



Pay Policy

FOR DETERMINING THE PAY OF TEACHERS AND SUPPORT STAFF

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1. INTRODUCTION

This policy sets out the framework for making decisions on staff pay. It has been developed to comply with current legislation and the requirements of the current School Teachers' Pay and Conditions Document. It has been consulted on with staff and/or recognised trade unions as appropriate. In adopting this pay policy, the aim is to:

- Maximise the quality of teaching and learning at the school.
- Support the recruitment and retention of a high quality teacher workforce.
- Enable the school to recognise and reward teachers appropriately for their contribution to the school.
- Ensure accountability, transparency, objectivity and equality of opportunity.

This policy applies to all Bungay High School staff. Where different arrangements apply to different groups of staff by virtue of their terms and conditions of employment, this is clearly stated.

For all staff, pay progression will be clearly attributable to the individual's performance and the pay committee will be able to objectively justify its decisions.

2. EQUALITIES LEGISLATION

The Governing Body will comply with relevant equalities legislation, including the following legislation, as amended:

- Employment Relations Act 1999
- Equality Act 2010
- Employment Rights Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Agency Workers Regulations 2010.

The Governing Body will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development. See 'Governing Body obligations (section 7)' in relation to monitoring the impact of this policy.



3. EQUALITIES AND PERFORMANCE RELATED PAY

The Governing Body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, eg, an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual employee's circumstances and the school's circumstances.

4. JOB DESCRIPTIONS

The Headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the Governing Body. While every effort will be made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Job descriptions may be amended at any time following discussion between the Line Manager and the member of staff.

Employees will be expected to comply with any reasonable request from their Line Manager to undertake work of a similar level that is not specified in their job description.

The School takes seriously its responsibilities to ensure all staff have a good work/life balance and any concerns should be addressed initially to the employee's Line Manager.

5. ACCESS TO RECORDS

The Headteacher will ensure reasonable access for individual members of staff to their own employment records.

6. APPRAISAL

Assessment will be based on evidence from a range of sources, as described in the school's Appraisal Policy. Although the school will establish a firm evidence base in relation to the performance of all employees, there is a responsibility on the individual and their appraiser to work together. Employees should gather any evidence that they deem is appropriate in relation to their objectives and other relevant criteria (eg, the Teachers' Standards and criteria to be paid on Upper Pay Range), so that such evidence can be taken into account at the performance review.

Appraisal objectives will become more challenging as staff progress up their pay range/grade. Where not already directly responsible for objective setting and pay recommendations, the Headteacher will moderate these to ensure consistency and fairness.



7. GOVERNING BODY OBLIGATIONS

The Governing Body will fulfil its obligations to:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document ('the Document') and the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book'). The Governing Body will also comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers;
- **Support staff:** as set out in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) and local pay and grading arrangements, as they apply to schools and where not already amended as described in this policy or the school's appraisal policy. At the time of appointment the school will determine the grade of the post holder and on which side of the midpoint bar the post will be positioned. This information will be written into the individual's contract.

The Governing Body will consider any updated policies to ensure that the appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that pay decisions are properly documented and can be objectively justified. It will at all times assure itself that public money is being used effectively and with propriety, as necessary, seeking appropriate independent advice and complying with audit requirements.

The Governing Body will ensure that it makes funds available to support pay decisions, in accordance with this pay policy (see paragraph 13. Procedures) and the school's spending plan.

The Governing Body will monitor the outcomes of pay decisions, including the extent to which different groups of staff may progress at different rates, ensuring the school's continued compliance with equalities legislation.

8. HEADTEACHER OBLIGATIONS

The Headteacher will:

- Develop clear arrangements for linking appraisal to pay progression and consult with staff and school union representatives on the appraisal and pay policies;
- Submit any updated appraisal and pay policies to the Governing Body for approval;
- Inform the Governing Body of pay decisions with respect to performance and ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;



- Submit pay recommendations to the Governing Body and ensure the Governing Body has sufficient information upon which to make pay decisions;
- Ensure that all staff are informed about decisions reached and that records are kept of recommendations and decisions made.

9. EMPLOYEE OBLIGATIONS

Employees will:

- Engage with appraisal - this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- Keep records of their objectives and review them throughout the appraisal process;
- Share any evidence they consider relevant with their appraiser;
- Under normal circumstances ensure they have, as a minimum, an annual review of their performance.

10. DIFFERENTIALS

The need to create or maintain appropriate differentials between posts within the school will be considered, recognising: accountability and job weight; the Governing Body's need to recruit, retain and motivate sufficient employees of the required quality at all levels; and (for teaching staff) the more recent removal from the Document of prescribed differentials between leadership posts.

11. DISCRETIONARY PAY AWARDS

Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

12. SAFEGUARDING OF PAY

Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will comply with the relevant provisions of the Document (for teaching staff) or support staff terms and conditions of employment. The required notification will be given to the individual as soon as possible and no later than one month after the determination.

13. PROCEDURES

At Bungay High School the Governors' Personnel and Salaries Committee of the Governing Body will be responsible for pay decisions.



In accordance with point 2 of the Terms of Reference, Governors will draft and keep under review the staffing structure in consultation with the Headteacher and the Finance Committee.

The Governing Body has delegated its pay powers to the Governors' Personnel and Salaries Committee. Any person employed to work at the school, other than the Headteacher, must withdraw from a meeting at which the pay or appraisal of any other employee of the school is under consideration. The Headteacher must withdraw from that part of the meeting where the subject of consideration is their own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about their ability to act impartially.

The Governors' Personnel and Salaries Committee will be attended by the Headteacher in an advisory capacity. Where the Governors' Personnel and Salaries Committee has invited either a representative of the Local Authority or the external adviser to attend and offer advice on the determination of the Headteacher's pay, that person will withdraw at the same time as the Headteacher while the committee reaches its decision. Any member of the committee required to withdraw will do so.

The remit for the Governors' Personnel and Salaries Committee will be determined from time to time by the Governing Body and can be found in Appendix 5.

Reports of the Governors' Personnel and Salaries Committee will be placed in the confidential section of the Governing Body's agenda and will either be received or referred back. Reference back may occur only if the Governors' Personnel and Salaries Committee has exceeded its powers under the policy.

14. ANNUAL DETERMINATION OF PAY

All staff salaries will be reviewed annually, where headroom is available. This means that if an individual has reached the top of their pay range (teachers) or grade / mid-point bar as applicable (support staff), there will be no further pay progression unless their post is reviewed and re-graded.

The Governing Body will endeavour to complete all staff annual pay reviews by 31 October and the Headteacher's annual pay review by 31 December or without unnecessary delay.

Annual pay progression is not automatic. It will only be considered where staff have met the expectations described in this policy, the school's Appraisal Policy and through their appraisal process, and will be subject to the maxima of the employee's relevant pay range/grade/grade mid-point and the Governing Body's annual decision making processes.

Pay progression will not be considered during any probationary period. Normal appraisal and pay review arrangements will apply following the successful completion of any probationary period.



15. ABSENCE AND/OR PARTIAL ACHIEVEMENT OF OBJECTIVES

Where any member of staff has been absent for some or all of the appraisal period, for example, as a result of long-term sickness absence or maternity leave, the assessment in relation to pay progression will be based on performance during any period of attendance and/or prior performance.

In exceptional circumstances, for example, where objectives have not been fully met due to factors entirely outside the control of the individual concerned, the reviewer may apply discretion in recommending pay progression. Such discretion will normally only be applied where:

- For teachers: competency in all elements of the Teachers' Standards and at least 'good' teaching overall has been demonstrated (see Appendix 6).
- For support staff: the standard of work more generally has been of a high level.

16. NOTIFICATION OF PAY DETERMINATIONS

Decisions will be communicated to each member of staff by the Headteacher, in writing, at the earliest opportunity and no later than one month after the pay determination. Decisions on the pay of the Headteacher will be communicated by the Governors' Personnel and Salaries Committee, again, in writing. All communication regarding pay determinations will set out the reasons why decisions have been taken. An instruction to amend pay from the relevant date will be issued as soon as practicable after the pay decision has been made.

17. PART-TIME EMPLOYEES

The Headteacher and Governing Body will use their best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator.

Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

18. SALARY SACRIFICE ARRANGEMENTS

The Governing Body operates salary sacrifice schemes in relation to Childcare Vouchers. Staffing choosing to participate in this scheme will have their gross pay reduced according to the terms of the scheme.



19. APPEALS PROCEDURE

The appeals procedure in relation to pay decisions for all staff is set out in Appendix 4 of this policy.

The following sections of the policy cover further pay arrangements as they apply to, firstly, Support Staff and, secondly, Teaching Staff.



PAY ARRANGEMENTS SPECIFIC TO SUPPORT STAFF

20. SUPPORT STAFF PAY

Salary on appointment

20.1 The Governors' Personnel and Salaries Committee notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and Chapter 7 of the associated guidance. The Governors' Personnel and Salaries Committee will determine the pay grade of support staff on appointment in accordance with the scale of grades currently applicable in relation to employment with the Local Authority (where relevant), which the Governors' Personnel and Salaries Committee consider appropriate for the post. In reaching its determination, the Governors' Personnel and Salaries Committee will consider the advice of the school's HR Advisor where relevant, but will not consider itself bound by that advice.

20.2 The Governors' Personnel and Salaries Committee in conjunction with the Headteacher and SLT (Senior Leadership Team) will determine the pay range to be advertised, taking account of the full responsibilities of the post and, where relevant, guidance of the school's HR Advisor on Single Status benchmark job descriptions.

20.3 Appointment in each case will normally be within the lower part of the grade, unless the post is specifically designated as appropriately placed in the higher part. Salary on appointment will normally be to the lowest point of that grade. Where the school is satisfied that it is necessary to pay a higher starting salary in order to attract the best candidate, the appointment may be made at any point up to and including the point below 'the bar' (midpoint of the grade).

Serving support staff

20.4 In any year in which the Governing Body agrees to award incremental progression to support staff, progression within the relevant part of the grade will be by a single increment, which is dependent on successful performance in post, as assessed through the appraisal process. Further information is contained in the school's Appraisal Policy.

20.5 Where performance has been assessed as exceptional, the Governors' Personnel and Salaries Committee may apply its discretion and award enhanced progression of an additional point, where there is scope for this within the relevant part of the pay grade.



- 20.6 To ensure that an employee who is new in post is able to benefit from, where available, incremental progression when performance supports this, the school will ensure forward objectives are set as soon as possible set upon completion of any probationary period and that an appraisal review is completed.

Acting-up Payments and Honoraria

- 20.7 The Headteacher may determine to make acting-up payment or an honorarium. An honorarium may be appropriate where an employee takes on additional duties of a higher paid post for a temporary period (for whatever reason), but not the full duties. Where an honorarium payment is agreed, the school will estimate the proportion of the duties at the higher level which the employee has undertaken, the period over which the duties have been undertaken and calculate a payment. Honoraria will normally be paid as a lump sum retrospectively.
- 20.8 An acting-up payment may be appropriate where an employee takes on the full duties of a more senior post for a substantial period (usually four weeks or more) in the absence of the post-holder or where there is a vacancy pending recruitment to a vacant post. Where an acting-up payment is agreed, the employee will receive a salary which is not less than the minimum point of the salary for the “acting-up” post, and at least one incremental point higher than their substantive salary.



PAY ARRANGEMENTS SPECIFIC TO TEACHING STAFF

Pay decisions relating to performance will be made in accordance with the school's Pay and Appraisal Policies. The following paragraphs set out the arrangements for appointments or determinations made on or after 1 September annually and for pay decisions relating to performance in the relevant academic year.

21. PAY RANGE FOR LEADERSHIP POSTS

- 21.1 Leadership post holders will be paid in accordance with the recommended pay ranges for school leaders set out in Appendix 2, with values subject to pay award implementation in September 2014. In any determination or re-determination of leadership pay, the pay range for the Headteacher will start no lower than the minimum of the relevant Headteacher Group and the pay range for any Associate Headteacher, Deputy or Assistant Headteacher will start no lower than the Leadership Minimum.
- 21.2 Wider leadership posts will need to meet the basic criterion of 'leadership responsibilities across the whole school' to be paid on the leadership pay ranges.
- 21.3 The Governing Body may seek independent advice and/or benchmarking data, as appropriate, when determining leadership pay.
- 21.4 The Governing Body will record the rationale for leadership pay determinations and the reasons for any re-determination of pay.
- 21.5 For appointment from September 2015, the Governing Body has determined the pay points within the leadership pay range as follows:

Group 7

Headteacher -	L33 – L39
Associate/Deputy Headteacher -	L20 – L24
Assistant Headteacher	L12 – L16

Pay on appointment (for a new Headteacher, Associate, Deputy or Assistant Headteacher) or following a review of leadership pay related to a significant change in responsibilities or other appointments under the 2014 document.

- 21.6 The Governing Body will assign the school to a Headteacher Group by reference to the school's total unit score, calculated in accordance with the Document, before determining the Leadership Pay Range for the post.



21.7 When determining the Headteacher's Pay Range, the Governing Body will take into account:

- All the permanent responsibilities of the role, including any permanent responsibility as the Headteacher of more than one school;
- Any challenges that are specific to the role;
- All other relevant considerations, for example, any recruitment and retention difficulties, the requirement for a fixed-term appointment or candidate specific factors, including how well the appointee meets the requirements of the post and how much room is appropriate for progression for the individual.

21.8 The Governing Body may also determine to use its discretion to set the Headteacher's pay range up to 25% above the Headteacher Group. In exceptional circumstances and where supported by a business case, the Governing Body may agree to award above the 25% limit.

21.9 The Governing Body will pay teachers as Associate, Deputy or Assistant Headteachers only where the Governing Body is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role:

- (a) is focused on teaching and learning;
 - (b) requires the exercise of a teacher's professional skills and judgement;
 - (c) requires the teacher to lead and encourage the school through:
 - development of teaching and learning priorities across the school;
 - accountability for the standards of achievement and behaviour of students across the school;
 - accountability for the planning and deployment of the school's resources;
 - leading policy development and implementation across the school in accordance with strategy provisions;
 - manage whole school operational activity;
 - working with external bodies and agencies;
 - securing students' access to their educational entitlements;
 - (d) has an impact on the educational progress of the school's students;
 - (e) involves leading, developing and enhancing the teaching practice of the school's staff;
 - (f) includes the line management responsibility for a significant number of people and/or the line management of other line managers.
- In the case of an Associate or Deputy Headteacher's post, the Governing Body must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an Assistant Head, including responsibility for discharging in full the responsibilities of the Head in the absence of the Headteacher.



21.10 When determining the Leadership Pay Range to advertise, the Governing Body will consider whether or not it would pay above the advertised pay range for an exceptional candidate. If the Governing Body considers that it would, this information will be clearly stated in the advertisement and/or recruitment pack. The Governing Body will normally appoint new leadership teachers at the bottom point of the relevant pay range.

Serving Headteachers, Deputy Headteachers and Assistant Headteachers.

21.11 The Governors' Personnel and Salaries Committee will review the pay of the Headteacher, Associate, Deputy and Assistant Headteachers in accordance with the Document, the school's Appraisal policy and this policy, having regard to the most recent appraisal report and the recommendation on pay that it contains. It will award one point progression where there has been a sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school. The Governors' Personnel and Salaries Committee may consider awarding a two point progression where performance is assessed as having significantly exceeded the sustained and high quality of performance that must be demonstrated for one point progression.

21.12 All pay decisions (ie, no movement, one point, more than one point) will be clearly attributable to the performance of the leadership post holder. The Governors' Personnel and Salaries Committee will keep a clear record of the rationale for pay decisions.

21.13 The Governors' Personnel and Salaries Committee may re-determine the pay range for a serving Headteacher, Associate Headteacher, Deputy Headteacher or Assistant Headteacher in accordance with the above arrangements and the Document, as at 1 September or at any time if they consider it is necessary, for example, as a result of a significant increase in pupil numbers or a significant change in responsibilities.

21.14 The Governing Body may also choose to review the pay of all of its leadership posts under the arrangements within the Document if it determines that this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2014.

Discretionary Payments to the Headteacher

21.15 An additional Discretionary Payment (of up to 25% of annual salary) in accordance with the provisions of the Document will only be considered for additional Headteacher responsibilities that are undertaken on a temporary or irregular basis, and which have not already taken account of when setting base pay, for example, any temporary responsibility for additional schools. No additional payment will be considered for local collaboration as this forms part of the role of all Headteachers.



21.16 Ordinarily, the Governors' Personnel and Salaries Committee will ensure that the total sum of salary and any other payments made to the Headteacher in any school year does not exceed 25% above the maximum of the Headteacher group, excepting any additional payments made for residential duties that are a requirement of the post or payment in respect of relocation expenses which relate solely to the personal circumstances of the Headteacher.

21.17 In wholly exceptional circumstances, the Governors' Personnel and Salaries Committee will consider using its discretion to exceed the normal limits on discretionary payments and the sum of total salary, as set out in the Document. However, before agreeing to do so, it will seek the agreement of the Governing Body which in turn will seek external independent advice before providing such agreement.

22. ACTING ALLOWANCES

The Governors' Personnel and Salaries Committee may determine to pay an acting allowance in accordance with Document to any teacher who is assigned and carry out the duties of Headteacher, Associate Headteacher, Deputy Headteacher or Assistant Headteacher. The Governors' Personnel and Salaries Committee will, within a four week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher who carries out the duties of Headteacher, Associate Headteacher, Deputy Headteacher, or Assistant Headteacher, for a period of four weeks or more may be paid at an appropriate salary on the leadership pay range with payment backdated to the commencement of the duties, as determined by the Governors' Personnel and Salaries Committee. Where a pay range has been determined for the post for which an acting payment is being made, the 'appropriate salary' should not be lower than the minimum of that range.

23. OTHER TEACHERS

Pay on appointment (Unqualified, Main, Upper and Leading Practitioner pay ranges)

The Governing Body will determine the starting salary of any teaching post on the Unqualified, Main, Upper and Leading Practitioner pay ranges, having regard to:

- The requirements of the post;
- Any specialist knowledge required for the post;
- The experience required to undertake the specific duties of the post;
- The wider school context.
- Market conditions



The Governing Body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

24. PAY PROGRESSION FOR EXISTING MAIN PAY RANGE TEACHERS

The pay scale for Main Pay Range teachers in this school is (subject to confirmation of 2015/2016 pay rates):

- Point 1 - £22,243
- Point 2 - £24,002
- Point 3 - £25,932
- Point 4 - £27,927
- Point 5 - £30,127
- Point 6 - £32,831

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

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

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by annual monitoring of the Pay Policy and pay decisions.

The evidence we will use will include self-assessment, peer review, tracking student progress, lesson observations as well as the school's performance management and appraisal process where assessment will be against:

- The Teachers' Standards (England)
- His/her performance and progress towards full achievement of individual objectives.
- The criteria for 'outstanding' and 'good' performance as detailed in Appendix 3.

The evidence will include:

- Impact on student progress.
- Impact on wider outcomes for students.
- Improvements in specific elements of practice, such as behaviour management or lesson planning
- Impact on effectiveness of teachers or other staff.
- Wider contribution to the work of the school.

At Bungay High School, judgements of performance will be made against the criteria identified above and pay decisions will be made in accordance with the Governing Body's Scheme of Management Delegation, and according to the criteria for progression and advice from the Headteacher. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels..

- Classroom teachers will be awarded pay progression on the main pay range following each successful performance management/appraisal review. Reviews will be deemed successful if the criteria are met and there are no significant concerns about standards of performance that have been raised in writing with the teacher during an annual performance review cycle and have not been sufficiently addressed through support provided by the school by the conclusion of the process.
- Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction provided they have met the good or outstanding criteria.
- Classroom teachers will be awarded pay progression on the upper pay range following two successful performance management/ appraisal reviews. Reviews will be deemed successful unless significant concerns about standards of performance have been raised in writing with the teacher during an annual performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of the process.

The Governors' Personnel and Salaries Committee will be advised by the Headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The Governors' Personnel and Salaries Committee will be able to justify its decisions.

25. APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE

Any qualified teacher who has been employed at Bungay High School for more than two performance management cycles may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range. Applications may be made once each year.

Where teachers wish to be assessed, they should notify their appraiser in writing using a Bungay High School application form (appendix 7) which should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance/appraisal planning statement.

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

All applications should include the results of reviews or appraisals under the 2012 or 2013 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of the evidence designed to demonstrate that the applicant has met the assessment criteria).

Applications will normally include the results of the two most recent appraisals in this school, including any recommendation on pay. Where such information is not applicable or available, eg, those newer to teaching or returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application.



Process:

One application may be submitted annually. The closing date for applications is normally 31st October each year; however, exceptions will be made in particular circumstances, eg those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- The teacher must complete the school's application form (Appendix 7);
- The teacher should submit the application form and supporting evidence to the Headteacher by the cut-off date of 31st October.
- The teacher will receive notification of the name of the assessor for their application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the Governors' Personnel and Salaries Committee;
- The application, evidence and recommendation will be passed to the Headteacher for moderation purposes, if the Headteacher is not the assessor;
- The teacher will receive written notification of the outcome of their application. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below);
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application/request for feedback. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria;
- Successful applicants will move to the minimum of the UPR on 1 September of the year in which the application was submitted i.e. up to the cut-off date of 31st October);
- Unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix 4.

The Assessment

An application from a qualified teacher will be successful where the Governors' Personnel and Salaries Committee is satisfied that

- the teacher is highly competent in all elements of the relevant standards (see Appendix 6);
- the teacher's achievements and contribution to the school are substantial and sustained.



For the purposes of this Pay Policy:

- “Highly Competent” means a performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.
- “Substantial” means of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of student standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students’ learning);
- “Sustained” means maintained continuously over a long period e.g. two school years.

The application will be assessed robustly, transparently and equitably, by the line manager/subject leader/Headteacher. The Governors’ Personnel and Salaries Committee will make the final determination.

26. PAY PROGRESSION FOR EXISTING UPPER PAY RANGE TEACHERS

The pay scale for Upper Pay Range teachers in this school is (subject to confirmation of 2015/2016 pay rates):

Point 1 - £35,218

Point 2 - £36,523

Point 3 - £37,871

To move up the main pay range one point biennially; upper pay range teachers will need to have had two successful performance reviews in which they have met their objectives, maintained the criteria set out in paragraph 25 (namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher’s achievements and contribution to the school are substantial and sustained, as defined above) and teaching should be overall ‘good’ (based on successful appraisal and meeting all professional Teachers’ Standards) and increasingly ‘outstanding’.

Where it is clear from the evidence that the teacher’s performance has been exceptional in relation to the above criteria, teaching is consistently outstanding and the teacher has exceeded some or all of their objectives, the pay committee may use its flexibility to decide on enhanced progression from the minimum to the maximum of Upper Pay Range.



Further information, including sources of evidence is contained within the school's appraisal policy.

The Governors' Personnel and Salaries Committee will be advised by the Headteacher in making all such decisions. Any increase (ie, no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee will be able to justify its decisions.

27. PAY ON APPOINTMENT AND PROGRESSION FOR UNQUALIFIED TEACHERS

The pay scale for Unqualified Teachers in this school is (subject to confirmation of 2014/15 pay rates):

- Point 1 - £16,298
- Point 2 - £18,193
- Point 3 - £20,088
- Point 4 - £21,984
- Point 5 - £23,880
- Point 6 - £25,775

The Governors' Personnel and Salaries Committee will pay any unqualified teacher in accordance this policy and the Document. The Governors' Personnel and Salaries Committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The Governors' Personnel and Salaries Committee will also consider whether it wishes to pay an additional allowance, in accordance with the provisions of the Document.

To move up the main pay range, one annual point at a time, unqualified teachers will need to have met their objectives and demonstrated:

- An improvement in teaching skills;
- An increasing positive impact on pupil progress;
- An increasing impact on wider outcomes for pupils;
- Improvements in specific elements of practice identified to the teacher;
- An increasing contribution to the work of the school;
- An increasing impact on the effectiveness of staff and colleagues.

If the evidence shows that an unqualified teacher has achieved exceptional performance, the pay committee may use its discretion to award enhanced pay progression of one additional point.



28. TEACHING AND LEARNING RESPONSIBILITY (TLR) PAYMENTS

The pay committee may award a TLR to a classroom teacher in accordance with this policy and the Document (see Appendix 1). A TLR 1 or 2 will be for clearly defined and sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility for which a TLR is awarded, taking into account the criteria and factors set out in the document.

The Governors' Personnel and Salaries Committee may award a TLR3 of between £505 to £2525 (subject to confirmation of appropriate rates) for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in and taking into account the criterion set out in the Document. The Governing Body will set out in writing to the teacher the duration of the fixed term, and the amount of the award, which will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

29. SPECIAL NEEDS ALLOWANCE

The Governors' Personnel and Salaries Committee will award an SEN spot value allowance on a range of between £2,022 and £3,994 (subject to confirmation of appropriate rates) to any classroom teacher who meets the criteria as set out in the Document, where responsibilities are not separately recognised through payment on the leadership pay spine or through a TLR or other allowance.

When deciding on the amount of the allowance to be paid, the Governing Body will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post.

The Governors' Personnel and Salaries Committee will, at its discretion, award a SEN allowance £3,954 to teachers who have demonstrated an aptitude for teaching pupils with severe and profound and multiple difficulties, and taken on the full range of pastoral, organisational and curricular responsibilities necessary to provide effective education for these pupils. The award of this point will, therefore, rest on elements of skill and responsibility. The following factors will be taken into account:

- Additional defined responsibility;
- An expectation for very significant experience appropriate to the school's intake;
- An appropriate special educational needs qualification, e.g .Advance Diploma in Special Educational Needs.



The Governors' Personnel and Salaries Committee will keep SEN allowances and associated responsibilities under regular review and ensure that any additional responsibilities are clearly specified in individual teacher's job descriptions and are clear in the school's published staffing structure. Whilst the Governing Body may review SEN allowances at any time, normally, any review will be follow recommendations arising from the annual performance review meeting.

30. TEACHERS EMPLOYED ON A SHORT NOTICE BASIS

Teachers who work on a day-to-day or other short notice basis will have their pay determined in accordance with the Document. They will be paid on a daily basis, calculated on the assumption that a full working year consists of 195 days, with periods of work of less than a day being calculated pro-rata. This will be calculated by dividing the full-time equivalent annual salary by 195 and then dividing again by 6.5 to arrive at an hourly rate.

31. ADDITIONAL PAYMENTS

The Governors' Personnel and Salaries Committee may make payments as they see fit to a teacher in respect of:

- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- Participation in out-of-school hours learning activity agreed between the teacher and the Headteacher or, in the case of the Headteacher, between the Headteacher and the Governing Body;
- Participation in out-of-school hours CPD agreed between the teacher and the Headteacher or, in the case of the Headteacher, between the Headteacher and the Governing Body;
- Additional responsibilities and activities due to, or in respect of, the provisions of services by the Headteacher relating to the raising of educational standards to one or more additional schools.

In the case of the Headteacher, such payments will only be granted where the Governors' Personnel and Salaries Committee has not already taken account of the activity or responsibility determining base pay and the activity or responsibility is undertaken on a temporary or irregular basis. In accordance with the Document, any such payments will be 'time bound' and subject to the overall limits on pay set out in paragraphs 22.12 and 22.13 of this policy.



The Governors' Personnel and Salaries Committee will make additional payments to teachers in accordance with this Document where advised by the Headteacher (or Chair of Governors in the case of the Headteacher). Payment will be as the Governing Body see fit.

32. RECRUITMENT AND RETENTION INCENTIVE BENEFITS

The Governors' Personnel and Salaries Committee can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive for teaching staff.

The Governors' Personnel and Salaries Committee will consider exercising its powers under this policy where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The Governors' Personnel and Salaries Committee will, nevertheless, conduct an annual formal review of all such awards.

In the case of the Headteacher, such payments will be limited to housing/relocation allowances where pay has been set under the 2014 or later Document (and has already been taken account of when determining base pay) and subject to the overall limits on pay set out in paragraphs 22.12 and 22.13 of this policy.

33. HONORARIA

The Governors' Personnel and Salaries Committee will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the Document for the payment of bonuses or honoraria in any circumstances.



APPENDIX 1

TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRs)

September 2015

1C	
1B	
1A	
2C	
2B	
2A	
3 (value between £511 and £2,551 to be determined by the P&P Committee dependent on the school improvement project or one off externally driven responsibilities)	Temporary allowance for school improvement projects or one-off externally driven responsibilities to not exceed twelve months

Dual roles will be assessed on their merit but will not come to more than TLR2C.

Temporary appointments or amendments to agreed responsibilities

Any temporary roles, amendments to staff responsibilities or objectives as may be agreed from time to time will not automatically entitle staff to the appropriate uplift in TLR/ISR in line with the scales in place at the time, but will be agreed on a case-by-case basis.

Any temporary amendments to pay scales will be made with appropriate regard to fairness and transparency and in all cases will be based on the skills and responsibilities needed in order to ensure decisions comply with the relevant equalities legislation in force at the time.



APPENDIX 2

**RECOMMENDED PAY RANGES FOR SCHOOL LEADERS, 2015
England and Wales (excluding the London area)**

Leadership Minimum	£38,598
Headteacher Group	£
1	43,665 – 58,096
2	45,876 – 62,521
3	49,481 – 67,290
4	53,180 – 72,419
5	58,677 – 79,872
6	63,147 – 88,102
7	67,963 – 97,128
8	74,958 – 107,210
Headroom for Headteachers of multiple or very large schools.	



APPENDIX 3

The following criteria can be applicable to good and outstanding performance:

Good Performance:

- Teaching is observed and is at least good.
- Progress of students is at least good.
- The vast majority of students meet their academic performance targets.
- Work scrutiny shows careful marking together with well-judged and thoughtful feedback that signposts the next steps in learning.
- Planning is always good and fully appropriate to the group being taught.
- Appraisal objectives are met.
- The teacher performs his/her role to a high standard.
- The teacher challenges students to achieve and has high expectations reflected in planning.
- The teacher has high expectations of student behaviour and manages his/her classroom well, with behaviour always being judged at least as good.
- The teacher works well with colleagues and supports them wherever possible.
- The teacher demonstrates good leadership (applicable to subject leaders, team leaders and heads of house).

Outstanding Performance:

- Teaching is outstanding.
- Students make rapid and sustained progress and learn exceptionally well.
- Many students exceed their performance targets.
- Work scrutiny reveals exceptional quality in marking and feedback.
- Planning is exceptional and can be used as a model for training other staff.
- Appraisal objectives are met and exceeded.
- The teacher performs his/her role to a high standard, but also contributes much to the school outside of his/her core role.
- The teacher challenges students, has high expectations and inspires students through his/her enthusiasm, positivity and exceptional planning.
- The teacher has exceptional classroom management, coupled with modelling the values of the school in his/her own behaviour, especially in relations with students.
- The teacher inspires others to improve their practice through his/her commitment and enthusiasm and the exceptional work he/she does.



- The teacher demonstrates outstanding leadership, as evidenced by outcomes, reviews and feedback from team members and stakeholders
- (applicable to subject leaders, team leaders and heads of house).

APPENDIX 4

APPEALS PROCEDURE

Introduction

As part of the overall appraisal process, a pay recommendation is made by the appraiser (normally the line manager) and discussed with the employee at their review meeting prior to being submitted to the Headteacher or the school's Governors' Personnel and Salaries Committee (with regard to the Headteacher's pay)

At this particular stage of the pay determination process, if the employee wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

If the employee believes that the final pay recommendation/decision falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure.

Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice. Employees have a statutory right to be accompanied at any stage of a formal appeal hearing by a companion who may be either a work colleague or a trade union representative.

Appeal Procedure Steps: Informal Stage

An employee may seek informal review of the pay recommendation made by their appraiser, using the approach described above. There is no requirement to submit their concerns in writing under the informal stage of the appeal procedure, although doing so may help clarify the concerns/evidence in support of a review of the pay recommendation.



Appeal Procedure Steps: Formal Stage

If an employee wishes to exercise their right of appeal under formal procedures, they must write to the Clerk of the Governing Body at the earliest opportunity and normally within 10 school working days of the written advice of their pay determination, or the conclusion of discussions under the informal stage of the procedure. Written notification of the appeal should include a statement of the grounds of the appeal and sufficient details of the facts on which they will rely. On receipt of the written appeal, the Clerk to the Governing Body will establish a Hearings Committee that will consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process, and convene a meeting of the Committee. The meeting will be convened at the earliest opportunity and normally no later than 20 school working days after the date on which the written appeal was received. Both “the recommendation provider” and “the decision maker” will be required to attend the meeting.

The Chair of the Hearings Committee will invite the employee to set out their case. Both “the recommendation maker” and “the decision maker” will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations and questions by all relevant parties, the Hearings Committee will then consider all the evidence in private and reach a decision. The Hearings Committee will write to the employee notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Hearings Committee is final.

The Modified Procedure

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where an employee has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school’s employment before any appeal hearing is held, the following steps will be observed:

1. The employee must have set out details of their appeal in writing;
2. The employee must have sent a copy of their appeal to the Chair of the Governing Body;
3. The Chair of the Governing Body will consult with relevant school personnel and provide the employee with an appropriate written response on behalf of the school.



APPENDIX 5

REMIT FOR THE PERSONNEL AND SALARIES COMMITTEE OF THE GOVERNING BODY

The Personnel and Salaries Committee will comprise of at least three governors. All governors, including those employed at the school, will be eligible for membership of the Personnel and Salaries Committee and will be eligible to take part in any discussions (including those relating to individuals) where their interest is no greater than that of the generality of employees at the school.

Establishment of the policy

The Personnel and Salaries Committee is responsible for establishing the policy, in consultation with the Headteacher, staff and trade union representatives, and submitting it to the Governing Body for approval.

The Governing Body is responsible for the formal approval of the policy.

Monitoring and review of the policy

The Personnel and Salaries Committee is responsible for reviewing the policy annually, in consultation with the Headteacher, staff and trade union representatives and submitting it to the Governing Body for approval.

The Governing Body is responsible for considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy.

Application of the policy

The Headteacher is responsible for:

- Ensuring that pay recommendations for the Deputy and Assistant Headteacher(s), classroom teachers and support staff are made and submitted to the Personnel and Salaries Committee in accordance with the terms of the policy.
- Advising the Personnel and Salaries Committee on its decision.
- Ensuring that staff are informed of the outcome of decisions of the Personnel and Salaries Committee and of the right of appeal.



The Personnel and Salaries Committee is responsible for:

- Taking decisions regarding the pay of the Associate Headteacher, Deputy and Assistant Headteacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the Headteacher.
- Taking decisions regarding the pay of the Headteacher following consideration of the recommendations of the governors responsible for the Headteacher's performance review.
- Submitting reports of these decisions to the Governing Body.
- Ensuring that the Headteacher is informed of the outcome of the decision of the Personnel and Salaries Committee and of the right of appeal.

The Hearings Committee of the Governing Body is responsible for:

- Taking decisions on appeals against the decisions of the Personnel and Salaries Committee in accordance with the terms of the appeals procedure of the policy.



APPENDIX 6

PERFORMANCE CRITERIA (TEACHERS)

This section relates directly to the relevant teacher standards (DfE, May 2012) and sets out the criteria by which a teacher's performance will be assessed through the appraisal process.

Sets high expectations which inspire, motivate and challenge pupils

- establishes a safe and stimulating environment for pupils, rooted in mutual respect
- sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils. (1)

Promotes good progress and outcomes by pupils

- is accountable for pupils' attainment, progress and outcomes
- plans teaching to build on pupils' capabilities and prior knowledge
- guides pupils to reflect on the progress they have made and their emerging needs
- demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching
- encourages pupils to take a responsible and conscientious attitude to their own work and study. (2)

Demonstrates good subject and curriculum knowledge

- has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings
- demonstrates a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship
- demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. (3)

Plans and teaches well-structured lessons

- imparts knowledge and develops understanding through effective use of lesson time
- promotes a love of learning and children's intellectual curiosity
- sets homework and plans other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired



- reflects systematically on the effectiveness of lessons and approaches to teaching
- contributes to the design and provision of an engaging curriculum within the relevant subject area(s). (4)

Adapts teaching to respond to the strengths and needs of all pupils

- knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrates an awareness of the physical, social and intellectual development of children, and knows how to adapt teaching to support pupils' education at different stages of development
- has 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. (5)

Makes accurate and productive use of assessment

- knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- makes use of formative and summative assessment to secure pupils' progress
- uses relevant data to monitor progress, set targets, and plan subsequent lessons
- gives pupils regular feedback, both orally and through accurate marking, and encourages pupils to respond to the feedback. (6)

Manages behaviour effectively to ensure a good and safe learning environment

- has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintains good relationships with pupils, exercises appropriate authority, and acts decisively when necessary. (7)



Fulfils wider professional responsibilities

- makes a positive contribution to the wider life and ethos of the school
- develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploys support staff effectively
- takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicates effectively with parents with regard to pupils' achievements and well-being. (8)

ADDITIONAL PERFORMANCE EXPECTATIONS FOR POST THRESHOLD TEACHERS

This section relates directly to the professional standards for a post-threshold teacher (DfE, May 2012) and sets out the criteria by which a teacher's performance will be assessed through the appraisal process.

- Makes a significant contribution to the development and implementation of school policies and practices and promotes collective responsibility for their implementation, including an active contribution to the school-wide positive climate for learning (P1)
- Demonstrates consistent and effective use of an extensive range of appropriate strategies for teaching, learning and behaviour management (P2)
- Provides opportunities for all students to achieve their potential through effectively personalising learning (P2)
- Demonstrates an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject/curriculum areas they teach, including those related to public examinations and qualifications (P3)
- Demonstrates an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability to meeting students' needs (P4)
- Demonstrates a more developed knowledge and understanding of progression in their subject/curriculum area and related pedagogy and uses this in their teaching to ensure pupils make good progress (P5)
- Has the depth of knowledge and experience to give advice on the development and well-being of young people (P6)
- Demonstrates proficiency, flexibility and creativity in designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners (P7)
- Demonstrates that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally.



- This will be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken. (P8)
- Promotes collaboration and works effectively as a team member (P9)
- Contributes to the professional development of the school workforce through coaching and mentoring colleagues, and improves the quality of teaching in the school through demonstrating effective teaching and providing advice and feedback to other teachers (P10)



APPENDIX 7

Upper Pay Range Application Form

Teacher's Details:

Name

Post

Performance Management/Appraisal Details:

Years covered by planning/review statements

Schools covered by planning/review statements

Declaration:

I confirm that at the date of this request for assessment to move to the Upper Pay Range, I meet the eligibility criteria and I submit performance management/appraisal planning and review statement covering the relevant period.

Applicant's signature _____ Date _____



APPENDIX 8

PERFORMANCE CRITERIA (SUPPORT STAFF)

Support staff will be set three criteria, or targets, against which their performance is to be quantified over the forthcoming year. These are to be agreed at the Annual Performance Review between the Line Manager and the member of staff and will relate closely to the staff member's job description and tie into the School Development Plan. The criteria will not exceed the remit or level required of their current grade, but will provide for new challenges within it. If, on review, all targets are met the member of staff will increment 1 point.

Some examples of appropriate targets are given below; these could be adapted as required to allow for different responsibility levels:

Examples of targets for a Grade 2 post:

- 1) Looking for a way to simplify a system which the staff member works with, for example a filing system
- 2) Improved response time to queries raised
- 3) Attending training in a new system

Examples of targets for Grade 3 post:

- 1) Working with the Line Manager to create a new system to record data more efficiently to reflect changes nationally, or within the school
- 2) Evaluating Health and Safety procedures in their Department and recommending an improvement
- 3) Attending a training course in a new software system

Examples of targets for a Grade 4 post:

- 1) Having a small budget from which to order additional resources to address an issue which is identified as not having worked well in the past
- 2) Assisting training and induction of a new member of staff
- 3) Visiting other local schools to look at alternative to current systems and recommending changes to be discussed with the Line Manager

Examples of targets for a Grade 5 post:

- 1) Reviewing their team structure to account for staff changes, new national guidelines, succession-planning etc.
- 2) Creating a Business Plan for a new area of work linking into the overall Development Plan
- 3) A training course at an appropriate level, for example NEBOSH for a Site Manager, CSBM for Administration or Finance staff

Progression is up to the bar within the grade, or top of the bar if the person is working above the bar. The school uses the Suffolk County Council generic job descriptions as a guide when setting Grades and bar positions.

When a staff member reaches the top, the Performance Review process will continue but a pay increase is not available.



APPENDIX 9 Support Staff Salary Scale (as at 1/9/15)

Spinal Pt	Basic	Grade	Grade	Bar
5	13500	1	1	
6	13614	1	1	Point 6
7	13715	1	2	
8	13871	1	2	
9	14075	2	2	Point 9
10	14338	2	2	
11	15207	2	2	
12	15523	3	2	
13	15941	3	3	
14	16231	3	3	
15	16572	3	3	
16	16969	3	3	Point 16
17	17372	3	3	
18	17714	3	3	
19	18376	3	3	
20	19048	3	4	
21	19742	3	4	
22	20253	4	4	
23	20849	4	4	Point 23
24	21530	4	4	
25	22212	4	4	
26	22937	4	4	
27	23698	5	4	
28	24472	5	5	
29	25440	5	5	
30	26293	5	5	
31	27123	5	5	Point 31
32	27924	5	5	
33	28746	5	5	
34	29558	5	5	
35	30178	5	6	
36	30978	5	6	