



# **Lincoln Christ's Hospital School**

## **Pay Policy**

**Link members of staff:** Patrick Heppenstall  
Maria Robinson

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## **Responsibilities**

The Governors and Headteacher in Lincoln Christ's Hospital School are responsible for:

- determining the duties and the grade/salary/allowance to be attached to posts in school;
- selecting grades from the grading structure adopted by the County Council and agreed by the Governing Body when the school became an academy;
- applying the requirements of the School Teachers' Pay and Conditions Document.

## **Grading and Re-grading of Posts**

It is assumed that "grading" includes all of those (non-discretionary) aspects of the payment to an employee covered by national or local provision as set out in the relevant document, e.g. NJC for Local Government Employees.

## **Teachers**

The Governors will pay the minimum rate and not exceed the maximum rate for teaching posts as prescribed by the School Teachers' Pay and Conditions Document (as amended from time to time).

The Governors do, however, have discretion to operate within the:

- full range of incentive allowances, subject to certain criteria (see School Teachers' Pay and Conditions Document);
- equal pay/value requirements.

This and other discretionary aspects of pay are covered in the section on Key elements of Discretionary Pay below.

## **Support Staff**

Where national prescription or a local collective agreement provides for the grading of a post, for example, for Teaching Assistants, the Headteacher must apply such a grade.

Where no grading prescription exists, the School's Human Resource provider has provided job descriptions and evaluated grades for a 'menu' of school-based jobs. The Headteacher will apply such grades to posts within their school where the duties and responsibilities reflect those model job descriptions.

## **Key Elements of Discretionary Pay (Teachers)**

Allowances for teachers employed here are a matter for the Governors subject to the guidance and requirements issued by the Department for Education, in the School Teachers' Pay and Conditions Document.

The starting point on the main scale for teachers in LCHS will be determined having regard for:

- the rules set out by the DfE (School Teachers' Pay and Conditions Document);
- any County Council policy/advice issued from time to time as per the grading criteria;
- the need for consistency in applying the above in light of equal pay/value responsibilities.

Teachers receiving an allowance on a permanent basis will enjoy salary safeguarding while they remain at LCHS within the terms of the School Teachers' Pay and Conditions Document.

Teachers who are temporarily assigned to duties beyond those common to the majority of teachers may be paid a temporary or fixed term allowance.

Temporary or fixed term allowances cannot be paid except where a teacher is submitting in the temporary absence of another teacher. This could arise for example, where a teacher in a post attracting a permanent allowance is absent on long term sick leave or maternity leave.

In some circumstances a TLR3 payment may be paid. There should be clear criteria for the award, level and duration of time-limited TLR3 payments. Where a payment falls below the TLR3 range, an honorarium will be paid.

### **Key Elements of Discretionary Pay (Support Staff)**

The starting point within the grade of newly appointed or promoted support member of staff will be determined by the Governors having regard for:

- the policy of the school to appoint to the minimum point of the grade, except where:
  - the candidate is demonstrably above average in terms of qualification and experience;
  - there is no other suitable candidate who would be prepared to accept a lower salary (i.e. the minimum of the grade).
- the requirement to justify appointments above the lowest spinal point of the grade on grounds not associated with the sex, race, etc. of the candidate;
- the need to consider possible implications for existing staff in terms of equal pay/value (refer to Appendix 1).

Staff temporarily working in a post which is normally graded at a higher level may be paid on a higher point on the pay spine for that period.

An honorarium payment may be made for exceptional or special work undertaken on a short-term basis.

Where the Governors have objective reasons to consider that the substantive grade of a vacant post falls short of the 'market rate' (e.g. where two external advertisements have failed to attract suitable candidates) or that a retention problem has been identified with an existing employee (e.g. where he/she has other job interviews/offers), then a salary supplement can be attached to the post as a recruitment/retention incentive. Such action should only be taken subject to the advice through the school's Human Resource provider. Where an employee is redeployed within a school, the existing grade and conditions of service will be protected, in accordance with the 'protection' rules in the County Council's Local Scheme of Conditions of Service.

### **Dealing with Grading Appeals**

Appeals against pay determinations and pay gradings should be made through the pay appeal mechanism adopted by the school in its Pay Policy.

Governors are responsible for the hearing of the grading appeals. In doing so, Governors must have regard for equal/pay value issues. The Governors will use the school's own Human Resources provider to help in handling and hearing such appeals.

### **A Whole School Pay Policy**

The Governors aim to be consistent and responsible over pay and have a clear, whole School Pay Policy to guide them. We have set out our aims in our development plan, which is reflected in the Staffing Structure and the Pay Policy.

Our Pay Policy is attached.

## **PAY AND RELATED MATTERS**

### **1. GENERAL STATEMENT**

The Governors aim to relate their Pay Policy:

- i) to the educational needs of all children in their care;
- ii) to the professional development of all teaching and support staff;
- iii) to recognise the individual contribution staff make to the work of the school.

All matters relating to this policy will be dealt with by the Teaching/CPD/Staff Progression Committee. The terms of reference of the Committee can be found under paragraph 11 (page 15)

### **2. AIMS OF THE POLICY**

To show all staff that the Governing Body is managing the school's Pay Policy in a fair and responsible way.

To maintain and improve the quality of education provided for pupils in the school by having a whole school Pay Policy which supports the school's determined philosophies and future developments as outlined in the school development plan.

### **3. REVISION OF POLICY**

The school's Pay Policy will normally be revised when the appropriate Committee so advises the Governing Body, or when the school development plan is being revised, or when changes to relevant terms and conditions determine a revision is required. Whenever a revision is undertaken, an open consultative approach will be adopted by the Governing Body.

### **4. EQUALITIES**

The Governing Body seeks to provide equal opportunities for all staff regardless of matters relating to age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation.

### **5. VACANT POSTS AND ALLOWANCES**

All staff will be informed of vacant posts, including temporary and acting posts within the school. Vacancies will be advertised as appropriate.

### **6. JOB DESCRIPTIONS**

Job descriptions will be provided for all staff. Consultation over content will take place when they are drawn up and at the time of any proposed review, with a view to reaching agreement with individual post holders.

### **7. PERFORMANCE MANAGEMENT**

Performance management is a shared commitment to high performance. It helps to focus attention on more effective coaching and monitoring to raise the quality of teaching and to benefit pupils, teachers and the school. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

Certain aspects of pay progression are subject to provisions within the school's appraisal policy, i.e. annual pay progression, teachers on the leadership spine, any Lead Practitioners and any teachers applying to move from the Main Pay Range to the Upper Pay Range, and teachers within the Main Pay Range, i.e. a progression from scale point M4 to M5 (Ref Appraisal Policy).

## 8. STAFFING STRUCTURE

The teaching and support staff complement, the number of teachers to be paid on the leadership spine and the number of teaching posts attracting additional allowances will be reviewed annually having regard to the number of pupils on roll, the curricular requirements of the pupils, any constraints imposed by the School Teachers' Pay and Conditions Document and the budgetary position of the school. **A copy of the current approved staffing structure is published separately.**

## 9. DISCRETIONS APPLICABLE TO TEACHERS

The Governing Body will ensure that the discretionary elements of pay are dealt with in a fair and equitable manner and in accordance with the requirements and guidance of the School Teachers' Pay and Conditions Document. The following will apply:

### i) **Leadership Group**

#### Headteacher

The Headteacher will be set an Individual Salary Range (ISR) consisting of 7 consecutive spine points on the Leadership Pay Spine. The Governing Body may change the pay range at any time in order to attract or retain a Headteacher.

The Headteacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against previously agreed objectives before any performance points will be awarded. Progression within the ISR cannot be more than two points within the course of an academic year.

#### Deputy Headteacher and Assistant Headteacher

Where appointed, provisions will be as for the Headteacher but the pay range will consist of 5 consecutive spine points on the Leadership Pay Spine (L17-L21 for Deputy Head and L12-L16 for Assistant Heads)

Deputy Headteachers and Assistant Headteachers must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against previously agreed objectives before any performance points will be awarded.

When determining their level of pay, the Governing Body will normally seek the professional advice of the Headteacher. Any progression will normally be by one point.

Consideration will be given to the scale of differential between the various members of the Leadership Group; and between those members and other staff within the school.

**ii) Teaching Staff**

The salaries of qualified teachers, other than those in the Leadership Group and Lead Practitioners, are determined by:

- the point on the main or upper pay range determined through appointment or annual appraisal;

plus

- any Teaching and Learning responsibility payments;

and/or

- any additional allowances held for recruitment and retention;
- any additional allowances held for teaching children with special educational needs;

or

- if the individual is entitled to a higher salary because of safeguarding.

A salary review will be undertaken in respect of every teacher as a 1<sup>st</sup> September each year and a salary statement issued within 2 calendar months of the final approved pay decision. A review may be undertaken at any other time during the year but only if there is a need to do so.

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

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

The salary assessment will be made under the following headings:



## **1. Teachers on Main Pay Range**

Teachers on the Main Pay Range will be paid on the six-point scale on the Main Pay Range attached as an appendix.

Teachers joining the school will begin with an M1 on the pay spine (if an NQT) or at the point on the pay spine as agreed by the pay portability element of this policy. The school will take into account relevant experience outside teaching when allocating a pay point on the pay spine to staff newly recruited to the school.

*Experience (main pay range only)* – pay progression will be awarded following a successful performance management/appraisal review. 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 performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of the process.

To complete a year's service a teacher must be employed for a minimum of 26 weeks on a full basis during the academic year.

Additional pay progression may be awarded to a teacher on the main pay range on 1<sup>st</sup> September where the individual has demonstrated excellent performance over the previous academic year having regard to all aspects of the individual's professional duties but in particular to classroom teaching.

The school may withhold pay progression where performance during the previous academic year is deemed to have been unsatisfactory. In such cases the teacher will be notified in writing. The Governors may at a later date decide to reinstate the pay progression where they consider it appropriate to do so.

The Governors will normally regard teaching experience outside the maintained sector or outside England and Wales as directly relevant for the purposes of appointing the appropriate point in the pay range. Where a teacher has non-teaching experience, the Governors will consider its value to the post held and decide on an individual basis whether or not to grant points for that experience.

## **2. Moving from the Main Pay Range to the Upper Pay Range**

Teachers on the Upper Pay Range will be paid on the three-point scale on the Upper Pay Range attached as an appendix.

Applications for movement through the threshold to have effect from 1<sup>st</sup> September should be lodged with the Headteacher on or before 31<sup>st</sup> October each year.

The school will move onto the Upper Pay Range any eligible teachers who have been successful in the threshold assessment. The assessment will have regard to the two most recent performance management/appraisal reviews.

Progression up the range will be based on two consecutive, successful performance reviews although meeting performance objectives will not lead to automatic movement up the pay range. 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 performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

To be eligible for progress to the upper pay spine, teachers must be highly competent classroom teachers who have already progressed substantially towards the maximum of the main scale. They must have already demonstrated substantive and sustained achievement of objectives, appropriate skills and competence in all elements of the Teacher Standards (see appendix 3) and have the potential and commitment to undertake professional duties which make a wider contribution beyond their own classroom and which include working with other adults.

The school will award any such points from 1<sup>st</sup> September and these will normally be awarded on a biannual basis, other than in exceptional circumstances. Points will not be awarded by more than one at a time in the course of a single annual salary determination.

### **3. Leading Practitioners**

Leading Practitioners will be paid on the eighteen-point pay scale on the Leading Practitioner Range attached as an appendix.

Existing Advanced Skills Teachers and Excellent Teachers will be assimilated to the Leading Practitioner Pay Range at a pay point or individual pay range which maintains as a minimum their existing pay entitlements.

Progression up the range will be based on two consecutive, successful performance reviews although meeting performance objectives will not lead to automatic movement up the pay range. 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 performance management/appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

### **4. Teaching and Learning Responsibility Payments**

Assignment of TLR payments will be in line with the agreed school structure which will include an assessment of the leadership and management duties within the school in light of the criterion and factors below.

The school may award a TLR1 or TLR2 to a classroom teacher for undertaking sustained additional responsibility in the context of their staffing structure for the

purpose of ensuring the continued delivery of high quality teaching and learning and for which the teacher is made accountable.

The school may award a fixed-term TLR3 to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. Clear criteria for the award, level and duration will be set out and agreed.

In determining the value of TLR payments, the Governing Body will have considered job weight; posts of equal weight in the context of the school should be allocated equal value. Any changes to these arrangements will be subject to consultation.

### Criterion and Factors for the Award of Teaching and Learning Responsibility Payments and Values

#### Criterion

A Teaching and Learning Responsibility 1 or 2 payment (“TLR”) may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school’s staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which he/she is made accountable.

#### Factors

Before awarding a TLR1 or TLR2, the Governors must be satisfied that the teacher’s duties include a significant responsibility that is not required of all classroom teachers, and that it –

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

In addition, before awarding a TLR1, the Governors must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibilities for a significant number of people.

## TLR Values

TLR3	Minimum £523
	Maximum £2603
TLR2	Value £ Range
TLR2 (a)	£2,640
TLR2 (b)	£4,545
TLR2 (c)	£6,450
TLR1	Value £ Range
TLR1 (a)	£7,623
TLR1 (b)	£9,381
TLR1 (c)	£12,894

If the Governors award TLRs of different values for two or more teachers, the minimum difference in value between each award of a TLR1 is £1,500; and between each award of a TLR2 is a minimum £1,500.

Leading Practitioners and Leadership Group are not eligible for TLR payments.

### **5. Recruitment and Retention allowances**

Where it deems that there is a strong case to do so, the Governing Body will pay recruitment awards and retention awards to teachers for a maximum of three years. Retention awards may be extended in “exceptional circumstances”. The value of any award will be determined on an ad hoc basis.

The Governing Body will review the level of payment annually.

### **6. Special Educational Needs Allowances**

An SEN allowances of no less than £2085 and no more than £4116 per annum is payable to a classroom teacher in accordance with this paragraph.

The Governors must award an SEN 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 an SEN allowance is to be paid, the Governors must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

- whether any mandatory qualifications are required from the post,
- the qualifications or expertise of the teacher relevant to the post and
- the relative demands of the post

## **7. Other payments**

The Governors may make such payments as they see fit to a teacher, including a Headteacher, in respect of:

- a) continuing professional development undertaken outside the school day.
- b) activities relating to the provision on initial teacher training as part of the ordinary conduct of the school;
- c) participation of out-of-school hours learning activity agreed between the teacher and the Headteacher or, in the case of the Headteacher, between the Headteacher and the Governors;
- d) additional responsibilities and activities due to, or in respect of, the provision of services by the Headteacher relating to the raising of educational standards to one or more additional schools. This does not apply to the provision of services by a Headteacher to a school in relation to which such Headteacher has been appointed either on a permanent or temporary basis.

## **8. Other Teaching Staff**

### Part-time teachers

Teachers employed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements.

NB: The contractual change from September 2005 gives part-time teachers entitlement to PPA time pro-rata for full-time teachers.

### 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 from an annual amount.

### Unqualified teachers

The Governing Body will, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience. Unqualified teachers will be appointed above the minimum in the following circumstances:

Qualifications:

- Two points for a recognised overseas teaching qualification.
- Two points for a recognised post-16 teaching qualification.
- Two points for a recognised qualification relevant to their subject area.

The Governing Body may pay an allowance to unqualified teachers whose basis salary is not considered adequate having regard to their responsibilities, qualifications and experience. The value of allowance will normally be determined by the difference between point 1 of the qualified scale and the assessed point on the unqualified scale (should this be lower).

Additional points:

- One point on the main scale for each year of service as an overseas-trained teacher.
- One point on the main scale for each year of service teaching in further education, including sixth form colleges.
- One point on the main scale for each year of service teaching in higher education.

With regard to non-teaching experience, the Governors will consider its value to the post held and decide on an individual basis whether or not to grant points for that experience.

## **9. Support Staff**

For matters relating to pay and conditions of service for support staff, the Governing Body will follow the nationally agreed guidance contained in the National Agreement on Pay and Conditions of Service for Local Government Services and in the Local

Conditions of Service adopted by the County Council. Currently the school support staff are paid on the Local Government GLEA pay scale/framework (see appendix)

The Governors will apply the salary provisions and any discretionary supplements for support staff in a fair and equitable manner at all times.

**a) Increment Enhancements**

The Governing Body may award additional increments (up to the maximum of the scale) for special merit or ability.

**b) Working at a Higher Level**

Where an employee is temporarily working in a job which is graded at a higher level the Governing Body may pay the individual on a higher point on the pay spine for that period.

**c) Honoraria**

The Governing Body may make a lump sum payment to recognise exceptional or special work that is undertaken on a short-term basis.

**d) Grading**

The Governors will apply national grades determined by the County Council's job evaluation scheme.

A member of the support staff may appeal to the Governors if he/she is dissatisfied with the grading of their post. The Governors will consider whether there has been a substantial change in the duties and responsibilities of the job above the normal variations of duties, which are to be expected.

Whatever job descriptions are agreed for support staff, the Governing Body may seek advice and guidance as to the title and salary grade of the post and if there are substantial changes to the job description this could be re-evaluated under the local authority GLEA grading scheme.

**10 Job Relativity**

The Governing Body will seek to ensure that there is proper pay relativity between jobs within the school and will have full regard to the requirements relating to equal pay/value.

## **11 The Committee**

The role of the pay progression committee is to implement the School's Pay and Performance Policy. The Committee has fully delegated powers and consists of three members of the Governing Body including the Chair of the Finance Committee plus 2 other members of the governing body but will not include the Chairman of Governors.

The Headteacher has the right to attend the Committee. The Committee will seek advice from the Headteacher and/or the school's HR provider.

The terms of reference of the Committee might be as follows:

- to achieve the aims of the whole-school Pay and Performance Policy in a fair and equal manner;
- to apply the criteria set by the whole-school Pay and Performance Policy;
- to observe all statutory and contractual obligations;
- to minute clearly the reasons for all decisions;
- to have regard for the school's budget;
- to keep abreast of relevant developments and to advise the Governing Body when the school's Pay and Performance Policy needs to be revised.

Decisions of the Committee will be taken in private, confidentially minuted, and reported without comment or discussion to the next meeting of the Governing Body as a confidential item. The individual concerned will be notified in writing immediately following the Committee's decision.

## **12 Appeals Procedure**

The arrangements for considering appeals are as follows:

A member of staff may appeal against any determination in relation to his/her pay or any other decision taken by the Governing Body that affects his/her pay.

The grounds for appeal are that the Headteacher or the Committee which made the decision:

- incorrectly applied any provision of the relevant national or local conditions of service;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the member of staff.

The order of proceedings is as follows:



1. The member of staff receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the member of staff is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Headteacher within ten working days of the decision.
3. Where this is not possible or where the member of staff continues to be dissatisfied, he/she may follow a formal process.
4. The member of staff should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the decision-making committee within ten days of the notification of the decision being challenged or of the outcome of the discussion referred to above.
5. The decision making committee will provide a hearing within ten working days to allow the member of staff to make representations against the decision in person. Its decision and a subsequent right of appeal (if applicable) will be communicated in writing to the member of staff.
6. Any appeal will 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 notification of appeal. The member of staff will be given the opportunity to make representations in person and be accompanied by a trade union representative or 'friend' if they so wish. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. This decision is final and, as this appeals process functions as the staff grievance procedure with regard to pay matters, there is no further recourse to that general procedure.

#### Procedures for appeals hearings

- Chair of Panel introduces all parties and outlines the procedure.
- Appellant and/or representative state their case.
- Panel question appellant and/or representative.
- Headteacher questions appellant and/or representative.
- Headteacher outlines the reasons for his/her decision.
- Panel question the Headteacher.
- Appellant and/or representative question the Headteacher.
- Headteacher, appellant and/or representative leave the room.
- Panel considers all representations and makes a binding decision.

NB: For pay appeals by Headteachers, substitute references to 'the Headteacher' with 'the Chair of the Pay Committee'.

## **APPENDIX**

### **Teachers Pay range scales**

<b>Unqualified Pay Range Scale</b>	
1	16,461
2	18,376
3	20,289
4	22,204
5	24,120
6	26,034
<b>Main Pay Range Scale</b>	
1	22,467
2	24,243
3	26,192
4	28,207
5	30,430
6	33,160
<b>Upper Pay Range Scale</b>	
1	35,571
2	36,889
3	38,250
<b>Leading Practitioner Range/Leadership Range</b>	
1	38,984
2	39,960
3	40,958
4	41,978
5	43,023
6	44,102
7	45,290
8	46,335
9	47,491
10	48,710
11	49,976
12	51,127 Assistant Head
13	52,405 Assistant Head
14	53,712 Assistant Head
15	55,048 Assistant Head
16	56,511 Assistant Head
17	57,810 Deputy Head
18	59,264 Deputy Head

**Leadership Pay Scale**

L19	60,733 Deputy Head
L20	62,240 Deputy Head
L21	63,779 Deputy Head
L22	65,363
L23	66,982
L24	68,643
L25	70,349
L26	72,089
L27	73,876
L28	75,708
L29	77,582
L30	79,514
L31	81,478
L32	83,503
L33	85,579
L34	87,693
L35	89,874
L36	92,099
L37	94,389
L38	96,724
L39	99,081
L40	101,553
L41	104,091
L42	106,699
L43	108,283

**Support Staff pay scale**

**Glea pay scale (from 1<sup>st</sup> April 2016)**

2 **14514**  
3 **14771 G1** Grade 1 = 182 - 227  
4 15107  
5 15284  
6 **15507 G2** Grade 2 = 228 - 267  
7 16070  
8 16606  
9 **17169 G3** Grade 3 = 268 - 307  
10 17839  
11 18540  
12 **19238 G4** Grade 4 = 308 - 347  
13 20073  
14 20910  
15 **21745 G5** Grade 5 = 348 - 387  
16 22476  
17 23205  
18 **23935 G6** Grade 6 = 388 - 427  
19 24808  
20 25682  
21 **26556 G7** Grade 7 = 428 - 467  
22 27711  
23 28762  
24 **29854 G8** Grade 8 = 468 - 507  
25 30945  
26 32025  
27 **33106 G9** Grade 9 = 508 - 547  
28 34382  
29 35660  
30 **36937 G10** Grade10 = 548 -587  
31 38474  
32 40013  
33 **41551 G11** Grade 11 = 588 - 627  
34 43697  
35 45844  
36 47992 **G12** Grade 12 = 628 - 667  
37 49602  
38 51211  
39 52820 **G13** Grade 13 = 668 - 707  
40 54430  
41 56040  
42 57649 **G14** Grade 14 = 708 - 747

43 59258  
44 60868  
45 62478 **G15** Grade 15 = 748 - 787  
46 64087  
47 65695  
48 67305 **G16** Grade 16 = 788 +

This pay spine is anchored to salary points on the NJC National Pay Spine and these salaries are shown in bold. The relevant Lincolnshire points are SCPs 1, 2, 3, 6, 9, 12, 15, 18, 21, 24, 27, 30 & 33.

The following criteria should be applied within the context of the school (e.g. the effect of small cohort/class sizes or the stage of development of pupils)

Teachers' standards Part one: Teaching	Pay Band A Impact criteria for points 1 – 2	Pay Band B Impact criteria for points 3 – 4	Pay Band C Impact criteria for points 5 – 6	Pay Band D Impact criteria for UPR points 7- 9	Pay Band E Lead Practitioners scale
<p><b>1. Set high expectations which inspire, motivate and challenge pupils.</b></p> <p><b>2. Promote good progress and outcomes by pupils.</b></p> <p><b>3. Demonstrate good subject and curriculum knowledge.</b></p>	<p><b>Impact on Pupil's Learning and Progress:</b> <i>(Taking into account a range of evidence including: lesson observation, work analysis and validated tracking data)</i> Teaching is <b>improving over time</b> and typically contains <b>increasing elements of good.</b></p> <p>Typically, a <b>significant majority</b> (at least 80%) of pupils make <b>expected progress</b> in learning from their starting points that year.</p> <p>Typically, a <b>majority</b> of pupils exhibit well-developed learning behaviours that support their own and others' learning.</p>	<p><b>Impact on Pupil's Learning and Progress:</b> <i>(Taking into account a range of evidence including: lesson observation, work analysis and validated tracking data)</i> Teaching is typically <b>good and continues to improve.</b></p> <p>Typically, <b>nearly all</b> (90% - 100%) pupils make <b>expected progress</b> in learning from the starting points that year.</p> <p>Typically, a <b>significant majority</b> of pupils exhibit well-developed learning behaviours that support their own and others' learning.</p>	<p><b>Impact on Pupil's Learning and Progress:</b> <i>(Taking into account a range of evidence including: lesson observation, work analysis and validated tracking data)</i> Teaching is <b>typically good with elements of outstanding.</b></p> <p>Typically, a <b>majority</b> of pupils make <b>better than expected progress</b> in learning from their starting points that year.</p> <p>Typically, <b>nearly all</b> pupils exhibit well-developed learning behaviours that support their own and others' learning.</p>	<p><b>Impact on Pupil's Learning and Progress:</b> <i>(Taking into account a range of evidence including: lesson observation, work analysis and validated tracking data)</i> Teaching is <b>typically good with an increasing proportion of outstanding elements.</b></p> <p>Typically, a <b>majority</b> of pupils make <b>better than expected progress</b> in learning from their starting points that year.</p> <p>Typically, <b>nearly all</b> pupils exhibit well-developed learning behaviours that support their own and others' learning.</p>	<p>All the standards and impact criteria as for Pay Band D and, in addition:</p> <ul style="list-style-type: none"> <li>• Working with other teachers on classroom organisation and teaching methods/ providing model lessons.</li> <li>• Disseminating best practice based on educational research.</li> <li>• Producing high quality teaching materials.</li> <li>• Advising on professional development.</li> <li>• Participating in the performance management of other teachers.</li> <li>• Helping teachers experiencing difficulties.</li> <li>• Mentoring newly qualified teachers.</li> </ul>

<p><b>4. Manage behaviour effectively to ensure a good and safe learning environment.</b></p>	<p><b>Impact on pupil's behaviour and safety</b> <i>(Taking into account a range of evidence including lesson observations and pupil voice)</i> Teachers typically implement the school's expectations of behaviour and safety so that increasing numbers of pupils respond positively.</p> <p><b>Impact on wider outcomes for pupils</b> <i>(Taking into account a range of evidence including lesson observations)</i> Typically, a <b>significant majority</b> of pupils (taking into account developmental stage) are able to, for example:</p> <ul style="list-style-type: none"> <li>• reflect on their own learning</li> <li>• distinguish</li> </ul>	<p><b>Impact on pupil's behaviour and safety</b> <i>(Taking into account a range of evidence including lesson observations and pupil voice)</i> Teachers consistently implement the school's expectations of behaviour and safety so that typically nearly all pupils respond positively.</p> <p><b>Impact on wider outcomes for pupils</b> <i>(Taking into account a range of evidence including lesson observations)</i> Typically, nearly all pupils (taking into account developmental stage) are able to, for example:</p> <ul style="list-style-type: none"> <li>• reflect on their own learning</li> <li>• distinguish</li> </ul>	<p><b>Impact on pupil's behaviour and safety</b> <i>(Taking into account a range of evidence including lesson observations and pupil voice)</i> Teachers consistently implement the school's expectations of behaviour and safety so that typically nearly all pupils respond positively.</p> <p><b>Impact on wider outcomes for pupils</b> <i>(Taking into account a range of evidence including lesson observations)</i> Typically, nearly all pupils (taking into account developmental stage) are able to, for example:</p> <ul style="list-style-type: none"> <li>• reflect on their own learning</li> <li>• distinguish</li> </ul>	<p><b>Impact on pupil's behaviour and safety</b> <i>(Taking into account a range of evidence including lesson observations and pupil voice)</i> Teachers consistently implement the school's expectations of behaviour and safety so that typically nearly all pupils respond positively.</p> <p><b>Impact on wider outcomes for pupils</b> <i>(Taking into account a range of evidence including lesson observations)</i> Typically, nearly all pupils (taking into account developmental stage) are able to, for example:</p> <ul style="list-style-type: none"> <li>• reflect on their own learning</li> <li>• distinguish</li> </ul>	<ul style="list-style-type: none"> <li>• Initial teacher training.</li> <li>• In addition, the Lead Practitioner's excellence as a classroom teacher will enable them to be very effective in supporting school priorities. They may, for example: <ul style="list-style-type: none"> <li>○ provide workshops for pupils on key borderlines;</li> <li>○ provide targeted support for disaffected or more able pupils.</li> <li>○ support or lead strategies for helping particular groups such as underachieving boys.</li> </ul> </li> </ul>
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<p><b>5. Adapt their teaching to respond to the strengths and needs of all pupils.</b></p> <p><b>6. Make accurate and productive use of assessment.</b></p> <p><b>7. Plan and teach well-structured lessons.</b></p> <p><b>8. Fulfil wider professional responsibilities.</b></p>	<p>between right and wrong</p> <ul style="list-style-type: none"> <li>• work with others</li> <li>• respect the values and beliefs of others</li> <li>• identify questions to answer &amp; problems to resolve/solve</li> <li>• seek out challenges and show flexibility when priorities change</li> <li>• think creatively, generating and exploring ideas</li> </ul> <p><b>Specific elements of practice</b> Appraisal objectives are met. Teachers standards are met at the appropriate career stage making use of the staged exemplification of teacher standards.</p> <p><b>Impact on the effectiveness of other</b></p>	<p>between right and wrong</p> <ul style="list-style-type: none"> <li>• work with others</li> <li>• respect the values and beliefs of others</li> <li>• identify questions to answer &amp; problems to resolve/solve</li> <li>• seek out challenges and show flexibility when priorities change</li> <li>• think creatively, generating and exploring ideas</li> </ul> <p><b>Specific elements of practice</b> Appraisal objectives are met. Teachers standards are met at the appropriate career stage making use of the staged exemplification of teacher standards.</p> <p><b>Impact on the</b></p>	<p>between right and wrong</p> <ul style="list-style-type: none"> <li>• work with others</li> <li>• respect the values and beliefs of others</li> <li>• identify questions to answer &amp; problems to resolve/solve</li> <li>• seek out challenges and show flexibility when priorities change</li> <li>• think creatively, generating and exploring ideas</li> </ul> <p><b>Specific elements of practice</b> Appraisal objectives are met. Teachers standards are met at the appropriate career stage making use of the staged exemplification of teacher standards.</p> <p><b>Impact on the</b></p>	<p>between right and wrong</p> <ul style="list-style-type: none"> <li>• work with others</li> <li>• respect the values and beliefs of others</li> <li>• identify questions to answer &amp; problems to resolve/solve</li> <li>• seek out challenges and show flexibility when priorities change</li> <li>• think creatively, generating and exploring ideas</li> </ul> <p><b>Specific elements of practice</b> Appraisal objectives are met. Teachers standards are met at the appropriate career stage making use of the staged exemplification of teacher standards.</p> <p><b>Impact on the</b></p>	
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	<p><b>teachers and support staff</b> Effective deployment of teaching assistants and adults other than teachers (AOTTs) (<i>lesson observations</i>)</p> <p><b>Wider contribution to the work of the school</b> Make a regular contribution beyond the classroom which adds to the ethos of the school (<i>documentation</i>).</p>	<p><b>effectiveness of other teachers and support staff</b> Effective deployment of teaching assistants and adults other than teachers (AOTTs) (<i>lesson observations</i>)</p> <p><b>Wider contribution to the work of the school</b> Lead a regular contribution beyond the classroom which adds to the ethos of the school.</p>	<p><b>effectiveness of other teachers and support staff</b> Contribute to improved practice of other staff (<i>lesson observations</i>).</p> <p><b>Wider contribution to the work of the school</b> Lead a regular and significant contribution to represent the school within the community which adds to the ethos of the school.</p>	<p><b>effectiveness of other teachers and support staff</b> Make a substantial and sustained contribution to improved practice of staff (<i>lesson observations</i>).</p> <p><b>Wider contribution to the work of the school</b> Add to the ethos of the school b leading a substantial and sustained contribution to the wider life of school &amp; developing contribution of others.</p>	
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## **Teachers' Standards (England) and Practising Teacher Standards (Wales)**

### **Introduction**

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

### **Teachers' Standards (England)**

#### **Preamble**

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

#### **Part One: Teaching**

##### **A teacher must:**

- 1. Set high expectations which inspire, motivate and challenge pupils**
  - establish a safe and stimulating environment for pupils, rooted in mutual respect;
  - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
  - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
  
- 2. Promote good progress and outcomes by pupils**
  - be accountable for pupils' attainment, progress and outcomes;
  - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
  - guide pupils to reflect on the progress they have made and their emerging needs;
  - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
  - encourage pupils to take a responsible and conscientious attitude to their own work and study.
  
- 3. Demonstrate good subject and curriculum knowledge**
  - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
  - demonstrate a critical understanding of development in the subject and curriculum areas, and promote the value of scholarship;
  - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
  - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
  - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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

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

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

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

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

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

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

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

**8. Fulfil wider professional responsibilities**

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

- communicate effectively with parents with regard to pupils' achievement and well-being.

## **Part Two: Personal and Professional Conduct**

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

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

## **Practising Teacher Standards (Wales)**

Teachers must meet the Practising Teacher Standards at the end of the induction period and continue to meet them throughout their teaching career.

### **Professional values and attributes**

1. Appreciate the diverse needs of children and young people.
2. Value fair, respectful, trusting, supportive and constructive relationships with children and young people.
3. Have high expectations of children and young people in order to improve outcomes and well-being for all learners.
4. Value the importance of building positive relationships between home and school.
5. Value the active involvement of children and young people in their progress, development and well-being.
6. Value the active involvement of parents and carers in the progress.