



# St Joseph

Catholic Multi Academy Trust

## Teachers Pay Policy

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For the purpose of this policy the following representatives need to sign off this document:	
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## 1. Terminology

1.1. In this Policy and Procedure, unless the context otherwise requires, the following expressions shall have the following meanings:

- i. 'Academy Trust Company' means the company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Academy.
- ii. 'Board' means the board of Directors of the Academy Trust Company.
- iii. 'Companion' means a willing work colleague or a trade union official, an accredited representative of a trade union who should be available for the periods of time necessary to meet the timescales under this Policy and Procedure.
- iv. 'Diocesan Schools Commission' means the education service provided by the diocese in which the Academy is situated, which may also be known, or referred to, as the Diocesan Education Service.
- v. 'Directors' means directors appointed to the Board from time to time.
- vi. 'External Adviser' means a suitably skilled and/or experienced person who is appointed by the Governing Board to support the Governing Board in accordance with this Policy and Procedure. The External Adviser must be familiar with the particular needs of a Catholic voluntary academy e.g. in relation to the development of a Catholic academy's ethos and should be independent of the CEO/Headteacher.
- vii. 'Governing Board' means the body carrying out the employment functions of the Academy Trust Company in relation to the Academy. St Joseph Catholic Multi Academy Trust is the employer.
- viii. 'Headteacher' means the most senior Teacher in an individual Academy who is responsible for its management and administration. Such Teacher may also be referred to as the Head of School or Principal.
- ix. 'Local Governing Body' means the Governors appointed and elected to carry out specified functions in relation to the Academy as delegated by the Academy Trust Company.
- x. 'Standards' means the Teachers' Standards published by the DfE in July 2011 as amended from time to time and, as appropriate, the National Standards of Excellence for Headteachers published by the DfE in October 2020 as amended from time to time.
- xi. 'Teacher' means a teacher employed by the Academy Trust Company to work at the Academy and, where the context so admits, includes the Headteacher.
- xii. 'Working Day' means any day on which you would ordinarily work if you were a full-time employee. In other words, 'Working Day' may apply differently to teaching and non-teaching staff.
- xiii. 'Working Week' means any week that you would ordinarily work.

## 2. Introduction

2.1. The Board has adopted the policy set out in this document to provide a clear framework for the exercise of its powers and discretions in relation to all staff employed in the academy and paid from within the academy budget.

- 2.2. The Board is committed to taking all relevant decisions in accordance with the principles of public life as listed in Department for Education guidance (namely objectivity, openness and accountability) and believes that this pay policy will help to recruit, retain and motivate teachers, will provide the basis for sound financial and personnel planning and will minimise the risk of grievance and discrimination.
- 2.3. Pay decisions at the Academy Trust Company are made by the Board which has delegated certain responsibilities and decision-making powers to the teacher pay committee (as defined below) and the CEO and headteacher pay panels (similarly defined).
- 2.4. The Board will be responsible for the establishment and review of the pay policy and will have full authority to take pay decisions, as advised by the CEO/headteacher (or by the CEO/headteacher pay panel with regard to the CEO/headteacher's pay decisions) on behalf of the Board in accordance with this policy.
- 2.5. The Board in determining and publishing its pay policy aims to ensure that all decisions taken on pay and remuneration are justifiable and fair.
- 2.6. Decisions relating to teachers' pay progression will at all times be made with reference to achievement against performance objectives and links between the appraisal and pay policies are clearly stated.
- 2.7. With reference to all posts, appraisal reviews will be deemed to be successful unless significant concerns about the standards of performance have been raised in writing with the employee during the annual appraisal cycle and, by the conclusion of that process, have not been successfully addressed through support provided by the academy.
- 2.8. The evidence used will only be available through the appraisal process. Fairness will be assured by annual monitoring of the application of pay policy and pay decisions will be moderated as outlined in the appraisal policy to ensure consistency (monitoring including against protected characteristics). The arrangements for teacher appraisal are set out in the academy's appraisal policy.
- 2.9. There must be a clear audit trail for any advice given to the Board and a full and accurate record of all decisions (and the reasoning behind the decisions) made by the Board.
- 2.10. All arrangements in relation to pay determination will comply fully with data protection requirements.

### 3. Purpose and scope

3.1. The policy will cover all academy-based staff and will fulfil the relevant obligations of the Board (including observing TUPE entitlements where an employee has transferred on enhanced terms) under the following:

- The School Teachers' Pay and Conditions Document (STPCD)\*
- The Conditions of Service for School Teachers in England (Burgundy Book)
- The National Joint Council for Local Government Services Pay and Conditions (Green Book).

*\*Except where clearly specified otherwise in the text, all references to STPCD refer to the current version.*

3.2. The Board will also ensure that the Academy Trust Company at all times with the following relevant legislation:

- The Equality Act 2010
- The Employment Act 2008
- The Employment Act 2002
- The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Employment Relations Act 1999
- The Employment Rights Act 1996.

### 4. Definitions and Terms of Reference

#### 4.1. Leadership group

4.1.1. The leadership group is defined as including all appointments at the level of Chief Executive Officer, Directors of School Improvement, headteacher, deputy headteacher and assistant headteacher.

#### 4.2. Teacher pay committee

4.2.1. The teacher pay committee will hear recommendations from the headteacher (who may attend in a purely advisory capacity) on all teacher pay (other than that of the CEO/headteacher).

4.2.2. The teacher pay committee will consist of a defined number of (at least three) governors selected and appointed by the Board.

4.2.3. No member of the governing body who is employed by (or related to anyone who is employed by) the academy shall be eligible for membership of the teacher pay committee.

- 4.2.4. A relevant person must withdraw where there is a conflict of interest or any doubt about their ability to act impartially (and in such an instance it may be necessary to co-opt an alternative governor to ensure that the committee remains quorate).
- 4.2.5. In determining the annual budget, the Board will afford absolute priority to implementing the recommendations of the teacher pay committee and will do so without interference, the Board having delegated its powers in this respect to that committee.

#### **4.3. CEO and Headteacher pay panel**

- 4.3.1. The CEO/headteacher pay panel will be responsible for evaluating the CEO and headteachers performance in accordance with the academy's appraisal policy and for making recommendations to the teacher pay committee (as above) in relation to pay progression for the CEO and headteacher.
- 4.3.2. The CEO and headteacher pay panel will consist of at least three Directors selected and appointed by the Board. Governors appointed to the headteacher pay panel should ideally have the knowledge and experience to carry out this role and must not have any personal or pecuniary interest. The panel will be supported by an independent external advisor.
- 4.3.3. No member of the Board who is employed by (or related to anyone who is employed by) the academy nor any governor who is a member of the teacher pay committee shall be eligible for membership of the headteacher pay panel.
- 4.3.4. It is recommended that membership of the headteacher pay panel should be changed on a regular basis (ideally by changing one member every year) to ensure that no complacency develops which might detract from the ability to perform this vital role effectively and objectively. It is, however, recognised that this may not always be possible given the requirement to observe the possession of necessary knowledge and experience, as outlined above.

#### **4.4. Appeals committee**

- 4.4.1. The appeals committee will consist of three governors selected and appointed by the Board.
- 4.4.2. The appeals committee will hear formal appeals against refusal of recommendation for performance related pay progression (including application to progress to upper pay range).

- 4.4.3. No member of either the teacher pay committee or the headteacher pay panel, nor any governor who was involved in any way in either the original recommendation or the original determination shall be eligible for membership of the appeals committee.

#### **4.5. Terms of reference**

- 4.5.1. The terms of reference for the teacher pay committee, the headteacher pay panel and the appeals committee will be determined from time to time by the Board.
- 4.5.2. The report of the teacher pay committee will be placed in the confidential section of the Board's agenda. If the pay committee has exceeded its powers under this policy, it may be referred back.

### **5. Pay – General Principles**

- 5.1. The Board is committed to maintaining the statutory minimum and maximum points on all pay ranges in accordance with the current STPCD. Reference points will be maintained as referenced in clause 5.4.
- 5.2. The Board will ensure that appropriate differentials between posts within the academy structure, and for intermediate reference points between the lower and upper points of each individual pay range, will be maintained at all times in recognition of accountability and job weight, and the need to recruit, retain and motivate sufficient employees of the required quality.
- 5.3. In relation to the STPCD recommendations on teacher pay applicable from 1 September 2023, the figures set out in Appendix 1 detail both the statutory minimum and maximum for each individual pay range for teaching staff (and for the eight headteacher groups) and the statutory minimum and maximum for all allowances across the pay ranges.
- 5.4. Appendix 1 additionally details (and contextualises) all advisory points between the minima and maxima of each pay range. These advisory points are now officially recommended (by the STRB) for recognition throughout the various pay ranges, including (as from 2021) that for unqualified teachers.

### **6. Pay Progression**

- 6.1. With regard to pay progression the Board has decided to maintain historic banding arrangements (as specified in Appendix 1) with reference to leadership posts (including those where the pay ranges have been determined since 1 September 2014). These are applicable to the post of headteacher (five intermediate reference points) and the posts of deputy headteacher and assistant headteacher (three intermediate reference points). The post of CEO is paid on an extended leadership range with an assigned individual pay range of 5 points and Directors of School Improvement will be assigned a pay range of 5 points within the Leadership Pay Range as set out in the STPCD.



- 6.2. With regard to pay progression the Board has decided to adopt the following banding arrangements (as specified in Appendix 1) with reference to leading practitioner pay range (three intermediate reference points), upper pay range (one intermediate reference point), main pay range (four intermediate reference points) and unqualified teacher pay (four intermediate reference points).
- 6.3. Pay ranges for the CEO, teaching staff on leadership, leading practitioner and upper pay ranges are incremental scales where progression is not automatic but is dependent on performance, although it is accepted that “sustained high quality of performance ... should give the individual an expectation of progression”.
- 6.4. Pay ranges for teaching staff on main and unqualified teacher ranges are incremental scales where progression is not automatic but is dependent on performance.
- 6.5. 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.
- 6.6. Assessments of performance will be evidence based. Appraisal objectives and assessments will be moderated to ensure consistency and fairness.
- 6.7. Movement up the individual pay ranges will be based on the results of the most recent appraisal carried out in accordance with the current regulations, as detailed in the Trust appraisal policy.
- 6.8. The Board will at all times ensure that appropriate funding is allocated for performance related pay progression at all levels.

## **7. Salary Determination and Notification**

- 7.1. All teaching staff salaries, including those of the CEO, Directors of School Improvement, and headteacher, will be reviewed annually on or after 1 September to take effect from 1 September. The Board will complete teachers’ annual pay reviews by 31 October and the headteacher’s annual pay review by 31 December.
- 7.2. Pay decisions will be communicated by the CEO/headteacher to each member of teaching staff (other than the CEO/headteacher himself or herself) by means of a salary statement to be issued following ratification by the teacher pay committee of recommendations on pay progression.
- 7.3. Pay decisions for the headteacher will be communicated by the Board/CEO by means of a salary statement to be issued following their ratification of recommendations on pay progression.

#### 7.4. All salary statements should make clear:

- the scale applicable (leadership, leading practitioner, upper pay range, main pay range or unqualified teacher pay range)
- whether performance related pay has been included (most recent decision only)
- and should include (as a minimum) details (including monetary amounts where relevant) of:
  - any additional award (such as double increments) for excellence, for instance making a distinctive contribution to the raising of pupil standards, acting as an exemplar to others, etc
  - any teaching and learning responsibility (TLR) payment(s)
  - any special educational needs (SEN) allowance
  - any recruitment or retention allowance
  - any cash safeguarding.

7.5. In the event of a teacher, during the course of the academic year, accepting additional responsibilities that have a significant impact on the individual's job role to the extent that this affects the basis for calculating pay, such changes should be notified in writing (ideally by issue of an amended job description) and a revised salary statement must be issued.

### 8. Representation and Appeals Procedure – Informal Stage

8.1. If the teacher is dissatisfied with the recommendation relating to pay progression, they should, without delay, seek to resolve this by informal discussion with either their appraiser or the headteacher before the recommendation is considered by the appropriate committee. Any discussion of this nature (irrespective of whether the original recommendation is overturned) must be documented by the appraiser or the headteacher (whichever is applicable) and communicated to the individual teacher concerned.

8.2. Where the teacher continues to be dissatisfied, they may follow a formal appeal process. However, this should only be initiated once the initial recommendation on pay progression has been considered by the teacher pay committee and the teacher notified of the outcome in writing.

### 9. Formal Appeals Procedure

9.1. The Board will ensure that an appeals procedure is in place before any recommendations on pay progression are considered by the appropriate pay committee. This should include the appointment of named individuals to an appeals committee (constituted as above).

9.2. Formal appeals against refusal of pay progression can only be presented once the initial recommendation has been considered by the appropriate pay committee and the teacher notified of the outcome in writing. Other than in extenuating circumstances, no formal appeal should be presented without informal discussion of the recommendation having previously taken place (as outlined in the preceding section).

- 9.3. Formal appeals against refusal of application to be paid on UPR can only be presented after receipt of notification that the initial application has been refused.
- 9.4. Appeals against refusal of pay progression (including refusal of application to be paid on UPR) may be made on certain grounds only, and the appellant must specify the reason for their appeal.
- 9.5. In submitting a formal appeal, the appellant should specify that they believe the decision to deny them pay progression was unreasonable because it:
- represented an incorrect application of the academy's pay policy
  - represented an incorrect application of any provision of STPCD
  - failed to have proper regard for statutory guidance
  - failed to take proper account of relevant evidence
  - took account of irrelevant or inaccurate evidence
  - unlawfully discriminated against the teacher **or**
  - was biased in some other way.
- 9.6. The teacher should set down in writing the reason(s) for questioning the pay decision (which must be one or more of the grounds specified above) and send their appeal (via the clerk to governors) to the appeals committee within ten working days of receipt of **either** (in respect of pay progression) written notification of the pay committee's decision to ratify the recommendation to deny such progression **or** (in respect of application to be paid on UPR) formal notification of refusal (normally by receipt of the second (outcome) page of Appendix 2).
- 9.7. The appeals committee will then make arrangements for the **formal appeal hearing**. This will normally take place within ten working days of receipt of the written appeal notification.
- 9.8. For any formal hearing the teacher is entitled to be accompanied by a companion. Each step and action of this process must be taken without unreasonable delay. The timing and location of any formal meeting must be reasonable. The appeal hearing must allow both parties to explain their cases.
- 9.9. The decision of the appeals committee will be given in writing and, where the appeal is rejected, will include a note of the evidence considered and the reasons for the decision.
- 9.10. The decision of the appeals committee is final and there is no recourse to the general staff grievance procedure.
- 9.11. Appeal decisions do not affect teachers' statutory employment rights.

## **10. Leadership Pay**

### **10.1. Principles**

10.1.1. The Board will ensure that the process of determining the remuneration of the individual members of the leadership group is both fair and transparent.

10.1.2. In recommending the individual pay ranges for leadership posts the Board will be mindful to respect appropriate differentials with regard to the particular responsibilities of each post and, at the same time, allow sufficient headroom to enable good performance to be rewarded by commensurate progression within the leadership group.

### **10.2. Theory**

10.2.1. For the purpose of determining leadership pay in individual academies, the academy must be assigned to one of eight headteacher groups, according to the total unit score (derived in accordance with the STPCD) based on the numbers of pupils in the academy at various key stages, with extra weighting given to pupils with statements of special educational needs (SEN).

10.2.2. The Board will undertake this determination whenever it is proposed to make a new appointment as headteacher. In following the process of determination the Board may choose to be advised by (or may choose to delegate this task in its entirety to) the CEO/headteacher pay panel.

10.2.3. Where a headteacher is appointed as head of more than one academy on a permanent basis (normally with the title of 'executive headteacher' although other terminology may be used) the determination of the headteacher group will be made with reference to the total unit score of all academies for which the headteacher is responsible.

10.2.4. The Board will maintain a proper record of the reasoning behind the requirement to determine the headteacher group and the calculations informing the determination of the headteacher group and such record will be fully documented in their minutes.

10.2.5. Having first determined the headteacher group, the Board will set appropriate pay ranges for **all** appointments to leadership posts. Individual pay ranges should only be set once due consideration has been taken of the complexity and challenge of the role in the context of the academy.

10.2.6. Factors to be considered at this point may include (this list is not exhaustive) academy causing concern, high levels of deprivation within the school community such as specific needs of pupils (as measured by indices such as FSM, EAL etc), accountability for multiple academy sites or leading a teaching school alliance (although no factor which has already been taken into consideration in determining the headteacher group for the school should be given further weight in this respect).

10.2.7. Other factors such as difficulties with recruitment and/or retention or in respect of permanent additional responsibilities (previously payable as separate allowances or discretionary payments) also require to be taken into consideration when determining pay ranges (as these allowances have now been consolidated into basic pay).

10.2.8. In the event of any new appointment to the leadership group other than that of headteacher (or executive headteacher) the Board will review the pay range appropriate to that post and will maintain a proper record of the reasoning behind their decisions in this respect, and such record will be fully documented in their minutes.

10.2.9. The Board may additionally choose to review the pay ranges of any (or all) leadership posts under the new arrangements by setting appropriate individual pay ranges if, in their opinion, it is necessary to do so in order to maintain consistency either with pay arrangements for new appointments to leadership posts or with pay arrangements for one or more members of the leadership group whose responsibilities have altered significantly since 1 September 2014.

10.2.10. Once again, the Board will maintain a proper record of the reasoning behind their decisions in this respect, and such record will be fully documented in their minutes.

### 10.3. Practice

10.3.1. The pay range for a headteacher in an academy will be determined with reference to the appropriate headteacher group (see Appendix 1) determined as above. The headteacher group specifies a minimum/maximum pay range within which the Board will normally determine the pay range for the headteacher (although exceptions may be justified in accordance with clauses 10.8 and 10.9)

10.3.2. The pay of all other leadership posts in an academy will be determined with reference to the leadership pay range (see Appendix 1). The leadership pay range specifies a minimum/maximum pay range within which the Board will determine the pay ranges of the deputy headteacher(s) and assistant headteacher(s).

10.3.3. Within the pay ranges so determined in respect of each individual post, the Board will set discrete pay bands which will consist of a minimum and maximum salary with three intermediate points between these extremes, other than that for the headteacher which will have five intermediate points.

### 10.4. Limitations

10.4.1. The minimum of the pay range allocated to the headteacher must be no lower than the minimum of the appropriate headteacher group.

- 10.4.2. The maximum of the pay range allocated to the headteacher should not normally exceed the maximum of the appropriate headteacher group but should, however, the Board determine (in accordance with clauses 10.8 and 10.9) that circumstances specific to the role or candidate warrant a higher than normal payment then the maximum of the pay range set may exceed the maximum of the appropriate headteacher group as long as the total salary (including allowances) payable to the headteacher does not exceed the maximum by more than 25%.
- 10.4.3. Should the headteacher pay panel desire (in the event of wholly exceptional circumstances) to remunerate the headteacher in excess of 25% above the maximum of the appropriate headteacher group they must first produce a business case in support of their recommendation. This must be presented to the full Board, who must also seek external independent advice from an appropriate person or body. This person or body should consider the provisions of STPCD (and whether they have been properly applied to the headteacher's pay) in order to advise the Board accordingly, before the latter decides whether it is justifiable to exceed the limit in each particular case.
- 10.4.4. The maximum of the individual pay range(s) for the deputy headteacher(s) and/or assistant headteacher(s) must not exceed the maximum of the appropriate headteacher group for the school.
- 10.4.5. The pay range(s) for the deputy headteacher(s) and/or assistant headteacher(s) should not (other than in exceptional circumstances) overlap the pay range of the headteacher.

## 11. Headteachers Temporarily Accountable for more than one Academy

- 11.1. In an academy where it is not possible to appoint a deputy headteacher or another member of the teaching staff to take on the position of acting headteacher when there is a vacancy in the post of headteacher, a headteacher of another academy may be appointed to be responsible and accountable in addition to their continuing role as the headteacher of their own academy.
- 11.2. This role should be regarded as an acting headship on a **temporary** basis for as long as arrangements are being made for a permanent headteacher to be recruited for each academy, such as amalgamating academies or creating a hard federation. There is an expectation that these temporary arrangements should be time-limited and subject to regular review and the maximum duration should be no longer than two years. A discretionary payment will be awarded by the Board, the value of which should be determined following recommendation by the headteacher pay panel.
- 11.3. The total sum of salary and any other discretionary payments made to a headteacher must not (other than in wholly exceptional circumstances) exceed the maximum of the relevant headteacher group by more than 25%.

- 11.4. Should the CEO/headteacher pay panel desire (in the event of wholly exceptional circumstances) to remunerate the headteacher in excess of 25% above the maximum of the relevant headteacher group they must first produce a business case in support of their recommendation. This must be presented to the full Board, who must also seek external independent advice from an appropriate person or body. This person or body should consider the provisions of STPCD (and whether they have been properly applied to the headteacher's pay) in order to advise the Board accordingly, before the latter decides whether it is justifiable to exceed the limit in each particular case.

## **12. Leading Practitioner Posts**

- 12.1. The pay committee will determine an appropriate salary range (as exemplified in Appendix 1) on the leading practitioner pay range with regard to the nature of the work to be undertaken and the professional competencies required of the teacher.
- 12.2. When determining the individual salary range account will be taken of the challenge and demands of an individual post (including any other criteria considered appropriate such as any outreach work) whilst being mindful of internal pay relativities.
- 12.3. The leading practitioner pay range will be redetermined when new appointments are made or there is a significant change in the responsibilities of the post-holder.
- 12.4. Any teacher appointed for the first time as a leading practitioner will normally be paid a salary corresponding to the minimum of the leading practitioner pay range.

## **13. Upper Pay Range (UPR)**

- 13.1. Application to move onto UPR is an elective process in which it is entirely the responsibility of the teacher to decide whether or not they wish to apply.
- 13.2. Only teachers who hold QTS and who have achieved two successive successful appraisals (not necessarily in consecutive years if circumstances (such as maternity leave, disability sickness absence etc) have rendered appraisal inappropriate in any given year) will be eligible for progression to the upper pay range. The appraisal undertaken in the calendar year of application must be taken into consideration when assessing the application and will be counted as one of the two appraisals.
- 13.3. A teacher applying to move onto UPR must demonstrate that their achievements and contribution to the academy are both substantial and sustained. To be fair and transparent, judgements will be properly rooted in evidence and there must be a successful review of overall performance.
- 13.4. Applications for movement onto the upper pay range may be made no more than once a year. Any teacher who wishes to progress to UPR should apply to the headteacher in writing.
- 13.5. Applications should be submitted before the deadline of 31 October using the relevant form (reproduced as Appendix 2) and will be considered by the headteacher following completion



of the annual appraisal cycle in November of each year. The headteacher will assess all applications in accordance with the progression criteria to be achieved (reproduced as Appendix 3).

- 13.6. The application will be assessed by the headteacher in the light of that (calendar) year's appraisal and the result will be communicated in writing to the applicant within 15 working days of either appraisal or receipt of application (whichever is later).
- 13.7. On receipt of the headteacher's recommendation to progress to the upper pay range, the teacher pay committee will ratify that decision and the teacher will be informed that they will move onto the initial point on the upper pay range with effect from 1 September in the year of progression.
- 13.8. If the application is unsuccessful, feedback will be provided in writing by the headteacher as soon as possible and at least within 5 working days of the date the decision is communicated.
- 13.9. Appeals in respect of unsuccessful applications will be heard under the academy's appeal procedure, which will be in accordance with the formal appeal process outlined in clauses 9.3 to 9.10.
- 13.10. The Board will not be bound by any decision regarding progression to UPR made by another school or academy by whom the teacher is concurrently employed.

#### **14. Main Pay Range for Classroom Teachers**

- 14.1. All Early Careers Teachers (ECTs) will be placed on the minimum of the main pay range and will be subject to the statutory induction process unless they have relevant experience in accordance with the following paragraphs.
- 14.2. An experience point will be awarded for each year of service as a teacher (including any period of approved absence) completed at this or any other school/academy or in an equivalent post (for instance City Technology College, independent school, in a college of FE, a sixth form college, in higher education or at an MOD school).
- 14.3. Relevant experience other than teaching will be recognised on the basis of one point for every three years of experience deemed by the pay committee to be relevant to the post.

#### **15. Unqualified Teachers**

- 15.1. Persons giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) who have satisfied the headteacher (or Board) as to their special qualifications and/or skills and/or experience to undertake such roles may be paid as an unqualified teacher, as may those individuals who are undertaking an approved employment-based teacher training scheme.



- 15.2. Those beginning work as unqualified teachers will be placed on the minimum of the unqualified teacher pay range, unless the CEO/headteacher (or Board) determines that they have other relevant experience, in which case a discretionary point or points may be awarded.
- 15.3. The headteacher (or Board) will award one discretionary point for 3 or more years of experience which is considered to be of value to the organisation (other than employment as an unqualified teacher).

## **16. Teaching and Learning Responsibility (TLR) Payments**

- 16.1. A TLR may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the academy's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are made accountable. The TLR may be awarded while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder. Unqualified teachers may not be awarded TLRs.
- 16.2. Before awarding a TLR, the Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that this identified responsibility:
- is focused on teaching and learning;
  - requires the exercise of a teacher's professional skills and judgment;
  - requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
  - has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
  - involves leading, developing and enhancing the teaching practice of other staff.
- 16.3. The headteacher, in conjunction with the Board, will decide the number of levels of TLR payments within the bands and the specific values of the TLR payments at each level.
- 16.4. The headteacher, in conjunction with the Board, may designate such permanent payments as either TLR1 or TLR2, but before awarding a TLR1, must be satisfied that the significant responsibility referred to in the preceding paragraph includes, in addition, line management responsibility for a significant number of people.
- 16.5. A TLR3 payment may be awarded for clearly time-limited school improvement projects or one-off externally driven responsibilities and must meet the criteria for TLRs. It is envisaged that the maximum time limit would be for no longer than two years.
- 16.6. TLR1 and TLR2 payments are permanent whilst the post-holder remains in the same post in the staffing structure. They may be awarded on a temporary basis only where a teacher is substituting in the temporary absence of another teacher.

16.7. Teachers will not be required to undertake permanent additional responsibilities without award of an appropriate permanent TLR1 or TLR2 payment.

16.8. A teacher may not be awarded TLR1 and TLR2 payments concurrently although holders of either TLR1 or TLR2 payments may be awarded additional TLR3 payment(s).

### **17. Special Educational Needs (SEN) Allowance**

17.1. The Board will award SEN allowances in accordance with the criteria and provisions set out in the STPCD. SEN allowances may be held at the same time as TLRs. However, when keeping their staffing structures under review, the Board should:

- ensure that holders of SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff;
- consider whether, if teachers have responsibilities that meet all the criteria for the award of TLR payments, it would not be more appropriate to award a TLR payment instead of a SEN allowance of a lower value;
- not continue to award new SEN payments solely for the purposes of recruitment and retention; and
- ensure that any SEN responsibilities are clearly specified in any individual teacher's job description.

17.2. Where the criteria for the payment of a SEN allowance are met, the pay committee must award an allowance (spot payment) and the teacher's written notification given at the time of the award should specify the amount, and the reason for the award.

17.3. The pay committee must award a SEN allowance to a classroom teacher:

- in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
- in a special school;
- who teaches pupils in one or more designated special classes or units in a school;
- in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:
  - a) involves a substantial element of working directly with children with special educational needs;
  - b) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
  - c) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school.

### **18. Allowance Payable to Unqualified Teachers**

- 18.1. The pay committee may determine that payment of an additional allowance is appropriate in the context of its staffing structure and pay policy on the basis that it considers that the teacher:
- a) has 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) has qualifications or experience which bring added value to the role being undertaken.

## **19. Acting Allowance**

- 19.1. Where a teacher is assigned and carries out duties of a member of the leadership group, but has not been appointed as an acting headteacher, acting deputy headteacher or acting assistant headteacher, the teacher pay committee must, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an allowance must be paid (and, if they decide not, may at any time make a further determination as to whether an acting allowance must be paid). Where a teacher is assigned and carries out the duties of a headteacher, deputy headteacher or assistant headteacher in relation to whom a pay range (as the case may be) has been determined and an acting allowance is paid under this paragraph, the teacher's total remuneration must not be lower than the minimum of the respective pay range for as long as the acting allowance is paid.
- 19.2. If the pay committee determines that the teacher must be paid an acting allowance, it must be of such amount as is necessary to ensure that the teacher receives remuneration equivalent to such point on the leadership pay range as the pay committee considers to be appropriate.
- 19.3. The remuneration of a teacher who is assigned and carries out duties of a member of the leadership team must not be lower than the minimum of the relevant pay range for as long as the acting allowance is paid.
- 19.4. The teacher may be paid an acting allowance with effect from such day on or after the day on which duties of a headteacher, deputy headteacher or assistant headteacher are first assigned and carried out as the teacher pay committee may determine.

## **20. Additional Payments**

- 20.1. The Board may make such payments as they see fit to a teacher, other than a headteacher. These payments will be made at the employee's normal hourly/daily rate, in respect of:
- continuing professional development undertaken outside the school day;
  - activities relating to the provision of initial teacher training as part of the ordinary conduct of the academy;
  - participation in out-of-school hours learning activity agreed between the teacher and the 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 academies.

## 21. Recruitment and Retention Incentives and Benefits

- 21.1. The Board (advised by the CEO) may make such payments, or provide other financial assistance, support or benefits, to any teacher (other than a member of the leadership group) as it considers necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers. This might, for instance, include consideration of a salary advance scheme for a rental deposit.
- 21.2. An incentive for the recruitment of a new teacher or the retention of an existing teacher may consist of periodic payments or the provision of other benefits over a period of time.
- 21.3. An incentive or benefit for this purpose should be subject to regular (although not less than annual) review and the Board should make clear at the outset the likely duration of any such award.

## 22. Part-Time Teachers' Remuneration

- 22.1. All contractual arrangements entered into must comply with The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (as amended), and the Equality Act 2010. Part-time teachers must be paid a percentage of the appropriate full-time equivalent salary. The same percentage must be applied to any allowances awarded to a part-time teacher, with the exception of a TLR3 which must be paid in full.
- 22.2. Part-time teachers cannot be required to work or attend non-pupil days, or parts of days, on days they do not normally work, but it should be open to the teacher to attend by mutual agreement with the headteacher and the pay calculation applied to any resultant additional hours worked.
- 22.3. The timetabled teaching week refers to school session hours that are timetabled for teaching, **including** PPA time and other non-contact time but **excluding** break times, registration and assemblies. The academy's timetabled teaching week of a full-time classroom teacher is to be used as the basis for calculating the pro rata percentage of the academy's timetabled teaching week for which a part-time teacher is employed at the same academy. This percentage is used to determine the pro rata remuneration of a full-time equivalent teacher's remuneration to which a part-time teacher is entitled. The percentage remains the same whether the academy operates a weekly, fortnightly or any other timetable cycle.

## **23. Teachers Employed on a Short Notice Basis**

- 23.1. Teachers employed on a day-to-day or other short notice basis must be paid in accordance with the provisions of the STPCD 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.
- 23.2. A teacher who is employed by the same authority throughout a period of 12 months beginning in August or September must not be paid more by way of remuneration in respect of that period than would have been paid had the teacher been in regular employment throughout the period.

## **24. Safeguarding of Salary**

- 24.1. The overarching principles (full details of salary safeguarding can be found in the current STPCD) are as follows:
- teachers at all levels are protected from sudden drops in total salary which would otherwise occur through no fault of their own.
  - safeguarding principles will be applied on a mandatory basis.
  - the teacher must know, at the start of the safeguarding period, what safeguarding arrangements are applicable to any particular salary element and this must be set out in the teacher's salary statement at the start of the period.
- 24.2. The CEO along with the headteacher must review the duties of any teachers who are entitled to safeguarded sums that in total exceed £500 and allocate appropriate additional duties, commensurate with the safeguarded sum, for the period of safeguarding. The relevant body should ensure that appropriate notice is given of any new duties which are being given to the teacher as work commensurate with their safeguarded sum or sums.
- 24.3. All such additional responsibilities allocated should be kept under review, including taking such action as may be required when the safeguarding period ends. Headteachers will want to consider whether the additional duty is still required; if it should now attract an additional payment (such as a Teaching and Learning Responsibility (TLR1 or TLR2) payment); and, if so, the most appropriate person to undertake the duty.
- 24.4. The reasons for safeguarding to cease are as set out in the current STPCD.

## **25. Salary Sacrifice**

- 25.1. Where the academy operates a salary sacrifice arrangement, a teacher may participate in any arrangement and the gross salary shall be reduced accordingly in line with the provisions of the STPCD.

## 26. Links with other policies

This pay policy links to the following policies and documents:

- Appraisal Policy

## 27. Sign off

<b>Presented &amp; Approved by Trust Board</b>	
<b>Signed by Chair of Trust Board</b>	
<b>Name of Chair of Trust Board</b>	
<b>Date</b>	11.12.2023
<b>Version</b>	4.0
<b>Date of Review</b>	December 2024

## **Appendix 1: Salary Ranges from September 2023 – England (excluding London area)**

### **Introduction**

Please note that minimum and maximum figures for each pay range are **highlighted in red**.

### **2023 STPCD recommendations on pay**

The STRB's 33rd Report making recommendations on teachers' pay for 2023/24 was published in July 2023.

The Report makes the following pay recommendations:

- a **6.5% uplift to all pay points and allowances for both teachers and leaders;**
- a **higher uplift (up to 7.1%) to M1 pay points in the London Fringe and the rest of England** to reach the Government's commitment of £30,000 starting salaries.

## Headteacher groups

The Board must assign any individual academy to a headteacher group for the purposes of STPCD and the pay range of the headteacher should normally be set between the statutory minimum and maximum (although there may be circumstances in which the latter limit may be exceeded) of the appropriate headteacher group for that particular academy (or group of academies).

Headteacher group	Leadership-points	Value (2023 - 2024)
1	6 – 18	£53,380 - £71,019
2	8 – 21	£56,082 - £76,430
3	11 – 24	£60,488 - £82,258
4	14 – 27	£65,010 - £88,530
5	18 – 31	£71,729 - £97,639
6	21 – 35	£77,195 - £107,700
7	24 – 39	£83,081 – £118,732
8	28 – 43	£91,633 - £131,056



## Headteachers

Within the appropriate headteacher group (as determined in accordance with STPCD) the Board should set a range appropriate to both the requirements and challenges of the post and the attributes of the person appointed to the post. The pay range determined should contain sufficient intermediate points to allow pay progression allied to performance over a number of years.

The minimum of the pay range must be no lower than the minimum quoted for the relevant headteacher group and the maximum of the pay range should not exceed the maximum quoted for the relevant group unless there are circumstances specific to the role or candidate which warrant a higher payment.

The maximum of the pay range must not exceed the maximum quoted for the relevant headteacher group by more than 25% unless there are wholly exceptional circumstances (in accordance with sections 10 and 11 of the policy).

## Leadership group

The Board advised by the CEO/Headteacher should, with reference to all other leadership posts in each academy, set a range appropriate to both the requirements and challenges of the post(s) and the attributes of the postholder(s).

The pay range determined should contain sufficient intermediate points to allow pay progression allied to performance over a number of years.

Please note that certain points (other than the overall minimum and maximum figures) which are stated **in red and marked with an asterisk** relate to statutory points equating to the maxima of the (eight) headteacher groups.

**If in any doubt in relation to the above points please feel free to seek additional explanation and/or advice from HR.**

The Board should set pay ranges for the CEO and Directors of School Improvement appropriate to both the requirements and challenge of the posts and the attributes of the postholders. The pay ranges determined should contain sufficient intermediate points to allow pay progression allied to performance.

Leadership range	Advisory or (if in red) Statutory point	Value (2023-2024)	Leadership range (continued)	Advisory or (if in red) Statutory point	Value (2023 - 2024)
Statutory Minimum	1	£47,185	Maximum Group 3	24*	£83,081
	2	£48,366		24	££83,081
	3	£49,574		25	£85,146
	4	£50,807	Maximum Group 4	26	£87,253
	5	£52,074		27*	£89,414
	6	£53,380		27	£89,414
	7	£54,816		28	£91,633
	8	£56,082		29	£93,902
	9	£57,482		30	£96,239
	10	£58,959	Maximum Group 5	31*	£98,616
	11	£60,488		31	£98,616
	12	£61,882		32	£101,067
	13	£63,430		33	£103,578
	14	£65,010	Maximum Group 6	34	£106,138
	15	£66,628		35*	£108,776
	16	£68,400		35	£108,776
	17	£69,970		36	£111,470
Maximum Group 1	18*	£71,729	Maximum Group 7	37	£114,240
	18	£71,729		38	£117,067
	19	£73,509		39*	£119,921
Maximum Group 2	20	£75,331		39	£119,021
	21*	£77,195	Maximum Group 8 & Statutory Maximum	40	£122,912
	21	£77,195		41	£125,983
	22	£79,112		42	£129,140
	23	£81,070		43*	£131,056

### Extended Leadership Range (2023 - 2024)

This range covers the remuneration for the CEO, the individual 5-point range should reflect the challenge and complexity of the role.

ELR 1	£140,360	ELR 6	£154,969
ELR 2	£143,167	ELR 7	£158,262
ELR 3	£146,031	ELR 8	£161,230
ELR 4	£148,951	ELR 9	£164,455
ELR 5	£151,930	ELR 10	£167,744

### Leading practitioner (2023 - 2024)

Leading practitioners are entitled to expect a schedule by which their remuneration might advance in accordance with performance, and schools are free to design their own pay ranges as long as they remain within the minimum and maximum figures quoted.

Leading practitioners are **not** members of the leadership group, and, although it should be noted that the minimum and maximum of the leading practitioner pay range **no longer** (since September 2018) **coincide with**, respectively, points 1 and 18 (the latter being an advisory point) on the leadership range reproduced above, the academy will select a range of five points on the leadership pay range (these points, with the exception of the minimum and maximum, will of course be advisory points) to act as a framework for an individual pay range **as long as these points lie within the parameters of the minimum and maximum figures** as stated below.

The chosen range should be selected to reflect accurately the precise responsibilities and challenges of the individual role, as represented in the job description.

**Statutory Minimum**      **£47,417**

**Statutory Maximum**      **£72,085**

### Upper pay range (2023 - 2024)

This is based on a system of biennial assessment i.e. progression is every two years in line with successful appraisals as set out in the policy.

**Statutory Minimum**      **1**      **£43,266**

**2**      **£44,870**

**Statutory Maximum**      **3**      **£46,525**

## Main pay range (2023-2024)

The table immediately below represents the traditional six-point main pay range.

Please note that awarding accelerated progression (by up to 2 points) remains possible as a means of rewarding performance where appropriate, based on objective examples of exemplary professionalism.

<b>Statutory Minimum</b>	<b>1</b>	<b>£30,000</b>
	<b>2</b>	<b>£31,737</b>
	<b>3</b>	<b>£33,814</b>
	<b>4</b>	<b>£36,051</b>
	<b>5</b>	<b>£38,330</b>
<b>Statutory Maximum</b>	<b>6</b>	<b>£41,333</b>

## Unqualified teacher pay range (2023-2024)

<b>Statutory Minimum</b>	<b>1</b>	<b>£20,598</b>
	<b>2</b>	<b>£22,961</b>
	<b>3</b>	<b>£25,323</b>
	<b>4</b>	<b>£27,406</b>
	<b>5</b>	<b>£29,772</b>
<b>Statutory Maximum</b>	<b>6</b>	<b>£32,134</b>

## Allowances

The following allowances (TLR and SEN) can be set by the awarding body at any figure between the statutory minimum and maximum.

### Teaching and Learning Responsibility (TLR) payments (2023-2024)

Note – no teacher may hold both TLR1 and TLR 2 concurrently.

#### TLR1 Range

<b>Statutory Minimum</b>	<b>£9,272</b>
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<b>Statutory Maximum</b>	<b>£15,690</b>
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#### TLR2 Range

<b>Statutory Minimum</b>	<b>£3,214</b>
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<b>Statutory Maximum</b>	<b>£7,847</b>
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#### TLR3 Range (fixed term)

Note – a TLR3 may be held concurrently with either a TLR1 or a TLR 2.

<b>Statutory Minimum</b>	<b>£639</b>
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<b>Statutory Maximum</b>	<b>£3,169</b>
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## Special educational needs (SEN) allowance (2023-2024)

SEN	Range
Statutory Minimum	£2,539
Statutory Maximum	£5,009

**Appendix 2: St Joseph Catholic MAT Application Form for UPR****Application to be paid on the Upper Pay Range****Eligibility Criteria**

In order to be paid on the Upper Pay Range you must be assessed as meeting the expectations laid out in the Academy Pay Policy.

You must hold Qualified Teacher Status (QTS)

Name ..... Job Title .....

I confirm that I am applying to be paid on the Upper Pay Range with effect from

1 September 20...

I enclose the relevant documentation which contains the evidence to support my application.

Signed .....

Date .....

You should keep a copy of your application form.

The application form should be passed to your Headteacher by 31 October.

*To be completed by the Headteacher*

Application for Upper Pay Range Assessment for (teacher name):

Two successive successful appraisal reviews Yes/No

Teachers' Standards have been met/have not been met

Upper Pay Range Progression Criteria have been met\*/have not been met\*

Other Comments

**The application for movement onto the UPR has been successful\*/unsuccessful\***

**\*Movement onto the Upper Pay Range will be effective from 1 September 20...**

**(\*delete as appropriate)**

Signed: .....

Name of Headteacher.....

Date: .....



### Appendix 3: UPR Progression Criteria

An application will be successful if the headteacher is satisfied that the teacher is 'highly competent' in all elements of the Teachers' Standards and the teacher's achievement and contribution to the academy are 'substantial' and 'sustained'.

The evidence will include:

- results of the two most recent successful appraisals
- evidence demonstrating that the teacher continues to meet the Teachers' Standards
- evidence that the teacher meets the UPR progression criteria.

'Highly competent' means: performance which is good enough to provide coaching and mentoring to other teachers, giving advice to them and demonstrating effective teaching practice and how to make a wider contribution to the work of the school. There is strong evidence of high-quality, evidence-informed classroom practice, which is leading to excellent outcomes for pupils.

'Substantial' means: plays a critical role in the academy, provides a role model for teaching and learning, makes a distinctive contribution to the raising of pupil standards, takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning.

'Sustained' means: maintained continuously over a period of at least 2 years.

*By completing the table below, you should be able to demonstrate that you are meeting these areas, (this may mean indicating elements of your appraisal objectives which meet these particular standards).*

	Exemplification	Notes/Evidence/Dates	Met/Not Met
<b>Professional Attributes</b>	Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.		
<b>Professional Knowledge and Understanding</b>	<p>Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.</p> <p>Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.</p> <p>Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.</p> <p>Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.</p> <p>Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.</p>		

	Exemplification	Notes/Evidence/Dates	Met/Not Met
<b>Professional Skills</b>	<p>Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.</p> <p>Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.</p> <p>Promote collaboration and work effectively as a team member.</p> <p>Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.</p>		

Other examples of experiences to support your application may include:

- being deployed as an SLE
- mentoring a ECT and gaining a mentoring qualification
- undertaking a specialist NPQ and implementing an initiative through this process
- gaining Chartered Teacher Status
- taking on trust-wide responsibilities for teacher development / curriculum development

#### Upper Pay Range Progression

Teacher signature ..... Name ..... Date .....

Headteacher signature ..... Name ..... Date .....

## Teachers' Standards

Name: ..... Date: .....

This should be used in advance of the appraisal meeting to identify standards already meeting and areas for development. It should provide for career stage expectations and evidence should be sign posted accordingly. Where there are development needs this should form part of the discussion at appraisal and incorporated into the objectives, evidence/success criteria, training and support agreed.

### Part one: Teaching

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

Standard	Exemplification	Notes/Evidence/Dates	Met/Not Met
1. A teacher must set high expectations which inspire, motivate and challenge pupils	<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>		

<p>2. Promote good progress and outcomes by pupils</p>	<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>		
<p>3. Demonstrate good subject and curriculum knowledge</p>	<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> <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>		

<p>4. Plan and teach well-structured lessons</p>	<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>		
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p>	<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>		

<p>6. Make accurate and productive use of assessment</p>	<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>		
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p>	<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 academy, in accordance with the academy'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>		

<p>8. Fulfil wider professional responsibilities</p>	<ul style="list-style-type: none"> <li>• Make a positive contribution to the wider life and ethos of the academy</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> <li>• Communicate effectively with parents with regard to pupils' achievements and well-being</li> </ul>		
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## Part two: Personal and professional conduct

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

Standard	Notes/Evidence/Dates	Met/Not Met
A. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside academy, by: <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. Teachers must have proper and professional regard for the ethos, policies and practices of the academy in which they teach and maintain high standards in their own attendance and punctuality.		
C. Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.		

#### **Appendix 4: Academy staffing structure**

*[Staffing structure to be inserted for the academy]*