



Lincoln Christ's Hospital School

Pay Policy

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Date presented to SLT:	December 2020
Date presented to Governors:	December 2020
Review Date:	December 2021

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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 periodically).

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 by:

- the rules set out by the DfE (School Teachers' Pay and Conditions document);
- any County Council policy/advice issued periodically 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 standing in during the temporary absence of another teacher 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 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.

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 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, and
- 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 at 1st 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 at 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 1st 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 1st September should be lodged with the Headteacher on or before 31st 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 1st 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.

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 they are 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;
- 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 £570
	Maximum £2833
TLR2	Value £ Range
TLR2 (a)	£2889
TLR2 (b)	£4840
TLR2 (c)	£7006
TLR1	Value £ Range
TLR1 (a)	£8362
TLR1 (b)	£10300
TLR1 (c)	£13759

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 allowance of no less than £2269 and no more than £4479 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
- d) or, in the case of an unattached teacher, in a local authority unit or service
- e) in any non-designated setting (including any PRU) that is analogous to a
- f) 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;
- 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 basic salary is not considered adequate having regard to their responsibilities, qualifications and experience. The value of the 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-trainer 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 GLPC 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 GLPC 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;
- 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

Unqualified Pay Range Scale	
1	18169
2	20282
3	22394
4	24507
5	26622
6	28735
Main Pay Range Scale	
1	25714
2	27600
3	29664
4	31778
5	34100
6	36961
Upper Pay Range Scale	
1	38690
2	40124
3	41604
Leadership Range	
1	42195
2	43251
3	44331
4	45434
5	46566
6	47735
7	49019
8	50151
9	51402
10	52723
11	54091
12	55338 Assistant Head
13	56721 Assistant Head
14	58135 Assistant Head
15	59581 Assistant Head
16	61166 Assistant Head
17	62570 Deputy Head
18	64143 Deputy Head
L19	65735 Deputy Head
L20	67364 Deputy Head

L21	69031 Deputy Head
L22	70745
L23	72497
L24	94295
L25	76141
L26	78025
L27	79958
L28	81942
L29	83971
L30	86061
L31	88187
L32	90379
L33	92624
L34	94914
L35	97273
L36	99681
L37	102159
L38	104687
L39	107239
L40	109914
L41	112660
L42	115483
L43	117197

**Support Staff pay scale
GLPC pay scale (from 1st April 2020)**

2 17842 G1 1-3 = 182 - 227
3 18198 G2 3-6 = 228 - 267
4 18338
5 18430
6 18562 G3 6-9 = 268 - 307
7 18926
8 19333
9 19698 G4 9-12 = 308 - 347
10 19736
11 20412
12 20903 G5 12-15 = 348 - 387
13 21731
14 22638
15 23541 G6 15-18 = 388 - 427
16 24333
17 25123
18 25991 G7 18-21 = 428 - 467
19 26785
20 27729

21 28672 G8 21-24 = 468 - 507
22 29920
23 31053
24 32234 G9 24-27 = 508 - 547
25 33412
26 34576
27 35745 G10 27-30 = 548 - 587
28 37123
29 38502
30 39880 G11 30-33 = 588 - 627
31 41541
32 43201
33 44863 G12 33-36 = 628 - 667
34 47180
35 49498
36 51817 G13 36-39 = 668 - 707
37 53555
38 55292
39 57029 G14 39-42 = 708 - 747
40 58767
41 60506
42 62244 G15 42-45 = 748 - 787
43 63980
44 65719
45 67456 G16 45-48 = 788 - 827
46 69194
47 70931
48 72670

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

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 wellbeing.

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.