAT 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 WNAT

## **9. UNQUALIFIED TEACHERS**

- 9.1 The WNAT may employ unqualified teachers/instructors in the school. Such unqualified teachers will be paid in accordance with paragraph 17 of the STPC Document.
- 9.2 The point on the WNAT's unqualified teacher range, within the maximum and minimum of the range as set out in paragraph 17 of the STPC Document, at which a new appointment will be paid, will be determined by the Executive Headteacher, in consultation with the Chair of the WNAT, and will take account of the qualifications and experience considered to be relevant to the post to which the person is appointed.
- 9.3 In addition to the appropriate point on the unqualified teachers' pay range the Executive Headteacher, in consultation with the Chair of the WNAT, may award an additional annual allowance in accordance with paragraph 22 of the STPC Document to a person appointed as an unqualified teacher who either takes on a sustained additional responsibility or who s/he believes has additional qualifications and/or experience to warrant such an award.

The Executive Headteacher will report any award of such an allowance to the Review Committee of the WNAT.

- 9.4 The same arrangements for salary progression for teachers will also apply to unqualified teachers.
- 9.5 The same safeguarding arrangements will apply to an unqualified teacher as to other teachers, i.e. if as a result of changes to the STPC Document, the WNAT's pay policy or staffing structure of the school an unqualified teacher would be paid a lower salary his/her salary will be protected for a period up to 3 years from the date of the change subject to the provisions of the STPC Document.

## **10. SALARIES OF SUPPORT STAFF**

- 10.1 On appointing a member of the support staff the job description determined for the post to which the employee is to be appointed will be evaluated in accordance with an approved scheme. Advice will be sought from persons engaged by the WNAT to advise on an approved evaluation process.
- 10.2 The Executive Headteacher, in consultation with the Chair of the WNAT, will determine the appropriate point on the evaluated range having regard to:
  - i) relevant qualifications and/or competencies; and

ii) recruitment/retention needs of the school in respect of the post  
The decision of the Executive Headteacher will be reported to the Review Committee.

10.3 If at any time the Executive Headteacher, in consultation with the Chair of the WNAT, considers that a member of the support staff is being asked to undertake, or has undertaken, increased or decreased responsibilities on a permanent basis, s/he shall refer the job description of the post, with the new responsibilities, to be evaluated. If the evaluation provides for a higher salary that salary will be paid to the post holder from a date determined by the Executive Headteacher and, in the case of a temporary increase in responsibility, the date to which the new salary will be paid. In the event that the evaluation provides for a lower salary the employee will be entitled to salary safeguarding for a period in accordance with the WNAT's policy. The new salary level will be reported to the Review Committee at its next meeting.

10.4 At the time of making the annual assessment of the teachers' salaries the Executive Headteacher may also make any recommendation to the Review Committee in respect of the salary of any member of the support staff. Where the Executive Headteacher considers it appropriate s/he may recommend to the Review Committee that a named member(s) of the support staff shall be awarded an honorarium for the excellence of his/her 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 the support staff wishes to appeal against his/her salary level s/he may ask for a re-evaluation of the job description of the post to be undertaken. In the event that a member of the support staff decides to appeal against a decision of the Review Committee under paragraph 2.4 above, then s/he shall enter a formal written statement of appeal. The appeal shall be heard by the Review Appeal Committee referred to in paragraph 2.2.2 above.

## **11. SALARY SACRIFICE SCHEME**

11.1 The WNAT will support and encourage any salary sacrifice scheme as identified in the STPC Document and made available by the WNAT, from which teachers or support staff employed in the school benefit where there is no additional cost to the WNAT's budget.\*\*

## **12. REVIEW OF THE POLICY**

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

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

*\*\* WNAT is aware that there may be a cost when an employee in receipt of child care vouchers is on maternity leave and is no longer receiving contractual pay.*

**ANNEX A (This procedure complies with the guidance of the Secretary of State ('Implementing your school's approach to pay'))**

**PROCEDURE FOR A REVIEW OF A SALARY DETERMINATION OR AN APPRAISAL DECISION BY THE REVIEW COMMITTEE OF THE WNAT**

**1. Case for the employee**

The employee is entitled to be accompanied by a representative of his/her 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 Executive Headteacher (or a trustee as referred to in Note 3 below) to be present at the hearing the Executive Headteacher (or trustee) may be asked questions by the 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 his/her case if s/he so wishes.
- 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, if other than the Executive Headteacher or a trustee, 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 5 working days.

*Notes:*

*1. for the purposes of the review, the Review Committee and the employee will have the following documents:-*

- o the written statement of reasons for the recommendation/decision previously provided to the employee*
- o the written statement of reasons for the application for the review from the employee. (The grounds for the appeal must comply with paragraph 2.3.2 of the pay policy).*
- o 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 Executive Headteacher (or in accordance with note 3 below, a trustee) to be present. In that event the Executive Headteacher (or trustee) may also be asked questions by the members of the Review Committee and by the employee or his/her representative. The Executive Headteacher (or trustee) may not be involved in the decision of the Review Committee.*

*3. Where the Executive Headteacher has asked for the review, the Review Committee may ask the Chair of the WNAT or a representative of the trustees referred to in 2.8.1 above to be present.*

*4. The Review Committee may have an adviser present.*

*5. The review is not an appeal against the recommendation/decision.*

*6. Where a teacher is seeking a review against a recommendation about the Threshold Application or an appraisal decision of the Executive Headteacher, the same procedure will be used with the Executive Headteacher taking the role of the Review Committee. The Executive Headteacher may have an adviser present, who may not be an employee of the WNAT. C1*

**ANNEX B** (This procedure complies with the guidance of the Secretary of State ('Implementing your school's approach to pay')

**PROCEDURE FOR AN APPEAL AGAINST A SALARY OR APPRAISAL DECISION OF THE REVIEW COMMITTEE TO THE REVIEW APPEAL COMMITTEE OF THE WNAT**

**The Appeal of the employee**

The employee is entitled to be accompanied by a representative of his/her 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 s/he wishes to give, and each witness may be asked questions by the representative of the Review Committee and then by the Review Appeal Committee.

**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 his/her 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 s/he so wishes.
- b) the employee, or representative, has the opportunity to sum up his/her case if s/he so wishes.
- 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 2.3.2 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 Executive Headteacher (or in accordance with note 3 below, a trustee) as a witness for the Review Committee. In that event the Executive Headteacher (or trustee) may be questioned as a witness.*

*3. Where the Executive Headteacher has asked for the review the representative of the Review Committee may call the Chair of WNAT and/or one of the Trustees referred to in paragraph 2.8.1 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.*

*5. Where a teacher is appealing against a determination of the Threshold Application or an appraisal decision the same procedure will be used with the Executive Headteacher taking the role of the representative of the Review Committee. The Review Appeal Committee may have an adviser present who may not be an employee of the WNAT. C1*

**ANNEX C****ACCESS TO THE TEACHERS UPPER PAY RANGE**

Any qualified teacher who has been employed at the top of the main pay range for a minimum of 12 months may apply to the Executive Headteacher to be paid on the Upper Pay range. An application may only be made once in an Academic year and must be made before October 31<sup>st</sup>.

A successful applicant will have demonstrated:

- That as a teacher s/he is highly competent in all elements of the relevant standards; and
- That his/her achievements and contributions to the school are substantial and sustained.

For the purpose of this pay policy:

- *Highly competent* means performance which is not only good but is good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school in order to help them meet the relevant standards and develop their teaching practice.
- *Substantial* means of real importance, validity and value to the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning and achievement.
- *Sustained* means maintained continuously over a period of the previous two years.

The application shall be in the form of the annual appraisal document and two previous appraisal reports which meet the criteria with supplementary evidence to be considered which reflects the applicant's achievements over a 2 year Period.

All applications will be assessed robustly, transparently and equitably by the Executive Head teacher assisted by the Associate Headteacher/Head of School and a decision will be made and communicated in writing within 15 working days.

Where application is unsuccessful, the written notification will indicate the areas where the judgement is that the teacher's application does not satisfy the assessment criteria.

A successful applicant will progress to the minimum point of the Upper Pay range where it is expected that the level of performance assessed will be at least sustained. Further progression on the Upper Pay range will be dependent on additional evidence that the application has developed further and taken on further responsibilities across the school.

## **ANNEX D**

### **TEACHERS: RECRUITMENT AND RETENTION ALLOWANCES OR BENEFITS**

This annex identifies the circumstances under which the school will pay allowances and/or benefits for the purposes of recruiting and retaining teachers. Recruitment or Retention allowances will be considered as a method of attracting or retaining outstanding teachers and support staff where the school would be adversely affected by not recruiting or retaining them. Recruitment and retention allowances will be pensionable payments. On expiry of a recruitment allowance it may be replaced by a retention allowance. Decisions on recruitment allowances or retention allowances will be made by the Executive Headteacher following consultation with the Chair of the WNAT.

Prior to consultation the Executive Headteacher will set out:

- 1) The reasons why the post should attract a recruitment or retention allowance with reference to other allowances awarded and any available recruitment or retention information
- 2) The start and end dates of the allowance
- 3) The amount of the allowance and its percentage of substantive salary which will not exceed 10%

The decision to award a recruitment allowance will be communicated to the employee in writing stating the start date and end date, the amount and whether it is recruitment or a retention allowance. The decision to award a recruitment allowance will be reported to the Trustees at the next meeting.

**ANNEX E****Upper Pay Range Teacher Job Description**

*This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.*

Paragraphs 1 to 7 below are a Main Pay Range Teachers Responsibilities as set out in Part 7 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document 2016, and as may be amended by subsequent Documents.

Main Pay Range teachers are required to act in accordance with the WNAT's ethos, policies and practices, under the direction of the Executive Headteacher: In addition to the duties and responsibilities of a Main Pay Range Teacher you are, as an Upper Pay range teacher, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the school are substantial and sustained and to ensure that you discharge the Accountabilities under paragraph 9 and, if you are paid at the maximum of the Upper Pay Range, Accountabilities under paragraph 10.

**1. Teaching**

- 1.1 Plan and teach lessons to the class (es) you are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- 1.2 Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- 1.3 Participate in arrangements for preparing pupils for external examinations.

**2. Whole school organisation, strategy and development**

- 2.1 Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- 2.2 Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- 2.3 Subject to STPCD paragraph 54.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

**3. Health, safety and discipline**

- 3.1 Promote the safety and well-being of pupils
- 3.2 Maintain good order and discipline among pupils.

**4. Management of staff and resources**

- 4.1 Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- 4.2 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 4.3 Deploy resources delegated to you.

**5. Professional development**

- 5.1 Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
- 5.2 Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

## **6. Communication**

6.1 Communicate with pupils, parents and carers.

## **7. Working with colleagues and other relevant professionals**

7.1 Collaborate and work with colleagues and other relevant professionals within and beyond the school.

## **8. Upper Pay Range Accountabilities**

8.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

8.2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

8.3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.

8.4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

8.5 Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.

8.6 Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.

8.7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

8.8 Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice

## **9. Additional Accountabilities for the Maximum of the Upper Pay Range**

In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:

9.1 Play a critical role in the life of the school.

9.2 Provide a role model for teaching and learning.

9.3 Make a distinctive contribution to the raising of pupil standards.

9.4 Contribute effectively to the work of the wider team.

9.5 Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

This job description and related documents provide the standards and framework for Performance Management Objectives for an Upper Pay Range teacher which will be set under the school's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the educational opportunities of pupils at that school.

**ANNEX F**

**THE SALARY POINTS AND PROGRESSION ON THE MAIN, UPPER AND UNQUALIFIED TEACHER PAY RANGES**  
**THE MAIN PAY RANGE FOR 2016**

This annex, referred to in paragraph 3.6 of the Pay Policy, needs to set out the school's policy regarding salary Progression on the Main and Upper Pay Scales and on the unqualified teachers' scale.

<b>Main</b>		<b>Upper</b>		<b>Unqualified</b>	
<b>Minimum</b>					
<b>1</b>	<b>22 467</b>	<b>1</b>	<b>35 571</b>	<b>1</b>	<b>16 461</b>
<b>2</b>	<b>24 243</b>			<b>2</b>	<b>18 376</b>
<b>3</b>	<b>26 192</b>	<b>2</b>	<b>36 889</b>	<b>3</b>	<b>20 289</b>
<b>4</b>	<b>28 207</b>			<b>4</b>	<b>22 204</b>
<b>5</b>	<b>30 430</b>			<b>5</b>	<b>24 120</b>
<b>Maximum</b>		<b>3</b>	<b>38 250</b>	<b>6</b>	<b>26 034</b>
<b>6A</b>	<b>32 835</b>				
<b>6B*</b>	<b>33 160</b>				

Teachers on the Main, Upper and Unqualified Teacher Pay Range will have their salary reviewed annually in accordance with paragraph 6 of the Pay Policy. To move up the Main pay range or the unqualified teachers' pay range one point at a time teachers will need to have good progress towards their objectives, have shown they are competent in all elements of the Teachers Standards and teaching should be at least good as defined by Ofsted.

\*6B This level is for good performance by a teacher who was on M5 in the preceding 12 months and in line with section 3.6.4

The following criteria will be taken into account in making a judgment

1. Impact on pupil progress
2. Outcome of lesson observations (average grade calculated as a number 1-4)
3. Appraisal targets and how successfully these have been met
4. Competency in all elements of the Teachers Standards
5. Contributions to whole school development
6. Wider outcomes for pupils and colleagues

Taking into account all the criteria and any external factors, a best fit judgement will be made by the Executive Headteacher advised by the Associate Head (Staffing)/Head of School as appropriate 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 appraisal targets as well as demonstrating they are competent in all elements of the teachers' standards.

**ANNEX G****TEACHERS: THE APPOINTMENT OF LEADING PRACTITIONERS**

The WNAT may decide to appoint Leading Practitioners as indicated in paragraph 4 of the Pay policy and in accordance with the provisions of paragraph 16 of the STPC document. Specific job requirements will include:

- A leadership role in developing, implementing and evaluating policies and practices in the school and contribute to school improvement.
- The improvement of teaching within the WNAT which impacts significantly on pupil progress
- Improving the effectiveness of staff and colleagues through coaching and mentoring. Up to 20% of the Leading practitioners time will be spent on this aspect of their role (including supporting other schools. Any costs associated with the provision of this service will be invoiced and be retained by the school).
- Criteria for progression on the Leading Practitioner scale will be based on evidence that the leading Practitioner:
  - Has made good progress towards their performance management objectives
  - Is an exemplar of teaching skills which must impact significantly on pupil progress within the WNAT and within the wider school community, if relevant.
  - Has made substantial impact on the effectiveness of staff colleagues including any specific elements of practice that have been highlighted as in need of improvement
  - Is highly competent in all elements of the teachers standards
  - Has shown strong leadership in developing, implementing and evaluating policies and practices in the work place which contribute to school improvement.

## ANNEX H

### Introduction

The Teachers' Standards (England) are presented in this Document as they underpin the appraisal process and the assessment process for accessing the upper pay range.

### Teachers' Standards (England)

#### Preamble

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

#### Part One: Teaching

A teacher must:

##### 1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

##### 2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

##### 3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;

if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;

- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

##### 4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **7. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **8. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **9. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**10. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**11. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

**Part Two: Personal and Professional Conduct**

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

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

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

**ANNEX I – SPRINGWOOD HIGH SCHOOL****TEACHING & LEARNING RESPONSIBILITY PAYMENTS (TLRs)**

The criteria for the award of TLR1 and TLR2 payments are as follows:-

Before awarding any TLR1 and 2 payments, the WNAT must be satisfied that the teacher's duties included a significant responsibility that is not required of all class room teachers and that:

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

In addition, before awarding a TLR1 payment, the WNAT must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

TLRs are paid in accordance with the pay ranges specified in the STPCD as updated from time to time and the following levels and values currently apply:

<b>Springwood High School</b>	
1a	12,428
1b	9,146
2a	6,449
2b	4,399
2c	2,640
<b>St Clements High School</b>	
1a	9,379
1b	7,622
2a	6,067
2b	4,400
2c	2,640
<b>Marshland High School</b>	
1a	7,622
2a	6,448
2b	4,397
2c	2,666
<b>Smithdon High School</b>	
1a	7,622
2a	6,067

2b	4,397
2c	2,640
<b>Clenchwarton Primary School</b>	
2c	2,640
<b>West Lynn Primary School</b>	
2c	2,640
<b>Heacham Junior School</b>	
2c	2,640

Where the WNAT wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range of £523 and £2,603) and the duration of payment will be set out clearly. The WNAT will ensure that the use of TLR3 applies only to clearly time-limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.