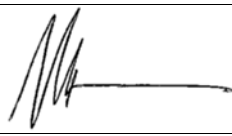




### PAY POLICY

<b>Presented and Approved by OLOG Board of Trustees</b>	<b>14/12/2023</b>
<b>Signature of Chair of Board of Trustees:</b>	
<b>Name of Chair of Board</b>	<b>M Coleman</b>
<b>Date</b>	<b>14/12/2023</b>
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## **INTRODUCTION**

The statutory pay arrangements for teachers give significant discretion to “relevant bodies” normally governing bodies, but Local Authorities in some instances to make pay decisions. The School Teachers’ Pay and Conditions Document (hereafter called the Document) places a statutory duty on schools and Local Authorities to have a pay policy in place, which sets out the basis on which they determine teachers’ pay and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge of pay decisions.

Schools and Local Authorities, when taking pay decisions, must have regard both to their pay policy and to the teacher’s particular post within the staffing structure. A copy of the staffing structure should be made available with the pay policy.

The pay policy should comply with the current School Teachers’ Pay and Conditions Document and the accompanying statutory guidance. It should be used in conjunction with these documents, but, in the event of any inadvertent contradictions, the Document and its statutory guidance take precedence.

# **NEWHAM SCHOOLS PAY POLICY**

## **1. PRINCIPLES AND PROCESSES**

### **1.1 Background**

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as annually updated by the DfE. Support staff are paid in accordance with the Local Government Conditions of Service as agreed by London Borough of Newham.

All pay-related decisions are made taking full account of the school improvement plan; staff and unions have been consulted on this policy.

### **1.2 Equalities**

All pay related decisions are taken in line with the Equalities Act 2010. The Act provides a single legal framework to more effectively tackle disadvantage and discrimination with regard to the protected characteristics as follows: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race – including ethnic or national origin, colour or nationality, Religion or Belief – including lack of belief, Sex, and Sexual Orientation.

The governing board will comply with other relevant equalities legislation:

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

The governing board will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting, and paying staff, training, and staff development.

The governing board will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. for absences related to maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual teacher's circumstances and the school's circumstances.

### **1.3 Pay Reviews**

The governing board will ensure that every teacher's salary is reviewed with effect from 1 September and by no later than 31 October each year and ensure that they are given a written statement setting out their salary and 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 lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

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

one month after the date of the determination.

The school is committed to increase all existing pay points and allowances for all teachers set out on Appendix 2 by the statutory annual increase in minimum values and will continue this principle in future years.

## **1.4 Decision Making**

The terms of reference for the relevant governors' committees include the following delegated powers:

- a) To agree the staffing structure (in consultation with the relevant committee where there are financial costs) and decide any changes to ranges or additional allowances in individual cases.
- b) To decide other payments to staff outside the scope of this policy.
- c) To decide the Head Teacher's pay range if above the relevant school range set out in Appendix 3.
- d) To review in consultation with union representatives and decide changes to this policy.

NB Head Teacher's annual performance pay progression is decided by the appraisal review committee.

Individual decisions about progression on a pay range, including movements through the threshold to the Upper Pay Spine are made by the Head Teacher, taking account of any recommendations made through the appraisal policy.

The exception to this is that awarding more than one increment to an Assistant or Deputy Head Teacher will be made by the Head Teacher's appraisal review committee, following a recommendation by the Head teacher.

## **1.5 Appeals**

A teacher may appeal against any recommendation or determination in relation to his/her pay or any other decision taken by the Head Teacher (or committee) that affects his/her pay. The teacher's reasons for the appeal should be in accordance with the following list:

That the person or committee by whom the decision was made:

- a) incorrectly applied any provision of the Document;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

The arrangements for considering appeals are set out in Appendix 1. This procedure for considering pay appeals applies instead of the Grievance Procedure.

## **1.6 Monitoring and Review**

The implementation of this policy will be monitored and will be reviewed on an annual basis. A report will be submitted to the governing board on the operation of the policy, including an assessment of its equalities impact, in a suitably anonymised form; a copy of this report will be provided to staff and their unions on request.

Staff and their trade union representatives will be consulted as part of the review.

## **2. USE OF DISCRETION IN BASIC PAY DETERMINATION**

### **2.1 Early Career Teachers**

Appendix 2 sets out the main range values as 6 main points. One main point is awarded for each complete 3 years of relevant paid work experience prior to gaining Qualified Teacher Status (QTS) in a relevant area after the age of 18, up to a maximum award of 2 main points. Part time experience will be equated to the full-time equivalent. The definition of relevance is that the experience is as broadly relevant to the teaching duties required. It would therefore include:

- Experience of working with children, e.g. nursery nurse, social worker.
- Industrial/commercial experience using subject specialism, e.g. scientist, book editor, commercial artist.

Teachers will be required to supply evidence that clearly supports their claim e.g. references, reports, testimonials, job description.

For a teacher who has previously been employed on the unqualified scale, teaching experience prior to gaining QTS will be assessed so far as it is necessary, in order that the qualified teacher receives a higher salary than their unqualified pay.

For teachers embarking on the new 2-year induction programme, from September 2021, there will be no adverse impact on their pay or career progression opportunities. Early career teachers will still be able to progress on the pay scale as current arrangements allow, both during and after induction.

### **2.2 Experienced Teachers**

The school is committed to the principle of pay portability and will apply this principle in practice when making all new appointments to the school.

The school will not restrict the pay available for appointees to vacant classroom teacher posts, other than the lower limit of the Main Pay Spine and the upper limit of the Upper Pay Spine.

### **2.3 Part-time Teachers**

The calculation of the pay of part time teachers is based on the number of aggregate hours the teacher is employed to work within the capacity of the school's timetabled teaching week. Details of the calculation method are set out in the Document.

## **2.4 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 paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.

Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by 6.48 (1265/195) to arrive at the hourly rate. The agreed directed time, per day including non-contact time will be paid.

## **2.5 Unqualified Teachers**

Unqualified teachers will start on the minimum of the unqualified pay range unless the Head Teacher judges that a higher point is required due to previous experience as set out in 2.1 above.

Overseas trained teachers (OTTs) who are judged by the Head Teacher to already be meeting the QTS standards and therefore commence the "assessment only" route for QTS will be offered a contract with pay equal to that of a QTS teacher. Previous teaching experience in the UK and abroad may be assessed and up to a one pay point for each full year of teaching service may be given.

## **2.6 Schools Direct (salaried) Teachers, including Overseas Trained Teachers and Teach First**

This section applies to teachers who are on a Teaching Agency recognised route which is intended to lead to QTS.

School Direct (salaried) teachers (whether OTTs or not) and Teach First teachers who do not meet the QTS standards and therefore commence the full graduate training programmes will be paid as unqualified teachers as set out above.

## **2.7 Leading Practitioners**

Leading Practitioners are posts which have the primary purpose of modelling and leading improvement of teaching skills. The Document sets out minimum and maximum points for Leading Practitioners. The governing board has agreed to use a range of five points from the spine set out in Appendix 2 to reflect the responsibilities of the particular post. New appointments will be made at the minimum of the selected range.



## **2.8 Head Teachers**

### **2.8.1 Introduction**

The Document sets out a minimum and maximum value of the Leadership Spine. The responsibility for fixing the salary range rests with the relevant board, as delegated to a committee. The salary range on which a Head Teacher is paid is derived from the two steps, as set out in the next three paragraphs below.

### **2.8.2 Head Teacher's Group Range**

Under the Document, schools are allocated to one of eight Groups depending on:

- i. the number of pupils, and
- ii. the key stage of pupils.

The relevant board has discretion to take into account the number of pupils at the school with SEN statements. In Newham, the relevant board has decided to exercise this discretion so that Education and Health Care Plan (and those in resource provision or exceptional resource funding) are additionally taken into account in the group size calculation.

The group size calculation of the school will be checked annually by the Local Authority, using the January pupil numbers and any increase in group size advised to the Chair of Governors. If the Head Teacher is currently on a salary point lower than the Individual Head Teacher Range of the new group, he or she will progress to the new minimum point on the following 1<sup>st</sup> September. The Head Teacher has a right to make representations to the relevant board about the Head Teacher group at any time. The governing board of a non- delegated school also has such a right.

Where a Head Teacher becomes an Executive Head Teacher and is permanently accountable for more than one school, the Head Teacher's Group Range will be based on the calculation of the total number of pupil units across all schools, as required by paragraphs 6.6 & 7.9 of the Document 2019.

A minimum and maximum pay value is specified for each Head Teacher Group.

### **2.8.3 Individual Head Teacher Range**

Within this Head Teacher Group Range, the relevant board will select seven points to form the Individual Head Teacher Pay Range. The Individual Head Teacher Range will take account of the context and challenge arising from pupils' needs, the full responsibilities of the post, including any responsibility for more than one school on a permanent basis. It will also take account of any additional responsibility for extended services, including Children's Centres, and the challenge of recruitment and retention, as required by the Document.

The governing board has agreed to adopt the Individual Head Teacher Pay Range structure set out in Appendix 3.

## **2.8.4 Exceptional Circumstances - Pay Range Enhancement (Appendix 3b)**

Whilst pay for the Head Teacher should not normally exceed the maximum of the Head Teacher Group Range, the governing board may exceed the maximum where they determine that circumstances specific to the role or post holder warrant higher than normal pay. The governing board will ensure that the maximum of the actual pay including any additional payments does not exceed the maximum of the relevant Head Teacher Group Range by more than 25% unless in wholly exceptional circumstances (see appendix 7). Any temporary payments referred to in 4.11 also fall within the 25% limit.

Where there are considered to be exceptional circumstances that might warrant the Head Teacher being paid 25% or more above their Group Range, the governing board will seek external independent advice before making this decision. A clear business case, as required by the Document, will also be presented to the governing board.

The governing board has adopted the Individual Head Teacher Pay Ranges set out in Appendices 3 and 3a. These ranges take account of all pay determination factors and an appropriate pay range will be decided by the relevant governor committee. No additional and/or separate payments will be made and the 25% rule as set out above and in the Document, continue to apply.

## **2.9 Deputy Head Teacher Range**

2.9.1 A range of five points will be chosen from the Leadership Spine. The governing board has adopted the structure of Deputy Head Teacher Pay Ranges set out in Appendix 3 which complies with the statutory requirements set out in the Document. Any change will be agreed by the relevant governor committee.

2.9.2 The governing board has adopted the Deputy Head Teacher Pay ranges set out in Appendices 3 and 3a. These ranges take account of all pay determination factors and will be decided by the relevant governor committee. No separate and/or additional payments will be made. The pay range set for the Deputy Head Teacher/s will not overlap with the Head Teacher's individual pay range.

## **2.10 Assistant Head Teacher Range**

A range of five points will be chosen from the Leadership Spine set out in Appendix 3. The governing board has decided that it will assess what range to apply on an individual basis, ensuring the maximum of the Assistant Head Teacher range/s will be less than the maximum of the Deputy Head Teacher range/s and that other requirements in the Document are met. Any changes will be agreed by the relevant governor committee. No separate and/or additional payments will be made.

## **2.11 Leadership Spine - Starting Salary on Appointment**

The relevant board has decided that any new appointment of Head Teacher, Deputy or Assistant Head Teacher will be made at the minimum of the range, unless either:

- it is necessary to match the salary of an existing teacher: or
- the post is difficult to fill;

In which case, appointment may be made up to the fourth point for a Head Teacher and up to the third point for a Deputy or Assistant Head Teacher.

## **3. MOVEMENT UP THE PAY RANGES**

The governing board agrees that the school budget will ensure that appropriate funding is allocated for appropriate pay progression at all levels. The governing board recognises that funding or the lack of it cannot be used as a criterion to determine any progression.

Progression will be from 1<sup>st</sup> September of each year and the decision based on the outcome of teacher's annual appraisal review. As these reviews usually take place in the autumn term, any pay progression awarded will be backdated to 1<sup>st</sup> +September. All reviews for teachers will be undertaken by 31<sup>st</sup> October and for the Head Teacher by 31<sup>st</sup> December. Pay progression will only be considered for those teachers on the leadership spine who were in post throughout the previous two terms.

The performance review process must be followed for all Head Teachers, even those who are already at the top of their range and therefore will not be considered for a performance increment.

There would need to be a transition period for teachers who are currently on half points. They would either progress to 1.5 points or 1 point, given their personal circumstances (e.g. if they have been held back they can progress to 1.5 points and if they are already on 1.5 points, they will progress by 1 point).

### **3.1 Main Pay Range Teachers**

Teachers will be awarded pay progression on the Main Pay Range following a successful annual appraisal review which will encompass a review against their objectives and against the Teachers' Standards.

Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school and recorded in the appraisal statement by the conclusion of that process.

Pay progression will be from 1<sup>st</sup> September for the review of the previous year's performance, regardless of when the review is actually carried out.

### **3.2 Threshold Assessment**

The Document states as follows:

"An application from a qualified teacher will be successful where the relevant board is satisfied:

- a) that the teacher is highly competent in all elements of the standards; and
- b) that the teacher's achievements and contribution to the school are substantial and sustained."

Applications will need to be made to the appraiser in writing by the date of the teacher's individual review meeting for progression on the previous 1<sup>st</sup> September (assuming the review meeting takes place in the autumn term).

Teachers who apply to move to the Upper Pay Range will be awarded progression to that range having regard to the two most recent appraisal reviews, provided that these demonstrate a) and b) above.

Reviews will be deemed to be successful if the teacher has been assessed as fully meeting their objectives and Teachers' Standards.

Teachers may be asked if they wish to draw any information to the Head Teacher's attention but will not be required to submit evidence with their application. The decision on progression will be taken by the Head Teacher after consideration of the evidence and consultation with other relevant school managers. The decision will be advised to the teacher in writing.

### **3.3 Upper Pay Range Teachers (Post Threshold Teachers)**

Upper Pay Range teachers will be awarded pay progression along the Upper Pay Range following a successful annual appraisal review provided that the review demonstrates the teacher has met their objectives, Teachers' Standards and continued to meet a) and b) above. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school and recorded in the appraisal statement by the conclusion of that process.

### **3.4 Leading Practitioners**

Leading Practitioners must demonstrate sustained high quality of performance in the light of their agreed performance criteria and will be subject to a review of performance before any performance progression point will be awarded. Any work undertaken at other schools, in higher education facilities, or at facilities of the Local Authority and elsewhere will be taken into account.

### **3.5 Head Teacher, Deputy Head Teachers and Assistant Head Teachers**

The Head Teacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school. The results of the most recent appraisal must also be taken into account. The Head Teacher is expected to have fully met their objectives and to continue to meet the relevant Teachers' Standards.

The committee who carry out the Head Teacher's performance review will consider whether the Head Teacher's performance meets the criteria set out above. If it does, the Head Teacher should progress to the next point within their approved pay range.

Deputy Head Teachers and Assistant Head Teachers must also demonstrate sustained high quality of performance with particular regard to leadership, management and pupil progress. The results of the most recent appraisal must also be taken into account. The Deputy and Assistant Head Teacher are expected to have fully met their objectives and continue to meet the relevant Teachers' Standards.

The normal expectation is one increment; the use of a second increment should apply in cases where performance is judged to be exceptional or exceeding performance objectives. In order to ensure consistency of approach, where a second increment is recommended, these recommendations will be decided by the governors committee who determine the Head Teacher's incremental position. Therefore, the Head Teacher will put any recommendations for a second increment for Deputy and Assistant Head Teachers, to this committee. Any such consideration will take place at the same time as the consideration of the Head Teacher's pay progression.

As the review usually takes place in the autumn term, any pay progression will be backdated to 1<sup>st</sup> September. Head Teachers, Deputy and Assistant Head teachers cannot receive pay progression without the review-taking place. Therefore, pay progression will only be considered for school leaders who were in post the previous two terms.

### **3.6 Unqualified Teachers**

Unqualified teachers will be awarded pay progression on the Unqualified Pay Range following a successful annual appraisal review which will encompass a review against their objectives and against the Teachers' Standards. Successful interviews will be judged as one of the following:

Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school and recorded in the appraisal statement by the conclusion of that process.

## **4 DISCRETIONARY/TEMPORARY ALLOWANCES AND PAYMENTS**

### **4.1 Teaching and Learning Responsibility Payments (TLRs)**

In accordance with section 3, paragraph 48 of the statutory guidance in the 2020 STPCD, teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure and in accordance with the criteria set out in the Document, as follows:

- TLR1 or TLR2 payments may be awarded to a teacher on the Main or Upper Pay Ranges for undertaking a sustained additional responsibility which is required by the school for the purpose of ensuring the continued delivery of high-quality teaching and learning. The teacher will be made clearly accountable for this additional responsibility in the context of the school's staffing structure.

- A TLR3 payment will only be awarded for a clearly time limited school improvement project or for one-off externally driven responsibilities. The duration of the fixed term must be established at the outset and the payment made on a monthly basis for the duration of the fixed term.

With the exception of sub-paragraphs (c) and (e) which do not have to apply to the award of TLR3s, before awarding any TLR the relevant board must be satisfied that the teacher's duties include a significant responsibility and that is not required of all classroom teachers and that:

- (a) is focused on teaching and learning;
- (b) requires the exercise of a teacher's professional skills and judgement;
- (c) requires the teacher to lead and develop a subject or curriculum area; or to lead pupil development across the curriculum;
- (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.

The level of TLR awarded will depend on the degree of significant responsibility, the workload involved and the time required.

The TLR level 1 can only be paid to teachers whose duties include a requirement of line management responsibility for a significant number of people.

The governing board has agreed the structure and annual values of the TLRs to be awarded are set out in Appendix 2.

The values within the TLR Structure set out in Appendix 2 will increase in line with any annual pay award for inflation purposes and will be included in the annual salary assessment letter.

Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

TLR payments cannot be awarded to those teachers paid on the Unqualified or the Leadership spine.

Schools should avoid confusing and conflating the criteria and factors for the award of TLR payments with the criteria for movement to the Upper Pay range within the context of objective setting and when making the pay decisions.

## **4.2 Special Educational Needs Allowance**

The relevant board must award a Special Needs Allowance 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 (including any PRU) 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;
- 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 or, in the case of an unattached teacher, the unit or service.

Where a SEN allowance is to be paid, the relevant board must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

- a) whether any mandatory qualifications are required for the post;
- b) the qualifications or expertise of the teacher relevant to the post; and
- c) the relative demands of the post.

The governing board has decided that:

- a) "substantial element" means that more than 50% of the pupils have SEN;
- b) the higher allowance will only be awarded to a teacher who is in receipt of the lower allowance and who holds one of the recognised certificates for teaching pupils who are blind, deaf or autistic or other SEN aspect; and
- c) that the value of the two allowances is set out in Appendix 2.

Teachers paid on the Leadership spine cannot be paid a SEN Allowance.

## **4.3 Recruitment and Retention Payments**

### **4.3.1 General**

The governing board may pay recruitment or retention payments for a fixed period then to be formally reviewed.

These payments can be made where the governing board considers it to be necessary as an incentive for the recruitment of new teachers and the retention of existing teachers.

The governing board has agreed to adopt the five-level payment structure set out in Appendix 2. The value of these Payments will be updated by any annual pay (inflation) award.

### **4.3.2 Recruitment**

The governing board has decided to make these payments in the following circumstances to support the recruitment of:

- i) Early Career Teachers in their first or second year of induction who do not qualify for any relevant work experience points. They will receive Payment 1 as set out above, subject to this payment terminating at the same time as the teacher moves to the maximum of the Main Pay Range.
- ii) Where there is clear evidence that a proposed advertisement will not attract any suitable applicants, one of the above payments will be allocated.

### **4.3.3 Retention**

School specific provisions will apply as determined by the governing board.

#### **4.3.4 Head Teacher, Deputy Head Teachers and Assistant Head Teachers**

Other than in respect of housing or re-location expenses, the Head Teacher, Deputy and Assistant Head Teachers will not be entitled to a separate recruitment and retention payment. Remuneration in respect of any recruitment and retention payment will be reflected in the agreed pay ranges.

Where the governing board has agreed to pay a recruitment or retention award to a Head Teacher, Deputy and Assistant Head Teachers, prior to 1<sup>st</sup> September 2014, this payment may continue at the same value as originally determined. No increase in the payment can be awarded and it must be kept under review. The payment should cease at the point the respective payment is determined under the provisions of the 2019 Document.

#### **4.4 Continuing Professional Development**

Payment may be made to teachers for CPD undertaken outside the school day. The relevant board has decided not to make such payments/authorise the Head Teacher to make such payments in exceptional circumstances *(Delete as appropriate)*.

The basis of payment will be an hourly sessional rate recommended by the Local Authority as set out on Appendix 2.

In accordance with the provisions of the Document, these payments cannot be paid to a Head Teacher.

#### **4.5 Out of School Learning Activities**

Payments can be made to teachers, where the teacher has agreed to the Head Teacher's request to participate, and they make a substantial and, where appropriate, regular commitment to such activity. Payments may be made:

- a) For work outside the 195 days, at the hourly sessional rate higher rate; and
- b) For work on one of the 195 days outside 1265 hours a session of at least 2 hours at least once a week at the lower rate, see Appendix 2.

The relevant board has decided *not to make such payments/to make such payments*, and these will be decided by the Head Teacher. *(Delete as appropriate)*.

In accordance with the provisions of the Document, these payments cannot be paid to a Head Teacher.

#### **4.6 Provision of Initial Teacher Training (ITT)**

The governing board may decide to make an additional payment to teachers for activities relating to ITT and in accordance with provision of the Document, the appropriate level of payment will be determined by the governing board. In some circumstances and in accordance with paragraph 4.1, it may be appropriate to award a TLR 3 payment for these activities.



This allowance cannot be paid to Leading Practitioners or those teachers on the Leadership Spine.

*[Delete if not applicable]*

#### **4.7 Additional Responsibilities in Relation to the Provision of Services Relating to the Raising of Educational Standards in One or More Additional Schools**

The governing board may make a payment to teachers in respect of the above additional responsibilities and activities in accordance with the Document and the local guidance set out Appendices 4 and 5.

#### **4.8 Unqualified Teachers' Allowance**

The governing board will pay an unqualified teachers' allowance to unqualified teachers when the governing board determines that in the context of its staffing structure and pay policy, the teacher has:

- a) Taken on sustained additional responsibility which is:
- b) focused on teaching and learning; and
- c) requires the exercise of a teacher's professional skills and judgment; or
- d) Qualifications or experience which bring added value to the role being undertaken

This will apply when in the absence of a suitably qualified and experienced teacher, the unqualified teacher is undertaking the responsibilities of a TLR and payment will be this TLR value.

#### **4.9 Acting up Allowances**

If a teacher agrees to undertake the full duties of a Head Teacher, Deputy or Assistant Head Teacher post, and performs these duties for a period in excess of four weeks, they will be paid an acting up allowance. The allowance will be determined by the governing board and the level of the allowance will be commensurate with the minimum level of salary for the post, that the teacher is carrying out the duties for. The agreed allowance will be paid from the date the teacher commenced the additional duties.

#### **4.10 Safeguarding**

All safeguarding arrangements will be in accordance with the provisions set out in the Document, S2 Part 5, paragraphs 30-37. The school will follow these provisions and ensure that teachers are correctly notified.

#### **4.11 Temporary and Discretionary Payments to Head Teachers**

The Document permits Head Teachers to be paid temporary and/or discretionary payments for the following reasons:

##### **4.11.1 Temporary Responsibility for One or More Schools**

In the above circumstances and in accordance with the relevant provisions of the Document, a Head Teacher may be paid a temporary allowance at an appropriate level to reflect these additional responsibilities and duties. The governing board will decide on the level of payment to be made taking account of the nature and level of responsibility required.

The total sum of this temporary payment, and any other payments made to the Head Teachers, must not exceed 25% above the maximum of the Head Teacher Group, unless in wholly exceptional circumstances where the provisions set out in paragraph 2.8.4 will apply.

#### **4.11.2 Service Provision**

A discretionary payment can be made where a Head Teacher undertakes additional responsibilities/activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools. This is for situations when a Head Teacher is working under a contract for services, rather than under a contract of employment, where they are personally responsible for the service being provided but not accountable for the outcomes of the school, e.g. as a National Leader of Education or Consultant Leader. Please also refer to Appendices 4 and 5 for further Guidance.

It cannot be used when the Head Teacher is appointed as Head teacher of one or more additional schools on a temporary or permanent basis).

All discretionary and temporary payments will be determined and approved by the relevant governors committee.

#### **4.11.3 Recruitment and Retention**

From 1<sup>st</sup> September 2014 Payment to Head Teachers can only be made in relation to housing and relocation expenses. Please also refer to paragraph 4.3.4.

### **5. Support Staff**

#### **5.1 Conditions of Service**

The pay and conditions of service for support staff employed are in accordance with the National Joint Council (NJC) for Local Government Services and those agreed locally by the Local Authority.

#### **5.2 Pay Scales**

The pay scales adopted by the governing board for support staff employed in this school are those currently used by the London Borough of Newham. A copy is attached as Appendix 8.

The governing board has determined the grade and salary range for all support staff posts using the agreed job evaluation scheme, i.e. The Greater London Provincial Scheme (GLPC). This service is administered through the Schools HR Service. Appendix 7 sets out a list of sample grades as at September 2023.

### **5.3 Job Descriptions**

All members of the support staff will receive a copy of their job description, which will be the basis of any job evaluation for the post. Any significant changes to job profiles may require a re-evaluation of the post.

Where the governing board, on the advice of the Head Teacher, considers that the duties and responsibilities of an individual member of support staff have evolved to a higher (or lower) level, this will be considered as part of an annual review process. It may, if necessary, result in the staffing structure and job description being amended and the salary of the post re-evaluated. The member of staff may also request a re-evaluation where they can demonstrate that a significant change to duties and responsibilities has occurred.

### **5.4 Starting Salaries**

The governing board will normally appoint to the minimum pay point of the evaluated grade. This is unless the individual member of staff was previously paid under the same conditions of service at a higher point in the pay range, in which case the salary offered on appointment may be equivalent to the previous salary, but not exceeding the maximum of the evaluated grade. In exceptional circumstances, the governors may also consider appointing above the minimum of the grade where previous experience and/ or qualifications or previous salary justify doing so, within the overall grade of the post.

### **5.5 Incremental Progression**

Support staff will, subject to satisfactory performance, progress by annual increments to the maximum of the scale for the post. In exceptional circumstances, incremental progression may be withheld where the performance of the member of staff is poor/below standard or if attendance or conduct record justifies such action.

In addition, eligible support staff, subject to satisfactory service, may qualify for an additional increment after 5 years' service and one further additional increment after the 10 years' service in the same grade. Incremental progression will be to the equivalent of the first and second increment points of the next grade. To qualify staff must be on a grade no higher than P07 and have reached the maximum incremental point of their grade. The staff member must also not have benefited by promotion or regrading during the 5 or 10 years.

Subject to the above, incremental progression, will normally take place on 1st April each year, except where a member of staff starts after 1<sup>st</sup> October in the previous year in which case incremental progression will occur at the start of the month following completion of 6 months service and then on 1<sup>st</sup> April in subsequent years.

### **5.6 Acting up Allowances / Additional Responsibilities**

Where a member of staff covers the full range of duties of a higher graded post, the governing board will pay that member of staff on the appropriate point on the higher scale (normally the minimum) for the period of acting up.

Where a member of staff is covering some, but not all of the duties of the higher graded post, the governors will consider an honorarium payment, calculated on the difference in salary between the substantive and higher graded post and taking account of the

proportion of higher graded work undertaken.

Where a member of staff is required to meet a short-term excessive workload, to undertake essential tasks within a defined timescale, the Head Teacher may give prior approval to the member of staff to work additional hours. This will be paid at their normal hourly rate or be paid at agreed overtime rates where the weekly hours worked exceed the standard hours (36 hours per week) for a relevant full-time member of support staff. Time off in lieu may also be authorised by the Head Teacher as an alternative to being paid overtime.

## **5.7 Other Additional Payments**

The governing board will consider other additional payments for support staff in accordance with the arrangements set out earlier in this document for teaching staff, where these are relevant and appropriate to support staff.

## **5.8 Safeguarding**

The arrangements for the safeguarding of salaries for support staff is in accordance with the current policy of the London Borough of Newham. The current safeguarding period is for a maximum period of 12 months (6 months at full pay and 6 months at half of the difference between the pay of the previous role and the new role).

## **5.9 Appeals**

The arrangements for support staff wishing to appeal pay decisions are as outlined for teaching staff, but subject to the relevant conditions of service for support staff. The procedure outlined in Appendix 1 will be followed.

## **Appendix 1: PAY APPEAL ARRANGEMENTS**

The order of appeal arrangements is as follows:

### **Informal Appeal Process**

1. The employee receives written confirmation of the pay recommendation and the basis on which the decision was made.
2. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Head Teacher (or the person making the recommendation) within 10 working days of the decision.
3. Where this is not possible or where the employee continues to be dissatisfied, he/she may follow a formal appeal process.

### **Formal Appeal Process**

4. The employee should set down in writing the grounds for questioning the pay decision. It must be sent to the Head Teacher within 10 working days of the notification of the decision being appealed against or of the outcome of the discussion referred to in 2 above.
5. The Head Teacher should provide a meeting with himself/herself within 20 working days of receipt of the written grounds for questioning the pay decision to consider this and give the employee an opportunity to make representations in person. The employee is entitled to be accompanied by a trade union representative or work colleague. Following this meeting the employee should be informed in writing of the decision and the right to appeal to governors.
6. The employee should write to the Head Teacher stating their wish to appeal to governors within 5 days of receiving the Head Teacher's letter set out in paragraph 5.
7. Any appeal should be heard by a panel of three governors who were not involved in the Original determination normally within 20 working days of the receipt of the written appeal notification. 5 working days' notice should be given of the appeal date. Both parties should submit written evidence. The Head Teacher's evidence will explain the basis of the decision and the employee's evidence will set out the basis for the appeal. Witnesses will not be called unless agreed by both parties in exceptional circumstances. Copies of the evidence must be available to all parties at least 3 working days prior to the Committee meeting.
8. The procedure for the appeal hearing is set out below.

### **Formal Pay Appeal Hearing Procedure**

1. The Committee should elect a Chair for the meeting.
2. The Chair to call in all parties.
3. The Chair to explain procedure.

4. Chair to establish that all parties and Governors have the written evidence that was submitted beforehand.
5. The Head Teacher to present their case, based on the written evidence.
6. At the conclusion of the presentation of their case, the Head Teacher to be questioned (in order) by:
  - employee (or representative)
  - Governors
7. Employee (or representative) to present their case, based on the written evidence.
8. At the conclusion of the presentation of their case, the employee should be questioned (in order) by:
  - Head Teacher (or other respondent)
  - Governors
9. The Head Teacher has the opportunity to summarise their case and respond to evidence raised without introducing any new evidence.
10. The employee has the opportunity to summarise their case and respond to evidence raised without introducing any new evidence.
11. Both parties will withdraw for the Governors to consider the case. A written decision with reasons will be issued within 5 working days of the appeal hearing. Where the appeal is rejected, it will include a note of the evidence considered and the reasons for the decision.
12. For centrally employed teachers, the formal appeal will be to the relevant second tier officer of the Local Authority.

**APPENDIX 2: RECOMMENDED PAY SCALES AND ADDITIONAL PAYMENTS FOR  
NEWHAM TEACHERS SEPTEMBER 2023**

<b>Classroom Teachers</b>	
<b>Spine point</b>	<b>Salary</b>
<b>M1</b>	£36,745
<b>M2</b>	£38,491
<b>M3</b>	£40,318
<b>M4</b>	£42,233
<b>M5</b>	£44,615
<b>M6</b>	£47,666
<b>U1</b>	£52,526
<b>U2</b>	£55,107
<b>U3</b>	£56,959

<b>Unqualified Teachers</b>	
<b>Spine point</b>	<b>Salary</b>
<b>UQT1</b>	£25,831
<b>UQT2</b>	£28,194
<b>UQT3</b>	£30,557
<b>UQT4</b>	£32,640
<b>UQT5</b>	£35,000
<b>UQT6</b>	£37,362

<b>RECRUITMENT &amp; RETENTION PAYMENT</b>	
<b>1</b>	£1,511
<b>2</b>	£2,971
<b>3</b>	£4,502
<b>4</b>	£6,271
<b>5</b>	£8,171

<b>SPECIAL EDUCATIONAL NEEDS (SEN ALLOWANCE)</b>	
<b>1</b>	£2,539
<b>2</b>	£5,009

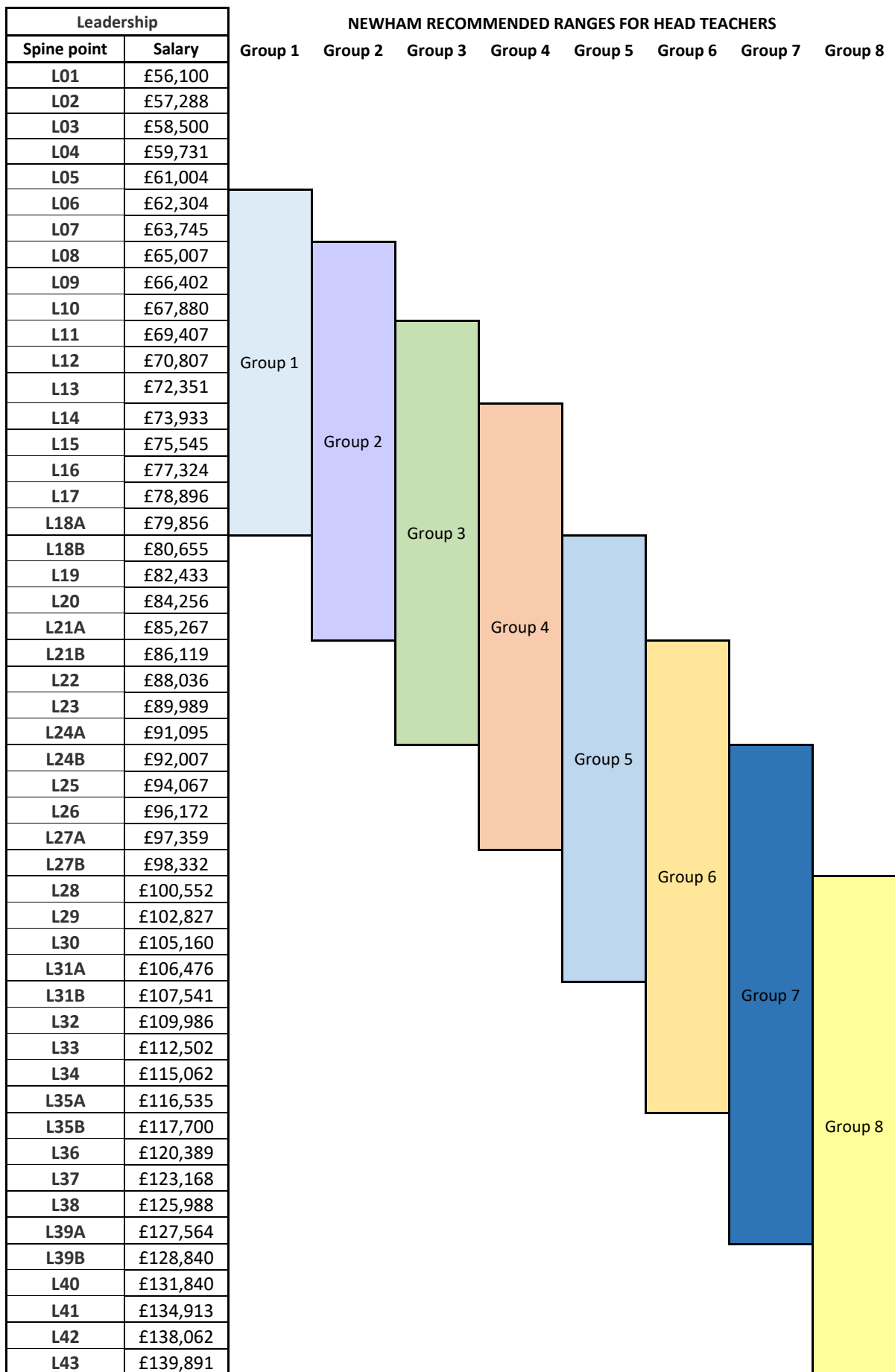
<b>OUT OF SCHOOL LEARNING ACTIVITIES</b>	
<b>Outside 195 days</b>	£30.90
<b>Outside 1265 hours</b>	£17.24

<b>Lead Practitioners</b>	
<b>Spine point</b>	<b>Salary</b>
<b>1</b>	£56,377
<b>2</b>	£57,568
<b>3</b>	£58,787
<b>4</b>	£60,025
<b>5</b>	£61,305
<b>6</b>	£62,611
<b>7</b>	£64,060
<b>8</b>	£65,327
<b>9</b>	£66,730
<b>10</b>	£68,213
<b>11</b>	£69,748
<b>12</b>	£71,155
<b>13</b>	£72,708
<b>14</b>	£74,296
<b>15</b>	£75,917
<b>16</b>	£77,704
<b>17</b>	£79,283
<b>18</b>	£81,051

<b>TLR ALLOWANCES</b>	
<b>TLR 3a</b>	£639
<b>TLR 3b</b>	£1,264
<b>TLR 3c</b>	£1,899
<b>TLR 3d</b>	£2,530
<b>TLR 3e</b>	£3,169
<b>TLR 2a</b>	£3,214
<b>TLR 2b</b>	£5,524
<b>TLR 2c</b>	£7,847
<b>TLR 1a</b>	£9,272
<b>TLR 1b</b>	£11,406
<b>TLR 1c</b>	£13,544
<b>TLR 1d</b>	£15,690

Note: TLR 3 is fixed term

### APPENDIX 3: NEWHAM LEADERSHIP PAY – SEPTEMBER 2023





- \* These scale points represent the statutory maximum for each of the 8 Head Teacher Group Ranges and a 2.75% uplift has been applied to all Leadership points for 2020/21
- \* The "a" pay points are to be applied to Head Teachers who are already at the top of their Head Teacher Group Range (and their agreed individual pay range) and cannot progress any further. It will also apply to those Head Teachers progressing the top of their Head Teacher Group Range (and their agreed individual pay range) from 1<sup>st</sup> September 2020.
- \* The "b" pay points were created in 2015/16 when no uplift was awarded to the maximum pay points of the 8 Head Teacher Groups. This decision affected those Head Teachers on an individual pay range that extended beyond the statutory maximum of their Head Teacher Group. The "b" point created an appropriate pay progression point on their extended pay range. "B" points should only be applied to those Head Teachers on an extended range.

**APPENDIX 3a: NEWHAM RECOMMENDED RANGES FOR HEAD TEACHERS AND DEPUTY HEAD TEACHERS**

<b>STPCD Head Teacher Group Size</b>	<b>Head Teacher Pay Range</b>	<b>Newham Individual Head Teacher Pay Range</b>	<b>Newham Deputy Pay Range</b>
1	6 – 18	12 – 18	6 – 10
2	8 – 21	15 – 21	8 – 12
3	11 – 24	18 – 24	9 – 13
4	14 – 27	21 – 27	12 – 16
5	18 – 31	25 – 31	16 – 20
6	21 – 35	29 – 35	19 – 23
7	24 – 39	33 – 39	23 – 27
8	28 – 43	37 – 43	27 – 31

## APPENDIX 3b: RECOMMENDED ENHANCED RANGES FOR HEAD TEACHERS

Leadership Spine		L.025	L.05	L.075	L1	L.125	L.15	L.175	L.2	L.225	L.25
	0.00%	2.50%	5.00%	7.50%	10.00%	12.50%	15.00%	17.50%	20.00%	22.50%	25.00%
L1	£56,100	£57,503	£58,905	£60,308	£61,710	£63,113	£64,515	£65,918	£67,320	£68,723	£70,125
L2	£57,288	£58,720	£60,152	£61,585	£63,017	£64,449	£65,881	£67,313	£68,746	£70,178	£71,610
L3	£58,500	£59,963	£61,425	£62,888	£64,350	£65,813	£67,275	£68,738	£70,200	£71,663	£73,125
L4	£59,731	£61,224	£62,718	£64,211	£65,704	£67,197	£68,691	£70,184	£71,677	£73,170	£74,664
L5	£61,004	£62,529	£64,054	£65,579	£67,104	£68,630	£70,155	£71,680	£73,205	£74,730	£76,255
L6	£62,304	£63,862	£65,419	£66,977	£68,534	£70,092	£71,650	£73,207	£74,765	£76,322	£77,880
L7	£63,745	£65,339	£66,932	£68,526	£70,120	£71,713	£73,307	£74,900	£76,494	£78,088	£79,681
L8	£65,007	£66,632	£68,257	£69,883	£71,508	£73,133	£74,758	£76,383	£78,008	£79,634	£81,259
L9	£66,402	£68,062	£69,722	£71,382	£73,042	£74,702	£76,362	£78,022	£79,682	£81,342	£83,003
L10	£67,880	£69,577	£71,274	£72,971	£74,668	£76,365	£78,062	£79,759	£81,456	£83,153	£84,850
L11	£69,407	£71,142	£72,877	£74,613	£76,348	£78,083	£79,818	£81,553	£83,288	£85,024	£86,759
L12	£70,807	£72,577	£74,347	£76,118	£77,888	£79,658	£81,428	£83,198	£84,968	£86,739	£88,509
L13	£72,351	£74,160	£75,969	£77,777	£79,586	£81,395	£83,204	£85,012	£86,821	£88,630	£90,439
L14	£73,933	£75,781	£77,630	£79,478	£81,326	£83,175	£85,023	£86,871	£88,720	£90,568	£92,416
L15	£75,545	£77,434	£79,322	£81,211	£83,100	£84,988	£86,877	£88,765	£90,654	£92,543	£94,431
L16	£77,324	£79,257	£81,190	£83,123	£85,056	£86,990	£88,923	£90,856	£92,789	£94,722	£96,655
L17	£78,896	£80,868	£82,841	£84,813	£86,786	£88,758	£90,730	£92,703	£94,675	£96,648	£98,620
L18a*	£79,856	£81,852	£83,849	£85,845	£87,842	£89,838	£91,834	£93,831	£95,827	£97,824	£99,820
L18b	£80,655	£82,671	£84,688	£86,704	£88,721	£90,737	£92,753	£94,770	£96,786	£98,802	£100,819
L19	£82,433	£84,494	£86,555	£88,615	£90,676	£92,737	£94,798	£96,859	£98,920	£100,980	£103,041
L20	£84,256	£86,362	£88,469	£90,575	£92,682	£94,788	£96,894	£99,001	£101,107	£103,214	£105,320
L21a*	£85,267	£87,399	£89,530	£91,662	£93,794	£95,925	£98,057	£100,189	£102,320	£104,452	£106,584
L21b	£86,119	£88,272	£90,425	£92,578	£94,731	£96,884	£99,037	£101,190	£103,343	£105,496	£107,649

Leadership Spine		L.025	L.05	L.075	L1	L.125	L.15	L.175	L.2	L.225	L.25
	0.00%	2.50%	5.00%	7.50%	10.00%	12.50%	15.00%	17.50%	20.00%	22.50%	25.00%
L22	£88,036	£90,237	£92,438	£94,639	£96,840	£99,041	£101,241	£103,442	£105,643	£107,844	£110,045
L23	£89,989	£92,239	£94,488	£96,738	£98,988	£101,238	£103,487	£105,737	£107,987	£110,237	£112,486
L24a*	£91,095	£93,372	£95,650	£97,927	£100,205	£102,482	£104,759	£107,037	£109,314	£111,591	£113,869
L24b	£92,007	£94,307	£96,607	£98,908	£101,208	£103,508	£105,808	£108,108	£110,408	£112,709	£115,009
L25	£94,067	£96,419	£98,770	£101,122	£103,474	£105,825	£108,177	£110,529	£112,880	£115,232	£117,584
L26	£96,172	£98,576	£100,981	£103,385	£105,789	£108,194	£110,598	£113,002	£115,406	£117,811	£120,215
L27a*	£97,359	£99,793	£102,227	£104,661	£107,095	£109,529	£111,963	£114,397	£116,831	£119,265	£121,699
L27b	£98,332	£100,790	£103,249	£105,707	£108,165	£110,624	£113,082	£115,540	£117,998	£120,457	£122,915
L28	£100,552	£103,066	£105,580	£108,093	£110,607	£113,121	£115,635	£118,149	£120,662	£123,176	£125,690
L29	£102,827	£105,398	£107,968	£110,539	£113,110	£115,680	£118,251	£120,822	£123,392	£125,963	£128,534
L30	£105,160	£107,789	£110,418	£113,047	£115,676	£118,305	£120,934	£123,563	£126,192	£128,821	£131,450
L31a*	£106,476	£109,138	£111,800	£114,462	£117,124	£119,786	£122,447	£125,109	£127,771	£130,433	£133,095
L31b	£107,541	£110,230	£112,918	£115,607	£118,295	£120,984	£123,672	£126,361	£129,049	£131,738	£134,426
L32	£109,986	£112,736	£115,485	£118,235	£120,985	£123,734	£126,484	£129,234	£131,983	£134,733	£137,483
L33	£112,502	£115,315	£118,127	£120,940	£123,752	£126,565	£129,377	£132,190	£135,002	£137,815	£140,628
L34	£115,062	£117,939	£120,815	£123,692	£126,568	£129,445	£132,321	£135,198	£138,074	£140,951	£143,828
L35a*	£116,535	£119,448	£122,362	£125,275	£128,189	£131,102	£134,015	£136,929	£139,842	£142,755	£145,669
L35b	£117,700	£120,643	£123,585	£126,528	£129,470	£132,413	£135,355	£138,298	£141,240	£144,183	£147,125
L36	£120,389	£123,399	£126,408	£129,418	£132,428	£135,438	£138,447	£141,457	£144,467	£147,477	£150,486
L37	£123,168	£126,247	£129,326	£132,406	£135,485	£138,564	£141,643	£144,722	£147,802	£150,881	£153,960
L38	£125,988	£129,138	£132,287	£135,437	£138,587	£141,737	£144,886	£148,036	£151,186	£154,335	£157,485
L39a*	£127,564	£130,753	£133,942	£137,131	£140,320	£143,510	£146,699	£149,888	£153,077	£156,266	£159,455
L39b	£128,840	£132,061	£135,282	£138,503	£141,724	£144,945	£148,166	£151,387	£154,608	£157,829	£161,050
L40	£131,840	£135,136	£138,432	£141,728	£145,024	£148,320	£151,616	£154,912	£158,208	£161,504	£164,800
L41	£134,913	£138,286	£141,659	£145,031	£148,404	£151,777	£155,150	£158,523	£161,896	£165,268	£168,641
L42	£138,062	£141,514	£144,965	£148,417	£151,868	£155,320	£158,771	£162,223	£165,674	£169,126	£172,578
L43	£139,891	£143,388	£146,886	£150,383	£153,880	£157,377	£160,875	£164,372	£167,869	£171,366	£174,864

## **APPENDIX 4: GUIDANCE ON TEACHERS CARRYING OUT WORK IN A PROFESSIONAL CAPACITY OUTSIDE THEIR OWN SCHOOL**

This Newham specific guidance is based on national and other relevant Newham guidance, and is written in consultation with the teacher unions.

### **Context**

1. From time to time, teachers and Head Teachers are asked to undertake work outside their own institution for external bodies or other schools in a professional capacity (e.g. exam marking, acting as an SLE or NLE or being on full-time secondment to help to turn around a 'failing school').
2. Traditional practice in the case of teachers undertaking examination marking is generally that the teacher is paid directly for the work done (this should be in his / her own time and at home) and where they need to attend meetings in school time, for example moderation purposes, the school is reimbursed for the cost of any supply cover that may be needed.
3. In the case of NLEs and SLEs the school should receive the agreed payment and then pass on an agreed proportion to the teacher / head teacher for the part of the work that has been undertaken in their own time. With regard to Heads and other members of the leadership group, it is not easy to quantify 'own time', because their contracts are not time-limited. Therefore, it is important to agree at school level as to what constitutes a 'normal working time' and when it might be reasonable to make additional salary payments for activities of this kind. Any payment to the Head Teacher falls within the 25% discretionary payments limit.
4. The principles and procedures outlined below are not intended to cover:
  - a. the circumstances where teachers/Heads are seconded to other schools. Support of this nature is a major responsibility and should be remunerated appropriately within the provisions permitted in the Document; or
  - b. payments for duties specified in paragraph 26 of the Document 2015 (CPD, ITT and out-of-school hours payments) for which the relevant board may determine separate arrangements; or
  - c. the circumstances when schools, rather than individuals, agree to provide support to each other by way of sharing good practice etc.
  - d. the circumstances of teachers e.g. Leading Practitioners, whose job description requires them to work in other schools.

### **Principles for release of staff**

5. The following principles should apply for the release of staff:
  - a. Any absence from school for work of this kind should be authorised formally by a governors' committee in the case of the head and by the head in the case of other teachers. If the head puts a case to governors concerning them self, they should advise governors of any other cases so that governors can ensure equitable treatment of all staff. All submitted cases should address the factors (in b) below.
  - b. When deciding whether to release teachers to undertake such work, the governors/head teacher should take into account:

- the needs of the school and its pupils;
  - the benefits that the activity would bring to the school;
  - the impact of the absence on other staff, including their workload; and
  - the workload and work/life balance of the individual teacher.
- c. The governors/Head Teacher should monitor the operation of the arrangements and their impact on staff and pupils.
  - d. All approvals should be reviewed annually and if appropriate approved for a further year.
  - e. A robust performance management process should play an important role in identifying the appropriateness of such development opportunities
  - f. Any teacher who considers they are treated unfairly in the application of this procedure has the right of appeal through the grievance procedure.

### **Principles for Payment of Staff**

6. The following principles should apply regarding the payment to staff for external work:
  - a. Arrangements for payment for external work should be clearly set out in a protocol by the governing board (or the finance committee) and decisions duly recorded. A model protocol and approval paperwork are attached at Appendix 4.
  - b. The proportion of any payment for external services that should be paid to the teacher or Head and the proportion that should be paid to the school should be agreed in advance. The terms of such an agreement should be signed by the Chair of governors or Head and the teacher or Head as appropriate.
  - c. Payment to the individual teacher or Head should be based on the proportion of the work, including preparation, done outside of normal working hours. A specific determination should be made for members of the leadership group and ASTs as their contractual hours are not time-limited to 195 days or 1265 hours.
  - d. Teachers and Heads should not be paid twice for the same time worked. If the external work takes place wholly in directed time, all of the payment received should be paid to the school.
  - e. Only if all of the work is carried out in time when the school is not in session, should the whole of the additional payment go to the individual.
  - f. Any payment to the Head teacher falls within the 25% limit of discretionary payments.
  - g. Any work for which the Head Teacher is directly paid should be recorded on his/her Declaration of Pecuniary Interest Form.

### **Administration**

Any such additional personal income should be paid to the teacher via Schools HR Payroll. Unless it is for a Head Teacher and is therefore a discretionary payment under 4.10 above, the payment is not superannuable as it falls outside the scope of the Document. Each payment should be requested by letter signed by an appropriate authorised person (the Chair of governors / Chair of committee in the case of the Head Teacher).

## **APPENDIX 5: PROTOCOL AGREED BY GOVERNING BOARD FOR TEACHERS CARRYING OUT WORK IN A PROFESSIONAL CAPACITY OUTSIDE OF THEIR OWN SCHOOL**

We recognise the value of staff sometimes carrying out work outside the school. Such work can develop the member of staff and indirectly benefit the school. However, the approval and organisation of such work needs to be arranged so that the arrangements are fair, transparent and the interests of the school and staff are properly taken into account. Therefore, we agree to follow the guidance produced by the Authority in consultation with the teachers unions.

### **Authority to approval applications will be delegated as follows:**

#### **Approval to do work only**

- For Head teacher - by Chair
- For Leadership team - by Head teacher
- For other staff - by Head or Senior Manager

#### **Approval to do work and receive payment**

- For Head teacher - by Chair plus relevant committee authorised to agree discretionary payments.
- For Leadership team - by Head and Chair
- For other staff - by Head

**APPENDIX 6: FORM FOR REQUESTING APPROVAL TO CARRY OUT WORK OUTSIDE OWN SCHOOL IN A PROFESSIONAL CAPACITY**

Application by \_\_\_\_\_ Proposed work (for whom, when, timescale, actual tasks)

Benefits to the school (a wider Newham community)

Adverse impact on school (e.g. staff’s workload, pupils) Link to performance management

My workload

Proposed method of reporting on the work and date for review Any other relevant cases in the school?

**Financial Arrangements**

Is any pay-out being made usually by the recipient of the work?

If yes, is it your intention that all of the income is passed to the school as its income?

If no, what are the exceptional reasons that you consider mean you should directly receive a payment?

How much / what proportion and rationale? (see 6c)

**Signed** \_\_\_\_\_

**Date** \_\_\_\_\_

**Governors / Head Teacher’s**

**decision Signed** \_\_\_\_\_

**Date** \_\_\_\_\_

## **Appendix 7: GRADES FOR MODEL SUPPORT STAFF POSTS**

This schedule sets out the grades that have been assessed by the Authority as being the appropriate grades for the standard job specifications as at 1<sup>st</sup> September 2022. Any departure by a governing board from these grades will be based on appropriate changes to the job specification and subsequent re-evaluation by Schools HR.

Site Supervisor	Scale 3, 5 or 6
Assistant Site Supervisor	Scale 3
Teaching Assistant (Unqualified)	Scale 2
Teaching Assistant (Qualified)	Scale 3
Senior Teaching Assistant	Scale 5
Class Supervisor	Scale 4
Classroom Practitioner (HLTA)	Scale 6/S01
Learning Mentor	Scale 4
Welfare Assistant	Scale 1
Supervisory Assistant	Scale 1
Senior Supervisory Assistant	Scale 2
Cleaner	Scale 1
Nursery Nurse	Scale 4



### Appendix 8 - SUPPORT PAY SCALES NEWHAM 1<sup>st</sup> APRIL 2023

Scale	Spine point	Salary	Hourly Rate	Overtime Rate	Overtime @ time & half	Overtime @ double			
Apprentice	NLW36	£19,560							
Scale 1	1	REMOVED	REMOVED	REMOVED	REMOVED	REMOVED			
	2	£25,854	£13.77	£11.97	£17.96	£23.94			
	3	£26,238	£13.98	£12.17	£18.25	£24.34			
Scale 2	3	£26,238	£13.98	£12.17	£18.25	£24.34			
	4	£26,634	£14.19	£12.37	£18.55	£24.74			
Scale 3	5	£27,030	£14.40	£12.58	£18.86	£25.15			
	6	£27,438	£14.62	£12.78	£19.18	£25.57			
Scale 4	7	£27,855	£14.84	£13.00	£19.50	£26.00			
	8	£28,272	£15.06	£13.22	£19.82	£26.43			
	9	£28,698	£15.29	£13.44	£20.16	£26.87			
	10	£29,139	£15.52	£13.66	£20.50	£27.33			
Scale 5	12	£30,033	£16.00	£14.13	£21.20	£28.26			
	13	£30,495	£16.25	£14.37	£21.56	£28.74			
	14	£30,963	£16.49	£14.62	£21.93	£29.23			
	15	£31,440	£16.75	£14.87	£22.30	£29.73			
Scale 6	18	£32,925	£17.54	£15.65	£23.47	£31.30			
	19	£33,438	£17.81	£15.92	£23.88	£31.84			
	20	£33,957	£18.09	£16.20	£24.29	£32.39			
SO1	23	£35,577	£18.95	Planned rate - £23.75					
	24	£36,045	£19.20						
	25	£36,567	£19.48						
SO2	26	£37,443	£19.95						
	27	£38,364	£20.44						
	28	£39,264	£20.92						
PO1	27	£38,364	£20.44				Planned rate - £25.42		
	28	£39,264	£20.92						
	29	£39,951	£21.28						
	30	£40,833	£21.75						
PO2	29	£39,951	£21.28						
	30	£40,833	£21.75						
	31	£41,808	£22.27						
	32	£42,840	£22.82						
PO3	32	£42,840	£22.82	Planned rate - £27.59					
	33	£44,019	£23.45						
	34	£45,021	£23.98						
	35	£46,041	£24.53						
PO4	35	£46,041	£24.53						
	36	£47,040	£25.06						
	37	£48,060	£25.60						
	38	£49,083	£26.15						
PO5	38	£49,083	£26.15						
	39	£50,031	£26.65						
	40	£51,093	£27.22						
	41	£52,116	£27.76						
PO6	40	£51,093	£27.22						
	41	£52,116	£27.76						
	42	£53,136	£28.31						
	43	£54,129	£28.84						
PO7	43	£54,129	£28.84						
	44	£55,155	£29.38						
	45	£56,172	£29.92						
	46	£57,201	£30.47						

## Appendix 9 - Senior Management Responsibility Grades – April 2023

<b>Band</b>	<b>Spine point</b>	<b>Salary</b>
SMR Band A	301	£58,038
	302	£61,125
	303	£64,219
	304	£67,319
	305	£70,406
SMR Band B	401	£64,215
	402	£67,934
	403	£71,650
	404	£75,362
	405	£79,074
SMR Band C	501	£74,118
	502	£79,074
	503	£84,025
	504	£88,977
	505	£93,932
SMR Band D	601	£91,453
	602	£96,409
	603	£101,360
	604	£106,315
	605	£111,267
SMR Band E	701	£112,502
	702	£117,454
	703	£120,050
	704	£124,905
	705	£129,761
SMR Band F	801	£117,624
	802	£123,692
	803	£129,761
	804	£135,830
	805	£141,900

## Appendix 10:

### Our Lady of Grace Catholic Academy Trust Special Leave Policy SPECIAL LEAVE REQUESTS

All leave must be requested in writing and agreed by the Headteacher and suitable notice must be given.

INTERVIEWS:	Up to 3 interviews per 12 months with pay (evidence must be provided)
BEREAVEMENT: PARENTAL BEREAVEMENT:	Immediate family up to 5 days with pay As statutory requirements
FUNERAL OF RELATIVE:	One day with pay (grandparent, parents, sibling, children or if you are the sole relative). <i>For overseas trained teachers an additional 4 days unpaid leave will be granted for travelling in cases of bereavement</i>
DEPENDANCY LEAVE:	In normal circumstances not more than 1 day paid on each occasion, max. 3 days paid in a 12 month period
PATERNITY PAY:	Up to ten days, includes attendance at the birth
HOSPITAL ATTENDANCE*:	Upon production of a medical appointment letter/card up to half a day paid leave may be granted to attend
OWN ANTE-NATAL APPOINTMENTS*:	Attendance at clinic allowed with pay. Ante-natal class will not be allowed
PARTNER ANTE-NATAL APPOINTMENTS	Maximum of three half day appointments which will be unpaid
DENTAL/OPTICIAN APPOINTMENTS*:	Emergency treatment only
MOVING HOUSE:	One day allowed with pay
GRADUATION CEREMONY - SELF:	One day paid
DRIVING TEST:	One half day only allowed with pay
PUBLIC DUTIES:	Twelve days with pay
JURY SERVICE:	Allowed less statutory allowance which can be claimed by the court
PERSONAL REASONS:	Applications must be made in writing to the Governors at least a term in advance. If approved any leave will be unpaid.

OWN WEDDING/HONEYMOON:	Not usually authorised/allowed as it is felt that there is sufficient holidays for term time to be avoided.
COURSES AND EXAMS: Body	At the discretion of the Local Governing Body
STUDY LEAVE:	Up to ten days at the discretion of the Local Governing Body (applications in writing must be made)
EXTENDED HOLIDAYS:	Will not be granted either with or without pay
RELIGIOUS OBSERVANCE:	Up to 1 day paid at the discretion of the LGB providing the festival does not fall over a weekend

**\*Every attempt must be made to make all appointments outside school hours and INSET days**

All requests for leave of absence not covered by the above should be addressed in writing to the Chair of Governors at the relevant school.

Other related policies include:

Health and Safety Policy  
Staff Handbook

Disciplinary Policy

Sickness Absence Policy

## **Appendix 11:**

### **Pay Progression Guidance**

#### **Introduction**

The purpose of this guidance is to set out our Trust's framework for the professional career progression of teachers from the beginning of their career as emerging teachers through to expert teachers. It encompasses all the teacher standards and expresses the level and depth of development that teachers should achieve as they progress in their career as well as the relevant kind of professional development that will support them on the journey towards being an expert teacher and further leadership roles within schools.

#### **Rationale**

Teaching is a diverse career, where teachers can find themselves in a variety of settings and roles and in various phases. These are likely to change over the course of a teacher's career and as such they will need to have a framework which is supportive and provides clarity about levels of skills and responsibilities as their career progresses, as well as identifying the types of professional development that would be most appropriate as they progress.

This framework supports professional dialogue for the purposes of appraisal, professional development and pay progression. The framework provides a roadmap for both the teacher and the school leaders in that it sets out next steps in the progression and professional development of a teacher through their career.

This career framework supports equality of opportunity for all teachers and a structure which will help build future leaders that are equipped to lead with the required competencies and experiences and as such is transferable across different settings.

This guidance was created in order to provide clarity and understanding of expectations of what competencies and professional responsibilities and skills a teacher should have at the different stages of their career, and what kinds of professional development would support this.

#### **Formation of this guidance**

A working group of the seven Newham Catholic primary schools was tasked with forming this guidance below. Teacher representative of all grades of the teacher pay scale from M1a to UPS3 contributed to the formation of this document.

The first point of reference started with the national teaching standards which were then divided up under three headings of Emerging/ Early Career Teacher (ECT), Accomplished Teacher and Expert Teacher. The teacher pay-bands were then linked to each stage. The teaching standards were then divided up progressively for each stage of the career progression. The professional development aspect was referenced from the National Professional Qualifications framework and also the Brentwood Diocese Education Service (BDES) professional development programmes.

## **Use of this guidance**

This policy is to be used alongside the Appraisal Policy, Continuing Professional Development Policy, Pay Policy and the School teachers' pay and conditions document 2021 and guidance on school teachers' pay and conditions.

The overarching purpose of this guidance is to support schools in providing their setting with teachers that ensure standards of education of a high standard and sustainable.

## **Teacher Progression Policy Links within the school**

This guidance recognises the relationship between teacher progression, CPD, capabilities, appraisal and pay. It also recognises how this guidance impacts upon the work of the school, and its successes, particularly those outlined in the:

- The SEF and SIP
- The Professional standards for teachers
- The Leadership standards
- Staff appraisal (performance management)
- Staff capabilities
- Job descriptions and person specifications
- Career and pay progression
- Recruitment, induction, retention and succession planning

## **Review**

As part of the Head teacher's responsibilities, a report will be provided to the staffing and Personnel Committee:

- The teachers'/staff's training and development needs;
- The progression of teaching staff
- The effectiveness of the Teacher Progression policy.

## CAREER STAGE EXPECTATIONS TEACHERS' PROGRESSION

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

Band 1 – Early Career Teacher / Emerging Teacher		Band 2 – Accomplished Teacher		Band 3 – Expert Teacher	
M1	M3	M4	M6	UPS1	UPS3
<b>1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect</b>					
With appropriate additional support, be able to set up and maintain a conducive learning environment which promotes independence and enjoyment of learning.	Independently set up and maintain a conducive learning environment which promotes independence and enjoyment of learning.	Ensure that all communal areas are conducive to learning.	Ensure that all colleagues are supported and able to establish conducive environments. Consistently demonstrate high standards in the environment.	Take responsibility for monitoring and ensuring environments are safe and stimulating. Ensure that learning walks within the Phase take place so that environments are of a consistently high standard.	If necessary, address concerns about the learning environment with staff in the phase group, suggest clear next steps forward and report back to SLT.
<b>1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</b>					
With appropriate additional support, set goals that stretch and challenge own pupils	Set goals that stretch and challenge own pupils.	Ensure good practice is shared and support colleagues in setting goals.	Ensure that all pupils in the Phase are set goals appropriate to need and which appropriately challenge and stretch pupils.	Oversee target setting and monitor goals. Ensure that monitoring information is shared in Phase and used.	Monitor effectiveness of goals set against progress of children. Be proactive in giving feedback to SLT and putting in next steps as appropriate for pupil/staff in Phase.
<b>1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</b>					
With appropriate additional support, demonstrate consistently the positive attitudes, vision, values and behaviour which are expected of pupils in the class.	Demonstrate consistently the positive attitudes, vision, values and behaviour which are expected of pupils in the class.	Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils and staff in the Phase.	Challenging pupils and staff in the Phase group if the Vision and Values are not being maintained.	Take responsibility for monitoring that all staff and all pupils follow the ethos, vision and values of the school.	Behave in a manner that helps to set the ethos of the whole school and ensure it is maintained by all staff and all pupils. Be prepared to discuss issues with staff and pupils where the Vision and Values are not being observed.

## 2. Promote good progress and outcomes by pupils

Band 1 – Early Career Teacher / Emerging Teacher		Band 2 – Accomplished Teacher		Band 3 – Expert Teacher	
M1	M3	M4	M6	UPS1	UPS3
<b>2.1 Overall expectations for progress and outcomes</b>					
With appropriate additional support, most pupils achieve in line with progress expectations	Most pupils achieve in line with progress expectations	Almost all pupils achieve in line with progress expectations and some exceed.	Almost all pupils achieve in line with progress expectations and many exceed them.	Almost all pupils achieve in line with progress expectations and a significant number exceed them. Support is given to other colleagues to ensure that all children are making most progress possible.	Almost all pupils achieve in line with progress expectations; significant numbers of children exceed them. Lead on intervention strategies across the Phase Group to support good progress and outcomes for all pupils. Support is given to all colleagues to achieve the best outcomes.
<b>2.2 Be accountable for pupils’ attainment, progress and outcomes</b>					
With appropriate additional support monitor the progress and attainment of all pupils they teach and use information to plan for learning.	Monitor the progress and attainment of all pupils they teach and use information to plan for learning.	Discuss progress and attainment with colleagues and support moderation of judgements – support M1 – M3 colleagues.	Consistently monitor and evaluate progress and attainment of all pupils they teach and oversee that all teachers monitor progress and attainment and use information to support planning and teaching.	Take responsibility for ensuring class teachers have knowledge and skills to effectively monitor and be able to share good practice. Be proactive in alerting SENCO to pupils not making expected progress.	Review the work of other class teachers and look at their planning to ensure progression is logged and action plans are in place to support pupils who are not meeting progress expectations.
<b>2.3 Be aware of pupils’ capabilities and their prior knowledge and plan teaching to build on these</b>					
With appropriate additional support understand own pupils’ prior learning and make use of assessment data from previous year. May need guidance on next steps for learning from colleagues.	Understand own pupils’ prior learning and make use of assessment data from previous year. Understand what pupils need next in learning, including aspirational targets.	Support M1 – M3 colleagues in making use of and understanding assessment of prior learning.	Consistently demonstrate understanding of prior knowledge and be able to support colleagues to plan for learning based on prior experiences.	Support staff and monitor use and understanding of prior learning in planning and teaching. Moderate planning to ensure that targeted groups are being identified and supported appropriately.	Ensure all staff effectively use prior learning in their planning and teaching. Be proactive in triangulating between assessments, book looks and planning to ensure consistency across the school.



Band 1 – Early Career Teacher / Emerging Teacher		Band 2 – Accomplished Teacher		Band 3 – Expert Teacher	
M1	M3	M4	M6	UPS1	UPS3
<b>2.4 Guide pupils to reflect on the progress they have made and their emerging needs</b>					
With appropriate additional support ensure that they have a basic/entry level understanding of and be able to use AFL strategies with own class to enable pupils to know the progress they have made and any emerging needs.	Have a confident understanding of an be able to use AFL strategies with own class to enable pupils to know the progress they have made and any emerging needs.	Supporting colleagues within phase in developing AFL strategies and recording progress/needs of children.	Consistently demonstrate good AFL practice with colleagues across the school. Consistent reflection of AFL embedded in planning.	Monitor use of AFL across a team and draw conclusions, e.g. trends of needs. Be prepared to give staff meetings to demonstrate effective AFL strategies.	Being accountable for the good practice of AFL across the school. Be prepared to give staff meetings to demonstrate effective AFL strategies.
<b>2.5 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</b>					
With support have basic (QTS – PGCE etc.) understanding of how all children learn and how to adapt teaching to need.	Have a good understanding of how to adapt teaching to need and model being a reflective practitioner.	Develop a more advanced understanding of pedagogy and share knowledge and skills with colleagues in the phase.	Have a wide range of pedagogic skills and strategies and share good practice. Support colleagues in the phase and make good use of national developments/research to adapt	Model practice with colleagues and ensure they have appropriate resources/support to develop teaching skills. Deliver INSET to all staff so that best practice is shared.	Have knowledge of CPD needs across the whole school and ensure these are met. Be prepared to demonstrate own skills, team teaching etc. deliver appropriate INSET to all staff so that best practice is shared and new developments explored.
<b>2.6 Encourage pupils to take a responsible and conscientious attitude towards their own work and study</b>					
With support establish rules in the classroom where pupils are encouraged to take responsibility and be conscientious towards their own learning. May need support with following the behaviour policy and developing individual behaviour plans when necessary.	Independently ensure that rules and rewards are consistent with the behaviour policy and within the phase.	Encourage school ethos by rewarding positive behaviours through house/table points etc. take note of children beyond your class.	Monitor and consider development of ethos within the phase and support colleagues with any behaviour needs.	Support colleagues with behaviour needs within the phase	Support colleagues with behaviour needs across the school. Implement strategies to address behaviour issues across the school

### 3. Demonstrate good subject and curriculum knowledge

Band 1 – Early Career Teacher/ Emerging Teacher		Band 2 – Accomplished Teacher		Band 3 – Expert Teacher	
M1	M3	M4	M6	UPS1	UPS3
<b>3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject and address misunderstandings</b>					
With support show increasingly sound knowledge of the relevant subjects and curriculum areas within the year groups taught. Begin to be aware of the different techniques/skills needed to foster and maintain pupils’ interest.	Confident knowledge of Point 1 expectations and be able to evidence proactively taking own learning forward.	Demonstrate a secure knowledge of the curriculum areas across the phase group. Be able to use and develop techniques/skills to foster and maintain pupils’ interest. Share good practice with colleagues.	Through a variety of different skills/techniques demonstrate ability to consistently maintain pupils’ interest. Be able to support/advise colleagues within the phase group.	Take responsibility for monitoring and ensuring this is achieved across a key stage. Give further support to teachers if needed. Consider the need for INSET if required and inform SLT. Take staff meetings to deliver INSET.	Addressing the needs of the whole school to ensure improvements are made and expectations are met. Being proactive across the whole school to improve provision and outcomes. Lead INSET day sessions on appropriate areas for development.
<b>3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship</b>					
Have a basic awareness of the developments in the subjects and curriculum areas.	Confident awareness of developments in subjects and curriculum areas.	Demonstrate a secure knowledge of the curriculum areas across the phase group. Be able to use and develop techniques/skills to foster and maintain pupils’ interest. Share good practice with colleagues.	Through a variety of different skills/techniques demonstrate ability to consistently maintain pupils’ interest. Be able to support/advise colleagues within the phase group.	Take responsibility for monitoring and ensuring this is achieved across a key stage. Give further support to teachers if needed. Consider the need for INSET if required and inform SLT. Take staff meetings to deliver INSET.	Addressing the needs of the whole school to ensure improvements are made and expectations are met. Being proactive across the whole school to improve provision and outcomes. Lead INSET day sessions on appropriate areas for development.
<b>3.3 Demonstrate an understanding of and take responsibility for promoting high standard of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject</b>					
Demonstrate and provide high standards of literacy, articulacy and the correct use of standard English within the classroom	Demonstrate and promote high standards of literacy, articulacy and the correct use of standard English across the Phase.	Consistently demonstrate and promote these high standards throughout the phase group. Provide a good role model to children and teachers.	Consistently demonstrate and promote these high standards, monitor these expectations across the key stage.	Monitoring, observing and evaluating the standard of teaching in Literacy across the key stage. Identify needs of staff to make further improvements. Be proactive in leading the professional development of staff across the key stage. Remain up to date on any new initiative/developments in Literacy.	Being accountable for the standard of teaching in Literacy across the whole school. Having a clear vision for the whole school in achieving whole school goal. Leading professional development of colleagues across the school.

Band 1 – Early Career Teacher / Emerging Teacher		Band 2 – Accomplished Teacher		Band 3 – Expert Teacher	
M1	M3	M4	M6	UPS1	UPS3
<b>3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</b>					
Have an understanding of synthetic phonics and know how it is taught within our school. Be familiar with resources available to support the teaching of phonics in the year group.	Confident understanding of phonics and able to identify pupil's next steps for learning.	Demonstrate a clear understanding of synthetic phonics. Use knowledge to effectively teach the different ability groups within the class or phase group. Share knowledge and understanding with other colleagues.	Consistently demonstrate a good understanding of synthetic phonics across a key stage. Teach consistently good lessons to ensure the progress of children of different abilities. Ensure that all colleagues are supported.	Monitoring, observing and evaluating the standard of teaching in phonics across the key stage. Identifying needs of staff to make further improvements. Be proactive in leading the professional development of staff across the key stage. Remain up to date on any new initiative/developments in Literacy.	Being accountable for the standard of teaching in phonics across the whole school. Having a clear vision for the whole school in this area and an ability to lead others in achieving the whole school goal. Leading initiatives /professional development of colleagues across the school.
<b>3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</b>					
Have an understanding of children's early mathematical development and how children learn. Be familiar with resources in school which support the teaching of mathematics.	Confident understanding of maths and able to identify pupil's next steps for learning.	Demonstrate a clear understanding of children's mathematical development. Use knowledge to effectively teach the different ability groups within the class. Be able to share knowledge and understanding with other colleagues.	Consistently demonstrate a good understanding of children's Mathematical development across a key stage. Teach consistently good lessons which ensure the progress of all children. Share good practice and ensure that all colleagues are supported.	Monitoring, observing and evaluating the standard of teaching in Mathematics across the key stage. Identifying needs of staff to make further improvements. Be proactive in leading the professional development of staff across the key stage. Remain up to date on any new initiative/developments.	Being accountable for the standard of teaching in Mathematics across the whole school. Having a clear vision for the whole school in this area and ability to lead others in achieving the whole school goal. Leading initiatives / professional development of colleagues across the school.

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

Band 1 – Early Career Teacher / Emerging Teacher		Band 2 – Accomplished Teacher		Band 3 – Expert Teacher	
M1	M3	M4	M6	UPS1	UPS3
<b>4.1 Overall expectations for quality of teaching</b>					
With appropriate support, the majority of lessons will be good or better. Many-but not all-aspects of teaching are good over time. Clear evidence of acting on next steps from observer/mentor.	The vast majority of lessons are good or better. Actively seeks advice on how to further improve and develop quality of teaching.	All lessons will be at least good with some evidence of outstanding practice. Supports other teachers (Band 1) to develop their practice.	All lessons will be good with some lessons outstanding. Models good planning and lesson structure.	All lessons will be at least good with many outstanding. Evidence of sharing best practice to support other staff members in staff meetings.	The quality of teaching will be typically outstanding. Evidence that teacher is consistently sharing their knowledge of good practice and also to evidence positive impact on other staff (teacher & TA).
<b>4.2 Impact knowledge and develop understanding through effective use of lesson time</b>					
With appropriate support, be aware of prior learning. Understand the lesson objective which is shared and made clear to children. Beginning to show challenging but realistic expectations for lesson coverage and achievement.	Independently able to articulate what pupils are better at by the end of the session.	Works with Band 1 teachers to help improve and develop practice. Use knowledge of children’s prior learning and interests to teach the next steps. Use lesson time effectively to support learning, e.g. practical work, paired work, good use of questioning etc.	Work within phase to ensure all teachers are building upon previous learning and consistently developing understanding through effective use of lesson time.	Monitor planning and teaching of lessons across key stage. Identify and address needs of staff in order to further and improve the quality of teaching in school. Lead professional development of colleagues across the key stage.	Monitor of planning and teaching of lessons across the whole school. Lead professional development of colleagues across the whole school.
<b>4.3 Promote a love of learning and children’s intellectual curiosity</b>					
With appropriate support follow the vision of the teaching and learning policy. Begin to show awareness of how children learn. Be aware of the different interests of both boys and girls within the class. Plan and teach lessons which aim to motivate and interest children. Show a developing awareness of how to challenge and inspire children. Enjoy teaching children and show enthusiasm in the classroom.	As before but independently plan lessons that approach objectives in a way that is innovative and engaging. Ensure challenge areas and support desks/displays are set up in the classroom to aid pupil independence and extension of more able.	As before Support Band 1 teachers to deliver engaging lessons and share techniques and resources. Model use of Blooms Taxonomy to Band 1 teachers to support differentiated questioning.	Consistently teach lessons which interest, motivate and challenge children. Lead the implementation of new techniques and technologies in own class. Support/advise colleagues within the phase/key stage.	Promoting leading or organising key stage events to promote a love of learning – curriculum weeks, outside agencies, monitoring and evaluating impact of events. Lead the implantation of new techniques and technologies in own phase and evaluate impact. Within a key stage address the CPD needs of the staff to further improve lessons. Model effective questioning techniques to Key Stage.	Playing a proactive role across the whole school. Lead new technologies/techniques and model to whole school through staff meetings, INSET days. Model effective questioning to whole school. Be accountable for supporting other staff to improve the quality of the planning and teaching across the whole school.

Band 1 – Early Career Teacher / Emerging Teacher		Band 2 – Accomplished Teacher		Band 3 – Expert Teacher	
M1	M3	M4	M1	M3	M4
<b>4.4 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</b>					
With support, set homework for own class to consolidate/extend the learning taken place in class. Follow whole school systems for recording/rewarding out of class work. Ensure that weekly overview is adhered to with work being handed out on time. Maintain effective pupil records to show completion of tasks.	As band 1. With colleagues, help to organise class visits or visitors to school in order to support children’s learning. Follow whole school systems for recording/rewarding out of class work.	Support Band 1 colleagues with research/organise appropriate class visits, visitors to the class/school to further support children’s learning. Support Band 1 staff with promoting reading at home and rewarding pupils.	Evaluate and evidence impact of the children’s learning and monitor out of class activities across phase. Give support and advice to colleagues. Able to identify and implement new resources for learning that help class activities.	Monitor and evaluate the homework and out of class activities across the key stage. Model use of record keeping and rewards to Key Stage. Ensure appropriate continuity and progression through Key Stage.	Being accountable for developing use of homework and out of class activities across the whole school. Responsibility for revising policy to ensure the needs of children are appropriately met.
<b>4.5 Reflect systematically on the effectiveness of lessons and approaches to teaching</b>					
With appropriate support, reflect on effectiveness of own lessons and approaches to teaching. Adapt teaching as appropriate and proactively seek further support if needed. Planning to show next steps for teaching and learning.	Reflect on effectiveness of own lessons and approaches to teaching. Adapt teaching as appropriate and proactively seek further support if needed.	Share good practice with other Band 1 colleagues.	Monitor and evaluate effectiveness of lessons across phase. Make changes/suggestions where necessary in order to improve the quality of teaching. Support/advise phase group colleagues.	Monitor, evaluate and adapt the design and provision of the curriculum to ensure it is engaging and relevant throughout the key stage. Lead team in designing new models and adopting new planning models if needed.	Monitor, evaluate and adapt the design and provision of the curriculum to ensure it is engaging and relevant throughout the Key Stage. Lead team in designing new models if needed throughout the whole school. Support SLT and middle leaders in designing new models if needed.
<b>4.6 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</b>					
With support, take part in weekly planning sessions and contribute ideas based on previous experience. Ensure that whole school expectations for planning are adhered to.	Lead a subject area and proactively champion it to staff so that curriculum is enriched and profile raised. Complete resources audit and have an action plan for next steps.	Deliver staff meetings to ensure that staff are aware of developments in subject area. Monitor and evaluate planning and books to further enhance the curriculum.	Demonstrate ability to contribute to the design of an engaging curriculum across phase group. Evaluate the provision provided across the Key Stage. Offer support and advice to other colleagues.	Monitor, evaluate and adapt the design and provision of the curriculum to ensure it is engaging and relevant throughout they Key Stage. Lead team in designing new models and adopting new planning models if needed.	Monitor, evaluate and adapt the design and provision of the curriculum to ensure it is engaging and relevant throughout the Key Stage. Lead team in designing new models if needed throughout the whole school. Support SLT and middle leaders in designing new models if needed.

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

Band 1 – Early Career Teacher / Emerging Teacher		Band 2 – Accomplished Teacher		Band 3 – Expert Teacher	
M1	M3	M4	M6	UPS1	UPS3
<b>5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</b>					
With support teacher uses whole school behaviour management strategies. Planning shows clear differentiation for targeted pupils and challenge for more able. Lessons are inclusive for all abilities and needs. Begin to manage class TA effectively to support learning and progress.	As before but is managed independently. TAs are well informed about pupil needs so that they can support effectively.	Support Band 1 staff in planning for an inclusive lesson/environment.	Model a range of approaches - to enable inclusive teaching – to staff in the phase group. Monitor planning of Band 1 teachers in phase. Ensuring that support staff in phase are all informed about needs of pupils.	Model a range of approaches – to enable inclusive teaching – to staff in the Key Stage Leads implementation of new strategies and resources that support inclusive teaching and present them to phase/Key Stage.	As before but to the whole school  Evaluates impact of new strategies.
<b>5.2 Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these</b>					
With support the teacher ensures the classroom environment is conducive to learning. Receives support from SENCO/SLT and shows awareness of relevant SEN policies. In consultation with SENCO and Band 2/3 staff the teacher writes IEPs for pupils and communicates with parents. With support from SENCO or phase leader take part in termly review meetings and contribute towards next steps for learning.	As before but managed independently  Able to identify pupils with learning needs and ensure prompt referral to SENCO/phase leader. Regardless of need, the vast majority of pupils make good progress in lessons.	As before and: Supports Band 1 colleagues with review meetings and IEPs. Communicates effectively with parents. Has awareness of impact of home factors (including after school clubs). Proactively uses liaison with SENCO and when necessary, outside agencies, to raise achievement. All learners make good progress within lessons.	As before and: Effective use of behaviour and family support including mentoring of less experienced colleagues on effective use and knowledge of school policies. Ensures information about pupil needs is disseminated to all relevant staff. Models use of IEPs to staff in phase.	Ensuring that all staff in phase have sufficient information and support for improving standards of learning for all pupils. Leads implementation of new strategies for teaching and learning that improve pupils’ ability to learn. Models use of IEPs to Key Stage.	Leading school teams to ensure that all pupils are able to access learning. Model new techniques and resources to whole school. Ensure that TA staff are supported to achieve best practice and are fully aware of pupil needs.

Band 1 – Early Career Teacher / Emerging Teacher		Band 2 – Accomplished Teacher		Band 3 – Expert Teacher	
M1	M3	M4	M1	M3	M4
<b>5.3 Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.</b>					
<p>SENCO to support teacher with working alongside outside agencies.</p> <p>Works with phase group leader to adapt teaching as necessary based on advice given.</p> <p>Contribute to the mapping of pupils' provision within the phase.</p> <p>With support as appropriate, maintain and update the class SEN records.</p>	<p>As before but independently.</p>	<p>As before but support Band 1 colleagues.</p>	<p>Be proactive to ensure effective communication with SENCO and phase group.</p> <p>Have clear overview of all provision that is available and delivered within the phase.</p>	<p>As before and:</p> <p>Observe and advise other staff within the key stage delivering SEN intervention to ensure they are effective and have a positive impact on pupil progress.</p>	<p>As before and:</p> <p>Leading and adapting learning and teaching across school to ensure that all children can access the curriculum.</p>

## 6. Make accurate and productive use of assessment

Band 1 – Early Career Teacher / Emerging Teacher		Band 2 – Accomplished Teacher		Band 3 – Expert Teacher	
M1	M3	M4	M6	UPS1	UPS3
<b>6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</b>					
Following and using standard school assessments as advised by school policy and year group/curriculum leaders.		Embedded use of assessment impacts on learning.	Managing and adapting assessments for any areas of the curriculum under their guidance.	Adapting, advising, adopting different curriculum assessments for whole school evaluation of school systems of assessment.	Evaluate and adapt school policy
<b>6.2 Make use of formative and summative assessment to secure pupils' progress</b>					
Uses assessment in class to evaluate planning and inform future teaching	Take responsibility for ensuring feedback is gained from support staff delivering interventions outside the classroom.	Uses a wide ranges of AFL strategies to inform pupil progress.	Adapts relevant assessments so that they suit the needs of the pupils. Ensure that appropriate tracking is in place for interventions across the phase.	Uses summative assessment to ensure pupil progress across key stage and use it to identify any needs (e.g. interventions).	Ensure that staff under their guidance are using assessment procedures effectively.
<b>6.3 Use relevant data to monitor progress, set targets and plan subsequent lesson</b>					
With support... Levels pupil attainment and uses data to evaluate planning and inform future lessons. Set and monitor individual and class targets. Is aware of whole school assessment picture and whole school performance targets.	As before but independently... Updates database with assessment data. Analyses class to show comparisons between different groups of pupils in R, W & M. Compares pupil attainment and progress with national standards and expectations and use this to identify target groups (SEN, vulnerable and more able).	Support Band 1 colleagues.	Have confident knowledge of performance of different groups in the phase. Support setting of whole phase targets. Challenge staff to show that progress is being achieved for all groups of children within the phase.	Awareness of relative attainment across Key Stage. Contribute to school self-evaluation and help to make judgements on quality of progress and attainment across Key Stage.	Evaluate school wide data. Compare locally and nationally. Contribute to the setting and evaluating whole school targets. Be confident in analysing data from ASP and understanding the impact it has on school self-assessment.
<b>6.4 Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback</b>					
With support... Follow school marking policy. Contribute to Pupil Progress meetings. Meet with parents to communicate progress.	As before but independently. Use of differentiated questioning and discussion to allow immediate feedback during lessons.	Support Band 1 colleagues in preparing for Pupil Progress Meetings. Confident in the use of differentiated questioning and discussion to allow immediate feedback during lessons.	Have an overview of pupil progress within the phase and the performance of different groups. Model effective marking for colleagues.	Take a lead role in Key Stage moderation of levelled work. Give advice to colleagues on effective marking of books and giving feedback to pupils and parents. Lead staff meetings as required on marking and assessment procedures so that best practice is shared.	Monitor and evaluate whole school moderation and the levelling of work systems. Report to SLT, Governors.



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

Band 1 – Early Career Teacher / Emerging Teacher		Band 2 – Accomplished Teacher		Band 3 – Expert Teacher	
M1	M3	M4	M6	UPS1	UPS3
<b>7.1 Have clear rules and routines for behaviour in classrooms and take respectability for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy</b>					
With additional support as required know, understand and implement the school’s behaviour policy.	Demonstrate confident knowledge of school’s behaviour policy and implement it effectively.	Be responsible for the behaviour of pupils within the phase and implement sanctions within the schools behaviour policy. Support Band 1 colleagues.	As before and... Monitor any individual behaviour plans put in place within the Key Stage.	Responsibility moves to whole school. Carry out Learning Walks to evaluate the effectiveness of the schools behaviour policy, rewards and sanctions.	Involved in writing rules and routines. Monitor and evaluate the effectiveness of the schools behaviour policy, rewards and sanctions across the whole school.
<b>7.2 Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</b>					
With support and guidance... implement the school s’ reward and house point system. Track behaviour as required and communicate with parents about behaviour concerns.	As before but independently... Implement the school’s reward and house point system. Track behaviour as required consult/inform parents.	As before but support Band 1 colleagues with the rewards/house point system and track behaviour/parents.	Support colleagues with challenging behaviour and be proactive in overcoming obstacles. Have an overview of behaviour issues within the Phase and take shared responsibility for implementing IEPs when necessary.	Be responsible for the consistency of rewards and sanctions across the Key Stage. Contribute to policy reviews.	Be responsible for consistency of rewards and sanctions across the whole school. Monitor and evaluate. Contribute to SEF.
<b>7.3 Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them</b>					
Support and guidance as appropriate to implement strategies provided by specialist teachers – SENCO, outside agencies etc.	Independently implement strategies provided by specialist teachers.	Confidently adapt ideas and initiate your own ideas and support new colleagues in Band 1.	Monitor and evaluate strategies within phase group.	Monitor and evaluate strategies and action plans in place within Key Stage. Model and lead implementation of new approaches to help motivate pupils.	Monitor and evaluate strategies and action plans in place within whole school. Challenge other staff and feed back to SLT.
<b>7.4 Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary</b>					
With support ensure that the school behaviour system is used to manage behaviour in class. Act on advice when necessary.	Ensure that the school’s behaviour system is used to manage behaviour in class. Be able to use specific behaviour techniques for certain pupils and act on advice..	Provide support within Phase group. Advise Band 1 colleagues. Seek advice where appropriate from ore experienced staff.	Within Phase group act proactively to ensure high standards of behaviour are maintained. Act as a role model and mentor for colleagues.	Act as a point of advice and support for other staff. Challenge staff across the whole school where standards are not being upheld.	Monitor and evaluate effectiveness of behaviour plans and make appropriate next steps suggestions. Feedback to senior staff, SLT governors.

## 8. Fulfil wider professional responsibilities

Band 1 – Early Career Teacher / Emerging Teacher		Band 2 – Accomplished Teacher		Band 3 – Expert Teacher	
M1	M3	M4	M6	UPS1	UPS3
<b>8.1 Make a positive contribution to the wider life and ethos of the school</b>					
With support: communicate with parents daily, lead class assemblies, organise school visits and know and understand the vision and values, SDP and SEF.	As before but do this independently.	Model vision and values of school, support colleagues in communication with parents. Contribute to SDP and SEF.	Challenge staff within phase groups on vision and values, assemblies, visits and events, SDP and SEF.	Monitor and evaluate effectiveness of assemblies, visits and events, embedding vision and values, SDP and SEF across the school. Report to SLT.	As before and be accountable for ensuring vision and values are promoted fully across the school.
<b>8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</b>					
To work as part of a phase group, liaise and work alongside mentor taking and seeking advice when required.	As before but now independently	Model best practice, provide support for colleagues who are Band 1 or lower.	Coaching role, lead phase meetings and staff meetings. Monitor and evaluate groups within phase.	Work with staff within key stage to identify development in line with SDP, SEF and INSET. Monitor and evaluate how groups are catered for within key stage.	Ensure that priorities within SDP are high priorities and worked towards. Monitor and evaluate strategies put in place for these priorities and evaluate training.
<b>8.3 Deploy support staff effectively</b>					
With support and guidance as required plan and direct work of class TA on a daily basis.	As before but now independently.	Model and support colleagues with planning for TA, monitor and adapt TA planning and evaluations.	Monitor and evaluate needs within phase group and deploy staff appropriately.	Monitor and evaluate needs of key stage and report to SENCO to allocate TA support	Monitor and evaluate needs of whole school and report to SENCO to allocate TA support. Monitor and evaluate how groups are catered for.
<b>8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</b>					
Analysis of own class data, be aware of groups within class. Observed regularly by mentor; take and seek advice. Observe best practice. Responsible for identifying own CPD needs.	As before but independently and proactively.	Model best practice, mentor and coach colleagues. Analyse trends across year group classes and develop action plans according to data.	Model best practice, mentor and coach colleagues. Analysis of trends across phase and develop action plans according to data. Knowledge and understanding of ASP. Pupil progress data across phase group.	Paired observations with SLT within key stage Analysis of trends across key stage and develop action plans according to data. Knowledge and understanding of ASP data. Responsible for pupils' progress data across key stage.	As before – across whole school.

Band 1 – Early Career Teacher / Emerging Teacher		Band 2 – Accomplished Teacher		Band 3 – Expert Teacher	
M1	M3	M4	M1	M3	M4
<b>8.5 Communicate effectively with parents with regard to pupils’ achievements and well-being</b>					
With support communicate effectively with parents and carers	As before but independently.	Model best practice and begin to provide support for colleagues in the phase who are Band 1 teachers.	Provide support with communicating with parents. Communicate with parents on behalf of the phase group. Challenge staff in phase group who are not completing communications/rewards on time.	Monitor and evaluate effectiveness of communication across the key stage and make improvements where necessary.	Monitor and evaluate effectiveness across the whole school and make improvements where necessary. Challenge staff who are not meeting expectations and feedback to SLT. Provide staff training where necessary.

## 9. Appropriate Continuing Professional Development Stages

Band 1 – Early Career Teacher / Emerging Teacher		Band 2 – Accomplished Teacher		Band 3 – Expert Teacher	
M1	M3	M4	M6	UPS1	UPS3
<b>9. CPD possibilities</b>					
Safeguard Level 1 Child need specific e.g. asthma, positive handling etc Early Career Teachers (ECT) Programme Diocesan ECT Programme	CCRS Moderation training Shadowing middle leaders Curriculum Subject Leader training Subject Specific Training based on ECT targets	Mentor training NPQLTD NPQLT	Borough Moderator Training NPQLBC NASENDCO Subject Specialism (Mastery) Excellent Teacher schemes	Shadowing Senior External Quality Mark e.g PQSM, QM Masters Degree NPQSL Catholic Leadership	Leaders NPQH Catholic Aspiring Headship

Refer to Continuing Professional Development Policy for detailed CPD opportunities and experiences for the different stages of career progression.

Also refer to:

Early Career Teaching Framework: [Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Reference to the National Professional Qualifications (NPQs) can be found: [National professional qualifications frameworks: from autumn 2021 - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

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**Glossary of Terms used throughout the policy:**

<b>Acronyms / Abbreviations</b>	<b>Meanings</b>
1. CPD	Continued Professional Development
2. DfE	Department for Education
3. ECT	Early Career Teacher
4. NPQ	National Professional Qualification
5. SEF	Self Evaluation Form
6. SIP	School Improvement Plan
7. SLT	Senior Leadership Team