

# The Friars Pay Policy

Taken from the Agreed Salford Model Pay Policy



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The governing body/management committee of The Friars Primary School adopted this policy on January 27<sup>th</sup>, 2020

## **1.0 Introduction**

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with the following legislation: the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment Regulations 2002). In addition it complies with the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and/or the recognised trade unions.

In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning at the school, by ensuring that implementation of the policy takes full account of the school's plans for improvement and development
- have proper regard for the work/life balance of staff at the school
- recruit, retain, motivate and develop staff
- be able to demonstrate that the policy and decisions on pay are managed in a fair, just and equitable way, recognising the principle of equal pay for like work and work of equal value
- determine the annual pay budget, including that for pay progression, compatible with the school's overall budget position
- be consistent with the school's appraisal policies
- that the impact of the exercise of pay discretions does not contravene the Equality Act 2010

Pay decisions at this school are made by the governing body/management committee/board.

## **2.0 Pay reviews**

The governing body/management committee will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year (with the exception of headteachers and movement to the upper pay range), and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled (eg additional allowances)

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

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

### **3.0 Basic pay determination on appointment**

The governing body/management committee will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the governing body/management committee may take into account a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- recruitment and retention requirements
- the wider school context

#### **3.1 Leadership Positions**

Where an individual is appointed to a leadership position after 1 September 2014 or where an existing position needs to be reviewed due to significant changes to responsibilities, pay will be determined in line with paragraphs 4.1 to 4.4 of the School Teachers Pay & Conditions Document 2019.

When determining the pay range for leadership positions, all permanent responsibilities of the role, challenges specific to the role and other relevant considerations will be taken into account. There will be appropriate scope within the range to allow for performance related progression.

Pay ranges for headteachers should not normally exceed the maximum of the headteacher group however in circumstances where the governing body/management committee determines that it is appropriate to extend the individuals pay range of a Headteacher this will be done in line with paragraph 9.1 to 9.4 of the School Teachers Pay and Conditions Document 2020.

Leadership pay ranges will be set using the reference points contained in appendix 1 of this policy and will consist of a seven point range for headteachers and a five point range for deputy and assistant headteachers.

#### **3.2 Other teachers pay ranges**

When determining the starting pay for a classroom teacher who has previously worked in an LA maintained school or academy in England and Wales, the governing body/management committee will consider retaining existing levels of pay where they fall within the range advertised for the job however the local governing body/management committee reserve the right to determine a pay scale for a specific post, in line with equality legislation.

##### **3.2.1 Lead practitioners**

Where the governing body/management committee has determined that a lead practitioner post is to be included in the staffing structure for the purpose of modelling and leading improvement of teaching skills a salary range will be determined in accordance with paragraph 16.1 to 16.3 of the School Teachers Pay and Conditions Document 2020.

Leading practitioner ranges will be set within the minimum and maximum set out in appendix 1 of this policy and will consist of a five point range.

### **3.2.2 Upper pay range**

Pay determinations for Upper Pay Range teachers shall be made in accordance with paragraphs 14.1 to 14.3 of the School Teachers Pay and Conditions Document 2020 using the salary scale set out in appendix 1 of this policy.

### **3.2.3 Main pay range**

Pay determinations for teachers on the main pay range shall be made in accordance with paragraph 13.1 of the School Teachers Pay and Conditions Document 2020 using the salary scale set out in appendix 1 of this policy.

### **3.2.4 Unqualified teachers**

Pay determinations for unqualified teachers shall be made in accordance with paragraph 17.1 of the School Teachers Pay and Conditions Document 2020 using the salary scale set out in appendix 1 of this policy.

## **4.0 Pay progression based on performance**

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

### **4.1 Leadership positions**

Decisions regarding pay progression will be made in line with paragraphs 11.1 to 11.2 of the School Teachers Pay and Conditions Document 2020 and will be done so with reference to appraisal reports and the pay recommendations they contain. The decision on whether or not to award pay progression must be related to an individual's performance as assessed through the school's appraisal policy. The review will be carried out in the context of sustained high quality performance taking account of appraisal objectives relating to leadership and management and pupil progress at the school.

Annual pay progression within the range is not automatic. Progression up the pay spine may only be made following the annual review and demonstration of high quality of performance in light of appraisal criteria. Progression may be up to 2 points in the course of a single pay determination.

### **4.2 Classroom teachers (including those paid on the Upper Pay Spine)**

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

Progression through the upper pay range will be **considered** annually and will be based on two consecutive successful performance reviews. The teacher does not need to complete any further

forms to progress to UPR 2/3. The performance review should ensure that the individual has grown professionally and developed their teaching expertise.

Teachers do **not** need to wait two years before progressing to upper pay range 2/3, they need to evidence eligibility to progress based on their last 2 performance management reviews.

It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by assessing teachers against Teaching Standards and wider school policies in relation to teaching and learning and appraisal objectives. Objectives set for mid-year entrants to the school should be fair and achievable taking into account the length of time the teacher has until the end of the appraisal cycle (one or two terms in most circumstances).

The appraisal will be the key factor in determining progress through the grade, evidence that will be used for determining if objectives have been met may include but is not exclusive to; external validation (eg Ofsted/LA review), self-assessment, peer review, tracking pupil progress, lesson observations, book scrutiny and will be clearly linked to the outcomes of the teacher's appraisal objectives.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the governing body/management committee, having regard to the appraisal report and taking into account advice from the senior leadership team. **The governing body/management committee will ensure that appropriate funding is allocated for pay progression at all levels.**

In this school judgements of performance will be made against the extent to which teachers have met their individual objectives and all of the relevant teacher standards.

Teachers will be eligible for a pay increase of one point if they successfully complete their appraisal objectives and meet the relevant teacher standards. Teaching and pupil progress assessed as consistently outstanding may be awarded two points increase.

Any appeal against a pay decision will be heard under the appeals arrangements laid out in appendix 3

## **5.0 Movement to the upper pay range**

### **5.1 Applications and Evidence**

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range. However schools should inform/remind staff at M5 & M6 of their eligibility to make an application to move to the upper pay scale.

Applications may be made once a year after the teacher's appraisal review. In exceptional circumstances the headteacher may wish to accept applications at other times of the year.

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

Applications should contain evidence from teachers previous two appraisal cycles. Applications should be made to the head teacher. Applications should be made in writing appendix 2 provides guidance on the areas a teacher would be expected to cover when considering an application. Where teachers are subject to the 2011 regulations or the 2012 regulations, the governing body/management committee shall have regard to the assessments and recommendations in teachers' appraisal reports under those regulations.

Letters of application should not be onerous. Teachers should reference where evidence can be found as part of their appraisal cycle and supply any additional information which they feel is necessary to support their application.

### **5.2 The Assessment**

An application from a qualified teacher will be successful where the governing body/management committee is satisfied that:

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

Explained in appendix 4

Applications will be assessed robustly, transparently and equitably initially by the headteacher, who will make a recommendation to the finance committee to make the final determination. The governing body will delegate the responsibility for the assessment to the finance committee. The committee will make a decision based on the evidence presented.

### **5.3 Processes and procedures**

The assessment will be made by 31 December each year. Applications should be submitted no later than 30 November each year following annual appraisal.

If successful, applicants will move to the upper pay range from 1 September. The headteacher will recommend where on the upper pay scale a teacher should be placed.

If unsuccessful, feedback will be provided by the headteacher/line who will provide the feedback both verbally and in writing. This will include the reasons the application was unsuccessful and recommendations for development. Outcomes will be provided by 31 December.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the appeals arrangements laid out in appendix 3

## **6.0 Part-time teachers**

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

## **7.0 Allowances**

### **7.1 Teaching and learning responsibility payments.**

TLRs are awarded at the discretion of the governing body/management committee. TLR [1's or 2's] will be awarded to the holders of the posts indicated in the attached staffing structure. A TLR 1 or 2 payment when assigned will last for the duration of the post.

The governing body/management committee will award fixed term teaching and learning responsibility payments ("TLR 3") to a classroom teacher who is required to undertake a clearly time-limited school improvement project or one-off externally driven responsibility. The duration of the fixed term will be established at the outset and payment will be made on a monthly basis for the duration of the fixed term. TLR3's are not subject to safeguarding.

The values of TLRs to be awarded are set out below:

#### **1. TLR1**

the annual value of a TLR1 must be no less than £8,291 and no greater than £14,030

#### **2. TLR 2**

the annual value of a TLR2 must be no less than £2,873 and no greater than £7,017; and



TLR3 payments will be determined on a case by case basis taking account of the additional responsibilities required of the teacher and will be additional to the schools published staffing structure. Payment must be between £571 and £2,833.

TLR1's and 2's will only be awarded if the governing body/management committee is satisfied that the duties of the post include a significant responsibility that is not required of all classroom teachers and that:

- 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

A teacher may not hold more than one permanent TLR of any value. A TLR is a payment integral to a post in the school's staffing structure and may therefore only be held by two or more people when job-sharing that post.

## **7.2 Special educational needs allowances**

The governing body/management committee will award an SEN allowance to a classroom teacher:

- a) in any SEN post that requires a mandatory SEN qualification (not including the mandatory SENCO qualification leading to the achievement of the National Award for Special Educational Needs Co-Ordination)
- 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 pupil referral unit) that is analogous to a designate 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 judgment 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 schools or unit within the school or, in the case of an unattached teacher, the unit or service.

The SEN allowance is determined as a spot value, taking into account the structure of the school's SEN provision and:

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

SEN allowances will be paid to the holders of the posts indicated in the school staffing structure. The values of the SEN allowances to be awarded are set out below:

Minimum payment    £2,270

Maximum payment    £4,479

### **7.3 Allowance payable to unqualified teachers**

In accordance with paragraph 22, the relevant body may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy, that the teacher has:

- a) taken on a sustained additional responsibility which: i. is focused on teaching and learning; and ii. requires the exercise of a teacher's professional skills and judgment; or
- b) qualifications or experience which bring added value to the role being undertaken

### **7.4 Additional payments**

In accordance with paragraph 26.1, the governing body/management committee may make such payments as it sees fit to a teacher, other than a headteacher in respect of;

- continuing professional development undertaken outside of the school day
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school
- participation in out-of-school hours learning activity agreed between the teacher and headteacher
- additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools

### **7.5 Recruitment and retention allowances**

In accordance with paragraph 27.1 to 27.2 the governing body/management committee may make payments (or other financial support or benefits) to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.

The governing body/management committee will make clear at the outset the expected duration of the incentive and benefit and the review date after which they should be withdrawn. A regular formal review will take place of all awards.

In accordance with paragraph 27.3, headteachers, deputy headteachers and assistant headteachers may not be awarded recruitment and retention payments other than as reimbursement of reasonably incurred housing or relocation costs.

### **7.6 Acting allowances**

This school will pay any acting up allowances in accordance with section 23 of the STPCD 2021.

## **8. Short notice/supply teachers**

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

## **9. Pay increases arising from changes to the document**

All teachers are paid in accordance with the statutory provisions of the document as updated from time to time.

Within this school, in line with the School Teachers' Pay and Conditions Document 2021, a consolidated award of £250 will be awarded to all teachers whose full-time equivalent basic earnings are less than £24,000, ie those paid on points 1-3 on the Unqualified Teacher Pay Scale. This payment is reflected in the salaries at appendix 1.

## **10. Monitoring the impact of the policy**

The governing body/management committee will monitor the outcomes and impact of this policy on a regular basis and taking into account and advice from the local authority, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

## Appendix 1

### Leadership pay

Leadership	Salford 2021 salary
L1	£42,195
L2	£43,251
L3	£44,330
L4	£45,434
L5	£46,565
L6	£47,735
L7	£49,019
L8	£50,150
L9	£51,402
L10	£52,722
L11	£54,091
L12	£55,337
L13	£56,720
L14	£58,135
L15	£59,581
L16	£61,165
L17	£62,570
L18	£64,143
L19	£65,734
L20	£67,364
L21	£69,031
L22	£70,744

L23	£72,496
L24	£74,294
L25	£76,141
L26	£78,024
L27	£79,958
L28	£81,941
L29	£83,970
L30	£86,060
L31	£88,186
L32	£90,379
L33	£92,624
L34	£94,913
L35	£97,272
L36	£99,681
L37	£102,158
L38	£104,687
L39	£107,238
L40	£109,914
L41	£112,659
L42	£115,483
L43	£117,197

### Leading practitioners

Lead practitioners	Salford 2021 salary
Minimum	£42,402
Maximum	£64,461

### Upper pay range

Upper pay range	Salford 2020 salary
UPR1	£38,690
UPR2	£40,124
UPR3	£41,604

### Main pay range

Main pay range	Salford 2020 salary
M1	£25,714
M2	£27,600
M3	£29,664
M4	£31,778
M5	£34,100
M6	£36,961

### Unqualified teacher range

Unqualified Teachers	Salford 2020 salary
UQT1	£18,419
UQT2	£20,532
UQT3	£22,644
UQT4	£24,507
UQT5	£26,622
UQT6	£28,735

## **Appendix 2**

### **Application – upper pay scale**

The pro forma provided is not meant as a checklist that must be met it is only for consideration to assist in guiding applicants on what areas they should be considering when making an applications.

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

- a) that the teacher is highly competent in all elements of the relevant standards; and
- b) that the teachers achievements and contribution to an educational setting or settings are substantial and sustained.



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## Upper Pay Range Application Form

**Name:**

**Payroll Number:**

I understand that the decision on my progression will be based on **the governing body/management committee being satisfied that my evidence shows that:**

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

This application takes into account my two most recent appraisal cycles. I understand that the final decision will be approved by the governing body/management committee/board and is in line with the schools pay policy.

I have provided a summary of the evidence from my teaching practice below that I believe demonstrates how I have met the threshold standards (where evidence is available from appraisal review statements this information should be provided).

**Teacher signature:**

**Date:**

Preamble	Evidence
<p>Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.</p> <ul style="list-style-type: none"> <li>• teachers act with honesty and integrity</li> <li>• teachers have strong subject knowledge</li> <li>• teachers keep their knowledge and skills as teachers up-to-date and are self-critical</li> <li>• teachers forge positive professional relationships</li> <li>• teachers work with parents in the best interests of their pupils</li> </ul>	
Headteacher decision met / not met	Comment (if applicable)

## Part One: Teaching

1. Set high expectations which inspire, motivate and challenge pupils	Evidence
<ul style="list-style-type: none"> <li>establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ul>	
Headteacher decision met / not met	Comment (if applicable)

2. Promote good progress and outcomes by pupils	Evidence
<ul style="list-style-type: none"> <li>be accountable for pupils' attainment, progress and outcomes</li> <li>be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>guide pupils to reflect on the progress they have made and their emerging needs</li> <li>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>	
Headteacher decision met / not met	Comment (if applicable)

3. Demonstrate good subject and curriculum knowledge	Evidence
<ul style="list-style-type: none"> <li>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>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</li> </ul>	



<ul style="list-style-type: none"> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>	
<b>Headteacher Decision Met / Not Met</b>	<b>Comment (if applicable)</b>

<b>4. Plan and teach well structured lessons</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	
<b>Headteacher decision met / not met</b>	<b>Comment (if applicable)</b>

<b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• 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</li> <li>• 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.</li> </ul>	
<b>Headteacher decision met / not met</b>	<b>Comment (if applicable)</b>

6. <b>Make accurate and productive use of assessment</b>	Evidence
<ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ul>	
Headteacher decision met / not met	Comment (if applicable)

7. <b>Manage behaviour effectively to ensure a good and safe learning environment</b>	Evidence
<ul style="list-style-type: none"> <li>• 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</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</li> </ul>	
Headteacher decision met / not met	Comment (if applicable)

8. <b>Fulfil wider professional responsibilities</b>	Evidence
<ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> </ul>	

<ul style="list-style-type: none"> <li>communicate effectively with parents with regard to pupils' achievements and well-being</li> </ul>	
<b>Headteacher decision met / not met</b>	<b>Comment (if applicable)</b>

## Part Two: Personal and Professional Conduct

<b>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>showing tolerance of and respect for the rights of others</li> <li>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</li> <li>ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</li> </ul>	
<b>Headteacher decision met / not met</b>	<b>Comment (if applicable)</b>

	<b>Evidence</b>
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.	
<b>Headteacher decision met / not met</b>	<b>Comment (if applicable)</b>

	<b>Evidence</b>
Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	
<b>Headteacher decision met / not met</b>	<b>Comment (if applicable)</b>

### Appendix 3 - Appeals process

A member of staff may seek a review of any determination in relation to his or her pay or any other decision taken by the governing body (or committee or individual acting with delegated authority) that affects his or her pay.

Appeals may be made on the grounds that the person or committee by whom the decision was made has:

- a) incorrectly applied any statutory provision
- b) failed to have proper regard for statutory guidance
- c) failed to take proper account of relevant evidence
- d) was biased, and/or
- e) otherwise unlawfully discriminated against the individual concerned

This list is not exhaustive.

The procedure for considering appeals is as follows:

Where incremental progression is not automatic, the member of staff will receive written confirmation of their pay determination and the basis upon which the decision was made.

#### *Informal stage*

1. If the member of staff is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision maker within ten working days of receipt of written notification of the pay determination.
2. Where this is not possible, or where the staff member continues to be dissatisfied with the decision, he/she may follow a formal appeal process.

#### *Formal stages*

3. The staff member should set down in writing the grounds for questioning the pay decision and send it to the person or committee who made the determination, within ten working days of the notification of the decision being appealed against or the outcome of the informal discussion referred to above.
4. The committee or person who made the determination should arrange a hearing, within ten working days of receipt of the written appeal, at which he/she/they will consider the appeal and give the staff member an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal. The deadline for any appeal will be ten working days from receipt of written confirmation of the decision.
5. Any further appeal should be heard by a panel of three governors who were not involved in the original determination normally within twenty 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. The decision of the appeal panel will be given in writing and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision. The decision of the governors at this hearing will be final.

At all hearings under formal procedures the staff member is entitled to be accompanied by a colleague or trade union representative.

## Appendix 4

For the purposes of this pay policy:

- 'highly competent' means performance which is not only consistently good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice)
- 'substantial' means play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning); and
- 'sustained' means maintained continuously over two appraisal cycles.