

## Ranvilles Junior School Staff Pay Policy

### 1. ACCESSIBILITY

This policy is available in large print or Braille.  
Please contact the school office who will be happy  
to arrange this for you.

### 2. PURPOSE OF POLICY

The Governing Body seek to ensure that staff are rewarded for the level of responsibility they carry and the individual contributions they make to the work of the school subject only to the constraints of statutory documents, national and local pay structures, and budgetary provision. The aim of this pay policy is to enable the school to recruit and retain sufficient staff of suitable quality and number and thereby secure its school improvement objectives. This policy operates in conjunction with the school's policy on Performance Management.

### 3. APPROVAL

Approval date: 14/11/2017

Approver:

Approver position: Chair of Governors

Date for next review: October/November 2018

#### **4. INTRODUCTION**

The Governing Body will seek to ensure that staff are rewarded in an open and transparent way for the level of responsibility they carry and the individual contributions they make to the work of the school subject only to the constraints of statutory documents, national and local pay structures and budgetary provision.

The aim of this pay policy is to enable the school to recruit and retain sufficient staff of suitable quality and number and thereby secure its school improvement objectives.

This policy operates in conjunction with the school's policy on Managing Performance of Staff.

This pay policy will be reviewed annually by the Governing Body in consultation with staff.

#### **5. REFERENCES**

- School Teachers' Pay and Conditions Document (STPCD) (applicable to teachers) available via [www.education.gov.uk](http://www.education.gov.uk)
- Employment in Hampshire County Council (EHCC) 2007 (local collective agreement which applies to all support staff)
- National Joint Council (NJC) for Local Government Services National Agreement on Pay and Conditions of Service (also known as the Green Book - national terms which apply to support staff)
- Guidance and Model Policy available from Manual of Personnel Practice, Education Personnel Services, Hampshire County Council

#### **6. BASIC PRINCIPLES AND GOVERNANCE**

##### **6.1 Terms and Conditions**

All teachers at Ranvilles Junior School are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document. A copy can be found in the school office and is also on-line via the Department for Education website. The statutory pay arrangements give discretion over pay progression for teachers and discretion regarding use of Teaching and Learning Responsibility Payments (TLRs) and other allowances. Decisions on the way these discretions are used are the responsibility of the Governing Body, advised by the Headteacher where appropriate, and are set out in this pay policy for the school.

Support staff at Ranvilles Junior School are paid in accordance with the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (the 'Green Book') and locally agreed conditions of service, as they apply to schools, under 'Employment in Hampshire County Council 2007' ('EHCC2007'). Their pay is set in accordance with Hampshire County Council's pay framework and pay progression is determined through use of Individual Performance Planning (IPP).

All pay-related decisions are made taking full account of the school improvement plan and staff, together with their school union representatives, have been consulted as appropriate on the principles contained in this policy. Such decisions are also taken within the framework of current employment legislation, particularly those focussed on equalities.

The Governing Body will actively 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.

The Governing Body and Headteacher will ensure that each member of staff is provided with a job description/list of duties in accordance with the agreed staffing structure. Job descriptions should be reviewed annually by the member of staff's line manager, senior leadership team or in the case of the Headteacher, the Governing Body, in consultation with the individual employee concerned in order to make any reasonable changes. This would naturally form part of the performance management discussions between the employee and their reviewer.

## **6.2 Pay reviews**

The Governing Body will review every teacher's salary with effect from 1 September and normally, no later than 30 November every year, with regard to the performance reviews which will conclude by 31 October every year. Within one month of the pay determination, the Governing Body will give them a formal statement saying what their salary is and how it has been arrived at, and showing any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that affect the structure of the teacher's pay. Any pay progression decisions will be based on performance of the teacher.

Likewise, the Governing Body will review the salary of all support staff as a result of the performance of the member of staff.

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

## **6.3 The Pay Committee**

School decisions on pay will be taken by the Pay Committee (which is in effect the Resources Committee minus staff governors). The Committee will consist of a minimum of three governors, elected annually and is responsible for:

- taking decisions on the Headteacher's pay, normally by 31 December;
- considering Headteacher or line manager recommendations for the pay of teachers, normally by 30 November and receiving summary information regarding support staff, normally by 30 January, ensuring the performance management policy has been consistently and robustly applied;
- deciding the school's approach towards the exercising of pay discretions;
- keeping the school's pay policy up-to-date and under review; and
- ensuring that pay decisions of each member of staff in the school are communicated to them in writing and commissioning the annual teachers' pay statements

The Headteacher will make all pay recommendations to the Pay Committee. The Headteacher will have a right to provide professional advice in relation to the recommendations made. The Headteacher will withdraw during consideration of his/her pay. It may also be appropriate for him/her to withdraw whilst the pay of the Deputy or Assistant Headteacher is discussed if, for example, a pecuniary interest arises from consideration of differentials.

Staff Governors are not members of the Pay Committee as they would need to withdraw from the committee during consideration of pay decisions.

The full Governing Body retains responsibility for endorsing any proposed changes to the school's pay policy. Any proposed changes should be discussed with and communicated to the staff in writing by the Headteacher, to allow for consultation prior to a decision being taken by the Governing Body.

#### **6.4 Complaints/appeals**

Where a member of staff is dissatisfied with a decision of the Governors' Pay Committee, this should be taken up informally with the Headteacher (or the Chair of the Headteacher's Performance Management Committee if it is the Headteacher who is dissatisfied about their own pay progression) and, if unresolved, then pursued via the Governing Body's Appeals Committee. The grounds for any appeal and process for pursuing it are described in Section 11 at the end of this policy document.

#### **6.5 Confidentiality**

The elements of the school's pay policy will be shared and discussed openly with the school's staff. Individual pay decisions will be handled confidentially between the Pay Committee, Headteacher and the staff concerned. Where pay information is requested by the wider governing body or Ofsted it will be anonymised.

### **7. BASIC SALARY**

#### **7.1 Part-time teachers**

Teachers employed on an on-going basis at the school but who work less than a full working day or week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and their pay will be determined by the provisions of the statutory School Teachers' Pay and Conditions Document. The Document requires schools to calculate their part-time teachers' pay fractions with reference to the 'school timetabled teaching week' (STTW).

In this school the total weekly STTW is 25 hours. A detailed breakdown is attached as an appendix to this pay policy.

In accordance with the School Teachers' Pay and Conditions Document, the STTW includes the school's session hours timetabled for teaching, including PPA time and non-contact time. The STTW excludes break times, registration and assemblies, although these remain part of directed time hours.

The resulting pay fraction will be used to calculate the salary of all part-time teachers in the school, as well as the proportion of directed time they should work. The calculation of PPA time is unaffected. Entitlement to PPA time is pro-rata to full-time teachers.

The school will consult on any changes to the STTW. If a part-time teacher suffers a financial loss as a result of these changes however, there is no entitlement to salary safeguarding/protection.

Part-time teachers who are employed on specific days of the week will not be required to work at the school on a day on which they are not normally employed.

## **7.2 Short notice/supply teachers**

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers who work less than a full day will be paid in proportion to the length of the school day.

## **7.3 Salary Safeguarding/Salary Protection**

There are provisions set down in the School Teachers' Pay and Conditions document that provide salary safeguarding in some situations where a teacher's salary is reduced as a result of a restructure or redeployment. There are also salary protection arrangements that may apply to support staff, depending on the nature of the restructure/redeployment. If this school determines a need to restructure, such a decision will be subject to consultation and the school will confirm the salary protection arrangements that shall apply in specific situations during that consultation period.

## **7.4 Pay Ranges**

### **7.4.1 Leadership pay ranges**

The Governing Body will set salary ranges for staff on the leadership pay ranges having regard to the content of the relevant statutory School Teachers' Pay and Conditions Document. Progression through these ranges will be dependent on the factors described in section 9 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

Differing arrangements apply to members of the leadership group appointed on or before 31 August 2014 and those appointed after this date

- Members of the leadership group who are appointed on or after 1 September 2014 will be subject to the arrangements in the current School Teachers' Pay and Conditions Document
- Members of the leadership group who were appointed on or before 31 August 2013 will remain subject to the arrangements in the 2013 School Teachers' Pay and Conditions Document, as adjusted for pay awards, until criteria are met to move them to the current School Teachers' Pay and Conditions Document arrangements for leadership pay as below.

The Governing Body will review the pay of leadership pay range teachers paid under the 2013 School Teachers' Pay and Conditions Document where there is a significant change in responsibilities. Any re-determination of the pay range will be taken in accordance with the current Document.

Where the Governing Body has either appointed a new member of the leadership group on or after 1 September 2014, or has made a determination to pay any existing leadership pay range teachers under the current Document due to a significant change, the Governing Body will make a determination to review the pay of all teachers paid on the leadership pay range to maintain consistency between leadership pay range staff.

All determination made by the Governing Body in relation to setting the pay ranges of members of the leadership group will be formally recording in minutes, along with the rationale for the determinations made.

#### **7.4.1.1 Leadership pay arrangements for staff under the 2013 Document**

All leadership pay range teachers within Ranvilles Junior School are currently paid under the 2013 Document arrangements.

The pay of teachers paid in accordance with the 2013 Document will be set in accordance with the 43 point range as detailed in Appendix 2. The values within these tables reflect the values of the 43 points in the 2013 School Teachers' Pay and Conditions Document, as adjusted for subsequent pay awards.

In making determination on pay ranges, the Governing Body have already ensured that:

- The school's group size is calculated in accordance with the School Teachers' Pay and Conditions Document 2013
- The seven point Individual School Range (ISR) for the Headteacher falls within the group size
- The five point ranges for the Deputy Headteachers are set in accordance with the provisions of the paragraphs in the 2013 School Teachers' Pay and Conditions Document
- That due regard has been given to salary differentials between the notional highest paid classroom teacher and those on leadership pay ranges

#### **7.4.1.2 Leadership pay arrangements for staff under post 2014 documents**

Should leadership pay ranges teachers within Ranvilles Junior School move onto the current Document arrangements, their pay will be set in accordance with the 85 point pay range as detailed in Appendix 2.

In making determinations, the governing body will ensure that:

- The school's group size is calculated in accordance with the current Document
- A thirteen point pay range for the Headteacher will be calculated, from the 85 point range, in accordance with the supplementary guidance on setting of the Headteacher Pay Range as issued by Hampshire County Council
- The requirements of the School Teachers' Pay and Conditions Document are followed when determining the leadership ranges and any temporary allowances, including ensuring the minuting of the rationale for decisions
- A nine point pay range for the Deputy Headteacher will be set, from the 85 point range, having due regard to pay differentials between the Headteacher and classroom teachers

The current ranges as determined under the 2013 document, and with reference to the 43 point range in Appendix 2 are:

- Headteacher – L15 to L21, based on group size 2.
- Deputy Headteacher range – L6 to L10

Progression along these ranges is dependent on performance as described in section 9 of this policy. Any salary determinations made are only permanent whilst the leadership teacher remains employed at this school.

#### **7.4.2 Leading Practitioner**

The School structure does not currently contain any Leading Practitioner posts. The Governing Body will regularly review whether the inclusion of a Leading Practitioner post is required to realise the school's aims for improvement. Should the Governing Body determine that such post(s) are required, a 9 point pay range from within the 35 point range below will be determined for each post.

LP 1	£39,374	LP 13	£45,649	LP 25	£52,920
LP 2	£39,862	LP 14	£46,216	LP 26	£53,577
LP 3	£40,356	LP 15	£446,789	LP 27	£54,241
LP 4	£40,857	LP 16	£47,368	LP 28	£54,912
LP 5	£41,364	LP 17	£47,955	LP 29	£55,593
LP 6	£41,877	LP 18	£48,549	LP 30	£56,282
LP 7	£42,396	LP 19	£49,151	LP 31	£56,980
LP 8	£42,921	LP 20	£49,759	LP 32	£57,686
LP 9	£43,453	LP 21	£50,376	LP 33	£58,401
LP 10	£43,993	LP 22	£51,000	LP 34	£59,125
LP 11	£44,537	LP 23	£51,634	LP 35	£59,857
LP 12	£45,091	LP 24	£52,273		

Progression along this range would be dependent on performance, as defined in section 9 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

#### **7.4.3 Upper Pay Range**

The Governing Body have determined that in this school, the upper pay range will consist of 5 points. Table 2 provides the salaries at each point.

UPR 1	£35,927
UPR 2	£36,586
UPR 3	£37,255
UPR 4	£37,938
UPR 5	£38,633

Table 2: Salaries paid at each point of the Upper Pay Range.

Progression along this range is dependent on performance, as defined in section 9 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

**a) Teachers paid on the upper pay spine (UPS) on or before 1 September 2012**

A qualified teacher who crossed the threshold on or before 1 September 2012 in a maintained school in England or Wales is deemed to be a “Post-threshold teacher”. The statutory document requires that a Governing Body of a maintained school pay them on the Upper Pay Range if they have been employed in their school without a break in service, as a Post-threshold Teacher. Therefore, in this school, the Governing Body will only automatically pay teachers who have already been employed by the school on the Upper Pay Range without such a break.

Where Post-threshold Teachers have not previously been employed in this school as a Post-threshold Teacher, consideration will be given as to whether the teacher may be employed on the Upper Pay Range upon appointment. In all other cases, an assessment will be made which may require the individual to apply to be paid on the Upper Pay Range against this school’s criteria.

The entitlement to be paid on the Upper Pay Range for Post-threshold teachers is valid only for salary within this school.

**b) Upper Pay Range Application process**

Any qualified teacher who wishes to be assessed against the upper pay range in this school must complete an application form and submit this no later than 31 October in the year in which they wish to progress. If the teacher is successful, the teacher will be moved to the bottom of the upper pay range, backdated to 1 September of that same year. Full details of the application process and the application form can be accessed via performance management reviewers.

A qualified teacher will be successful where the Governing Body is satisfied that:

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher’s achievements and contribution to the school are substantial and sustained

The relevant definitions for the purposes of this pay policy are:

- i. highly competent - meaning 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.
- ii. substantial - meaning playing a critical role in the life of the school and making a clear, distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils’ learning.
- iii. sustained - meaning continuously maintained over a period of 2 school years.

Any determination that a teacher meets these upper pay range criteria are only valid for salary within this school.

#### **7.4.4 Qualified Classroom Teacher**

The Governing Body have determined that in this school, the main pay range will consist of 11 points with a 12<sup>th</sup> point accessible subject to specific criteria. Table 3 below provides the salaries at each point.

MPR 1	£22,917
MPR 2	£23,802
MPR 3	£24,722
MPR 4	£25,679
MPR 5	£26,671
MPR 6	£27,704
MPR 7	£28,776
MPR 8	£29,890
MPR 9	£31,045
MPR 10	£32,244
MPR 11	£33,492
MPR 12	£33,824

Table 3: Salaries paid at each point of the Main Pay Range

Progression along this range is dependent upon performance as defined in section 9 of this policy. Any salary determinations made are only permanent while the teacher remains employed in this school.

The 12<sup>th</sup> point is accessible to qualified classroom teachers that:

- have been paid at the top of the main pay range for at least one year and;
- have been rated as exceptional performance, in accordance with section 9 of this policy and;
- are not progressing to be paid on the main pay range

#### **7.4.5 Unqualified Teacher**

The Governing Body will decide, on a case-by-case basis, whether to pay an unqualified teacher on one of the employment based routes into teaching (e.g. Schools Direct Salaried Programme), on the unqualified or qualified teacher pay range. The Governing Body have determined that in this school, the Unqualified Teacher pay range will consist of 11 points. Table 4 provides the salaries at each point.

UQ 1	£16,626
UQ 2	£17,408
UQ 3	£19,079
UQ 4	£19,079
UQ 5	£19,972
UQ 6	£20,909
UQ 7	£21,890
UQ 8	£22,917
UQ 9	£23,992
UQ 10	£25,117
UQ 11	£26,295

Table 4: Salaries paid at each point of the Unqualified Teacher Range

Progression along this range is dependent upon performance as defined in section 9 of this policy. Any salary determinations made are only permanent while the teacher remains employed in this school.

#### 7.4.6 Support Staff

The Governing Body will apply the provisions of the Manual of Personnel Practice, and national and local conditions of service, in relation to support staff pay. Support staff grading is determined by matching the role to the appropriate standard Hampshire County Council role profile; each role profile has been subject to job evaluation and is therefore linked with one of the grades A to K in the Hampshire County Council pay structure.

New employees (i.e. those who have not previously worked within a maintained school in Hampshire) will normally be appointed to the first step of the appropriate salary range. Where the candidate's current employment package would make the first step of the salary range unattractive (and this can be demonstrated by the applicant in relation to current earnings), a higher salary may be considered by the Governing Body. This will be on a step within the salary range (not exceeding Step 3 for grades A and B, and step 5 for grades C to K) of the evaluated grade for the role, providing the candidate has a level of skill and experience consistent with that of other employees in a similar position on the salary range.

New employees who join the school between January and March will receive no step progression in April of that year but will receive the value of any pay award. Performance will be assessed for progression in April of the following year.

Existing employees promoted to a new post within the school will normally be appointed to the first step of the appropriate salary range. They may also be entitled to an increased annual leave allowance in line with Hampshire County Council' 2007' ('EHCC2007') annual leave entitlement.

		GRADES										
		Step	A	B	GRADES							
Salary range	3	15,267	16,074	C	D	E	F	G	H	I	J	K
	2	15,159	15,768	17,955	22,338	27,672	35,430	43,755	51,003	60,057	75,543	87,453
	1	15,015	15,669	17,508	21,687	26,868	34,401	42,483	49,521	58,305	73,341	84,906
Salary range	3	17,073	21,057	26,085	33,399	41,244	48,078	56,607	71,205	82,434		
	2	16,641	20,445	25,326	32,424	40,041	46,677	54,957	69,129	80,031		
	1	16,209	19,848	24,588	31,479	38,877	45,318	53,358	67,116	77,700		

Table 5: Support Staff grades and salaries as at 1 April 2017.

## **8. PAY ON APPOINTMENT INCLUDING PROMOTIONAL POSTS**

For all new appointments, the Governing Body will determine, within the ranges set, an appropriate pay range for the post and the salary to be offered to the person offered the position. In determining the range and salary, the Governing Body may take account of the factors listed below. This list is not exhaustive and may not apply to all appointments;

- The nature of the post
- The level of skills, qualifications and experience required
- Market conditions
- The wider school context
- Their existing salary
- The stage of their performance review cycle

In addition, the Governing Body will take account of specific requirements of the statutory School Teachers' Pay and Conditions Document, as identified below;

### **8.1 Headteacher**

Should a Headteacher vacancy arise, the Governing Body will review the salary range for the post in accordance with paragraph 7.4.1.2 and advertise the minimum and maximum of the range for the post. Once a preferred candidates has been selected, the Governing Body may, in exceptional circumstances, review the indicative range to ensure it is appropriate before making a final determination on the salary range for the post. The Governing Body will allow appropriate room for progression within the Headteacher pay range when offering a starting salary.

### **8.2 Deputy Headteacher**

Should a Deputy Headteacher vacancy arise, the Governing Body will review the salary range for the post in accordance with paragraph 7.4.1.2 and advertise the minimum and maximum of the range for the post. Once a preferred candidates has been selected, the Governing Body may, in exceptional circumstances, review the indicative range to ensure it is appropriate before making a final determination on the salary range for the post. The Governing Body will allow appropriate room for progression within the Deputy Headteacher pay range when offering a starting salary.

### **8.3 Leading Practitioner**

Should the Governing Body determine a need for Leading Practitioner posts, the school will advertise the 9 point range of salary for this role, as determined through section 7.4.2 of this pay policy. An appropriate level of salary within this range will be determined when the job is offered.

### **8.4. Appointments to the Upper Pay Range**

The Governing Body will advertise the level of salary appropriate for the role being offered during the advertisement process and an appropriate level of salary will be determined when the job is being offered.

The circumstances in which payment on the Upper Pay Range will or may be considered are below:

If the teacher was previously employed as a Post-threshold teacher in this school, the Governing Body will pay the individual as an Upper Pay Range teacher;

If the teacher was previously employed as a Post-threshold or Upper Pay Range teacher in another school; then this school will consider whether the individual should be offered employment on the Upper Pay Range;

If the teacher was employed as a member of the leadership group in this school on or after 1 September 2000 for an aggregate period of one year or more, then this school will pay the individual as an Upper Pay Range teacher;

If a teacher was employed as an Advanced Skills Teacher or Excellent teacher in this school on or before 31 August 2013 and is not being appointed as a Leading Practitioner, then this school will ensure payment is made on the Upper Pay Range with salary safeguarding;

If the teacher was previously employed as a Leading Practitioner in this school or any other school, this school will consider whether the individual should be offered employment on the Upper Pay Range;

If the teacher meets none of the above criteria or the school determine to appoint the teacher on the main pay range, then the teacher must apply to access the Upper Pay Range in this school. Appointments to the Upper Pay Range will not normally be considered if the advertisement did not state that this level of salary was available.

### **8.5 Qualified Classroom Teachers**

The Governing Body will advertise the level of salary appropriate for the role being offered during the advertisement process and an appropriate level of salary will be determined when the job is offered. There is no assumption that a teacher will be paid at the same rate they were being paid in the previous school.

Where the advertisement states that the position was for a main pay range classroom teacher, appointments to the Upper Pay Range will not normally be considered unless the criteria listed in 7.4.3 are met.

### **8.6 Unqualified Teachers**

The Governing Body will advertise the level of salary appropriate for the role being offered during the advertisement process and an appropriate level of salary will be determined when the job is offered. There is no assumption that a teacher will be paid at the same rate they were being paid in the previous school

The Governing Body will pay an unqualified teachers' allowance (above the top of the Unqualified Teacher Range) to unqualified teachers when the Governing Body consider their basic salary is not adequate having regard to the factors outlined at the start of this section. The criteria for the award of an unqualified teacher allowance are detailed in section 10.6.1.

## **8.7 Support Staff**

New employees (i.e. those who have not previously worked within a maintained school in Hampshire) will normally be appointed to the first step of the salary range. Where the candidate's current employment package would make the first step of the salary range unattractive (and this can be demonstrated by the applicant in relation to current earnings), a higher salary may be considered by the Governing Body. This will be within the salary range (not exceeding Step 3 for grades A and B, and step 5 for grades C to K) of the evaluated grade for the role, providing the candidate has a level of skill and experience consistent with that of other employees in a similar position on the salary range.

In considering what salary may need to be offered, the Governing Body will have regard to the overall value of the package offered by the school, compared with that which the applicant is receiving from their current employer, for example:

- a career average earnings pension scheme on offer from the Local Government Pension Scheme compared with the scheme offered by a current employer;
- availability of benefits such as the salary sacrifice scheme for childcare vouchers and travel discount/loan scheme.

New employees who join the school between January and March will receive no step progression in April of that year but will receive the value of any pay award. Performance will be assessed for progression in April of the following year.

## **9. PAY PROGRESSION**

The Governing Body will recognise good and outstanding performance of all staff by ensuring that they are appropriately rewarded through their salary. The Governing Body expects the majority of staff to be meeting the expectations for their role and they will therefore be rewarded with pay progression (where there is room on their range or grade) as defined in this section. The Governing Body expects that where a teacher is not meeting the expectations of their role, appropriate support and assistance will be provided and that the individual is aware of the potential consequence for their pay progression.

The school will ensure that assessment of performance will be fair and transparent by ensuring it is properly rooted in evidence through a robust performance management process, in accordance with the school's policy on performance management. Under the provisions of the Equality Act 2010, adjustments that are reasonable will be considered to enable staff to perform to the required standard. When setting targets for an employee covered by these provisions, managers will ensure that the employee has the opportunity to discuss the impact, if any, that their disability could have on the targets set. In this context the manager will consider whether any adjustments to those targets, or support to achieve those targets would be reasonable.

Pay decisions for teachers are made via recommendation from the Headteacher to the Governing Body Pay Committee or in the case of the Headteacher, from the Headteacher Performance Management Committee to the Governing Body Pay Committee. Support staff pay decisions are made by the Headteacher in reference to the EHCC pay framework. Any member of staff has the right to appeal the pay decision of the Governing Body's Pay Committee. Details of the appeal process are contained in section 11.

In the context of this section, performance has a broad interpretation and will include conduct as well as capability matters. Any teacher who is subject to formal procedures such as discipline, may, where a breach of teachers' standards is substantiated, be deemed to not meet the required standard in terms of performance.

In respect of teaching staff, the Governing Body Pay Committee must consider annually whether or not to increase the salary of teachers (including the Headteacher) who have completed a year of employment since the previous annual pay determination. A year of employment is defined as 26 weeks service, which does not have to be continuous. The 26 weeks service includes periods of paid or unpaid absence e.g. due to sickness or family friendly leave. A teacher who has not completed a year of employment must still have their performance reviewed annually although this will not have an impact on salary progression. Upper Pay Range progression decisions will normally be every two years to enable such staff to demonstrate sustained progression.

The Governing Body recognises that funding cannot be used as a criterion to determine pay progression for staff on the leadership spine and the budgeting process will allow for the potential for pay progression for all staff where there is room on their range or grade. The Governing Body will ensure consistency in the determination of performance pay decisions across all groups of staff in the school.

## **9.1 Leadership group salary determinations**

### **9.1.1 Headteachers**

Salary determinations from each September in relation to performance in the previous academic year will be made by way of the performance management ratings and outcomes for pay as specified in paragraph 9.7. In this school a framework sets out expectations of the Headteacher. This can be found in appendix 3.

As part of the performance management review, the Headteacher must demonstrate that

- sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school, and
- substantial progress towards achievement of performance management objectives, and
- that they are meeting the Teacher Standards and Headteacher Standards as set out by the governing body

In any event there will be no progression beyond the top of their pay range. The Headteacher will be notified of the outcome and basis of the decision, in writing, of the Governing Body Pay Committee within one month of the decision.

### **9.1.2 Deputy Headteachers**

Salary determinations from each September in relation to performance in the previous academic year will be made by way of the performance management ratings and outcomes for pay as specified in paragraph 9.7. In this school a framework sets out the expectations of leaders which can be found in appendix 4.

As part of the performance management review, the Deputy Headteacher must demonstrate

- sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school, and
- substantial progress towards achievement of performance management objectives, and
- that they are meeting the Teacher Standards

In any event there will be no progression beyond the top of their pay range. The teacher will be notified of the outcome and basis of the decision, in writing, of the Governing Body Pay Committee within one month of the decision.

### **9.2 Leading Practitioners**

Should the school create Leading Practitioner posts, the Governing Body, through the Pay Committee, having regard to the recommendation of the Headteacher, will consider salary progression where it is satisfied that the Leading Practitioner has demonstrated as part of a review;

- sustained high quality of performance, with a strong contribution to school leadership, improving quality of teaching and pupil progress, and
- substantial progress towards achievement of performance management objectives, and
- that they are meeting the Teacher standards

The performance management ratings and outcomes for pay as specified in paragraph 9.7 apply to Leading Practitioners. In any event there will be no progression beyond the top of the Leading Practitioner's range.

The Leading Practitioner will be notified in writing, of the outcome of the decision of the Governing Body Pay Committee within one month of the decision.

### **9.3 Qualified Classroom Teachers: Upper Pay Range**

Any qualified teacher paid on the Upper Pay Range will need to demonstrate, as per other classroom teachers, that they have met the expected level of performance, before pay progression is awarded.

Performance will be assessed annually, however pay progression will normally only be considered every two years in order for the teacher to demonstrate a sustained contribution (as defined in 7.4.3). In order for pay progression to occur, the teacher must demonstrate that:

- they are highly competent in all elements of the Teachers' Standards;
- their achievements and contribution to the school are substantial and sustained; and

- that they have made substantial progress towards the achievement of their performance management objectives

The definitions of highly competent, substantial and sustained are provided in section 7.4.3. In this school a framework, which can be found in Appendix 5, sets out the expectations of upper pay range teachers.

Salary determinations in relation to performance in the previous academic year will be made by way of the performance management ratings and outcomes for pay as specified in paragraph 9.7. In any event there will be no progression beyond the top of the Upper Pay Range.

Where applicable, the teacher will be notified in writing, of the outcome of the decision of the Governing Body Pay Committee within one month of the decision.

#### **9.4 Qualified Classroom Teachers: Main Pay Range**

Salary progression, in relation to the previous academic year, will be based directly on the performance of the teacher. Salary progression will only occur where the Governing Body is satisfied that the performance of the teacher in that year meets the required standards.

Salary determinations in relation to performance in the previous academic year will be made by way of the performance management ratings and outcomes for pay as specified in paragraph 9.7. In this school a framework, which can be found in Appendix 6, sets out the expectations of main pay range teachers.

In any event there will be no progression beyond the top of the Main Pay Range unless the teacher has applied for and meets this school's criteria for progression to the Upper Pay Range (see paragraph 7.4.3). The teacher will be notified of the outcome of the decision, in writing, of the Governing Body Pay Committee within one month of the decision.

#### **9.5 Newly Qualified Teachers**

Evidence from the induction year will be considered in an assessment of the Teacher's performance in the relevant academic year. The same performance management ratings and outcomes for pay will apply to Newly Qualified Teachers as for Qualified Classroom teachers identified in paragraph 9.7. Teachers who have completed part or all of their induction year in another school will need to ensure evidence of that induction year is brought with them. In this school a framework, which can be found in Appendix 7, sets out the expectations of newly qualified teachers.

In any event there will be no progression beyond the top of the main pay range. The teacher will be notified of the outcome of the decision, in writing, of the Governing Body Pay Committee within one month of the decision.

## 9.6 Unqualified Teachers

Salary progression in relation to the previous academic year, will be based directly on the performance of the teacher. Salary progression will only occur where the Governing Body is satisfied that the performance of the teacher in that year meets the required standards.

Salary determinations in relation to performance in the previous academic year will be made by way of the performance management ratings and outcomes for pay as specified in paragraph 9.7. In any event there will be no progression beyond the top of the Unqualified Teacher Pay Range. Unqualified teachers will be judged in the context of the framework (as in appendices 6 and 7) for newly qualified or main pay range teachers as appropriate to their experience and taking into account that their work is supported by a qualified teacher.

The teacher will be notified of the outcome of the decision, in writing, of the Governing Body Pay Committee within one month of the decision.

## 9.7 Performance ratings and pay outcomes

As a result of the performance management process undertaken, a determination will be made on whether, during the relevant academic year, the teacher has demonstrated the expected level of performance. This review will be in accordance with the school's performance management policy. A determination about performance will directly impact pay progression as per the table overleaf:

A rating of:	Will mean for pay progression:		
	Classroom teachers inc. Leading Practitioners and those with TLRs	Leadership employed on post 2014 arrangements (85 point range)	Leadership employed on 2013 arrangements (43 point range)
Exceptional performance	3 points	3 points	2 points
Achieved expectations	2 points	2 points	1 point
Meets minimum expectations with some development required	1 point	1 point	n/a
Inadequate	No salary progression	No salary progression	No salary progression

The above ratings of performance are defined below.

### 9.7.1 Members of the Leadership Group (Headteachers and Deputy Headteachers):

Exceptional performance means:

- Consistently demonstrates performance significantly above expected performance for their leadership role and their career stage
- Where there is a teaching commitment, frequently demonstrates exceptional teaching skills, knowledge and practice relative to their leadership role and quality of teaching is regularly outstanding

- Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school
- Consistently exceeds the requirements of the relevant standards in a manner appropriate to their leadership role and career stage
- Demonstrates consistently outstanding quality of performance
- Consistently acts as an exceptional role model, offering professional guidance and cascading best practice within and beyond the school

Achieved expectations means:

- Consistently demonstrates expected performance for their leadership role and career stage
- Where there is a teaching commitments, confidently demonstrates sound teaching skills, knowledge and practice and quality of teaching is consistently good or outstanding
- Has met performance management objectives to an appropriate and acceptable level
- Demonstrates consistent good performance
- Consistently meets the requirements of the relevant standards in a manner appropriate for their leadership role and career stage
- In early stage of their new leadership role, may seek professional support and guidance to guide further development
- Acts as a role model, offering professional guidance and cascading best practice within the school

Meets minimum expectations with some development required means:

- Frequently demonstrates expected performance for their leadership role and career stage
- Where there is a teaching commitments, demonstrates sound teaching skills, knowledge and practice, but quality of teaching is not consistently good or outstanding
- Has met the majority of their performance management objectives but not met all fully to an appropriate and acceptable level
- Needs to demonstrate greater consistency in good all round performance
- Is meeting the requirements of the relevant standards in a manner appropriate for their leadership role and career stage, but needs to develop greater consistency to further enhance performance
- May benefit from professional support and guidance in some areas to support performance as a leader
- The expectation is that this rating would normally be given for no more than one year. It is expected that support will be given to improve performance, normally through the school's performance management policy to assist the individual to improve their performance. Where expectations are not achieved in the following year, a rating of "inadequate" would normally be given.

NB This descriptor will not apply to leaders who continue to be remunerated under the 2013 arrangements as their progression can only be on the basis of 0, 1 or 2 point pay progression.

Inadequate means:

- Falls short of expected performance for their leadership role and career stage
- Requires significant and/or urgent advancement of skills to meet requirements of their leadership role
- Has not either met performance objectives or has not met the majority of performance objectives to an acceptable level
- Displays a consistent lack of quality
- Skills, knowledge and/or practice require development in a number of areas of the relevant standards
- Normally requires professional support and guidance to support an acceptable level of performance or is unable to independently sustain an acceptable level of performance without such professional support and guidance
- Where there is a teaching commitments, quality of teaching regularly requires improvement or is inadequate
- The expectation is that support will be given to improve an individual's performance where this rating is applied. Depending on the circumstances of the case, this may be as part of the school's normal performance management policy or through application of the school's capability procedures.

#### **9.7.2 Classroom Teachers (including Leading Practitioners and classroom teachers holding a TLR position):**

Exceptional performance means:

- Consistently demonstrates performance significantly above expected performance for teacher of their career stage and role
- Frequently demonstrates exceptional teaching skills, knowledge and practice relative to their career stage and role
- Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school
- Demonstrates consistently outstanding quality of performance
- Even where not a requirement of their role, acts as a role model able to offer professional guidance and cascade best practice to others in many areas
- Quality of teaching is regularly outstanding

Achieved expectations means:

- Consistently demonstrates expected performance for teacher of their career stage and role
- Confidently demonstrates sound teaching skills, knowledge and practice
- Has met all performance management objectives to an appropriate and acceptable level
- Demonstrates consistent good performance
- Consistently meets the requirements of all teaching standards in a manner appropriate for their career stage and role
- May seek professional support and guidance to guide further development and in strong areas can offer guidance and cascade best practice to others
- Quality of teaching is consistently good or outstanding

Meets minimum expectations with some development required means:

- Often demonstrates expected performance for teacher of their career stage and role
- Is able to demonstrate key teaching skills and knowledge, but has some gaps in knowledge/skill or practice
- Has met some but not all of their performance management objectives or not met all to an appropriate and acceptable level
- Needs to demonstrate consistency in good performance
- Skills, knowledge and/or practice require development in some areas of the teachers' standards taking into account the career stage and role of the teacher
- May require professional support and guidance in some areas to support performance
- Quality of teaching is not consistently good and may sometimes require improvement
- The expectation is that this rating would normally be given for no more than one year. It is expected that support will be given to improve performance, normally through the school's performance management policy to assist the individual to improve their performance. Where expectations are not achieved in the following year, a rating of "inadequate" would normally be given.

Inadequate means:

- Falls short of expected performance for teacher of their career stage and role
- Requires urgent advancement of skills to meet requirements of their role
- Has not either met performance objectives or has not met performance objectives to an acceptable level
- Displays a consistent lack of quality
- Skills, knowledge and/or practice require development in a number of areas of the teachers' standards
- Normally requires professional support and guidance to support performance
- Quality of teaching regularly requires improvement or is inadequate
- The expectation is that support will be given to improve an individual's performance where this rating is applied. Depending on the circumstances of the case, this may be as part of the school's normal performance management policy or through application of the school's capability procedures.

Where teaching staff assimilated to the new pay framework on 1 September 2013 between points, they will continue to progress between points until they reach the maximum of the relevant pay range. Progression will be on the basis of the percentage equivalent of 0-3 points salary progression.

## **9.8 Support Staff**

Salary progression for support staff relate directly to the performance of the employee. Salary progression will only occur where the Governing Body is satisfied that the performance of the employee in that year meets the requirement for their role as defined by the objectives set within the Performance Management process.

Assessment is completed annually and pay progression takes effect from 1 April in any one year. In this school, performance of support staff is reviewed in January/February to take effect the following April. New employees who joined January – March are not eligible for pay progression in the April following their appointment, but will have their performance reviewed.

The Governing Body Pay Committee will consider the recommendation of the Headteacher or line manager in respect of the pay progression of each member of support staff, as an outcome of the Individual Performance Planning process (IPP), awarding each April one of the three ratings outlined below.

<b>A rating of:</b>	<b>Will mean for pay progression</b>
Exceptional performance	1 step progression plus 3% one off payment (in exceptional circumstances 2 step progression may be awarded instead of the 3% one off payment)
Achieved expectations	1 step progression
Improvement required	0 steps progression

Exceptional performance is defined as:

- All target/standards achieved and performance is exceptional against most or all of the targets
- The job was delivered exceptionally well and the requirements of the role were exceeded
- Very positive behaviours are displayed, e.g.:
  - Customers expectations frequently exceeded and/or exceptional customer service provided even when customer expectations could not be met
  - Proactively engaging and motivating others; providing significant support to others (including colleagues and customers)
  - Consistently leading by example and acting as a role model or champion
  - Taking into account the implications of their activities on own initiative
  - Willingly taking on additional responsibilities outside role requirement

Meets expectations is defined as;

- Consistently met the majority of targets/standards - In some areas, accomplishments may have exceeded expectations whereas in others, they may occasionally have fallen slightly short; however, the overall performance is acceptable for accomplishing targets/standards
- The job was delivered and the requirements of the role met
- Behaviour and the way the role has been performed has met expectations e.g.
  - Good customer service
  - Contributing to the team and supporting others in their role
  - Positive attitude to achieving targets
  - Engaging in opportunities to learn and develop

Improvement required is defined as;

- Targets not achieved and/or performance frequently fell below role requirements
- The job was either not accomplished in its entirety or was accomplished with too high a reliance on others ('hand holding')
- Behaviour has not met expectations e.g.
  - Poor customer service
  - Negative impact on team or individual's goals
  - Making minimal contributions to the team or not helping others
  - Resisting opportunities to learn or improve

## **9.9 Absence during the academic year under review**

### **9.9.1 Teaching Staff**

For teaching staff special arrangements are in place for members of staff who have been absent from work for more than nine months of the year. In these cases, assessment of performance within the academic year may be difficult. Where there is not enough evidence to support a performance rating under paragraph 9.8 due to absence, an 'Achieved expectations' rating will normally be applied. The exception to this is if the performance rating for the preceding year was 'inadequate' or 'meets minimum expectations' in which case that rating should apply, unless the Headteacher or Headteacher Performance Management Committee, can demonstrate a strongly evidenced argument to change the rating. In cases of absence less than 9 months of the year, the Headteacher will rate the performance based on the period of work in attendance.

### **9.9.2 Support Staff**

For support staff, the EHCC collective agreement has special arrangements in place for members of staff who have been absent from work for more than nine months of the year. In these cases, an 'Achieved expectations' rating will be applied. The exception to this is if the performance rating for the preceding year was 'improvement required', in which case that rating should apply, unless the Headteacher can demonstrate a strongly evidenced argument to change the rating. In cases of absence less than 9 months of the year, the Headteacher will rate the performance based on the period of work in attendance.

## **10. ALLOWANCES AND OTHER PAYMENTS**

Section 10 sets out the payments this Governing Body has determined may be payable in this school to certain groups of employees and/or specific post holders. A teacher in receipt of safeguarded salary may have the value of that safeguarding reduced or removed, depending on the allowance being paid to that teacher.

### **10.1 Headteacher**

#### **10.1.1 Allowances for Headteachers paid under the 2013 Document**

Within the School Teachers' Pay and Conditions Documents 2013 that additional payments may be made to Headteachers in specific circumstances as below:

- Recruitment and Retention
- Work in a school causing concern to raise educational standards, perhaps by secondment

- The headteacher being temporarily appointed as headteacher at one or more additional schools
- Continuing Professional Development (see paragraph on Continuing Professional Development)
- Initial Teacher Training activities (see paragraph on Initial Teacher Training activities)
- Out of hours learning activities (see paragraph on Out of hours learning activities)
- Any other payment which is not for relocation e.g. a payment under the JNC for headteachers in residential establishments or lease car

Where such payments are made, then the sum total of these additional payments will not exceed 25% of the basic salary in payment to the headteacher, unless there are exceptional circumstances which are supported by a full business case and external advice.

No such allowances are currently in payment. The Governing Body note that no new recruitment and retention allowances can be paid for Headteachers whether employed under 2013 or post 2014 arrangements. The Governing Body also note that any new temporary payments for temporary work in a school causing concern, temporary additional responsibility for one or more schools, continuing professional development, initial teacher training or out of hours could be made without the need to move across to the current arrangements.

Should the Headteacher assume responsibility for any of the above on a permanent basis, where they continue to be paid under the 2013 arrangements, it will consider whether the additional allowance is needed as a result of a significant change in responsibilities. Where it is determined that there has been a significant change in responsibilities, the Governing Body will move the Headteacher on the salary and allowances arrangements of the current Document.

#### **10.1.2 Allowances for Headteachers paid under the current Document**

Should the Governing Body meet criteria to move the Headteacher pay range under the arrangements of the current Document, it will ensure that the permanent features of the Headteachers role is reflected in the pay range set. Therefore, when considering paying additional temporary allowances to the Headteacher, the Governing Body will ensure that no “double counting” occurs i.e. that responsibilities already considered in setting the pay range for the Headteacher are not remunerated again under a temporary allowance.

Where such payments are made, then the sum total of some of these additional payments must not exceed 25% of the base salary in payment to the headteacher, nor can they exceed 25% above the school Headteacher group size. Should the Governing Body believe there are wholly exceptional circumstances that warrant a payment or payments totalling more than 25% above the base salary of the Headteacher, or more than 25% above the top of the School Headteacher Group then advice will be sought from an independent external adviser.

The circumstances in which a temporary additional allowance may be payable to Headteachers on post 2014 pay arrangements are limited to;

- temporary additional responsibilities and activities due to, or in respect of, the provision of services by the headteacher relating to the raising of educational standards to one or more additional schools (included in the 25% limit)
- temporary Continuing Professional Development (included in the 25% limit)
- temporary Initial Teacher Training activities (included in the 25% limit)
- temporary Out of hours learning activities (included in the 25% limit)
- temporary consultancy activities (included in the 25% limit)
- reimbursement of reasonable housing or relocation expenses (excluded from the 25% limit)
- temporarily undertaking residential duties (excluded from 25% limit)

## **10.2 Allowances/Payments for all teachers, including leadership teachers**

This section defines payments that the Governing Body have determined as payable in this school to all teachers, including Headteachers and Deputy Headteachers, Leading Practitioners, qualified classroom teachers (including Newly Qualified Teachers) and unqualified teachers

### **10.2.1 Continuing professional development**

Teachers (including the Headteacher) who undertake voluntary continuing professional development outside of directed time may be entitled to an additional payment. This payment will be considered by the Pay Committee in advance of the specific activity. Any payment to a Headteacher will be deemed an “additional payment” – see section 10.1 of this pay policy.

### **10.2.2 Initial Teacher Training activities**

The school does not operate an Approved School Centred Initial Teaching Training scheme and therefore there are no teaching staff who will qualify for an allowance for ITT activities.

### **10.2.3 Out-of-school hours learning activities**

For activities covered by teachers (including the Headteacher), who voluntarily undertake learning activities outside of the normal school hours and whose salary range does not take account of such activity, a payment will be made in accordance with rates defined by the Local Authority. Any payment to a Headteacher will be deemed an “additional payment” – see section 10.1 of this pay policy. Support staff who voluntarily undertake such duties shall be paid in accordance with the rates for additional hours or overtime hours (see section 10.5.6)

### **10.2.4 Consultancy**

The Governing Body will consider releasing members of staff from their normal working hours to undertake consultancy-type activities. Where this is approved by the Governing Body, the Governing Body shall place in writing the following details;

- the maximum number or days/hours of release within the academic year
- the full terms of the work to be carried out including; arrangements for pay, expenses, time allocated to complete the work, and the nature of the consultancy work being undertaken.

### **10.3 Allowances/Payments for all teachers, excluding Headteachers**

This section defines payments that the Governing Body have determined as payable in this school to all teachers, including those on Leadership (but excluding Headteachers), Leading Practitioners, qualified classroom teachers (including Newly Qualified Teachers) and unqualified teachers

#### **10.3.1 Acting Allowance**

Where staff are required to cover senior positions (i.e. those paid on the Leadership Range) because of sickness, other absence or prolonged vacancy, any additional payment due will be agreed with the employee ideally in advance but at least within four weeks of beginning that cover.

#### **10.3.2 Performance Payments for teachers seconded to Headship in another school**

Where a teacher (who is not a substantive Headteacher) is seconded to this school as headteacher for a temporary period and has met this school's criteria for pay progression, the Governing Body of this school may determine to make a payment to the secondee to recognise their performance in this school, where the performance has been high quality throughout the secondment. The Governing Body may pay a lump sum equivalent to the value of progression on this school's Headteacher Pay Range, but only where the secondee would otherwise not receive the full value of progression as a result of returning to their original school. This Governing Body will therefore liaise with the "donor" school about performance related payments.

### **10.4 Allowance only payable to Qualified Classroom Teachers**

This section sets out payments for qualified classroom teachers, which includes Newly Qualified Teachers and Leading Practitioners. This section excludes those on leadership.

#### **10.4.1 Recruitment and Relocation Allowances and/or Benefits**

The Governing Body does not currently award recruitment or relocation incentives and/or benefits. The Governing Body will regularly review whether this discretion should be applied.

#### **10.4.2 Retention incentives and/or benefits**

The Governing Body does not currently award retention incentives and/or benefits. The Governing Body will regularly review whether this discretion should be applied.

### **10.5 Allowance only payable to Qualified Classroom Teachers on the main and upper pay ranges**

This section sets out payments for qualified classroom teachers, which includes Newly Qualified Teachers. This section excludes those on leadership, Leading Practitioners and unqualified teachers.

### **10.5.1 Teaching and Learning Responsibility payments (TLRs) – Levels 1 and 2**

TLRs will be awarded to the holders of posts indicated in the attached staffing structure which has been consulted upon with staff.

TLRs are awarded to classroom teachers who undertake a 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 for which he/she is responsible and accountable. Before awarding a TLR, the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that

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

In addition, payment of a TLR 1 will require the teacher's role to include line management responsibility for a significant number of people.

TLR 2 will be awarded to the following FTE values:

£2667 to the holder of Senior Teacher posts (currently 3fte within the structure)

The above amounts are full time values and this would be pro-rated in accordance with section 7.1 for part time teachers.

### **10.5.2 Teaching and Learning Responsibility Payments (TLRs) – Level 3**

The Governing Body have identified that the following projects which will enable the school to meet its School Improvement Priorities, meet the criteria for a fixed term TLR 3, in that they:

- are clearly time limited school improvement projects, or one off externally driven projects and
- are focused on teaching and learning and
- required the exercise of a teacher's professional skills and judgement and
- have an impact on the educational progress of pupils other than teachers' assigned classes or groups of pupils

Payment of the TLR 3 is not conditional upon successful completion of the project, but paid to recognise the level of responsibility undertaken. However, individuals who are responsible for delivering these projects will have success criteria defined as a specific target within their performance management.

The school does not currently have any projects that attract a TLR 3 payment. The Governing Body will regularly review whether the school structure needs to be modified to incorporate such projects and consult with staff where it is proposed to create new TLR 3 posts.

### **10.5.3 Special Educational Needs allowances**

The Governing Body have determined that the post of SENCO (shown on the attached staffing structure) meets the criteria (below) for a SEN allowance and have awarded an FTE allowance of £2106 for this post.

SEN allowances are awarded to a classroom teacher:

- a. In any SEN post that requires a mandatory\* SEN qualification
- b. In a special school
- c. Who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service
- d. In any non-designated setting that is analogous to a designated special class or unit, where the post
  - i. involves a substantial element of working directly with children with special educational needs and
  - ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs and
  - iii. has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school

\* A mandatory qualification as referred to in paragraph (a) is a mandatory qualification required for teaching groups of children who are hearing, visually or multi-sensory impaired. It does not refer to the National Award for SEN Co-Ordination. A teacher who has the National Award for SEN Co-Ordination must also hold a post that meets criteria a, b, c, or d to attract an SEN Allowance.

The Governing Body has determined a spot value for the SEN allowance, taking into account the structure of the school's SEN provision and the following factors:

- whether any mandatory qualifications are required for the post (for teaching hearing, visually or multi-sensory impaired groups of children)
- the qualifications and experience of the teacher relevant to the post and
- the relative demands of the post

## **10.6 Allowances only payable to Unqualified Teachers**

### **10.6.1 Unqualified Teacher Allowance**

The Governing Body will pay an unqualified teachers' allowance to unqualified teachers when the Governing Body consider their basic salary is not adequate having regard to their responsibilities, qualifications, experience and any recruitment difficulties. The value of the allowance will be determined according to the individual circumstances, in line with the statutory criteria overleaf:

- the teacher has sustained additional responsibility focused on teaching and learning and requiring a teacher's professional skills and judgement; or
- the teacher has qualifications/experience which bring added value to role.

## **10.7 Allowances/payments available for Support staff**

There are several additional allowances/payments made to support staff, as defined in the Collective Agreement with recognised trade unions which is known as the Employment in Hampshire County Council agreement, or EHCC 2007. The purpose of this section is to set out which of these payments apply in this school. The contents of section 10.5 do not provide a separate entitlement contractually or otherwise beyond those entitlements contained within the Collective Agreement (EHCC 2007). Any amendment to that agreement overrides the contents of this section.

### **10.7.1 Night working, weekend working and shift working**

The Governing Body does not currently have any posts which meet the criteria as set out in the EHCC 2007 agreement for the payment of night working, weekend working or shift working allowances. The Governing Body will regularly review whether these criteria are met and if payments are due, these shall be made in accordance with the EHCC 2007 agreement.

### **10.7.2 Standby, Sleeping in Allowances and Call out payments**

Some areas of work require staff to be available either at home or at their place of work to be called on if required to deal with emergency or unusual situations.

#### **a) Stand-by**

The Governing Body does not currently have any posts which meet the criteria as set out in the EHCC 2007 agreement for the payment of Stand-by allowances. The Governing Body will regularly review whether these criteria are met and if payments are due, these shall be made in accordance with the EHCC 2007 agreement.

#### **b) Call Out – Not on Standby**

There will be occasions when an employee is not on standby but nevertheless gets “Called Out” at short notice to attend work ‘on site’ in response to an unplanned emergency situation. Typically this might be a caretaker responding to the police with regard to a school break in or similar.

When an employee NOT on standby is required to attend work this will be paid at the appropriate hourly rate for all hours worked, excluding normal travel time to standard place of work.

Call out rate for those not on standby rota £25.00 per occasion

#### **c) Sleeping In**

The Governing Body does not currently have any posts which meet the criteria as set out in the EHCC 2007 agreement for the payment of sleeping in allowances. The Governing Body will regularly review whether these criteria are met and if payments are due, these shall be made in accordance with the EHCC 2007 agreement.

### **10.7.3 Acting up allowances**

The circumstances in which such arrangements might attract payment are covered in Hampshire County Council's salary policy. Typically employees will "Act Up" into a higher graded role for at least one month to attract payment. Where an employee takes on additional responsibilities that are not "Acting Up" then the Governing Body, as advised by the Headteacher, needs to assess whether the employee can accommodate the duties within the normal range of hours and consider whether the circumstances are exceptional to warrant consideration of a Special Recognition Scheme and not as an acting up allowance.

### **10.7.4 First Aid Allowance**

A headteacher may designate a first aider, from amongst support staff who hold a qualification approved by the HSE, to provide first aid to staff and others at their school, as necessary. They may also take delegated responsibility for the checking and maintenance of first aid resources - medical box, information, updating of local procedures, etc. The designated first aider will receive the first aid allowance of £120 per annum.

This allowance is not payable to qualified first aiders or persons 'appointed' to look after checking and maintenance of first aid resources - medical box, information, updating of local procedures, etc. who are not designated as a first aider for their school i.e. holding a first aid certificate alone does not entitle an employee to the First Aid Allowance.

### **10.7.5 Working from home allowance**

The Governing Body does not currently have any posts which meet the criteria as set out in the EHCC 2007 agreement for the payment of a home working allowance. The Governing Body will regularly review whether these criteria are met.

### **10.7.6 Overtime and additional hours**

In respect of additional hours and overtime working, table 6 sets out the rates that apply with effect from 25 July 2011. These rates do not form part of the EHCC 2007 agreement as negotiations with recognised unions failed to reach agreement. Employees who were employed at the time of this change and who were claiming overtime were asked to individually vary their contract of employment. Employees in this school who were employed on or before 25 July 2011 and who have not yet been asked to vary their contract of employment will be asked to do so, prior to undertaking any work which requires payment under this table.

Type	Days	Time	Additional Hours*	Overtime#
Days	Mon-Fri	07:00 – 22:00	Time	Time
Nights	Mon into Tue Tue into Wed Wed into Thu Thu into Fri	22:00 – 07:00 22:00 – 07:00 22:00 – 07:00 22:00 – 07:00	Time and a third	Time and a half
Nights	Fri	22:00 – 24:00	Time and a third	Time and a half
Weekend	Saturday	00:00 – 24:00	Time and a third	Time and a half
Weekend	Saturday	07:00 – 22:00	Time	Time and a half
Weekend	Saturday	22:00 – 24:00	Time and a third	Time and a half
Weekend	Sunday	00:00 – 24:00	Time and a half	Time and a half
Nights	Monday	00:00 – 07:00	Time and a third	Time and a half
Bank Holidays	There are normally 8 Public Holidays :  <ul style="list-style-type: none"> <li>• Good Friday</li> <li>• Easter Monday</li> <li>• Early May Bank Holiday</li> <li>• Late May Bank Holiday</li> <li>• August Bank Holiday</li> <li>• Christmas Day</li> <li>• Boxing Day</li> <li>• New Years Day</li> </ul> Where a public holiday falls on a Saturday or Sunday then the Council will normally designate the next one or the following day as the designated "public holiday".	00:00 – 24:00	Double time plus an entitlement to time off in lieu at a later date.	Double time plus an entitlement to time off in lieu at a later date.

Table 6: Rates of pay for additional hours, overtime hours and night and weekend working

\* additional hours are those hours worked which are above the employee's contracted hours in that contract, but which fall before 37 in anyone week

# overtime hours are those hours worked which are above 37 hours per week in that contract.

Overtime rates will not be paid in conjunction with night, shift or weekend working payments for any grade of employee . Only the higher rate of the two can be claimed.

#### **10.7.7 Special recognition scheme**

The governing body may recognise exceptional performance on a particular project or element of work by making a one-off payment under this scheme. An award may be made of up to 10% of an employee's basic salary.

#### **10.7.8 Market supplements**

Where there is specific difficulty in recruiting and/or retaining a certain category of support staff, the governing body will give consideration to the use of market supplements, subject to statutory and local criteria being met.

## **11. APPEAL ARRANGEMENTS**

The arrangements for considering appeals are as follows:

1. A member of staff may appeal in relation to his or her pay on grounds as specified below.
2. The grounds for appeal are that the person or committee by whom the decision was made:
  - incorrectly applied any provision of the relevant terms and conditions of service;
  - failed to have proper regard to statutory guidance, such as Teacher Standards;
  - failed to consistently apply the schools' pay or performance management policy
  - failed to take proper account of relevant evidence;
  - took account of irrelevant or inaccurate evidence;
  - was biased; or
  - otherwise unlawfully discriminated against the member of staff.

An issue raised as a pay appeal cannot then be raised again as a grievance.

3. If a member of staff received an overpayment, an agreement should be reached on the terms and timescales for recovery. In exceptional circumstances where an agreement cannot be reached, the employee may exercise their right of appeal in accordance with this procedure.
4. The sequence of events is as follows:
  - The member of staff receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
  - If the member of staff is not satisfied with the pay decision, he/she should seek to resolve this by discussing the matter informally with the Headteacher (or Chair of the Headteachers' Performance Management Committee where it is the Headteacher who is dissatisfied) within ten working days of the decision.
  - Where this is not possible, or where the member of staff continues to be dissatisfied, he/she may follow a formal appeal process.
  - The member of staff should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the Clerk to the Governing Body, within ten working days of either the notification of the original decision, or of the outcome of the discussion with the Headteacher referred to above.
  - Any appeal should be heard by a panel of three governors who were not involved in the original decision, normally within 20 working days of the receipt of the written appeal notification, and give the member of staff the right to be accompanied and make representations in person. The Senior Leader/Headteacher who made the recommendation and the Chair of the Pay Committee will normally be called as witnesses at that appeal hearing. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision is final and there is no recourse to the staff grievance procedure.

5. Employees who are dissatisfied in relation to their pay have a statutory right to raise a formal complaint about that decision, which is termed a “grievance”. The process defined within this section meets the statutory requirements for raising a “grievance” and therefore an issue raised as a pay appeal cannot then be raised again under the school’s formal Grievance Procedure.

## **12. APPENDICES**

- Appendix 1 School Time Tabled Teaching Week
- Appendix 2 43 point and 85 point Leadership Pay Ranges
- Appendix 3 Expectations framework: Headteacher
- Appendix 4 Expectations framework: Deputy Headteachers
- Appendix 5 Expectations framework: Upper Pay Range Teachers
- Appendix 6 Expectations framework: Main Pay Range Teachers
- Appendix 7 Expectations framework: Newly Qualified Teachers
- Appendix 8 School Staff Structure

## Appendix 1: School's Timetabled Teaching Week (STTW) calculations

The statutory definition of the STTW is "school session hours that are timetabled for teaching".

The statutory definition includes:

- teaching
- PPA time
- other non-contact time

The statutory definition excludes:

- break times
- registration
- assemblies

These inclusions and exclusions are only for the purposes of calculating a part-time teacher's pay. Part-time teachers will still be paid for time spent carrying out these excluded activities and these continue to be part of directed time, although the calculation of their pay in proportion to the school STTW will not include this time.

The school operates with one timetable, with a STTW of 25 hours per week.

<b>Times</b>	<b>Activity</b>	<b>Included/ excluded in STTW</b>	<b>Hours and Mins included in STTW</b>
9:00 – 9:10	Registration – including taught handwriting, spelling, grammar etc...	Included	0:10
9:10 – 9:25	Sunrise	Included	0:15
9:25 – 10:25	Taught Time	Included	1:00
10:25 – 10:40	Assembly	Excluded	-
10:40 - 10:55	Break Time	Excluded	-
10:55 – 12:00	Taught Time	Included	1:05
12:00 – 1:00	Lunchtime	Excluded	-
1:00 – 3:30	Taught Time	Included	2:30
<b>DAILY TOTAL</b>			<b>= 5:00 (5hrs, 0mins)  (5.00HRS)</b>
<b>WEEKLY TOTAL - STTW</b>			<b>5:00 x 5 = 25:00 (25hrs, 00mins)  (25.00HRS)</b>

## Appendix 2: Leadership Pay Ranges

**43 Point Leadership Ranges (where leadership staff continue to be employed on 2013 School Teachers' Pay and Conditions Document arrangements), as adjusted for pay awards**

L1	£39,374	L12	£51,640	L23	£67,653	L34	£88,572
L2	£40,360	L13	£52,930	L24	£69,330	L35	£90,773
L3	£41,368	L14	£54,250	L25	£71,053	L36	£93,020
L4	£42,399	L15	£55,601	L26	£72,810	L37	£95,334
L5	£43,454	L16	£57,079	L27	£74,615	L38	£97,692
L6	£44,544	L17	£58,390	L28	£76,466	L39	£100,072
L7	£45,743	L18	£59,857	L29	£78,359	L40	£102,570
L8	£46,799	L19	£61,342	L30	£80,310	L41	£105,133
L9	£47,967	L20	£62,864	L31	£82,293	L42	£107,766
L10	£49,199	L21*	£64,417	L32	£84,340	L43	£109,366
L11	£50,476	L22	£66,018	L33	£86,435		

NB The pay point marked with an asterisk is the top of the group size for Ranvilles Junior School and the top of the Headteacher Pay Range.

However, in September 2015, Headteachers on the top point of the Headteacher Pay Range where this is also equivalent to the top of the group size, were not entitled to receive a cost of living award. This applies in the case of Ranvilles Junior School. At 31 August 2015, the value of this was £62,251 as opposed to £63,147 for Headteachers for whom point L21 was not the top of their group size.

Such Headteachers were entitled to pay awards in 2016 and 2017. The value of this point as at 1 September 2017 is £63,779.

**85 Point Leadership Pay Ranges (for new appointments to the leadership group, or where existing staff move onto the current Document arrangements due to a significant change in responsibility or to maintain consistency)**

LDR1	£39,374	LDR30	£56,339	LDR59	£80,310
LDR2	£39,867	LDR31	£57,079	LDR60	£81,302
LDR3	£40,360	LDR32	£57,733	LDR61	£82,293
LDR4	£40,864	LDR33	£58,390	LDR62	£83,316
LDR5	£41,368	LDR34	£59,124	LDR63	£84,340
LDR6	£41,884	LDR35	£59,857	LDR64	£85,388
LDR7	£42,399	LDR36	£60,600	LDR65	£86,435
LDR8	£42,927	LDR37	£61,342	LDR66	£87,504
LDR9	£43,4543	LDR38	£62,101	LDR67	£88,572
LDR10	£43,999	LDR39	£62,864	LDR68	£89,673
LDR11	£44,544	LDR40	£63,640	LDR69	£90,773
LDR12	£45,143	LDR41*	£64,417	LDR70	£91,898
LDR13	£45,743	LDR42	£65,218	LDR71	£93,020
LDR14	£46,272	LDR43	£66,018	LDR72	£94,179
LDR15	£46,799	LDR44	£66,8364	LDR73	£95,334
LDR16	£47,384	LDR45	£67,653	LDR74	£96,513
LDR17	£47,967	LDR46	£68,492	LDR75	£97,692
LDR18	£48,584	LDR47	£69,330	LDR76	£98,883
LDR19	£49,199	LDR48	£70,192	LDR77	£100,072
LDR20	£49,837	LDR49	£71,053	LDR78	£101,322
LDR21	£50,476	LDR50	£71,934	LDR79	£102,570
LDR22	£51,058	LDR51	£72,810	LDR80	£103,853
LDR23	£51,640	LDR52	£73,713	LDR81	£105,133
LDR24	£52,285	LDR53	£74,615	LRD82	£106,450
LDR25	£52,930	LDR54	£75,540	LDR83	£107,766
LDR26	£53,590	LDR55	£76,466	LDR84	£109,114
LDR27	£54,250	LDR56	£77,412	LDR85	£109,366
LDR28	£54,925	LDR57	£78,359		
LDR29	£55,601	LDR58	£79,335		

NB The pay point marked with an asterisk is the top of the group size for Ranvilles Junior School which the Governing Body will have due regard to, should the governing body make a determination to move Headteacher pay arrangements on to the current Document arrangements.



### Appendix 3 Expectations framework: Headteacher

The Governing Body recognise the statutory requirement to assess the Headteacher against standards and objectives. Whilst the Governing Body recognise that the standards specified in the regulations are the national Teachers' Standards, this Governing Body will have due regard to the four domains provided in the non-statutory Headteacher Standards developed by the Department for Education.

The tables below are based on advice provided by Hampshire County Council. In accordance with that advice, it will not be used as a "checklist", against which the performance of the Headteacher is "marked". It is recognised that not all descriptors need to be met in order for the Headteacher to achieve the given performance rating. The tables will be used by the Headteacher Performance Management Committee, alongside the performance objectives set, as guidance in reaching an overall judgement about the overall performance of the Headteacher.

#### Domain one: Qualities and knowledge

The Headteacher:

The Headteacher meets 'achieved expectations' descriptors as well as:

Achieved Expectations	Exceptional Performance
<ul style="list-style-type: none"> <li>• Has a clear pupil-centred vision which is consistently communicated compellingly to all stakeholders</li> <li>• Evidences a wide current knowledge and understanding of education and school systems locally and nationally, continually pursuing improvement</li> <li>• Works within a clear set of principles centred on the school's vision and leads by example with integrity and clarity</li> <li>• Demonstrates the ability to develop and present a coherent, accurate account of the school's performance to a range of audiences</li> <li>• Forms a detailed, accurate understanding of the school's performance, identifies barriers to improvement and forms effective operational improvement plans</li> <li>• Evidences political and financial astuteness and uses this to make sound judgments on how national policies should be applied to the school</li> <li>• Implements innovative approaches to school improvement, leadership and governance when it is right to do so for the benefit of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates political and financial astuteness in driving school improvement</li> <li>• Sustains a wide current knowledge and understanding of education and school systems globally and harnesses that knowledge to achieve best practice in school</li> </ul>



**Domain two: Pupils and staff**

**The Headteacher:**

**The Headteacher meets ‘achieved expectations’ descriptors as well as:**

Achieved Expectations	Exceptional Performance
<ul style="list-style-type: none"> <li>• Demands ambitious standards for all pupils regardless of disadvantage, background or starting point</li> <li>• Drives a rigorous and robust approach to pupils’ achievement and the use of data</li> <li>• Benchmarking evidences good progress and high levels of attainment for most pupils and, where this is not yet the case, there is evidence of rapid improvement</li> <li>• The majority of teaching and learning is good or better, where this is not the case matters are being robustly addressed</li> <li>• Oversees an engaging and relevant curriculum that supports effective learning for all pupils against which pupils are rigorously assessed and which informs plans for future learning</li> <li>• Demonstrates that both internal trend data on the school’s performance and external comparison show the school is an improving school</li> <li>• Adopts an effective strategic approach to staffing</li> <li>• Embeds a widely accepted positive ethos and culture in which:                         <ul style="list-style-type: none"> <li>○ Staff have high expectations of all pupils, themselves and each other</li> <li>○ Staff are reflective practitioners who improve their own practice</li> <li>○ Staff, parents, pupils and governors are valued and treated with dignity and respect</li> <li>○ Staff are accountable for the impact of their work on pupil outcomes</li> <li>○ Staff are focused on achieving the aims of the school’s strategic plan</li> </ul> </li> <li>• Ensures staff are effectively managed through robust and transparent systems</li> <li>• Staff are empowered to achieve and leadership is effectively distributed</li> <li>• Effectively deploys staff – roles are clearly defined and well-being and work-life balance is supported</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of teaching and learning is consistently good or better with a climate of self-reflection and coaching</li> <li>• Creates an ethos in which pupil leadership roles are instrumental in encouraging pupils to take responsibility for their own environment and a self-disciplined approach to engagement in their learning</li> <li>• Due to its creativity, flexibility and breadth, the curriculum fully engages pupils</li> <li>• In the interests of achieving excellence and developing the education system, creates an ethos in which staff harness the findings of well-researched evidence to improve their own practice and that of their colleagues, directly impacting on outcomes for pupils</li> <li>• Staff have strong analytical skills, enabling them to support and challenge each other; talent is accurately identified supporting effective succession planning</li> <li>• Secures the continuous and sustained development of staff, shaping the current <b>and</b> future quality of the teaching profession</li> </ul>



**Domain three: Systems and processes**

**The Headteacher:**

**The Headteacher meets ‘achieved expectations’ descriptors as well as:**

Achieved Expectations	Exceptional Performance
<ul style="list-style-type: none"> <li>● Constantly drives improvement through implementing efficient and effective plans, systems and processes, which uphold the principles of transparency, probity and integrity</li> <li>● Ensures a calm and well-ordered environment for pupils and staff focussed on the well-being and safeguarding of pupils</li> <li>● Exercises strategic, curriculum led financial planning</li> <li>● Develops and maintains systems which ensure effective monitoring, evaluation and support to bring about improvement in teaching and learning</li> <li>● Ensures resources support pupil outcomes and provide value for money</li> <li>● Ensures strategies and support are in place (including through the use of external agencies where appropriate) to ensure the personal development and emotional well-being of pupils is secured</li> <li>● Establishes school systems and policies to support pupils’ behaviour to be good; attendance levels at least match the national average (or are rapidly moving towards this)</li> <li>● Processes and systems allow for specific areas of expertise to be delegated to other members of staff, with roles clearly defined and responsibilities understood by all</li> <li>● Works effectively with the governing body providing quality information, objective advice and support, to enable the whole governing body to meet its responsibilities</li> <li>● Works with governors to ensure policies are legally compliant, consistently applied, adapted to the school’s needs and positively impact on the quality of provision for pupils</li> </ul>	<ul style="list-style-type: none"> <li>● Ensures school systems and policies support pupils’ behaviour to be at least good and often outstanding, with attendance levels above national average (or rapidly improving to become so)</li> <li>● Structures, systems and policies allow pupils to be instrumental in maintaining the ethos of the school</li> <li>● Systems and policies are in place that enable staff to critique and challenge actions of colleagues, through a cycle of planning, action, assessment, reflection and re-planning</li> <li>● Processes and systems allow for responsibility in specific areas of expertise to be fully delegated to other members of staff; staff accept and support leadership from colleagues other than the senior leadership team</li> </ul>



**Domain four: Self-improving school**

**The Headteacher:**

**The Headteacher meets ‘achieved expectations’ descriptors as well as:**

Achieved Expectations	Exceptional Performance
<ul style="list-style-type: none"> <li>● Embeds a widely accepted positive ethos and culture in which:                             <ul style="list-style-type: none"> <li>○ The community is motivated to engage with the school’s vision, which enriches the curriculum to reflect the diversity of the community</li> <li>○ Best practice, knowledge and experience are shared, within and between schools, drawing on research and robust data analysis</li> <li>○ Effective communication, positive relationships and attitudes towards all stakeholders are engendered</li> </ul> </li> <li>● Contributes to the wider community and whole school system</li> <li>● Develops effective relationships with fellow professionals, colleagues in other public services and schools to improve academic and social outcomes for all pupils</li> <li>● Is aware of and accepts their accountability to pupils, parents, staff, governors, the community and local and national partners (e.g. Ofsted)</li> </ul>	<ul style="list-style-type: none"> <li>● Is proactively and fully engaged in the wider community which benefits both the school and the community</li> <li>● Acknowledges and accepts broader responsibility to contribute to the self-improving system. This is evidenced through sound outward facing activity focusing on championing best practice and securing excellent achievement across the local area or beyond</li> <li>● Demonstrates an openness to challenge from fellow professionals, schools and colleagues in other public services</li> <li>● Inspires and influences others within and beyond the school to believe in the fundamental importance of education and to challenge orthodoxies in the best interests of children</li> <li>● Challenges and encourages governors to think and act strategically, welcoming appropriate strategic challenge from the governing body</li> </ul>



#### Appendix 4 Expectations framework: Deputy and Assistant Headteachers

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Quality of Teaching</b>  <b>Teachers' Standards: 1-8:</b> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Pupil progress</li> <li>• Subject Knowledge</li> <li>• Planning and Teaching</li> <li>• Differentiation</li> <li>• Assessment</li> <li>• Learning environment and behaviour management</li> <li>• Wider professional responsibilities</li> </ul>	<p>At Deputy and Assistant Headteacher level, individuals are expected to be highly competent in all of the teachers' standards regardless of the percentage of teaching in the role. Highly competent is 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 support them meet the relevant standards and develop their teaching practice. Where Deputy and Assistant Headteachers have a class teaching commitment, it is appropriate to have the same expectations of their teaching practice, as would be expected of higher upper pay range teachers and schools may wish to utilise the framework for such teachers accordingly.</p>			
	<p>Performance against Teaching Standards is less than good. Will be rated here if failing to evidence enhanced practice (i.e. that is not highly competent against the Teachers' Standards).</p>	<p>Performance against Teaching Standards' is never less than good but is not regularly outstanding. Own practice does not evidence the sufficient application of recent research or consistency in enhanced practice or high competence against all of the standards.</p>	<p>Performance against Teaching Standards' is regularly outstanding and never less than good. Own teaching practice evidences learning from professional development, use of recent research and best practice. Is highly competent in all aspects of the teaching standards.</p>	<p>Performance against Teachers' Standards is always outstanding. Own teaching practice always evidences learning from professional development use of recent research and best practice and the significant impact of sharing own practice is evident. Is highly competent in all aspect of the teaching standards.</p>
<b>Leading the Quality of Teaching</b>  <b>Teachers' Standard 8: Wider Professional Responsibilities</b>  <b>The key focus of the Deputy Headteacher role is to support the Headteacher to lead the quality of teaching in the school.</b>  <b>The exact nature of the leadership support provided by Deputy Headteachers will vary from role to role according to</b>	<p>At Deputy and Assistant Headteacher level, an individual's makes a substantial and sustained contribution to the whole school through their leadership of defined areas of activity and contribution to the wider life and ethos of the school. This means playing a critical role in the life of the school and making a clear and distinctive leadership contribution to the raising of standards. Deputy and Assistant Headteachers must take advantage of appropriate opportunities for professional development and use the outcomes effectively as evidenced by the modelling and dissemination of improved teaching practices and an improvement in pupils' learning.</p>			
	<p>Does not contribute effectively to the development of the school improvement plan and/or contribution to the delivery of the plan is ineffective. This may be demonstrated through actions, behaviours and outcomes such as:</p> <ul style="list-style-type: none"> <li>• failing to promote and set</li> </ul>	<p>Contributes to the development and delivery of the school improvement plan, but contribution needs to be more consistent to be seen as clear and distinctive. This may be demonstrated through actions, behaviours and outcomes such as:</p> <ul style="list-style-type: none"> <li>• evidencing that high expectations are set for children and staff, although these may be lacking in consistent promotion across the</li> </ul>	<p>Personal contribution to development and delivery of the school improvement plan is clear and distinctive. This may be demonstrated through actions, behaviours and outcomes such as:</p> <ul style="list-style-type: none"> <li>• promoting and setting high expectations of children and staff throughout the school in line with the school's ethos and improvement plan</li> </ul>	<p>Makes significant, sustained and substantial personal contribution to the development and delivery of the school improvement plan. This may be demonstrated through actions, behaviours and outcomes such as:</p> <ul style="list-style-type: none"> <li>• exceptional personal contribution to the promotion and setting high expectations of children and staff throughout the school in line with</li> </ul>



<p><b>how areas of responsibility are distributed within the school. The framework here is indicative of the types of expectations that schools may have of such posts, albeit postholders may or may not carry all of these areas of responsibility.</b></p>	<p>high expectations of children</p> <ul style="list-style-type: none"> <li>• ineffectively monitoring and evaluation of progress made by individuals, groups, classes, year groups and the whole school</li> <li>• not ensuring that realistic challenging short and long-term targets are in place for individuals, groups, classes, year groups and the whole school</li> <li>• ineffectually monitoring and evaluating the quality of teaching and its effectiveness in securing school targets</li> <li>• failing to enhancing the quality of teaching through feedback, approach to the development of pedagogy and performance management practice</li> <li>• providing ineffective support to the Headteacher in recruitment, development and deployment of staff</li> <li>• failing to ensuring the development of a curriculum that meets the immediate and long term learning needs of pupils</li> <li>• not ensuring that the learning environment across the school is</li> </ul>	<p>school</p> <ul style="list-style-type: none"> <li>• monitoring and evaluation of progress made by individuals, groups, classes, year groups, though this may lack consistency in application across the whole school</li> <li>• short and long term targets being in place for individuals, groups, classes, year groups and the whole school however, insufficient impact is evident in improved outcomes</li> <li>• ensuring the quality of teaching is monitored and evaluated, but not always evidencing that improvement strategies are effectively promoted and implemented</li> <li>• evidencing some enhancement of the quality of teaching but would benefit from development of a consistent approach to the development of pedagogy, ensuring effective performance management practice and/or more use of positive feedback</li> <li>• provides some support to the Headteacher in recruitment, development and deployment of staff but may benefit from self-development in this area</li> <li>• ensures that a curriculum that meets the immediate and long term learning needs of pupils is developed, but needs to ensure more creativity, relevance and/or ambition is built in</li> <li>• has sought to develop a learning environment that is engaging, exciting and interactive although</li> </ul>	<ul style="list-style-type: none"> <li>• effective monitoring and evaluation of progress made by individuals, groups, classes, year groups and the whole school</li> <li>• ensuring that realistic challenging short and long-term targets are in place for individuals, groups, classes, year groups and the whole school</li> <li>• effectively monitoring and evaluating the quality of teaching and its effectiveness in securing school targets, ensuring promotion and implementation of improvement strategies</li> <li>• enhancing the quality of teaching through provision of positive feedback, a consistent approach to the development of pedagogy and ensuring effective performance management practice</li> <li>• providing effective support to the Headteacher in recruitment, development and deployment of staff</li> <li>• ensuring the development of a creative, relevant and ambitious curriculum that meets the immediate and long term learning needs of pupils</li> <li>• ensuring that the learning environment across the school is engaging, exciting and interactive</li> <li>• ensuring that all schemes of work are differentiated appropriately</li> <li>• developing and supporting effective opportunities for collaborative lesson planning and marking/assessment which assist colleague's capacity to differentiate</li> <li>• undertaking pupil book reviews</li> </ul>	<p>the school's ethos and improvement plan</p> <ul style="list-style-type: none"> <li>• consistently demonstration of an outstanding level of active and effective monitoring and evaluation of progress made by individuals, groups, classes, year groups and the whole school, always ensuring school-wide consistency</li> <li>• actively ensuring that realistic challenging short and long-term targets are in place for individuals, groups, classes, year groups and the whole school</li> <li>• evidencing highly successful monitoring and evaluating of the quality of teaching which makes a significant contribution to securing school targets, and evidences significant personal and active contribution to the promotion and implementation of improvement strategies</li> <li>• outstanding enhancement of the quality of teaching through demonstration of an exceptional management style which both places performance management and pedagogy at the centre, supporting staff development whilst challenging underperformance</li> <li>• alongside outstanding support to the Headteacher in recruitment and development of staff, is highly effective in the deployment of staff</li> <li>• ensuring the development of a creative, relevant and ambitious curriculum that both meets the</li> </ul>
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	<p>engaging, exciting and interactive</p> <ul style="list-style-type: none"> <li>• failing to ensure that all schemes of work are differentiated appropriately</li> <li>• not developing or supporting opportunities for collaborative lesson planning and marking/assessment</li> <li>• failing to undertake pupil book reviews across the whole school/ departments to monitor colleague's marking and pupil responses to marking, or undertaking ineffective corrective action where necessary</li> <li>• not ensuring a close correlation between assessment data and final outcomes, and/or failing to support management of discrepancies between the two, leading to ineffective guidance to minimise such gaps</li> <li>• not sharing the corporate responsibility to wellbeing, safety and discipline or ensuring a positive ethos with high expectations of behaviour</li> <li>• not ensuring that pupil conduct in lessons and around the school is conducive for learning</li> </ul>	<p>this is not consistent across the school</p> <ul style="list-style-type: none"> <li>• has sought to ensure that all schemes of work are differentiated appropriately, although this is not consistent in all areas</li> <li>• developing and supporting opportunities for collaborative lesson planning and marking/assessment but has not been able to effectively support all staff to ensure that they assist capacity to differentiate</li> <li>• undertaking pupil book reviews to monitor colleague's marking and pupil responses to marking, although corrective action through appropriate support and direction where necessary could be more effective at times</li> <li>• ensuring a correlation between assessment data and final outcomes, yet not always providing effective guidance to minimise such gaps</li> <li>• sharing the corporate responsibility to wellbeing, safety and discipline, ensuring a positive ethos with high expectations of behaviour</li> <li>• ensuring that pupil conduct in lessons and around the school is conducive for learning and wellbeing for all</li> <li>• creating and maintaining good relationships although needing to develop a more effective balance between providing support and challenge</li> <li>• utilising and spending any assigned budgets, but not always demonstrating best value or the</li> </ul>	<p>across the whole school/ departments to monitor colleague's marking and pupil responses to marking, undertaking effective corrective action through appropriate support and direction where necessary</p> <ul style="list-style-type: none"> <li>• ensuring a close correlation between assessment data and final outcomes, supporting to manage discrepancies between the two and providing effective guidance to minimise such gaps</li> <li>• sharing the corporate responsibility to wellbeing, safety and discipline, ensuring a positive ethos with high expectations of behaviour</li> <li>• ensuring that pupil conduct in lessons and around the school is conducive for learning and wellbeing for all</li> <li>• creating and maintaining relationships that are positive and empathetic yet challenging</li> <li>• utilising and spending any assigned budgets effectively, demonstrating best value and positively impacting directly on the quality of provision available to pupils</li> <li>• supporting the Headteacher in meeting responsibilities, in the context of drafting and evaluation of policies, preparation of reports, collation of evidence and in supporting the drafting of self-evaluation documents, objectives and progress evaluation</li> <li>• acts as a role model in leading and following agreed policies and procedures for safeguarding</li> </ul>	<p>immediate and long term learning needs of pupils, but also positively and actively engages them in its development and evolution</p> <ul style="list-style-type: none"> <li>• actively ensuring that the learning environment across the school is consistently engaging, exciting and interactive</li> <li>• actively ensuring that all schemes of work are differentiated appropriately</li> <li>• actively developing and supporting outstanding opportunities for collaborative lesson planning and marking/assessment which provide significant assistance to colleagues in differentiation</li> <li>• regularly and actively undertaking pupil book reviews across the whole school/ departments to monitor colleague's marking and pupil responses to marking, undertaking outstanding corrective action through highly effective support and direction where necessary</li> <li>• ensuring a close correlation between assessment data and final outcomes, providing exceptional support to manage discrepancies between the two and providing highly effective guidance to minimise such gaps</li> <li>• championing the shared corporate responsibility for wellbeing, safety and discipline, ensuring a positive ethos with high expectations of behaviour</li> <li>• evidences significant personal</li> </ul>
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	<p>and wellbeing for all</p> <ul style="list-style-type: none"> <li>• failing to create and maintain effective working relationships</li> <li>• ineffectively utilising and spending any assigned budgets and/or failing to demonstrate best value and impacting on the quality of provision available to pupils</li> <li>• not supporting the Headteacher in meeting responsibilities, in the context of drafting and evaluation of policies, preparation of reports, collation of evidence and in supporting the drafting of self-evaluation documents, objectives and progress evaluation</li> <li>• not following agreed policies and procedures for safeguarding matters, involving both staff and pupils, including Designated Safeguarding Lead child protection, health and safety (including not effectively undertaking the Designated Safeguarding Lead role where applicable)</li> </ul>	<p>positive impact directly on the quality of provision available to pupils</p> <ul style="list-style-type: none"> <li>• supports the Headteacher in meeting responsibilities, in the context of drafting and evaluation of policies, preparation of reports, collation of evidence and in supporting the drafting of self-evaluation documents, objectives and progress evaluation, but may need to be more consistent in application</li> <li>• following agreed policies and procedures for safeguarding matters, involving both staff and pupils, including child protection, health and safety (including effectively undertaking the Designated Safeguarding Lead role where applicable)</li> </ul>	<p>matters, involving both staff and pupils, including child protection, health and safety (including effectively undertaking the Designated Lead Officer role where applicable)</p>	<p>contribution to ensuring that pupil conduct in lessons and around the school is conducive for learning and wellbeing for all</p> <ul style="list-style-type: none"> <li>• is highly effective in creating and maintaining outstanding relationships that are positive and empathetic yet challenging</li> <li>• is highly effective in utilising and spending assigned budgets, always demonstrating best value and a highly positive impact directly on the quality of provision available to pupils</li> <li>• outstanding support for the Headteacher in meeting responsibilities, in the context of drafting and evaluation of policies, preparation of reports, collation of evidence and in supporting the drafting of self-evaluation documents, objectives and progress evaluation</li> <li>• acts as an exceptional role model in leading on and following agreed policies and procedures for safeguarding matters, involving both staff and pupils, including child protection, health and safety (including outstanding performance in the Designated Safeguarding Lead role where applicable)</li> </ul>
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<p><b>Personal and Professional Conduct</b> (Part 2 Teachers' Standards)</p>	<p>Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace</p>	<p>As a leader, role models proper and professional regard for the ethos, policies and practices of the workplace</p>	<p>As a leader, role models proper and professional regard for the ethos, policies and practices of the workplace</p>	<p>As a leader, actively role models consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace</p>
<p><b>Leadership and Management</b></p>	<p>Leads a team that does not have sufficient impact on teaching and learning across the school. Best practice is not effectively demonstrated in many areas and/or relationships are not effectively developed and maintained.</p>	<p>Leads a team that impacts on teaching and learning across the school. Best practice may be demonstrated through role modelling in some areas and through developing and maintaining some effective relationship. Consistency is needed to have more significant impact.</p>	<p>Leads a team that makes a significant impact on teaching and learning across the school. Leadership is demonstrated through modelling best practice and developing and maintaining effective professional relationships.</p>	<p>Leads a team that has a significant and sustained impact on teaching and learning across the school. Exceptional leadership is demonstrated through a highly collaborative and supportive yet professional relationships supported by exceptional modelling of best practice.</p>
	<p>Modelling, demonstrating and coaching on best practice is not effectively demonstrated. This may be evidence through behaviours, actions and outcomes such as:</p> <ul style="list-style-type: none"> <li>• not adhering to school policies and failing to be a role model in doing so</li> <li>• producing ideas which fail to inspire, enthuse, motivate and challenge any staff to extend their thinking and practice.</li> <li>• Does not generate opportunities, events which support colleague's capacity to intervene with precision and impact</li> <li>• Provides ineffective support and development</li> </ul>	<p>Modelling, demonstrating and coaching on best practice is demonstrated through behaviours, actions and outcomes such as:</p> <ul style="list-style-type: none"> <li>• adhering to school policies and seeking to be a role model in doing so</li> <li>• producing ideas which need to be more creative or innovative to effectively inspire, enthuse, motivate and challenge more staff to extend their thinking and practice.</li> <li>• generating opportunities, events and an environment which seeks to support colleague's capacity to intervene with precision and impact</li> <li>• provides support and development of colleagues but needs to add further rigour to be more effective</li> <li>• makes contributions in meetings which, to be more effective, need</li> </ul>	<p>Modelling, exemplifying, demonstrating and coaching on best practice is demonstrated through behaviours, actions and outcomes such as:</p> <ul style="list-style-type: none"> <li>• adhering to school policies and acting as a role model in doing so</li> <li>• producing creative, innovative ideas which inspire, enthuse, motivate and challenge staff to extend their thinking and practice.</li> <li>• generating effective opportunities, events and an environment which facilitates colleague's capacity to intervene with precision and impact</li> <li>• provides effective, consistent and focused support and development of colleagues</li> <li>• leading and making contributions to meetings which are rooted in detailed thought and evidence</li> <li>• producing clear oral and written</li> </ul>	<p>Modelling, exemplifying, demonstrating and coaching on best practice is demonstrated through behaviours, actions and outcomes such as:</p> <ul style="list-style-type: none"> <li>• adhering to and positively promoting school policies and acting as an exceptional role model in doing so</li> <li>• producing exceptional ideas which are creative and innovative and effectively inspire, enthuse, motivate and challenge staff across the whole school to extend their thinking and practice.</li> <li>• Generating exceptional opportunities, events and a highly supportive yet challenging environment which facilitates colleague's capacity to intervene with precision and impact</li> <li>• Provides exceptional support and development of colleagues</li> </ul>



	<p>of colleagues</p> <ul style="list-style-type: none"> <li>• Does not regularly make effective contributions to meetings</li> <li>• producing clear oral and written strategic guidance to colleagues, which, upon monitoring and evaluation, is noted to influence behaviour</li> <li>• organising ineffective staff development sessions</li> <li>• does not always meeting deadlines and may impact on others where deadlines are not met</li> <li>• does not effectively support and/or role model effective communication with members of the school community</li> <li>• does not use all forms of written and oral communication effectively, whether with staff, parents, pupils or the wider community</li> <li>• does not work in classroom and office environments which set clear examples to others</li> </ul>	<p>to be more rooted in detailed thought and evidence</p> <ul style="list-style-type: none"> <li>• producing oral and written guidance to colleagues, this now needs to be clearer to ensure greater influence on behaviours</li> <li>• organising staff training sessions although these could be more precisely directed</li> <li>• often meets deadlines and always seeks to ensure others are never in a position where work is compromised</li> <li>• supports effective communication with members of the school community although may not consistently role model in this area</li> <li>• uses all forms of written and oral communication, whether with staff, parents, pupils or the wider community but may need to be more astute and strategic at times</li> <li>• working in classroom and office environments which may need to be neater, more organised and tidier, to set a clear example to others</li> </ul>	<p>strategic guidance to colleagues, which, upon monitoring and evaluation, is noted to influence behaviour</p> <ul style="list-style-type: none"> <li>• organising staff development sessions which direct precise training</li> <li>• meeting deadlines and ensuring others are never in a position where work is compromised</li> <li>• supporting and role modelling effective communication with members of the school community</li> <li>• using all forms of written and oral communication effectively, whether with staff, parents, pupils or the wider community</li> <li>• working in classroom and office environments which are neat, organised and tidy, and which set clear examples to others</li> </ul>	<p>through active, regular and sustained engagement which is underpinned by open and honest conversations about performance and an intolerance of underperformance</p> <ul style="list-style-type: none"> <li>• leading and making exceptional contributions to meetings which are rooted in detailed thought and evidence</li> <li>• producing outstanding oral and written strategic guidance to colleagues, which, upon monitoring and evaluation, is noted to have significant influence on behaviour</li> <li>• organising first rate staff development sessions which are evaluated to have impact on behaviours, actions and outcomes across the school</li> <li>• always meets deadlines and ensuring others are never in a position where work is compromised</li> <li>• role models highly effective communication with members of the school community and provides considerable support to others to develop in this area</li> <li>• is highly effective in using all forms of written and oral communication, whether with staff, parents, pupils or the wider community and acts as an exceptional role model to others</li> <li>• working in classroom and office environments which are neat, organised and tidy, and which set an exceptional example to others</li> </ul>
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	<p>Relationships are not effectively developed and maintained with all colleagues and specialist support is not effectively utilised. This is demonstrated through behaviours, actions and outcomes such as:</p> <ul style="list-style-type: none"> <li>• does not balance the setting of high expectations and appropriate challenge with positive feedback to colleagues</li> <li>• does not challenge the performance of colleagues effectively</li> <li>• does not make effective judgements about what support and intervention is required to support colleagues in their development</li> <li>• does not support colleague's aspirations and/or a realistic assessment of skills</li> <li>• does not effectively motivate teams</li> <li>• not responding effectively and openly to colleague concerns</li> </ul>	<p>Developing and maintaining relationships with all colleagues, although these may need to be more effective. Specialist support and advice may be engaged to support development and improvement. This is demonstrated through behaviours, actions and outcomes such as:</p> <ul style="list-style-type: none"> <li>• may set clear expectations and provides challenge to staff, although would benefit from more consistent approach</li> <li>• may challenge the performance of colleagues although in doing so needs to be more accurate and to ensure a good understanding of context</li> <li>• makes judgements about what support and intervention is required to support colleagues in their development, but may not always identify 'best-fit' strategies to the individual</li> <li>• supporting colleague's aspirations although not always offering a realistic assessment of skills</li> <li>• may motivate teams but needs to focus more on finding solutions rather than confirming problems</li> <li>• may respond to colleague concerns</li> </ul>	<p>Developing and maintaining effective professional relationships with all colleagues, utilising specialist support and advice where required to support development and improvement is demonstrated through behaviours, actions and outcomes such as:</p> <ul style="list-style-type: none"> <li>• effectively balancing the setting of high expectations and appropriate challenge with positive feedback to colleagues</li> <li>• effectively challenging the performance of colleagues and doing so with accuracy and a detailed understanding of context</li> <li>• making accurate and effective judgements about what support and intervention is required to support colleagues in their development</li> <li>• supporting colleague's aspirations and offering a realistic assessment of skills</li> <li>• effectively motivating teams minimising negativity and producing solutions</li> <li>• responding with integrity to colleague concerns</li> <li>• effectively motivating teams minimising negativity and producing solutions</li> <li>• responding with integrity to colleague concerns</li> </ul>	<p>Develops and maintains exceptional professional relationships with all colleagues, utilising specialist support and advice where required, securing substantial development and improvement. This is demonstrated through behaviours, actions and outcomes such as:</p> <ul style="list-style-type: none"> <li>• effective balancing the setting of high expectations and appropriate and highly considered challenge with positive feedback to colleagues</li> <li>• providing exceptional challenge in respect of the performance of colleagues and does so with a high degree of accuracy and a thorough understanding of context</li> <li>• making very accurate and highly effective judgements about what support and intervention is required to support colleagues in their development</li> <li>• supporting colleague's aspirations and offering a highly realistic assessment of skills and using exceptional interpersonal skills to work with colleagues in securing their development</li> <li>• provides exceptional motivation to teams across the school with a focus on producing solutions</li> <li>• responding with a high degree of integrity to colleague concerns</li> </ul>
<p><b>Performance Management Objectives</b></p>	<p>Has not met objectives</p>	<p>May not have met all objectives fully due to matters outside of their control</p>	<p>Has met objectives to an appropriate and acceptable level adding substantial value to the school</p>	<p>Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school.</p>



## Appendix 5 Expectations Framework: Lower Upper Pay Range Teachers

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Quality of Teaching (Teachers' Standards 1-7):</b> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Pupil progress</li> <li>• Subject Knowledge</li> <li>• Planning and Teaching</li> <li>• Differentiation</li> <li>• Assessment</li> <li>• Learning Environment and Behaviour Management</li> </ul>	At upper pay range, teachers are expected to be highly competent in all of the teachers' standards. Highly competent is 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.			
	Overall performance against Teachers' Standards and quality of teaching is inadequate or requires improvement. Will be rated here if failing to evidence enhanced practice (i.e. that highly competent against the Teachers' Standards).	Performance against Teachers Standards and quality of teaching evidences inconsistency in enhanced practice/high levels of competence. Practice does not consistently evidence enhanced skills and ability to demonstrate and cascade best practice.	Performance against Teachers' Standards and quality of teaching is consistently good or outstanding. Best practice is embedded, consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained progress of pupils is evident.	Performance against Teachers Standards and quality of teaching is broadly outstanding and never less than good. Enhanced practice is embedded and outstanding pedagogy is evident. Best practice is consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained and rapid progress of target groups of pupils is evident.
<b>Wider Professional Responsibilities</b>	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			



<p><b>(Teachers' Standard 8)</b></p>	<p>Little or no contribution to sharing good practice and developing the curriculum. Does not lead learning within own team or is ineffective in leading learning. Does not contribute to or have impact upon the professional development of others or coach or mentor colleagues. Little contribution to development and implementation of policies.</p>	<p>Makes some whole school contribution to sharing good practice and developing the curriculum. Leads learning within their own team but does not always impact on standards and improvement. Engages in own professional development but does not impact on development of others. Narrow range of contribution to development and implementation of policies.</p>	<p>Clear and effective substantial and sustained whole school contribution, sharing good practice, developing the curriculum and supporting the school improvement plan. Personal contribution to the school improvement plan is clear and distinctive. Takes responsibility for improving teaching, learning and behaviour management through effective professional dialogue, coaching and mentoring and supporting the development of others. Contributes to and implements whole school or workplace policies and supports others to uphold them.</p>	<p>Significant and sustained whole school contribution, sharing good practice and developing the curriculum and impacting significantly on pupil progress. Personal contribution to the school improvement plan is distinctive and exceptional. Has significant impact in improving teaching, learning and behaviour management through outstanding professional dialogue, coaching and mentoring. Is able to evidence significant impact on the development of others. Makes a significant contribution to development of policies and develops others to uphold them.</p>
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### Expectations Framework: Lower Upper Pay Range Teachers continued

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Personal and Professional Conduct</b>  <b>(Part 2 Teachers' Standards)</b>	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
<b>Leadership and Management</b>	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	Does not impact on development of individuals and teams. Does not effectively lead or shows no evidence of focusing leadership on improving pupil outcomes. Does not support school leadership team in delivering its priorities.	Supports, but does not effectively lead others in improving pupil outcomes. Manages but does not lead in area of responsibility. Supports but does not contribute to delivering school leadership team priorities.	Leads a team concerned with pupil progress or improvement in teaching, learning or behaviour management. Personally impacts on improving pupil outcomes across the school and in developing school or workplace practices. Leads a team to uphold and develop school policies. Contributes to delivering school leadership priorities	Leads a team that makes significant impact on learning, pupil progress, learning or behaviour across school. Personally has a whole school or workplace impact on pupil outcomes and improved practice. Actively develops and leads others to develop school policies. Makes a significant contribution to delivering school leadership priorities.
<b>Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)</b>	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan,



### Expectations Framework: Lower Upper Pay Range Teachers continued

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Performance Management objectives</b>	Has not met objectives	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level adding substantial value to the school	Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school and wider community

### Expectations Framework: Higher Upper Pay Range Teachers

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Quality of Teaching (Teachers' Standards 1-7):</b> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Pupil progress</li> <li>• Subject Knowledge</li> <li>• Planning and Teaching</li> <li>• Differentiation</li> <li>• Assessment</li> <li>• Learning Environment and Behaviour Management</li> </ul>	At upper pay range, teachers are expected to be highly competent in all of the teachers' standards. Highly competent is 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.			
	Overall performance against Teachers' Standards and quality of teaching is less than good. Will be rated here if failing to evidence enhanced practice (i.e. that highly competent against the Teachers' Standards).	Performance against Teachers Standards and quality of teaching evidences inconsistency in enhanced practice/high levels of competence. Practice does not evidence enhanced skills and ability to demonstrate and cascade best practice.	Performance against Teachers' Standards and quality of teaching is consistently good or outstanding. Best practice is embedded, consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained progress of pupils is evident.	Performance against Teachers' Standards and quality of teaching is regularly outstanding and never less than good. Enhanced practice is embedded and outstanding pedagogy is evident. Best practice is consistently demonstrated and cascaded. Learning from professional development is evident through pupil's learning. Sustained and rapid progress of pupils is evident.



### Expectations Framework: Higher Upper Pay Range Teachers Continued

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Wider Professional Responsibilities</b>  <b>(Teachers' Standard 8)</b>	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	Makes some contribution to sharing good practice and developing the curriculum. Leads learning within their own team but does not always impact on standards and improvement. Engages in own professional development but does not impact on development of others. Narrow range of contribution to development and implementation of policies.	Clear but not always effective contribution to sharing good practice and developing the curriculum. Developing role in improving teaching, learning and behaviour management through professional dialogue, coaching and mentoring and beginning to support in the development of others. Contributes to and implements whole school or workplace policies and supports others to uphold them.	Makes a substantial and sustained significant whole school contribution, sharing good practice and developing the curriculum. Has a significant impact on pupil progress across school Personal contribution to the school improvement plan is clear and distinctive. Takes responsibility for improving teaching, learning and behaviour management through effective professional dialogue, coaching and mentoring and supporting the development of others. Can evidence their impact on the development of others. Makes a significant contribution to development of whole school policies and develops others to uphold them. Takes responsibility for sharing initiatives and development across the local partnership of schools.	Leads teams to make a substantial and sustained significant whole school impact, sharing good practice and impacting significantly on curriculum development and pupil progress. Personal contribution to the school improvement plan is distinctive and exceptional. Has a significant impact in improving teaching, learning and behaviour management. As an experienced coach and/or mentor, is able to support others to develop coaching and mentoring skills. Drives pupil progress through deployment of these skills. Leads teams in developing policies and develops others to lead improvement. Personal contribution to the improvement plans across the local partnership of schools is distinctive and exceptional.
<b>Personal and Professional Conduct</b>  <b>(Part 2 Teachers' Standards)</b>	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace



### Expectations Framework: Higher Upper Pay Range Teachers Continued

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Leadership and Management</b>	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	Does not lead effectively lead a team in sharing good practice or shows no evidence of focusing leadership on leading learning. Manages but does not lead in area of responsibility. Support does not contribute to delivering senior leadership team priorities.	Leads a team concerned with improvement and sharing good practice. Leads learning through their team but not yet showing evidence of whole school impact. Leads a team to uphold school policies. Not effectively contributing to the development and upholding of school policies.	Leads a team that makes significant impact on teaching, learning and behaviour management across the workplace. Has whole school or workplace impact and initiates and develops improved practice. Actively develops and leads others to develop school policies. Contributes to delivering senior leadership team priorities.	Leads teams that make a long term sustained impact on school improvement. Uses and demonstrates professional skills across the school and significantly develops and influences the practice of others. Initiates and innovates in areas of school policy and supports others to make a significant contribution. Makes a significant and sustained contribution to delivery of the senior leadership team priorities.



### Expectations Framework: Higher Upper Pay Range Teachers Continued

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)</b>	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan,
<b>Performance Management objectives</b>	Has not met objectives	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level adding substantial value to the school	Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school and wider community



## Appendix 6 Expectations Framework: Recently Qualified Teachers (normally second and third year of teaching)

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Quality of Teaching (Teachers' Standards 1-7):</b> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Pupil progress</li> <li>• Subject Knowledge</li> <li>• Planning and Teaching</li> <li>• Differentiation</li> <li>• Assessment</li> <li>• Learning environment and behaviour management</li> </ul>	Overall performance against Teachers' Standards is inadequate or requires considerable improvement. Is consistently inadequate in significant areas.	Performance against Teachers Standards and quality of teaching is broadly acceptable although some areas may require improvement. Practice is not always consistent. Some support is required to develop practice, subject knowledge and/or to address progress of groups of pupils.	Performance against Teachers' Standards and quality of teaching is good. Practice is consistent. Sustained progress of pupils is evident as is good subject knowledge.	Performance against Teachers' Standards and quality of teaching is good or better. Practice is embedded and good pedagogy is evident. Sustained progress of pupils is evident.
<b>Wider Professional Responsibilities (Teachers' Standard 8)</b>	Little or no contribution outside of own classroom. Does not improve after feedback and advice from colleagues. Does not communicate effectively.	Makes little contribution to wider life and ethos of the school. Makes effort to improve in response to feedback but is reactive in own development. Communicates with members of school community with advice and support.	Contributes appropriately to the wider life of the school. Responds well to advice and feedback and makes improvements. Independently communicates effectively members of school community. Works collaboratively with colleagues.	Contributes well to the wider life of the school. Responds positively to advice and feedback. Identifies own professional development needs. Communicates positively with all stakeholders. Works collaboratively.
<b>Personal and Professional Conduct (Part 2 Teachers' Standards)</b>	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace



### Expectations Framework: Recently Qualified Teachers continued

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Leadership and Management</b>	Does not manage class(es) well. Creates a poor working environment. Makes little contribution to the team. Does not deploy support staff or communicate with colleagues effectively.	Manages class(es) appropriately most of the time. Creates an orderly working environment. Works as part of a team. Does not always deploy support staff effectively	Manages own class(es) well. Creates a positive working environment and contributes well to a team. Deploys support staff appropriately and builds good working relationships.	Manages own class(es) exceptionally well. Creates a stimulating learning focused environment and makes strong contribution to a team. Deploys support staff very well for maximum learning and builds good working relationships.
<b>Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)</b>	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan,
<b>Performance Management objectives</b>	Has not met objectives.	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level	Has significantly exceeded performance management objectives


**Expectations Framework: Experienced Main Pay Range Teachers (normally fourth year of teaching onwards)**

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Quality of Teaching (Teachers' Standards 1-7):</b> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Pupil progress</li> <li>• Subject Knowledge</li> <li>• Planning and Teaching</li> <li>• Differentiation</li> <li>• Assessment</li> <li>• Learning Environment and Behaviour Management</li> </ul>	Overall performance against Teachers' Standards is inadequate and requires improvement. Students are not making the required progress. Will be rated here if lesson observations are consistently graded less than good.	Performance against Teachers Standards and quality of teaching is acceptable. Practice is broadly consistent. Some support is required to sustain performance, embed practice and/or improve subject knowledge.	Performance against Teachers' Standards and quality of teaching is good. Practice is consistent. Sustained progress of pupils is evident as is good subject knowledge.	Performance against Teachers Standards and quality of teaching is good or better. Practice is embedded and good pedagogy is evident. Sustained progress of pupils is evident.
<b>Wider Professional Responsibilities (Teachers' Standard 8)</b>	Little contribution outside of own classroom. Does not respond or improve after feedback from colleagues or take responsibility for own professional development to improve quality of teaching and learning. Does not communicate effectively with members of school community to support learning and wellbeing.	Makes some contribution to wider life and ethos of school. Occasionally supports an event or activity but does not take a lead or initiate input. Doesn't consistently respond to feedback from colleagues but makes effort to improve through professional development. Communicates with members of school community but does not always impact positively on pupil learning and wellbeing.	Contributes to the wider life of the school. Takes part in activities and events and sometimes initiates them. Takes responsibility for improving teaching, learning and behaviour management through professional dialogue, responding to feedback and own professional development. Communicates effectively with school community and others to support pupil learning and wellbeing	Contributes well to the wider life of the school. Initiates opportunities for events and activities. Responds very positively to feedback, creating a professional dialogue that improves teaching, learning and behaviour management. Seeks and plans own professional development. Communicates positively and effectively with school community and is able to evidence significant impact on pupil learning and wellbeing.
<b>Personal and Professional Conduct (Part 2 Teachers' Standards)</b>	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace



### Expectations Framework: Experienced Main Pay Range Teachers continued

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Leadership and Management</b>	Does not manage class(es) well. Creates a poor working environment. Makes little contribution to the team. Does not deploy support staff in most effective way to support pupil learning.	Manages class(es) appropriately. Creates an orderly environment but it is not consistently stimulating. Works as part of a team but does not make a significant contribution. Deploys support staff, to support pupil learning but not always in the most effective way.	Manages own class(es) well. Creates a stimulating and positive working environment and makes a strong contribution to a team. Deploys support staff appropriately to improve teaching, learning and behaviour and builds good working relationships.	Manages own class(es) exceptionally well. Creates an exciting, stimulating and positive environment. Makes strong contribution to a school team. Initiates events and activities including those focused on professional development of others. Deploys support staff very effectively to improve teaching, learning and behaviour and builds very positive relationships.
<b>Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)</b>	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan.
<b>Performance Management objectives</b>	Has not met objectives.	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level	Has significantly exceeded performance management objectives



## Appendix 7 Expectations Framework: Newly Qualified Teachers

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Quality of Teaching (Teachers' Standards 1-7):</b> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Pupil progress</li> <li>• Subject Knowledge</li> <li>• Planning and Teaching</li> <li>• Differentiation</li> <li>• Assessment</li> <li>• Learning environment and behaviour management</li> </ul>	Overall performance against Teachers' Standards and quality of teaching is inadequate. Performance requires significant improvement in significant areas (e.g. behaviour management, progress of pupils and quality of teaching). Considerable support is required to develop practice and/or address progress of pupils.	Performance against Teachers' Standards and quality of teaching is broadly acceptable, although may require some improvement. Practice is not yet consistent. Support is required to develop practice, subject knowledge and/or to address progress of groups of pupils.	Performance against Teachers' Standards and quality of teaching is good. Practice is broadly consistent. Subject knowledge and practice has developed with a reasonable level of support. Is addressing progress of groups of pupils. Response to professional feedback is evident and positive.	Performance against Teachers' Standards and quality of teaching is consistently good or better and no standards are rated as requiring improvement or inadequate. Practice is consistent and good pedagogy is evident. Sustained progress of pupils is evident.
<b>Wider Professional Responsibilities (Teachers' Standard 8):</b>	No contribution outside of own classroom. Does not respond to feedback and advice of mentor. Does not communicate effectively.	Makes little contribution to wider life and ethos of the school. Responds to advice and feedback but does not take initiative in own development. Communication undertaken with advice and support provided.	Contributes appropriately to the wider life of the school. Responds well to advice and feedback and makes improvements. Independently communicating across school community. Works collaboratively with colleagues.	Contributes well to the wider life of the school. Responds positively to advice and feedback. Identifies own professional development needs. Communicates positively across school community. Works collaboratively.
<b>Personal and Professional Conduct (Part 2 Teachers' Standards)</b>	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace



### Expectations Framework: Newly Qualified Teachers continued

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
<b>Leadership and Management</b>	Does not manage class(es) well. Poor working environment. Makes little or no contribution to the team. Does not deploy support staff or communicate with colleagues effectively.	Manages class(es) appropriately most of the time. Creates an acceptable working environment with advice and support. Works as part of a team. Does not always deploy support staff effectively.	Manages own class(es) well. Creates a positive working environment and contributes to a team. Deploys support staff appropriately and builds good working relationships.	Manages own class(es) well. Creates a positive learning focused environment and makes strong contribution to a team. Deploys support staff very well for maximum learning and builds good working relationships.
<b>Performance Management objectives</b>	n/a as not subject to normal performance management during NQT year	n/a as not subject to normal performance management during NQT year	n/a as not subject to normal performance management during NQT year	n/a as not subject to normal performance management during NQT year

## Appendix 8: Staffing Structure

### Senior Leadership Team

Headteacher 1.0fte	Deputy Headteacher 1.4fte	SENCO 0.6fte
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### Teaching and Leadership posts

Classroom Teachers with TLR 2 3.0 fte
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### Other Teaching posts

Classroom Teachers 5 fte	Non-classroom based teachers 0.12fte #
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### Support Staff posts

Senior Lunchtime Supervisory Assistant 15 hours <sup>x</sup>	Site Manager 37 hours	Senior Admin Officer 35 hours	Higher Level Teaching Assistant 57.5 hours (includes temporary support)
Lunchtime Supervisors 20 hours	Cleaners 33.75 hours	Senior Admin Assistant 57 hours	Teaching Assistants 167.5 hours (includes temporary support)
Play Leaders 10 hours		Resources Manager 29.5 hours	IT Technician 7.4 hours
Sports Leader 1.5 hours <sup>o</sup>			Casuals – as required to assist with school trips.

# 0.12fte Peripathetic Music Teachers

<sup>x</sup> 2 posts at 7.5 hours each

<sup>o</sup> Sports leader hours to be reviewed Summer 17 – funded from PE grant.

NB This appendix was updated on 14<sup>th</sup> November 2017.