



Pay Policy

Category:	HR	
Authorised By:	Operation Standards Committee	
Author:	Sue Crosson	
Version	3	
Status:	Under Review:	
	Approved:	✓
	Adopted:	✓
Issue Date:	September 2020	
Next Review Date:	September 2021	
Statutory Policy:	Yes	✓
	No	

Contents

<u>Section</u>	<u>Page</u>
1. Scope	3
2. Policy Statement	3
3. Principles	3
4. Definition of Terms	3
5. Procedure 5.1 Terms and Conditions 5.2 Pay Review 5.3 Complaints/appeals 5.4 Confidentially 5.5 Pay determinations on appointment 5.6 Basic salary 5.7 Pay Ranges 5.8 Pay progression based on performance 5.9 Movement on to the Upper Pay Range 5.10 Support Staff 5.11 Acting Allowances 5.12 Recruitment and Retention Incentives and Benefits 5.13 Teaching and Learning Responsibility Payments 5.14 Special Educational Needs Allowance 5.15 Additional Allowances for Unqualified Teachers 5.16 Allowances/Payment for Support Staff	4 - 15
6. Equality Statement	16
7. Monitoring of Policy	16
Appendices 1. Pay Determination and Appeal Flow Chart 2. Pay Appeals Process 3. Discretionary Pay Ranges for Teachers and School Leaders 4. Support Staff Pay Scales 5. Application Form for Progression from Main to Upper Pay Range	17 18 21 26 27

1 – Scope

This policy applies to all employees across the Trust.

2– Policy Statement

The Transforming Lives Educational Trust (TLET/the Trust) will seek to ensure that staff are rewarded in an open and transparent way for the level of responsibility they carry and the individual contributions they make to the work of the Trust subject only to the constraints of statutory documents, national and local pay structures and budgetary provision and the conditions set out in the Trust’s Scheme of Delegated Authority.

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

3 – Principles

This policy will be used in conjunction with the adopted Appraisal Policy and with the School Teachers’ Pay and Conditions Document (STPCD, the Document), and guidance and the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (the ‘Green Book’) for support staff. In the event of any inadvertent contradictions, the STPCD and guidance will take precedence. Consequently, no payments or conditions of employment other than those provided for in the Document may be applied to teachers, except those conditions which are always determined locally and which do not conflict with the Document, unless the Secretary of State has granted exemptions under other legislation. The Document does not provide for the payment of bonuses or so-called ‘honoraria’ in any circumstances.

This policy will be reviewed each year, or when other changes occur to ensure that it reflects the latest legal position.

The Trust will ensure that the final adopted policy has been through appropriate consultation with both staff and their local representatives.

All procedures for determining pay will be consistent with the principles of public life – objectivity, openness and accountability. All pay related decisions are taken in compliance with:

- The Equality Act 2010
- The Employment Rights Act 1996
- The Employment Relations Act 1999
- The Employment Act 2002
- The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Employment Act 2002 (Dispute Resolution) Regulations
- The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002

4 – Definition of Terms

For the purposes of this Pay Policy Section 5.8:

- ‘highly competent’ means performance which is not only good but demonstrates that the employee is able to provide coaching and mentoring to other employees, give advice to them and demonstrate to them effective practice and how to make a wider contribution to the work of the Academy/Trust, in order to help them meet the relevant standards and develop their practice;
- ‘substantial’ means of real importance, validity or value to the Academy/Trust; plays a critical role in the life of the Academy; able to be a role model for teaching and learning; make a distinctive contribution to the raising of pupil/student standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’/students’ learning; and
- ‘sustained’ means maintained continuously over a period of at least two academic years.

5 - Procedure

5.1 Pay Scales

Teaching Staff are paid in accordance with the School Teachers' Pay and Conditions Document. All support staff are paid in accordance with the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (the 'Green Book') and locally agreed conditions of service.

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

The Trust will actively promote equality in all aspects of Trust life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training, and staff development. Pay decisions' outcomes will be monitored in accordance with equality good practice across an Academy and Trust.

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

5.2 Pay Review

The process for making decisions on the pay of staff within the TLET is as follows:

The Academy Improvement Management (AIM) Board's Pay Committee will ensure that every teacher's salary is reviewed annually with effect from 1st September and, where possible, no later than 31st October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled no later than 31st December. Where additional academy leaders, in addition to the Principal have delegated responsibility to performance manage teachers, a SLT moderation process of pay recommendations should be conducted to determine consistency in the decision making process. This should occur no later than 30th November.

The AIM Board's Pay Committee will ensure that each support staff's salary is reviewed annually with effect from 1st April and, where possible, no later than 31st May each year, and that all support staff are given a written statement setting out their salary and any other financial benefits to which they are entitled.

The Board of Trustee's Operation Standards Committee will ensure that each central team employee's salary is reviewed annually with effect from 1st September and, where possible, no later than 31st October each year, and that all employees are given a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect 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 to or may lead to the start of a period of safeguarding, those affected will receive the required notification as soon as possible and no later than one month after the date of the determination.

Decisions will be communicated to each member of academy staff by the Principal, or the CEO in the case of central employees and academy Principals, in writing in accordance with paragraph 3.4 of the STPCD, where applicable, and will set out the reasons why decisions have been taken. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging on an appeal has passed, or immediately after an appeal has been concluded.

5.3 Complaints/appeals

Where a member of staff is dissatisfied with a pay recommendation they will have the opportunity, in the first instance, to discuss the recommendation with the appraiser before the recommendation is actioned and confirmation of the pay decision is made. If unresolved, then this should be pursued via the AIM Board's Pay Committee. Where a member of staff

is dissatisfied with a decision, this should be taken up informally with the Principal. In the case of the Principal being dissatisfied with a pay recommendation, this should be discussed with the Chair of the Operation Standards Committee.

The grounds for any appeal and process for pursuing it are described in Appendix 1 and 2.

5.4 Confidentiality

The elements of a pay policy will be shared and discussed openly with the staff. Individual pay decisions will be handled confidentially between the AIM Pay Committee, Principal and the staff concerned in academies and by the Board's Operation Standards Committee, the CEO and the staff concerned for central employees. All information regarding pay must be anonymised, with the exception of the Principal (in relation to their performance review meetings with representatives from the AIM Board) and for UPS applications. Where the wider AIM Board or Ofsted requests pay information, it will remain anonymised. Staff must ensure their own pay information remains confidential and not discussed with other employees other than line managers or HR.

5.5 Pay Determinations on Appointment

The following arrangements will be applicable to any determinations made regarding an appointment from 1st September 2018.

Where a position becomes vacant, the AIM Board's Pay Committee or the Operation Standards Committee (where appropriate) will review the existing pay range (if applicable) prior to the advertisement to establish whether this is appropriate for the post in question.

Pay determinations to all posts and/or ranges will be made taking the following into consideration. This list is not exhaustive:

- employee's existing pay point, though this will not automatically be matched if joining from another school/academy;
- the nature and/or requirements of the post;
- the level of qualifications, skills and expertise required for the post;
- the level of qualifications, skills and/or experience gained;
- market conditions;
- the wider Trust context;
- the stage of their performance review cycle.

In addition, the AIM Board and the Board of Trustees will follow the requirements of the statutory School Teachers' Pay and Conditions Document, as identified below.

5.5.1 Executives

The Board of Trustees will advertise and appoint within the range for the post approved by the Board of Trustees.

5.5.2 Central Team

The Board of Trustees will advertise and appoint within the range for the post approved by the Board of Trustees.

5.5.3 Principal

The Board of Trustees will advertise and appoint within the Head Teacher Range for the post, and in accordance with the size of the academy.

5.5.4 Vice Principal and Assistant Principal

The AIM Board will advertise and appoint within the 5-point pay range for the post.

5.5.5 Leading Practitioner

The AIM Board will advertise the 5-point range of salary for this role. An appropriate level of salary within this range will be determined when the job is offered, taking into consideration the minimum pay range of senior leaders within the academy.

5.5.6 Qualified Classroom Teachers

The AIM Board will advertise and appoint within the 9-point pay range for the post Main (M) and Upper (U) Pay Scale. NQT posts will be advertised and appointed to M1 point.

5.5.7 Unqualified Teachers

The AIM Board will advertise and appoint within the 6-point pay range for the post.

5.5.8 Support Staff

New employees will normally be appointed to the first step of the salary range. Where the candidate's current employment package would make the first step of the salary range unattractive (and this can be demonstrated by the applicant in relation to current earnings), a higher salary may be considered by the appropriate Board (AIM or Trustees). This will be within the salary range of the evaluated grade for the role, providing the candidate has a level of skill and experience consistent with that of other employees in a similar position on the salary range.

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

- a final salary pension scheme on offer from the Local Government Pension Scheme compared with a defined contribution scheme from a current employer;
- availability of benefits such as the salary sacrifice scheme for childcare vouchers and travel discount/loan scheme, where applicable.

Staff are not eligible for pay progression until they have been employed by the Trust for a full year. Ordinarily, consideration for pay progression for new staff will take place in the April (support staff) or September/October (teachers) after they have been employed by the Trust for a year, and then every year after that.

5.6 Basic salary

5.6.1 Part Time Teachers

Teachers employed on an on-going basis at an academy but who work less than a full working day or week are deemed to be part-time. The Principal will give them a written statement detailing their working time obligations and their pay will be determined by the provisions of the statutory STPCD.

The STPCD requires academies to calculate their part-time teachers' pay fractions with reference to the 'School timetabled teaching week' (STTW). In accordance with the School Teachers' Pay and Conditions Document, the STTW includes an academy's session hours timetabled for teaching, including PPA time and non-contact time. The STTW excludes break times, registration and assemblies, although these remain part of directed time hours.

The resulting pay fraction will be used to calculate the salary of all part-time teachers in an academy, as well as the proportion of directed time they should work. The calculation of PPA time is unaffected. Entitlement to PPA time is pro-rata to full-time teachers. The academy will consult on any changes to the STTW. If a part-time teacher suffers a financial loss as a result of these changes however, there is no entitlement to salary safeguarding/protection. Part-time teachers who are employed on specific days of the week will not be required to work at an academy on a day on which they are not normally employed.

5.6.2 Short notice/supply teachers

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. The calculation will assume that a full working year will consist of 195 working days. Therefore, remuneration for those engaged to work less than a day will be paid pro-rata.

If a short notice/supply teacher is provided by an agency, then the stipulated agency fees will be paid by the academy.

Teachers engaged on short notice or supply within the Trust throughout a 12 month period (beginning August or September) must not be paid more by way of remuneration in respect of that period than they would have been paid had the teacher been in regular employment throughout the year.

5.6.3 Salary Safeguarding/Salary Protection

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

5.7 Pay Ranges

The Trust will publish their updated pay structure by 31st October for all staff to see (Appendix 3). If a national agreement on pay has not been reached by this date, the published pay structure will still be made available by 31st October and updated as soon as possible to reflect any national pay agreement.

5.7.1 Leadership spine

The Board of Trustees will set salary ranges for staff on the leadership spine having regard to the content of the statutory STPCD. Progression through these ranges will be dependent on the factors described in section 5.1 and 5.2 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed by the Trust.

In considering differentials in pay, the Board of Trustees will consider:

- a. the Schools' Group Size is calculated in accordance with the statutory STPCD
- b. the Head Teacher Range for the Principal (where determined on or after 1 September 2011) falls within that Group Size;
- c. the maximum point of the Vice Principal's range is at least one point less than the minimum of the Principal's;
- d. the minimum point of the Vice Principal's range is above that of the "notional" highest paid class teacher (as defined in the STPCD);
- e. Assistant Principals are paid more than the "notional" highest paid class teacher (as defined in the STPCD) but have a salary range the maximum of which is at least one point lower than the bottom of the range of the Vice Principal.

The values attached to each leadership point can be found in Appendix 3.

5.7.2 Leading Practitioner

The Board of Trustees have determined that the post of Leading Practitioner will support the academy in realising its educational improvement aims. Teachers who occupy this post in the academy structure will model outstanding teaching and lead the improvement of teaching skills in the academy and other Trust academies.

Leading Practitioner pay range will consist of 15 points. The values attached to each point can be found in Appendix 3. Leading Practitioner Posts will have a 5-point pay range set within this 15 point range.

Progression along this range is dependent on performance, as defined in section 5.2 and 5.3 of this policy.

Any salary determinations made are only permanent whilst the teacher remains employed within the Trust.

5.7.3 Qualified Classroom Teacher

The Main Pay Range (M) will consist of 6 points. It is made up of 3 stages: M1-M2 N/RQT, M3-M4 Developing Teacher, M5-M6 Enhancing Teaching.

Teachers wishing to progress to the Upper Pay Range (U) can apply to do so at any point on the Main Pay Range and their application will be assessed against a pre-determined criteria (See Appendix 6). The Upper Pay Range will consist of 3 points for Embedding Teaching (U1-U3). See section 5.9.

The values attached to each point can be found in the tables at the end of the policy.

Progression along this range is dependent upon performance as defined in section 5.2 and 5.3 of this policy.

Any salary determinations made are only permanent while the teacher remains employed in this Trust. A staff member can voluntarily elect to limit their own level of progression and this should be agreed in writing with the Principal or CEO (where appropriate).

Performance Objectives will be differentiated based on pay level. M1 NQT is outside the scope of Performance Management as success through the NQT programme would demonstrate expected progress to M2.

Developing Teacher Performance Management objectives on:

- Standards identified using the teaching standards as set out by the Trust for a developing teacher* and some of the elements of ‘truly great teaching’ principles;
- Developing skills and knowledge through active participation in CPD leading to thorough reflection of the impact on self and their pupils;
- Delivering pupil progress outcomes in-line with expectations from their starting point.

Enhancing Teaching Performance Management objectives on:

- Standards identified using the teaching standards as set out by the Trust for an enhancing teacher* and most of the elements of ‘truly great teaching’ principles;
- Active participation in CPD, which goes beyond self and influences and develops others;
- Delivering pupil progress outcomes in-line with department and Academy targets.

Embedding Teaching Performance Management objectives on:

- Standards identified using the teaching standards as set out by the Trust for an embedding teacher* and all of the elements of ‘truly great teaching’ principles;
- Making a significant contribution towards whole Academy priorities that make a substantial impact on the outcome of pupils/students beyond your own classes;
- Delivering positive progress outcomes for pupils/students that are sustained over time;
- Demonstrate high levels of competencies and used to support and mentor colleagues; in a way which improves their practice.

5.7.4 Unqualified Teacher

The AIM Board will decide, on a case-by-case basis, whether to pay an unqualified teacher on one of the employment-based routes into teaching on the unqualified or qualified teacher pay range. The Unqualified Teacher pay range will consist of 6 points. The values attached to each point can be found in Appendix 3.

Progression along this range is dependent upon performance as defined in section 5.2 and 5.3 of this policy. Any salary determinations made are only permanent while the teacher remains employed in this Trust.

5.7.5 Support Staff

All support staff are paid in line with the National Joint Council pay scales. The Trust will apply the provisions of the national and local conditions of service in relation to support staff pay. Support staff grading is determined by matching the role to the appropriate standard role profile; each role profile has been subject to job evaluation and is therefore linked with one of the grades in the pay structure. The values attached to the grades can be found in Appendix 4.

5.8 Pay Progression Based on Performance

As a result of the performance management process undertaken, a determination will be made on whether, during the relevant academic year, the teacher has demonstrated the expected level of performance. This review will be in accordance with the Trust’s Appraisal policy.

A determination about performance will directly impact pay progression within the range of their role as follows:

A rating of:	Will mean for pay progression:
Achieved expectations:	One points salary progression
Expectations not met:	No salary progression

In the Trust the above ratings of performance are defined as follows and should be read in conjunction with the Teaching Standards applicable to the stage of the Teacher's career, where applicable:

Achieved expectations means:

- Consistently demonstrates expected performance of their career stage and role;
- Is able to demonstrate key skills and knowledge;
- Has met their performance management to an appropriate and acceptable level;
- Skills, knowledge and/or practice are secure in all areas of the teachers' standards (where applicable) taking into account the career stage and role;
- Consistently high quality practice.

Expectations not met which could include:

- Falls short of expected performance of their career stage and role;
- Requires urgent advancement of skills to meet requirements of their role;
- Has not either met performance objectives or has not met performance objectives to an acceptable level;
- Displays a consistent lack of quality;
- Skills, knowledge and/or practice require development in a number of areas of the teachers' standards (where applicable);
- Normally requires professional support and guidance to support performance;
- Quality of practice regularly requires improvement to raise it to an acceptable standard.

The expectation is that support will be given to improve an individual's performance where this rating is applied. Depending on the circumstances of the case, this may be as part of the academy's normal appraisal policy or through application of the academy's capability procedures.

Decisions regarding pay progression will be made only with reference to the employee's 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.

Pay progression is not automatic and it will be possible for a 'no progression' determination to be made without recourse to the capability policy. However, those subject to formal capability proceedings during the appraisal review period will be deemed unsatisfactory performers and will not therefore meet the requirements for pay progression.

To be fair and transparent, assessments of performance will be properly rooted in evidence. Please see the Appraisal Policy for further details.

The TLET recognises its responsibilities under relevant legislation (see 3.0 Principles) and ensures that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.

Pay decisions take account of the resources available. The staffing structure supports the improvement plans. The TLET exercises its discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in pay decisions.

Judgements of performance will be made by evidence-based assessment against objectives and the relevant teachers' standards, where applicable.

The evidence that will be used to inform pay progression or otherwise is detailed in the Appraisal Policy.

Employees' appraisal reports will contain pay recommendations. Final decisions about whether to accept a pay recommendation for academy employees will be by the AIM Board (with the exception of the Principal, whose recommendation is determined by the Board of Trustees) and by the Board of Trustees for central employees, having regard to the appraisal report and taking into account advice from the Principal and the CEO respectively. The AIM Boards and the Board of Trustees will ensure that appropriate funding is allocated for pay progression at all levels.

Teachers will be eligible for pay progression in line with the following:

5.8.1 Pay Progression for Principal

The post holder must demonstrate sustained high-quality performance in respect of leadership and management and pupil/student progress and is subject to a review of the totality of their performance as agreed with their appraiser/s as part of their annual appraisal before any discretionary pay increases can be awarded.

Annual pay progression within the pay range for this post is not automatic. The Board of Trustees may decide to award a maximum of one point for sustained high-quality performance in line with expectations where the above conditions have been satisfied.

5.8.2 Pay Progression for Vice Principal/s and Assistant Principal/s

The Vice Principal/Assistant Principal must demonstrate sustained high quality of performance in leadership and management and pupil/student progress and is subject to review of the totality of their performance as agreed with their appraiser as part of their annual appraisal before any discretionary pay increases can be awarded.

Annual pay progression within the pay range for this post is not automatic. The AIM Board may decide to award a maximum of one point for sustained high-quality performance in line with expectations where the above conditions have been satisfied.

5.8.3 Pay Progression for Leading Practitioners

Leading Practitioners must demonstrate sustained high quality of performance in respect of their agreed performance objectives and will be expected to have a leading role in coaching, developing and/or mentoring other colleagues and will deliver consistently outstanding teaching.

Annual pay progression within the pay range for this post is not automatic. The AIM Board may decide to award a maximum of one point for sustained high quality performance in line with expectations where the above conditions have been satisfied.

5.8.4 Pay Progression for Teachers on the Upper Pay Range

For teachers on the Upper Pay Range, progression of one point is normally considered after two successful appraisals which demonstrate that the teacher is highly competent in all elements of the relevant standards; and the teacher's achievements and contribution to the academy are substantial and sustained.

Pay progression within the pay range for this post is not automatic. The AIM Board may decide to award a maximum of one point for sustained high quality performance in line with expectations where the above conditions have been satisfied.

5.8.5 Pay progression for Teachers on the Main Pay Range

Pay progression takes into account the totality of a teacher's performance and not just whether s/he has met appraisal objectives. Progression depends on:

- successfully meeting and sustaining the relevant teacher standards; and
- demonstrating sustained good performance via the appraisal process, of a sustained level of performance that meets the Trust's expectations for that level of post.

Annual pay progression within the pay range for these posts is not automatic. The AIM Board may decide to award a maximum of one point for sustained high quality performance in line with expectations where the above conditions have been satisfied.

5.8.6 Pay Progression for Unqualified Teachers

Unqualified teachers must demonstrate sustained high quality of performance in respect of their agreed performance objectives and relevant standards.

Annual pay progression within the pay range for this post is not automatic. The AIM Board may decide to award a maximum of one point for sustained high quality performance in line with expectations where the above conditions have been satisfied.

5.8.7 Pay Progression for central Trust staff including Executive Officers

The post holders must demonstrate sustained high-quality performance in respect of leadership and management and academy/Trust outcomes and are subject to a review of the totality of their performance as agreed with their appraiser/s as part of their annual appraisal before any discretionary pay increases can be awarded.

Annual pay progression within the pay range for this post is not automatic. The Board of Trustees may decide to award a maximum of one point for sustained high-quality performance in line with expectations where the above conditions have been satisfied.

5.9 Movement on to the Upper Pay Range

5.9.1 Eligibility

Any qualified teacher employed by Transforming Lives Educational Trust and on the main (M) pay scale may make application for consideration of threshold progression. However, it should be noted that teachers whose current remuneration is towards the top of the main scale are more likely/better placed to be able to demonstrate the depth and breadth of experience and teaching exposure normally identified with threshold progression awards.

5.9.2 Funding

The Trust sets aside a proportion of its annual budget to accommodate threshold progression application from all schools/academies within the trust.

5.9.3 Sponsor

All applications for threshold progression awards are to be supported by an application 'sponsor'. The sponsor being the applicant's immediate line manager who, in sponsoring the applicant, provides confirmation of the applicant's eligibility and their ability and capability.

5.9.4 Awarding

In accordance with STPCD the Trust, subject to the successful assessment of application for threshold progression and budget, shall pay a teacher on the upper pay range if the teacher:

- is employed by the Trust as a post-threshold teacher, for as long as the teacher is so employed by the Trust without a break in the continuity of their employment;
- applied to the Trust to be paid on the upper pay range and that the application was successful and is still employed by the Trust and there has been no break in their continuity of employment;
- was employed as a member of the leadership group and has continued to be employed by the Trust without a break in the continuity of their employment, was first appointed as such on or after 1 September 2000, and occupied such a post or posts for an aggregate period of one year or more and will not be paid on the pay range for leading practitioners or as a member of the leadership group.

The Trust may also, subject to the successful assessment of application for threshold progression and budget, pay a teacher on the upper pay range if the teacher:

- is defined as a "post-threshold teacher" but was not employed as a post-threshold teacher by the Trust or was employed as a post-threshold teacher in that prior to a break in their continuity of employment;
- applied to another educational institution to be paid on the upper pay range in accordance and that application was successful;
- was formerly paid on the pay range for leading practitioners;
- in the case of an unattached teacher, the teacher previously applied to be paid on the upper pay range (either to an educational institution or to an authority) and that application was successful.

5.9.5 Assessment

Applications received in accordance with stipulated process and timeframe shall be assessed by a panel comprising: AIM Partner, Principal and Academy link Trustee. Applications shall be assessed on merit and in-line with the Trust's overarching pay policy and determine if:

- the applicant is highly competent in all elements of the relevant standards;
- the applicant's achievements and contribution to the Trust's educational environment are substantial and sustained.

5.9.6 Process

All applicants must provide evidence to show that they meet the required standards (see Appendix 5). Both the application process and the provision of evidence are the responsibility of the applicant. Only one application in any academic year is acceptable and applications are to be submitted to the Principal by the 31st October or on the first working day thereafter should this date fall outside the working week.

In order to be able to fulfil its obligations under this policy, the Trust shall:

- ensure the provision of in-school briefings for all eligible teachers;
- enable access to application forms to all eligible teachers;
- provide teachers sufficient time to complete their application;
- assess completed applications against the stated threshold criteria as threshold standards, as ‘met’ or ‘not yet met’;
- inform all applicants of the outcome of their application;
- provide feedback to all applicants.

5.9.7 Threshold Criteria

Assessment Standard	Assessment Area	Criteria Strand
Teaching Standards	<ul style="list-style-type: none"> • Set high expectations which inspire, motivate and challenge pupils • Promote good progress and outcomes by pupils • Demonstrate good subject and curriculum knowledge • Plan and teach well-structured lessons • Adapt teaching to respond to the strengths and needs of all pupils • Make accurate and productive use of assessment • Manage behaviour effectively to ensure a good and safe learning environment • Personal and Professional Conduct 	Demonstrable evidence of exemplary and consistent performance across all assessment areas
Teaching and Assessment of Learning Standards	<ul style="list-style-type: none"> • Communicate confidence that every learner can improve • Empower learners to take an active part in their own learning • Develop learners’ confidence in peer and self-assessment • Share learning objectives with learners • Share success criteria with learners • Adjust teaching in response to observations or assessment results 	Demonstrable evidence of exceptional and reliable delivery across assessment areas
Contribution to raising standards through pupil achievement	<ul style="list-style-type: none"> • Student personal, social and academic achievement • Student achievement in line with or better than the targets set by the school 	Demonstrable evidence of personal significant and sustained performance across assessment areas
Professional Development Standard	<ul style="list-style-type: none"> • Self-directed continuing professional development • Supporting the learning experience through applied innovative pedagogy • Sharing knowledge and best practice 	Demonstrable evidence of continuing personal contribution across assessment areas

5.9.8 Definition

Each application, whilst assessed on its own merit, shall be required to justify evidence of eligibility from over a 2-year period preceding the application. The following criteria, in conjunction with the assessment areas (previous table), should be used as a framework by applicants in the provision of their chosen evidence:

Criteria Strand	Criteria Characteristic
<ul style="list-style-type: none"> Exemplary and consistent performance 	Championing professional excellence through instilling performance and embedding culture e.g. taking a lead role in coaching and mentoring
<ul style="list-style-type: none"> Exceptional and reliable delivery 	Driving excellent practice through targeted action e.g. supporting department/school improvement plans, supporting less experienced colleagues, providing model lessons, supporting with lesson planning
<ul style="list-style-type: none"> Significant and sustained performance 	Nurturing holistic learning progress and achievement through directed communication e.g. proactive student, parental, peer group engagement
<ul style="list-style-type: none"> Continuing personal contribution 	Motivating self and others through applied and progressive learning e.g. research, specialist school to school support

5.9.9 Appeal

Applicants may appeal the assessment by lodging a formal written appeal to the Chair of the Trust’s Remuneration Committee. Appeals shall be reviewed on the basis of a desktop exercise reviewing the applicant’s threshold progression submission. The finding of the Remuneration Committee is final.

5.10 Support Staff

Where applicable, salary progression for support staff relates directly to the performance of the employee. Salary progression will only occur where the Principal/line manager is satisfied that the performance of the employee in that year meets the requirement for their role as defined by the objectives set within the appraisal process.

Assessment is completed annually and pay progression takes effect from 1st April in any one year. In this Trust, performance of support staff should be reviewed by 31st May where possible and related salary progression will take effect from 1st April of the same year. New employees who joined April – August are not eligible for pay progression in the September following their appointment, but will have their performance reviewed.

A rating of:	Will mean for pay progression:
Achieved expectations:	1 step progression, within the agreed post grading
Improvement required:	No progression

Meets expectations is defined as:

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

Improvement required is defined as:

- Targets not achieved and/or performance frequently fell below role requirements;
- The job was either not accomplished in its entirety or was accomplished with too high a reliance on others ('hand holding');

- Behaviour has not met expectations e.g.
 - Poor customer service
 - Negative impact on team or individual's goals
 - Making minimal contributions to the team or not helping others
 - Resisting opportunities to learn or improve

5.11 Acting Allowances

Acting allowances are payable to teachers who are assigned and carry out the duties of Principal, Vice Principal or Assistant Principal in accordance with section 3 paragraph 6 of the Document. In TLET, this is extended to also include those who are assigned to carry out the duties of the CEO, CFO or Business Operations and Estates Manager. The AIM Board or Board of Trustees (where applicable) will, within a four-week period of the commencement of acting duties, determine whether or not the acting post will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher, who carries out the duties of the posts listed above, for a period of four weeks or more, will be paid at an appropriate point of the pay range, as determined by the AIM Board and/or Board of Trustees. Payment will be backdated to the commencement of the duties.

5.12 Recruitment and Retention Incentives and Benefits

The AIM Board will award recruitment incentives and/or benefits using the following criteria:

- teachers are needed in subject shortage areas (recruitment incentive);
- an academy has demonstrable difficulties in filling a post(s), e.g. two advertisements have failed to produce a suitable candidate for appointment (recruitment incentive);
- difficulties are encountered in retaining staff (retention incentive).

The actual amount will be reviewed annually by the AIM Board and, having consideration for the reasons for its award, may be withdrawn or reduced with contractual notice. If the benefit is in payment for longer than one year, the AIM Board will not apply any pay award that is determined nationally to that allowance. A determination to reduce or withdraw the allowance does not attract salary safeguarding but contractual notice and periods will be honoured.

The AIM Board will consider a reimbursement or reasonably incurred housing or relocation costs made to those appointed to positions on the Leadership Scale. All other recruitment and retention incentives (including non-monetary benefits) will be taken into account when determining the pay range for each leadership post. Where a recruitment and retention allowance had been awarded to an individual on the leadership range, this can be continued until such time that their pay range has been reviewed to take this into consideration.

The AIM Board will specify clearly the basis on which such incentives may be paid, the duration of the payment and the review date which it may be withdrawn.

A review of such payments will be made annually.

5.13 Teaching and Learning Responsibility Payments (TLRs) Levels 1 and 2

TLRs are awarded to classroom teachers who undertake a sustained additional responsibility in the context of an academy's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning for which he/she is responsible and accountable.

Before awarding a TLR, the AIM Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers (including those on the main and post threshold ranges), and that it:

- is focused on teaching and learning; **and**
- requires the exercise of a teacher's professional skills and judgement; **and**
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil/student development across the curriculum; **and**

- has an impact on the educational progress of pupils/students other than the teacher's assigned classes or groups of pupils/students; **and**
- involves leading, developing and enhancing the teaching practice of other staff.

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

The amounts are full time values and this would be pro-rated in accordance with section 3.1 for part time teachers.

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

- TLR2s have a minimum and maximum range of £2873 to £7017 and will be awarded to the holder of a suitably qualified post;
- TLR1s have a minimum and maximum range of £8291 to £14030 and will be awarded to the holder of a suitably qualified post.

5.13.1 Teaching and Learning Responsibility Payments (TLRs) Levels 3

The AIM Board may identify that projects exist which will enable an academy to meet its Academy Improvement Priorities which in turn meet the criteria for a fixed term TLR 3, in that they:

- are clearly time limited Academy improvement projects, or one-off externally driven projects; **and**
- are focussed on teaching and learning; **and**
- require the exercise of a teacher's professional skills and judgement; **and**
- have an impact on the educational progress of pupils/students other than the teachers' assigned classes or groups of pupils/students.

Payment of the TLR 3 is not conditional upon successful completion, however individuals who are responsible for delivering these projects will have success criteria defined as a specific target with their performance management targets.

The amounts are the values for the project and are not pro-rated for part time teachers. There is no safeguarding when the TLR 3 payment ceases.

An academy within the Trust may award a TLR3 of between £571 and £2833 for clearly time-limited academy improvement projects, or one-off externally driven responsibilities. The duration of the fixed term and the amount of the award will be set out in writing to the teacher and the award will be paid in monthly instalments.

5.14 Special Educational Needs (SEN) Allowance

A SEN allowance is no less than £2270 and no more than £4479 annually.

The relevant body will award an SEN allowance to a classroom teacher where the conditions detailed in paragraph 21 of the Document are met.

5.15 Additional Allowances for Unqualified Teachers

The AIM Board may determine an additional allowance, as it considers appropriate, where in the context of its staffing structure and Pay Policy, a 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 judgement; or
- b) qualifications or experience which bring added value to the role being undertaken.

Where an unqualified teacher is in receipt of an additional allowance awarded under a previous Document, the relevant body must re-determine that allowance in accordance with the above criteria.

Unqualified teachers may not hold a TLR or SEN allowance.

5.16 Allowances/Payment for Support staff

5.16.1 Overtime

Whether staff are paid for working additional hours or not, all line managers should regularly review hours with their staff to ensure they are achieving an appropriate work/life balance and long hours are not having an impact on the employee's health and welfare. In all circumstances where overtime is paid it will be in accordance with the normal overtime payment rules and for those staff up to and including NJC 5.

Payment will be based on an employee's basic pay. Where an employee has more than one contract, then each post is seen as separate in terms of hours of work and the hours cannot be combined to then attract enhanced rates.

All hours worked up to and including 37 hours per week will be paid at single time irrespective of when they are worked. Therefore additional hours undertaken by part-time staff will be paid at single time until they have exceeded 37 hours per week.

For those employees, who work more than 37 hours per week and are entitled to be paid overtime for those additional hours, payment will be:

- Monday to Friday - Single time
- Saturday (7:31am to 4:59pm) – Single time
- Saturday (before 7:30am and after 5:00pm) - Time and a half
- Sunday - Double time (NJC 1-4), Time and a half (NJC 5 and above)
- Public Holiday Double time with equivalent single time off in lieu

5.16.2 Shift allowances

Weekend, Night and Shift working payments will only be paid to staff up to and including NJC 5. These payments may also be paid to staff paid above NJC 5 in the following circumstances:

- Where it is a critical business requirement that an essential service is delivered out of office hours (for example, maintenance of IT systems, responding to weather or other civil emergencies) or in addition to the normal work pattern for care services where 24 hour attendance is required such as residential care;
- Where staff are required to participate in a regular and frequent standby rota and are called out whilst on standby.

The arrangements described above reflect the only arrangements for which the payments specified will be made. Where staff are entitled to receive an enhanced rate of pay, only ONE entitlement will be paid, namely shift allowance or weekend enhancement or night working, for the same hours worked.

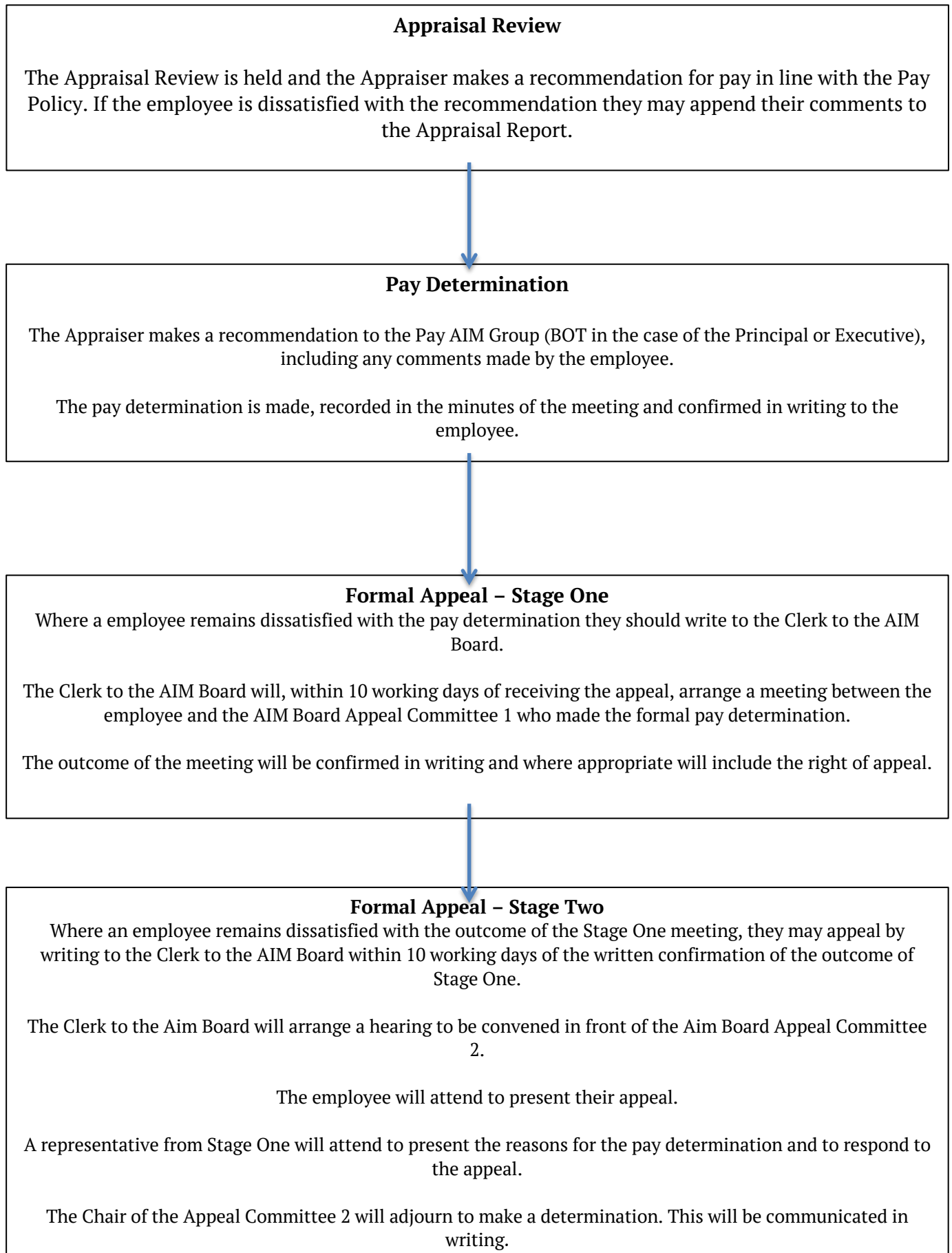
6 – Equality Statement

- 6.1 This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any individual (with due regard to their protected characteristics), and it helps to promote equality across the Trust.

7 – Monitoring

- 7.1 It is the responsibility of the Board of Trustees, and those they delegate authority, to ensure that the principles and procedures of this policy are adhered to. The use of this policy will be subject to routine monitoring to ensure its fidelity in practice. The evidence gathered from monitoring at regular intervals shall inform any reviews and future revisions to the policy, and no later than that stated on Page 1 of this policy.

Appendix 1 Pay Determination and Appeal Flow Chart



Appendix 2 Pay Appeals Process

Any recommendations regarding pay will be clearly communicated and recorded on the Appraisal Report.

Where an employee, including the Principal and/or any other employees paid on the leadership scale (referred to as an 'employee' for the purpose of the section) is dissatisfied with their pay recommendation, they should seek to resolve this by discussing the matter as part of the Appraisal Review Process.

A record of this discussion will be made and appended to the employee's Appraisal Report and this record will be provided to any party responsible for making the formal pay determination.

The timescale quoted in the following process can be varied by mutual agreement.

Where possible the timescales should allow for the appeals to be fully heard within and before the end of term.

Formal Appeal Process

Stage One

An employee may seek a review of any determination in relation to their pay of any other decision that affects their pay.

A formal pay appeal may be lodged for the following reasons:

- incorrect application of any provision of the STPCD or NJC terms and conditions;
- failure to have proper regard for statutory guidance;
- failure to take proper account of relevant evidence;
- failure to take account of irrelevant or inaccurate evidence;
- biased or otherwise unlawful discrimination against the employee.

The employee should set down in writing the grounds for requesting an appeal within 10 working days of the notification of the pay determination decision.

The person(s) who made the determination should convene a meeting, within 10 working days of receipt of the written appeal, to consider the appeal and give the employee an opportunity to make representations in person.

An employee's request to be accompanied by a work colleague or recognised Trade Union/Professional association representative will not be unreasonably refused. A Human Resources Adviser may be present to provide professional guidance to the decision maker(s).

The timing and location of the formal meeting must be reasonable.

Following the meeting the employee will be informed in writing of the decision and their right of appeal.

Stage Two

If an employee wishes to appeal against the decision made at Stage One, they must notify the Clerk to the AIM (academies)/Clerk to the Board of Trustees (central team), in writing, within 10 working days of the written decision.

The appeal should be heard by an AIM/BOT Appeal Committee 1 who has not been involved in the original determination, normally within 20 working days of the receipt of the written appeal.

The employee will be given the opportunity to present their appeal in person. An employee's request to be accompanied by a work colleague or recognised Trade Union/Professional Association representative will not be unreasonably refused.

The timing and location of the formal meeting must be reasonable. Five working days notice should be given of the appeal hearing. The notification of the appeal hearing will include:

- the date, time and place of the hearing;
- the name(s) of the person(s) who will hear the case, and where appropriate the details of the Human Resources Adviser (HRA);
- who will respond to the appeal (the person or representative of the Committee who made the original decision);
- copies of documents and any other written material or evidence that is relevant;
- the names of any witnesses to be called;
- confirmation of the employee's right to call witnesses;

- the employee's right to submit any documentation within three working days prior to the appeal hearing, to the Clerk to the AIM/BOT
- a copy of the Pay Policy;
- the fact that the appeal hearing may take place in the teacher's absence if they are unable to attend without a satisfactory explanation;
- other than in exceptional circumstances, an employee unable to attend due to illness, should arrange representation at the appeal hearing and/or provide written submissions to the appeal hearing.

An accurate account of the hearing must be made.

During the hearing, either side will be entitled to request an adjournment for consultation. Any reasonable request should be allowed. Witnesses will attend only for the part of the hearing where they are required to give evidence and answer questions.

No conclusion should be reached until representations from all parties have been taken into account. The decision will be given in writing and include detail of the evidence considered and the reasons for the decision.

Appendix 3 Discretionary Pay Ranges for teachers and School Leaders

Classroom Teachers

SPINE POINT	1 SEPT 2019 TO 31 AUG 2020	1 SEPT 2020 TO 31 AUG 2021
Main Pay Range		
Min M1	£24,373	£25,714
M2	£26,298	£27,600
M3	£28,413	£29,664
M4	£30,599	£31,778
M5	£33,010	£34,100
Max M6	£35,971	£36,961
Upper Pay Range		
Min U1	£37,654	£38,690
U2	£39,050	£40,124
Max U3	£40,490	£41,604

Teaching and Learning Responsibilities (TLRs)

PAYMENT 1 (TLR1)	1 SEPT 2019 TO 31 AUG 2020	1 SEPT 2020 TO 31 AUG 2021
Min	£8,069	£8,291
Max	£13,654	£14,030
Payment 2 (TLR2)	1 Sept 2019 to 31 Aug 2020	1 Sept 2020 to 31 Aug 2021
Min	£2,796	£2,873
Max	£6,829	£7,017
Payment 3 (TLR) (Fixed Term)	1 Sept 2019 to 31 Aug 2020	1 Sept 2020 to 31 Aug 2021
Min	£555	£571
Max	£2,757	£2,833

Special Educational Needs Allowances

	1 SEPT 2019 TO 31 AUG 2020	1 SEPT 2020 TO 31 AUG 2021
SEN (Min)	£2,209	£2,270
SEN (Max)	£4,359	£4,479

Lead Practitioners

SPINE POINT	1 SEPT 2019 TO 31 AUG 2020	1 SEPT 2020 TO 31 AUG 2021
Min 1	£41,267	£42,402
2	£42,301	£43,465
3	£43,357	£44,550
4	£44,436	£45,658
5	£45,543	£46,796
6	£46,685	£47,969
7	£47,942	£49,261
8	£49,048	£50,397
9	£50,273	£51,656
10	£51,564	£52,983
11	£52,902	£54,357
12	£54,121	£55,610
13	£55,474	£57,000
14	£56,857	£58,421
15	£58,272	£59,875
16	£59,821	£61,467
17	£61,195	£62,878
Max 18	£62,735	£64,461

Unqualified Teachers

SCALE POINT	1 SEPT 2019 TO 31 AUG 2020	1 SEPT 2020 TO 31 AUG 2021
Min 1	£17,682	£18,169
2	£19,739	£20,282
3	£21,794	£22,394
4	£23,851	£24,507
5	£25,909	£26,622
Max 6	£27,965	£28,735

Leadership Group

SPINE POINT	1 SEPT 2019 TO 31 AUG 2020	1 SEPT 2020 TO 31 AUG 2021
L1	£41,065	£42,195
L2	£42,093	£43,251
L3	£43,144	£44,331
L4	£44,218	£45,434
L5	£45,319	£46,566
L6	£46,457	£47,735
L7	£47,707	£49,019
L8	£48,808	£50,151
L9	£50,026	£51,402
L10	£51,311	£52,723
L11	£52,643	£54,091
L12	£53,856	£55,338
L13	£55,202	£56,721
L14	£56,579	£58,135
L15	£57,986	£59,581
L16	£59,528	£61,166
L17	£60,895	£62,570
L18	£62,426	£64,143

L19	£63,975	£65,735
L20	£65,561	£67,364
L21	£67,183	£69,031
L22	£68,851	£70,745
L23	£70,556	£72,497
L24	£72,306	£74,295
L25	£74,103	£76,141
L26	£75,936	£78,025
L27	£77,818	£79,958
L28	£79,748	£81,942
L29	£81,723	£83,971
L30	£83,757	£86,061
L31	£85,826	£88,187
L32	£87,960	£90,379
L33	£90,145	£92,624
L34	£92,373	£94,914
L35	£94,669	£97,273

L36	£97,013	£99,681
L37	£99,424	£102,159
L38	£101,885	£104,687
L39	£104,368	£107,239
L40	£106,972	£109,914
L41	£109,644	£112,660
L42	£112,392	£115,483
L43	£114,060	£117,197

Ranges for Headteachers

GROUP	RANGE OF SPINE POINTS	SALARY RANGE (1 SEPT 2019 TO 31 AUG 2020)	SALARY RANGE (1 SEPT 2020 TO 31 AUG 2021)
1	L6 - L18	£46,457 - £61,808	£47,735 - £63,508
2	L8 - L21	£48,808 - £66,517	£50,151 - £68,347
3	L11 - L24	£52,643 - £71,590	£54,091 - £73,559
4	L14 - L27	£56,579 - £77,048	£58,135 - £79,167
5	L18 - L31	£62,426 - £84,976	£64,143 - £87,313
6	L21 - L35	£67,183 - £93,732	£69,031 - £96,310
7	L24 - L39	£72,306 - £103,334	£74,295 - £106,176
8	L28 - L43	£79,748 - £114,060	£81,942 - £117,197

Appendix 4 Discretionary Pay Ranges for Support Staff

SCP	Range		Salary	Hourly rate
1	1 -2		£17,364.00	£9.00
2		2 -3	£17,711.00	£9.18
3	3 - 4		£18,065.00	£9.36
4		4 - 5	£18,426.00	£9.55
5	5 -6		£18,795.00	£9.74
6			£19,171.00	£9.94
7		7 - 11	£19,554.00	£10.14
8			£19,945.00	£10.34
9			£20,344.00	£10.54
10			£20,751.00	£10.76
11			£21,166.00	£10.97
12	12 - 17		£21,589.00	£11.19
13			£22,021.00	£11.41
14			£22,462.00	£11.64
15			£22,911.00	£11.88
16			£23,369.00	£12.11
17		17 - 22	£23,836.00	£12.35
18			£24,313.00	£12.60
19			£24,799.00	£12.85
20			£25,295.00	£13.11
21			£25,801.00	£13.37
22	22 - 25			£26,317.00
23			£26,999.00	£13.99

24			£27,905.0 0	£14.46
25		25 - 28	£28,785.0 0	£14.92
26			£29,636.0 0	£15.36
27			£30,507.0 0	£15.81
28	28 - 31		£31,371.0 0	£16.26
29			£32,029.0 0	£16.60
30			£32,878.0 0	£17.04
31		31 - 33	£33,799.0 0	£17.52
32			£34,788.0 0	£18.03
33	33 - 35		£35,934.0 0	£18.63
34			£36,876.0 0	£19.11
35		35 - 37	£37,849.0 0	£19.62
36			£38,813.0 0	£21.12
37	37 - 39		£39,782.0 0	£20.62
38			£40,760.0 0	£21.13
39		39 - 41	£41,675.0 0	£21.60
40			£42,683.0 0	£22.12
41	41 - 43		£43,662.0 0	£22.63
42			£44,632.0 0	£23.63
43			£45,591.0 0	£23.63

Teacher Threshold Progression Application Form

NOTE: *Application to be returned to the school Principal no later than close of business by the 31st October or on the first working day thereafter should this date fall outside the working week. Applications received after this date will not be considered.*

Applicant Name: _____

Applicant Sponsor: _____

I certify that I am a Teacher and on the Main Pay Scale for teachers in the academic year prior to this submission and that I meet the Trust’s eligibility criteria for consideration of Threshold Progression.

I understand that the decision on my progression will be based on evidenced performance against the Trust’s stated assessment standards.

I am able to provide what I believe is all necessary evidence in support of my application and provide a summary of such below.

Signature: _____ Date: _____

Assessment Standards Summary

1. **Teaching Standards** - *Exemplary and consistent performance*

2. **Assessment of Learning Standards** - *Exceptional and reliable delivery*

3. **Raising pupil achievement standards** - *Significant and sustained performance*

4. **Professional Development Standard** - *Continuing personal contribution*

Threshold Progression Sources (Examples; Non-exhaustive)

The list below provides an indication of evidence, which, in addition to the required teaching and learning performance metrics would add depth and breadth and augment an application for Threshold Progression:

- Monitoring and evaluating teaching and learning and evaluating effectiveness by reviewing pupil work and progress
- Leading staff development in his/her area, including regularly planning and leading staff meetings and/or INSET days
- Planning and evaluating the allocation of resources, and managing the allocated budget to support learning
- Contributing to the school development plan by compiling and annually reviewing action plans to drive improvement
- Receiving feedback from parents showing that their support has improved children's enjoyment and achievement at school
- Participating in meetings with parents in a constructive and affirmative manner
- Writing high-quality annual pupil reports
- Taking an active part in school council forums and supporting pupil-led initiatives
- Supporting teaching assistants in their training and/or classroom practice
- Maintaining a proactive attitude to personal continuing professional development (CPD), beyond merely attending courses
- Contributing to or leading school assemblies
- Visiting other schools and feeding back good practice to colleagues
- Working with local colleagues on projects of common benefit to schools
- Liaising and working with community to provide enrichment activities for pupils/students
- Carrying out action research in the classroom/school
- Serving as a staff governor
- Presenting to governors, as requested, the strengths and areas for development of a subject area
- Contributing to multi-agency conferences on individual children