



Burnage Academy for Boys

Pay Policy 2018/19

**Date Adopted by the
Governing Body**

Signed (Chair):

(Headteacher):

Review date 31st September 2019

[Type here]

Contents

A.	Introduction	1
1.	The Framework.....	1
2.	Revised Pay Arrangements for Teachers.....	1
3.	Principles	1
4.	Job descriptions and Job Evaluation.....	2
5.	Performance Related Pay (PRP) for Teachers	2
6.	Reviews	2
7.	Information and Confidentiality	2
8.	Financial Resource	3
9.	Appeals	3
10.	Responsibilities.....	3
11.	Committee Membership and Withdrawal from Meetings.....	3
12.	Qualified Teacher Learning and Skills Status (QTLS).....	4
B	Leadership Group	4
13.	Leadership Spine and Pay Ranges.....	4
14.	Discretionary Payments to Headteachers.....	5
15.	Performance Related Pay	6
16.	Temporary Arrangements and Safeguarding	6
C.	Other Teachers	7
17.	Pay on Appointment.....	7
18.	Mainscale Classroom Teachers	7
18.1	Pay determinations for existing mainscale teachers, effective from 1 September 2017	
19.	The Upper Pay Scale	9
19.1	Post Threshold	9
19.2	Applications to be paid on the Upper Pay Scale	9
19.3	Process	10
19.4	Assessment	11
19.5	Pay determinations effective from 1 September 2017	
20	Leading Practitioner Roles	12

20.1	Leading Practitioner Pay Scale	13
20.2	Pay on appointment	13
20.3	Pay determinations with effect from 1 September 2017	13
21.	Unqualified Teachers	14
21.2	Pay on appointment	15
21.3	Pay determinations effective from 1 September 2017	
D.	Discretionary Allowances and Payments	16
22.	Teaching and Learning Responsibility Payments	16
22.1	TLR 1 and TLR 2 Payments	16
22.2	TLR 3 Payments	17
23	Special Educational Needs	17
24.	Recruitment and Retention Incentives	17
25.	Temporary Arrangements and Safeguarding	18
F.	Support Staff	19
31.	Undertaking Additional Duties (acting up)	19
32.	Market Enhancement Policy	20
33.	Starting Salaries for New Appointments (permanent and temporary)	20
34.	Incremental Progression	20
35.	Bonus Payments	20
36.	Teaching Assistants	201
Appendix 1	.....	243
	Annual Assessment of a Classroom Teacher’s Salary	243
	(September)	243
Appendix 2	.....	254
	Annual Assessment of a Leadership/ Leading Practitioner Salary	25
Appendix 3	.....	26
	Annual Assessment of a Teaching Assistant Salary	256
Appendix 4	.....	26
	Appeal Procedure to Staffing/Pay Committee and Pay Appeal Committee	26
Appendix 5	.....	287
	Framework of professional standards for post-threshold teachers.	28
Appendix 6	.....	28
	Framework of professional standards for Leading Practitioner posts	28

A. Introduction

1. The Framework

- 1.1 The Governing Body has adopted a whole school pay policy to provide a clear framework for exercising its discretionary powers in relation to the pay of individual members of staff for whom it is responsible.
- 1.2 These powers will be exercised to take account of the specific needs of the school and in accordance with the flexibility specified within: the School Teachers' Pay and Conditions Document (STPCD); in the national Conditions of Service for NJC local government employees (the Green Book); and locally agreed conditions of service. All pay related decisions will also be taken in compliance with relevant employment and equality in employment legislation.
- 1.3 The majority of this pay policy refers to the discretionary elements of teachers' pay which do not currently exist to the same extent for support staff. However, the Governing Body, through the policy, recognises the need to consider staffing as a whole and to be mindful of all job descriptions and the associated pay implications. The policy, therefore, equally addresses the management of pay issues for support staff as for teachers.
- 1.4 The provisions of the policy also apply to all part-time employees, where appropriate on a pro rata basis. The policy thereby complies with the 'Part time Workers (Prevention of Less Favourable Treatment) Regulations, 2000' and the STPCD which stipulates the basis on which part-time teachers' pay must be calculated.
- 1.5 In respect of teachers' pay decisions this policy should be read in conjunction with the BAFB Appraisal Policy.

2. Revised Pay Arrangements for Teachers

- 2.1 We are introducing a small number of changes to last year's pay policy introduced a number of changes to the arrangements for teachers' pay, which are outlined below:

3. Principles

- 3.1 In adopting and applying the Pay Policy, the Governing Body seeks to:-
 - (i) meet its statutory duty to promote high standards of achievement amongst all pupils;
 - (ii) support the aims/mission statement of the school and the implementation of the School Development Plan;
 - (iii) ensure that each member of the staff is valued and receives proper recognition for his/her work and contribution to the school;
 - (iv) ensure fair, objective and open treatment of all staff within the school regardless of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment;
 - (v) enhance and maintain staff morale through an awareness of the impact of decisions on all members of staff; and

- (vi) use appropriate flexibilities within and beyond the national and local pay and conditions of service for all staff in a positive and constructive fashion within the resources available and according to the criteria stipulated within the policy.

4. Job Descriptions and Job Evaluation

- 4.1 The Headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the Governing Body. Job descriptions may be reviewed from time to time in consultation with the individual employee concerned based on the changing needs of the school.

5. Performance Related Pay (PRP) for Teachers

- 5.1 In line with the Appraisal Policy, Appraisers are responsible for appraisal/performance management. The Headteacher will be Appraiser for other teachers, including members of the leadership group, and Leading Practitioners, or may delegate this role in its entirety. The Governing Body will appoint two to three members of the Governing Body as Appraisers for the Headteacher, together with an External Adviser.
- 5.2 All teachers are subject to Performance Related Pay; in formulating performance objectives, this Pay Policy must be taken into account, so that individuals are aware of what is required in order to progress through the scale.

6. Reviews

- 6.1 The Governing Body will undertake an annual review of the School Pay Policy in the light of: any changes to national or local conditions of service which require amendment to the policy; experience of the previous year's implementation of the policy; or changes in the needs of the school.
- 6.2 By 30th November each year, the Staffing/Pay Committee will review the salaries of all teaching staff in relation to their job descriptions and, where applicable, performance related pay.
- 6.3 Following the annual pay review, each member of staff will be notified in writing of his/her salary point with effect from 1st September of that year, and how it has been calculated in respect of the relevant pay scale and performance pay. For teachers, Appendix 2 outlines the information required in pay statements. In addition, where a performance pay point has not been awarded, specific reasons will be given in an appendix to the pay statement.

7. Information and Confidentiality

- 7.1 Each member of staff has the right of access to his/her personal salary record by giving notice to the Headteacher.
- 7.2 All decisions of the Pay and Pay Appeal Committees, together with the criteria used and evidence to inform decisions, will be formally minuted (in accordance with the regulations applicable to all committee meetings of the Governing Body) and held in confidence by the clerk to the Governors.

8. Financial Resource

- 8.1 The Governing Body will allocate funding annually for staff salaries which will cover all ongoing commitments.

9. Appeals

- 9.1 Any employee may seek a review of any decision in relation to his/her pay and any other decision taken that affects his/her pay.
- 9.2 The procedure for the Staffing/Pay Committee reviewing pay decisions and the Pay Appeals Committee hearing is attached as Appendix 3 to this policy.

10. Responsibilities

- 10.1 The Governing Body has responsibility for establishing the school's Pay Policy, ensuring its application in practice and reviewing it on an annual basis. The Governing Body is also responsible for determining the annual pay budget.
- 10.2 The Governing Body will establish a Staffing/Pay Committee with delegated responsibility and authority to implement the pay policy on its behalf and to hear any representations concerning decisions made, should these be requested. The members of the Staffing/Pay committee shall be drawn from the trustees, Chair and Vice-Chair.
- 10.3 The Governing Body will establish a Pay Appeal Committee to hear appeals against decisions of the Staffing/Pay Committee concerning the pay of individual members of staff.
- 10.4 The Appraiser(s) will make recommendations on the award of PRP points to relevant teachers. The initial recommendations will be moderated by the Headteacher to ensure a fair and consistent approach to pay progression within the school, before they are submitted to the Staffing/Pay Committee for them to make pay decisions. In the event that the Headteacher considers that a change to the initial pay recommendation is necessary, he/she will discuss this with the Appraiser (if this role has been delegated), and then will explain the decision to the individual teacher concerned before it is submitted to the Staffing/Pay Committee. In the case of the Headteacher's review, the Staffing/Pay Committee will review the Headteacher's performance and award the Performance Related Pay points and set the Individual School Range.

11. Committee Membership and Withdrawal from Meetings

- 11.1 The Education (School Government) (England) Regulations 2003 require that any governor who is a person employed to work at the school (other than the Headteacher) must withdraw during the consideration or discussion and cannot vote in relation to the pay of any particular person working at the school. Such governors will not therefore be members of the school's Staffing/Pay Committee or Pay Appeal Committee.
- 11.2 The Headteacher must withdraw during discussion and determination of his/her own pay and during discussion of the Deputy's pay if a question of differentials between the Deputy and the Headteacher is to be discussed. The Headteacher will therefore have an advisory role to the school's Staffing/Pay Committee and Pay Appeal Committee, but will not be a member of either Committee.

12. Qualified Teacher Learning and Skills Status (QTLS)

- 12.1 From 1 April 2012, teachers with QTLS status are able to teach in schools as fully qualified teachers. They will be assessed against the Teachers' Standards or against any other set of standards relating to teacher performance issued by the Secretary of State.

B Leadership Group

13. Leadership Spine and Pay Ranges

- 13.1 The Headteacher, Deputy Headteacher(s) and, where appointed, Assistant Headteacher(s) have substantial strategic responsibilities for school leadership and will be paid on the leadership spine.
- 13.2 Individual pay ranges on the leadership spine will be established as follows:-
- Headteacher - a seven point range (the Individual School Range or ISR)
 - Deputy and Assistant Headteachers - a five point range.
- 13.3 The following will be taken into account in setting the ISR for the Headteacher:-
- the school group size (as calculated according to the Pay and Conditions Document); and
 - the requirement to establish the minimum point of the ISR at least one point above the maximum of the five point range of the Deputy Headteacher.
- 13.4 The ISR will be established within the range of points determined by the school group size.
- 13.5 Additional factors that may have been taken into account when setting the ISR prior to 1 September 2011 should now be addressed by using discretionary payments, as detailed in section 14.
- 13.6 There is no requirement to re-determine the pay of Headteachers where their ISR has already been determined prior to 1 September 2011. This will continue to apply, even in cases where the ISR exceeds the maximum of the school group range.
- 13.7 The five point ranges of Deputy Headteacher, Headteachers and Assistant Headteacher will take account of:
- job weight and challenge
 - the circumstances of the school
 - recruitment and retention difficulties/issues
 - the requirement to establish appropriate pay differentials in relation to other teaching staff, i.e.,
 - (i) the minimum of the ranges must be above the salary of the highest paid classroom teacher and the maximum below the bottom of the Headteacher's ISR; and
 - (ii) Deputy Headteacher ranges must start at a higher point than the highest point on Assistant Headteacher ranges.

- 13.8 The Staffing/Pay Committee, under delegated powers from the Governing Body, will formally record all decisions in relation to establishing the school's ISR and the Deputy and Assistant Headteacher ranges, together with the rationale for the decisions.
- 13.9 The Deputy and Assistant Headteacher ranges established before 1 September 2011 remain the same .

Salary ranges for Deputy Headteachers 2018	
Scale point	Annual Salary (£)
L24	70,370
L25	72,119
L26	73,903
L27	75,735
L28	77,613
Salary range for Assistant Headteachers 2018	
Scale point	Annual Salary (£)
L14	55,064
L15	56,434
L16	57,934
L17	59,265
L18	60,755

14. Discretionary Payments to the Headteacher

- 14.1 The Staffing/Pay Committee will consider paying the Headteacher discretionary payments in any of the following circumstances:
 where the school is causing concern;
 without such additional payment the school would have substantial difficulty filling the vacant Headteacher post;
 without such additional payment the school would have substantial difficulty retaining the existing Headteacher; or
 where the Headteacher is appointed as a temporary Headteacher of one or more schools.
- 14.2 In addition to this, discretionary payments may also be made to the Headteacher for reasons set out in Section D of this policy.
- 14.3 The total of all discretionary payments made to the Headteacher in any school year must not exceed 25% of the amount of the Headteacher's individual point on the leadership group spine.
- 14.4 Only in wholly exceptional circumstances where the payments have been approved by the full Governing Body, and where external independent advice has been sought, may the total of all discretionary payments exceed 25%.

15. Performance Related Pay

- 15.1 On an annual basis, the Headteacher's performance will be assessed by the Appraiser(s) in order to meet the criteria of 'sustained high quality of performance'. The performance review will need to assess that leadership group members have grown professionally by developing their leadership and (if relevant) teaching expertise.
- 15.2 On an annual basis, the Deputy/Assistant Headteacher(s)' performance will be assessed by the Appraiser in order to meet the criteria of 'sustained high quality of performance'. The performance review will need to assess that leadership group members have grown professionally by developing their leadership and (if relevant) teaching expertise.
- 15.3 In determining whether these statutory criteria have been met, the Appraiser(s) will consider whether the leadership teacher has:
- sustained the Headteacher/Deputy/Assistant Headteacher professional responsibilities as detailed within the STPCD in a fully satisfactory manner;
 - achieved any performance objectives agreed or set under the school's Appraisal Policy; and
 - grown professionally by developing his/her leadership and (where relevant) teaching expertise.
- 15.4 In considering whether any performance objectives have been met, account will be taken of whether particular unforeseen circumstances outside the teacher's control may have led to a particular challenging objective not being achieved. Objectives will become progressively more challenging as the leadership group member gains experience and if (s)he moves up the pay spine.
- 15.5 Failure to meet a performance objective may not necessarily indicate a failure to meet the criteria of 'sustained high quality of performance'. All relevant factors, contained within an explanatory note, should be considered in coming to the judgement.
- 15.6 The Appraiser(s) will make recommendations and provide evidence, as appropriate, on whether the PRP criteria have been met and whether one or two PRP points should be awarded. The Staffing/Pay Committee will take these factors into account in making its decisions.

16. Temporary Arrangements and Safeguarding of Salary

- 16.1 The Staffing/Pay Committee will consider paying a teacher who is temporarily carrying out the full duties of an absent Headteacher, Deputy or Assistant Headteacher at an appropriate point within the Headteacher's ISR or Deputy/Assistant Headteacher ranges when the absence extends beyond four successive weeks. The temporary pay point will not necessarily be the same as the point on the leadership spine of the substantive post holder but will not be less than the minimum point of the established ISR or performance range. The increase in salary will be back-dated from the first day of absence.
- 16.2 In the case of planned prolonged absence of more than four weeks, an acting pay point within the Headteacher or Deputy or Assistant Headteacher pay ranges will be established in advance and paid from the first day of absence.

16.3 In accordance with statutory provisions, members of the leadership group who will or may have their salaries reduced as a result of an internal reorganisation of the staffing structure or otherwise, are subject to time-limited cash safeguarding for a maximum of one term.

C. Other Teachers

17. Pay on Appointment

17.1 Qualified classroom teachers who have not yet applied to be paid on the Upper Pay Range shall be paid on the Main Pay Scale for Qualified Teachers. The Governing Body will endeavour to match existing salary points for all new appointments. The salary range of the post will be clear in the advertisement for the vacancy, and so applicants will be aware of the level of post before they apply.

17.2 The Governing Body may, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice, in line with paragraph 24 of this policy.

18. Mainscale Classroom Teachers

18.1 Pay determinations for existing main scale teachers effective from 1 September 2018

18.1.1 The Staffing/Pay Committee will use the following pay scale for classroom teachers, which reflects a 2% uplift across all points in the MPS:

Main pay scale for classroom teachers 2018	
Scale point	Annual Salary (£)
M1	23,720
M2	25,594
M3	27,652
M4	29,780
M5	32,126
M6	35,008

18.1.2 Except for NQTs who are subject to a separate statutory induction process, pay progression up the Main Pay Scale is subject to performance review, including outcomes from appraisal and the pay recommendation made by the teacher's appraiser.

18.1.3 Pay progression entitlement will, however, be subject to a review of a teacher's **totality of performance** over the performance cycle and **not limited** by isolated or most recent performance measures. In the course of the annual pay review, the Governing Body will review evidence of good performance as follows:

- a. the extent to which appraisal objectives have been met (or where a teacher has agreed challenging objectives, what progress has been made towards meeting them);
- b. the wider contribution to outcomes for students. This might include, for example, the impact of: behaviour management initiatives; leading on new projects; supporting extra-curricular activity; intervention work; supporting the development of colleagues and the ethos of the school;
- c. meeting the Teachers' Standards;
- d. fulfilling requirements of the Job Description;
- e. outcomes from lesson observations.

Where there is evidence of good performance in the course of the above review, a teacher will progress to the next point on the Main Pay Scale. Pay progression will be backdated to 1 September of that school year.

18.1.4 A teacher is most likely to progress to the next point on the Main Scale, where there is evidence that:

- a. appraisal objectives have been met or there has been progress towards meeting more challenging objectives;
- b. all of the Teachers' Standards are met (or there is a clear plan – with timescales - in respect of any development needs);
- c. teaching is at least good or showing improvement over time;
- d. there is a commitment to personal development and supporting colleagues in theirs;
- e. the teacher shares the school's vision and is proactive in putting it into practice;
- f. there is a wider contribution to school life e.g. behaviour management initiatives, leading on new projects, supporting extra-curricular activity, intervention work, supporting the development of colleagues and the ethos of the school.

This list is not exhaustive and it is not expected that a teacher will have excelled against every criterion. Evidence of a range of good performance is expected.

18.1.5 If the evidence shows that a teacher has exceptional performance, the Governing Body will consider the use of its flexibilities to award one or more additional point on progression. Exceptional performance could, for example, be exceeding the majority of their objectives or achieving a particularly challenging objective, as well as demonstrating competence in all elements of the teachers' standards.

18.1.6 If the evidence shows that a teacher has not made good progress, as described above, then the Governing Body will consider using its flexibilities and may award no pay progression.

18.1.7 Before making a decision to withhold pay progression, the Governing Body must be satisfied that the teacher has been made aware of concerns about their performance during the course of the appraisal process, that the concerns have been documented, and that the teacher has had appropriate support from the school to improve. The possibility of progression not being recommended to the Headteacher should not come as a surprise to the teacher concerned. It is not

necessary for a teacher to be subject to capability proceedings in order for pay progression to be withheld.

18.1.8 The process for assessing teachers against these factors is contained in the school's Appraisal Policy.

18.1.9 All pay recommendations for teachers on the main scale will be moderated by the Headteacher.

18.1.10 The Staffing/Pay Committee will be advised by the Headteacher in making all such decisions. Any outcome (i.e. no movement, one point, two points) will be clearly attributable to the performance of the teacher in question. In the event of an appeal process the Staffing/Pay Committee will be able to justify its decisions.

19. The Upper Pay Scale

19.1 Post Threshold

The Governing Body has established the following Upper Pay Scale for Teachers who meet the criteria for this scale (as set out in this section of the policy):

Upper pay scale for classroom teachers 2018	
Scale point	Annual Salary (£)
U1	36,646
U2	38,004
U3	39,406

19.2 Applications to be paid on the Upper Pay Scale

19.2.1 Teachers on point six of the Main Pay scale can apply to be paid on the Upper Pay Scale (UPS). The Headteacher may identify those teachers who are eligible to apply, and remind them of the timescale for applications. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPS in that school. Applications from teachers who are on M3-M5 may also be considered in exceptional circumstances, where they have appropriate, relevant previous experience and whose contribution is outstanding.

19.2.2 All applications should include the results of the two most recent appraisals, in this school, including any recommendation on pay. Where such information is not applicable or available, (e.g. those returning from maternity or sickness absence), or where existing evidence needs to be supplemented a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant. Where teachers have

moved school during the assessment period, the Headteacher must consult with the Headteacher of the previous school to seek evidence as to the teacher's suitability for progression.

19.2.3 In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build an evidence base to support their application. This should include but not be solely limited to their previous two Appraisal reviews. Staff cannot move from U1 to U2 or U2 to 3 in consecutive years.

19.3 Process

19.3.1 One application may be submitted annually. The closing date will be **31st October**. Exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- The teacher should submit a written application and supporting evidence to the Headteacher by **31st October**;
- The Headteacher will assess the application and may arrange to meet with the applicant before making a recommendation to the school's Staffing/Pay Committee;
- The Staffing/Pay Committee will make the final decision, advised by the Headteacher;
- Teachers will receive written notification of the outcome of their application within one month of the Staffing/Pay Committee's decision. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below);
- If requested, oral feedback will be provided by the Headteacher. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application, in all but exceptional circumstances. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria;
- Successful applicants will move to the relevant UPS with effect from **1 September** of the year in which they made their application;
- Unsuccessful applicants have the right to appeal against the decision, in accordance with the appeals process set out in paragraph 9 and Appendix 3 of this policy.

19.4 Assessment

19.4.1 The 2013 Document states that “Qualified teachers may apply to be paid on the upper pay range at least once a year in line with their school’s pay policy” and that an application will be successful where the relevant body is satisfied that:

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

At BAFB, **highly competent** is defined as performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

Substantial means of real importance, value or validity to the school, playing a critical role in the life of the school, providing a role model for teaching and learning; making a distinctive contribution to the raising of pupil standards; taking advantage of appropriate opportunities for professional development and using outcomes to effectively improve students’ learning.

Sustained means having sufficient prior experience to undertake a wider role (as above). At BAFB, teachers reaching M6 (as at 31 August) of the school’s Main Pay Scale will automatically be eligible to apply to be paid on the Upper Pay Range at the end of the current review cycle (and backdated to 1 September). Only in exceptional circumstances can teachers who are not on M6 be considered for progression to the Upper Pay Range.

19.4.2 The process for assessing teachers against these factors is contained in the school’s appraisal policy.

19.5 Pay determinations effective from 1 September 2018

19.5.1 The Staffing/Pay Committee will determine whether there should be any movement on the Upper Pay Scale. In making such a determination, it will take into account:

- the evidence base, which should show that the teacher has had a successful appraisal and has made good progress in developing themselves professionally;
- evidence that the teacher has maintained the criteria set out in paragraph 17.2, namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher’s achievements and contribution to the school are substantial and sustained. The meaning of these criteria as applied at BAFB is set out in this policy (19.4.2).

19.5.2 Appraisal will reflect on post threshold standards and become more challenging as the teacher gains experience and progresses up the upper pay scale.

- 19.5.3 Pay progression on the Upper Pay Scale will be clearly attributable to the performance of the individual teacher. The Staffing/Pay Committee will be able to objectively justify its decisions.
- 19.5.4 Where it is clear that the evidence shows the teacher has made good progress, i.e. he/she continues to maintain the criteria set out in 19.4.1, and has made good progress, the teacher will move to the mid-point on the Upper Pay Scale; or if already on the mid-point, will move to the top of the Upper Pay Scale.
- 19.5.5 If the evidence shows that a teacher has not made good progress, as described above, then the Governing Body will consider using its flexibilities and may award no pay progression.
- 19.5.6 Before making a decision to withhold pay progression, the Governing Body must be satisfied that the teacher has been made aware of concerns about their performance during the course of the appraisal process, that the concerns have been documented, and that the teacher has had appropriate support from the school to improve. The possibility of progression not being recommended to the Headteacher should not come as a surprise to the teacher concerned. It is not necessary for a teacher to be subject to capability proceedings in order for pay progression to be withheld.
- 19.5.7 The process for assessing teachers against these factors is contained in the school's Appraisal Policy.
- 19.5.8 All pay recommendations for teachers on the Upper Pay Scale will be moderated by the Headteacher.
- 19.5.9 The Staffing/Pay Committee will be advised by the Headteacher in making all such decisions.

20 Leading Practitioner Roles

- 20.1.1 If it is determined that a Leading Practitioner role is required in this school, to lead on modelling and improving teaching skills, then the following will apply.
- 20.1.2 The Governing Body will take account of paragraph 56 of the STPCD 2013 when determining the role of Leading Practitioner in this school. Additional duties will be set out in the job description of the Leading Practitioner and will include:
- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
 - improving the effectiveness of teaching staff and other colleagues, particularly in relation to specific areas such as literacy, numeracy and assessment for learning;
 - evidence of modelling and leading on learning and teaching and skill development at faculty or whole school level;
 - the wider contribution to outcomes for school improvement, including: enriching the experience and raising the performance of colleagues;

- implementing and evaluating policy and practice, coaching, mentoring and inducting teachers, disseminating materials, helping teachers who are experiencing difficulties.

20.2 Leading Practitioner Pay Scale

20.2.1 The Governing Body has established the following Leading Practitioner Pay Scale:

Leading Practitioner Pay Scale 2018	
Scale point	Annual Salary (£)
LP1	41,168
LP4	43,246
LP6	45,435
LP9	48,927
LP12	52,472

20.4 Pay on appointment

20.4.1 Leading Practitioners will be appointed to the lowest point on their specified five point pay range and will have the opportunity to move up the range one point at a time, on an annual basis, subject to successful annual assessment against the required standards of the post.

20.4.2 Applicants for Leading Practitioner posts will normally be expected to be on the Upper Pay Scale; or to be on M6, or have demonstrated that they meet the criteria to move onto the first point of the Upper Pay Scale, and would be moved on to that point if they were not appointed as a Leading Practitioner.

20.5 Pay determinations with effect from 1 September 2018

20.5.1 The Headteacher will agree appraisal objectives for the Leading Practitioner.

20.5.2 The Staffing/Pay Committee will have regard to the results of the Leading Practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay, in accordance with paragraph 21 of the STPCD 2013.

20.5.3 The Staffing/Pay Committee will take account of other evidence. The evidence should show the Leading Practitioner:

- has made good progress towards their objectives;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within school and within the wider school community, if relevant;

- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in all aspects of the Teachers' Standards;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement;
- meets the standards for Leading Practitioners, as set out in Appendix 5 of this document.

20.5.4 Highly competent" and "substantial" are defined at (19.4.1) of this policy.

20.5.5 Pay progression on the Leading Practitioner Scale will be clearly attributable to the performance of the individual teacher. The Staffing/Pay Committee will be able to objectively justify its decisions.

20.5.6 If the evidence shows that a teacher has not made good progress, as described in all the above, then the Governing Body will consider using its flexibilities and will not award pay progression.

20.5.7 Before making a decision to withhold pay progression, the Governing Body must be satisfied that the teacher has been made aware of concerns about their performance during the course of the appraisal process, that the concerns have been documented, and that the teacher has had appropriate support from the school to improve. The possibility of progression not being recommended to the Headteacher should not come as a surprise to the teacher concerned. It is not necessary for a teacher to be subject to capability proceedings in order for pay progression to be withheld.

20.5.8 The process for assessing teachers against these factors is contained in the school's appraisal policy.

20.5.9 All pay recommendations for teachers on the Leading Practitioner Scale will be moderated by the Headteacher.

20.5.10 The Staffing/Pay Committee will be advised by the Headteacher in making all such decisions.

21. Unqualified Teachers

21.1.1 The Governing Body prefers to recruit qualified classroom teachers. However, where there are recruitment difficulties, it may be necessary, from time to time, to employ unqualified teachers. In such circumstances, the Governing Body will seek to support the teacher, where possible, to become qualified through the Graduate Teacher Programme or other recognised routes to QTS. The Governing Body recognises that UQ teachers have an important role to play and as such, they are subject to Appraisal.

21.1.2 The Governing Body has established the following Pay Scale for Unqualified Teachers:

Pay Scale for Unqualified Teachers 2018	
Scale point	Annual Salary (£)
1	20,600
2	22,120
3	23,240
4	24,300
5	25,340
6	27,900

21.2 Pay on appointment

21.2.1 The Staffing/Pay Committee will pay any unqualified teacher in accordance with the above pay scale. The Staffing/Pay Committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience he/she may have, which they consider to be of value. The Staffing/Pay Committee will consider whether it wishes to pay an additional allowance.

21.3 Pay determinations effective from 1 September 2018

In order to progress up the Unqualified Teachers' Scale, Unqualified Teachers' pay progression entitlement will be subject to a review of a teacher's **totality of performance** over the performance cycle and **not limited** by isolated or most recent performance measures.

21.3.1 Where it is clear from the evidence that the teacher's performance is exceptional and exceeds expectations, the Staffing/Pay Committee may award enhanced pay progression of up to two points on the Unqualified Teacher Scale.

21.3.2 All pay judgements will be properly rooted in evidence; evidence will be included in the annual appraisal reports, and will relate to teachers' standards, contribution to school improvement, and to the progress of pupils, as well as to the teacher's individual objectives, and their job description. Due regard must be given to their wider contribution to school life e.g. behaviour management initiatives, leading on new projects, supporting extra-curricular activity, intervention work, supporting the development of colleagues and the ethos of the school.

21.3.3 The process for assessing teachers against these factors is contained in the school's Appraisal Policy.

21.3.4 All pay recommendations for teachers on the Unqualified Teachers' Scale will be moderated by the Headteacher.

21.3.5 The Staffing/Pay Committee will be advised by the Headteacher in making all such decisions.

21.3.6 Pay progression on the Unqualified Teacher Scale will be clearly attributable to the performance of the individual teacher. The Staffing/Pay Committee will be able to objectively justify its decisions.

D. Discretionary Allowances and Payments

22. Teaching and Learning Responsibility (TLR) Payments

22.1 TLR 1 and TLR 2 Payments

22.1.1 The values of TLRs that may be awarded as appropriate in the school are:

TLR1 2018	
TLR1 a	£7,853
TLR1 b	£9,662
TLR1 c	£11,473
TLR1 d	£13,288
TLR2 2018	
TLR2 a	£2,721
TLR2 b	£4,530
TLR2 c	£6,646

22.1.2 TLRs will be awarded, in accordance with the statutory criterion and factors for these payments, to the holders of the posts as indicated in the staffing structure attached to this policy at Appendix1.

22.2 TLR 3 Payments

22.2.1 The Staffing/Pay Committee may award a fixed term TLR3a, 3b or 3c for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in paragraph 25.1 of the STPCD 2013. The basis on which the TLR3 has been awarded, the duration of the fixed term, and the amount of the award, which will be paid in monthly instalments with normal salary payments, will be set out in writing to the teacher. No safeguarding will apply in relation to an award of a TLR3.

TLR 3 VALUES 2018	
TLR 3a	£1,000
TLR 3b	£1,560
TLR 3c	£2,683

23 Special Educational Needs

23.1.1 Classroom teachers who are required to have the professional skills and judgement to undertake a substantial element of working closely with children with special educational needs at BAFB (a greater level of involvement than the normal requirement of other teachers) are considered to be holders of posts of significant responsibility and include a TLR 1 or 2 payment. The SEN responsibility is defined in the job description for each post. There is therefore no necessity at present to establish additional SEN payments beyond the scope available through TLR 3a-3c

4. Recruitment and Retention Incentives

24.1.1. The discretion to award recruitment or retention incentives and benefits will only be considered where there is specific evidence to support one of the following criteria:-

- (i) it is proving very difficult to recruit to a post, (for example, where, following one or more advertisements, insufficient staff of the right quality apply for the post); or
- (ii) where a key member of staff with skills and expertise that are in high demand is likely to seek employment elsewhere in the near future and it has not proven possible to allocate additional responsibilities and award an appropriate grading.

24.1.2 In such circumstances, the recruitment or retention incentives or benefits will be for a fixed period only; the reason for the payment, the value of the incentive or benefit, the expected duration, and the review date after which they may be withdrawn will be clearly set out at the start of the fixed period and formally approved by the Staffing/Pay Committee.

24.1.3 The exercise of this discretion will be reviewed annually as part of the annual review of this Pay Policy, in the light of updated information on any recruitment and retention difficulties for the school.

24.1.4 In relation to a Headteacher, any 'additional payments' under this section will form part of the 25% limit on the use of all discretions, unless the Governing Body choose to use its 'wholly exceptional circumstances' discretion.

25. Temporary Arrangements and Safeguarding of Salary

25.1.1 The Staffing/Pay Committee will consider awarding an additional temporary TLR payment appropriate to the post to a teacher who is temporarily carrying out the full duties of an absent teacher, when the absence extends beyond four weeks. Where the temporary arrangement is approved, the increased salary will be back-dated from the first day of absence.

25.1.2 Supply teachers engaged by the school will be paid at the rate determined by the statutory provisions for calculating short notice teachers' pay within the STPCD 2013.

25.1.3 In accordance with statutory provisions, all classroom teachers who will or may have their salaries reduced as a result of internal reorganisation of the staffing structure are subject to time-limited cash safeguarding for a maximum of one year.

E. Other Pay Provisions for Teachers

26. Payment for work outside Directed Time in School to School type work

26.1 If it is agreed that teachers are deployed to work in a different setting to BAFB and the school is reimbursed for their absence, teachers will only be entitled to an additional payment if they have to work outside of their normal hours, i.e. after school or at the weekend. If employed on such an activity, they will receive a sum to be determined by the Headteacher, or in the case of the Headteacher, by the Chair of Governors, up to the amount reimbursed to the school. If a teacher works half the school day and then on into the evening, they might typically expect to receive half the amount paid to the school.

27. Externally funded projects

27.1 Where a project is externally funded, and delivered outside of directed time, whether at BAFB or a different setting, staff shall be entitled to payment at the agreed rate.

28 Exam markers

28.1 Any member of teaching staff can apply for a payment of £250 per annum for undertaking the role of examiner/marker. Payments will be made through payroll subject to tax, NI and pension costs, where applicable, and will be in the August pay packet.

Payments are discretionary and require that

- I. The member of staff informs the HR manager (Lynne Bentley) by 1st June.
- II. They must be an examiner for a subject and Board which is taught at Burnage Academy for Boys

F. Support Staff

29. Principles

29.1 This policy will be applied in accordance with all relevant national and local conditions of service, although there may be occasions when the school alter such agreements in ways that are broadly beneficial to the employees.

29.2 The policy will also be applied in accordance with the school's equality and diversity policy and practice.

30. Additional Pay Elements

30.1 Within the scope of this policy the governors recognise and approve the following pay elements which can be applied by the Headteacher on the advice of McKennaGordon HR or legal support.

30.2 Additional pay elements will relate to the following circumstances only:

- Undertaking Additional Duties
- Market Enhancement Pay – including recruitment and retention issues.

31. Undertaking Additional Duties (acting up)

31.1 There are situations where individuals temporarily cover a more senior post. This may be partial or full cover of the more senior post and is normally for a short period of time. Where an employee takes on the full duties of a higher graded post at the request of their manager it must be for a period of 28 days or more within a six-month period. The employee will be paid the evaluated rate for the post, for the duration of the acting up period.

31.2 Where an employee takes on additional responsibilities at the request of their manager for a temporary period, the grade will be determined through the job evaluation scheme in an objective and consistent manner and comply with equal pay legislation.

32. Market Enhancement Policy

- 32.1 There are occasions where the pay of a job determined by the grading process results in a salary range that fails to attract and retain suitably qualified and experienced staff, possibly because the pay rate is not in line with the “market rate” for the post. Under such circumstances the Headteacher in conjunction with McKennaGordon, or any subsequent HR provider, will determine whether it is appropriate for a market enhancement to be applied.
- 32.2 Market enhancements are defined as a temporary addition to the agreed pay for a role and are applicable to ‘all role holders in a post’ where market pressures would otherwise prevent the employer from being able to recruit and/or retain suitably qualified staff at the normal salary for the post.

33. Starting Salaries for New Appointments (permanent and temporary)

- 33.1 All new appointments will be paid at the minimum of the appropriate grade for the post. However, the Governing Body and Headteacher, advised by McKennaGordon, will have the discretion to agree a starting salary above the minimum if evidence can be provided that there is an objective justification based on skills and experience.
- 33.2 Where an existing employee is appointed to a new post on a higher grade which overlaps with their previous grade, they will be appointed on the next point above their previous substantive spinal column point.
- 33.3 All decisions relating to the commencing salary must comply with equal pay legislation and be made in an objective and consistent manner.

34. Incremental Progression

- 34.1 Progression through a grade is by annual increments, paid on 1 April of each year. To receive an incremental increase on 1 April, the employee must have been employed at the current spinal point for a period of six months prior to receiving the annual increment and must not be at the maximum for their band or on any pay protection arrangements.

35. Bonus payments

- 35.1 Governors, through the pay committee, reserve the right to award bonuses to low paid staff. Such bonuses must be proportionate, fair and transparent with due regard to the relevant employment legislation. Such bonuses will be in the range of £50 - £250.

36. Teaching Assistants

36.1 Teaching Assistants were assimilated onto new in-house scales on 1st September 2016, which is reviewed for cost of living increases annually in September. The scales from 1st September 2018 are increased by 3%. These scales are now subject to appraisal and performance related pay.

36.2 The grades are as follows:

Grade	SCP	
Apprentice Grade	U18	£6,337
	18+	£10,161
	21+	£12,838
	25+	£13,767
Grade 1 39 weeks TTO	1	£14,341
	2	£15,759
	3	£17,860
	4	£18,911
	5	£19,961
Grade 2 39 weeks TTO	1	£ 20,487
	2	£ 22,063
	3	£ 23,113
	4	£ 24,174
	5	£ 25,214
	6	£ 27,841

36.3 Pay progression entitlement will, however, be subject to a review of a TAs **totality of performance** over the performance cycle and **not limited** by isolated or most recent performance measures. Apprentices are not included in performance related pay. In the course of the annual pay review, the Governing Body will review evidence of good performance as follows:

- a) To be considered for progression, staff will be assessed on the extent to which they have displayed the full range of skills and competencies that meet or exceed the requirements for the role and supports others on a regular basis
- b) The extent to which the staff member has used their experience to enrich the organisation and address its needs will form part of the process.
- c) Staff will be expected to access the training opportunities offered to them and reflect what they have learned in improved practice.
- d) The extent to which a staff member consistently shows willingness to go above and beyond the requirements of the role and contributes to the wider ethos of the Organisation, will be taken into consideration.
- e) Any disciplinary action being taken in the course of a cycle will be seen as a bar to progression in that cycle.
- f) All absences related to pregnancy or disability or related to any other protected characteristic under the Equality Act 2010 will be ignored.
- g) The extent to which a staff member consistently delivers on the Standard Operating Procedures.
- h) fulfilling requirements of the Job Description;

This list is not exhaustive, and it is not expected that a teacher will have excelled against every criterion. Evidence of a range of good performance is expected.

- 36.4 Where there is evidence of good performance in the course of the above review, a TA may be considered for progression to the next point on their scale. Pay progression will be backdated to 1 September of that school year.
- 36.5 If the evidence shows that a TA has exceptional performance, the Governing Body will consider the use of its flexibilities to award one or more additional point on progression. Exceptional performance could, for example, be exceeding the majority of their objectives or achieving a particularly challenging objective, as well as demonstrating competence in all elements of the relevant standards.
- 36.6 If the evidence shows that a TA has not made at least good progress, as described above, then the Governing Body will consider using its flexibilities and may award no pay progression.
- 36.7 The process for assessing TAs against these factors is contained in the school's Appraisal Policy.
- 36.8 All pay recommendations for teachers on the main scale will be moderated by the Headteacher.
- 36.9 The Staffing/Pay Committee will be advised by the Headteacher in making all such decisions. Any outcome (i.e. no movement, one point, two points) will be clearly attributable to the performance of the teacher in question. In the event of an appeal process the Staffing/Pay Committee will be able to justify its decisions.

- The contents of this document will be brought to the attention of existing and newly appointed staff on a regular basis.
- The application of the policy will be monitored by the Governing Body.

Appendix 1

**Annual Assessment of a Classroom Teacher's Salary
(September 2018)**

Name:

Effective Date:.....

Point on Scale

Mainscale	Point M	£
Upper Pay Scale	Point UPS	£
Unqualified	Point UQT.....	£

TLR Payments

TLR 3	A	£
	B	£
	C	£

TLR 2	A	£
	B	£
	C	£

TLR 1	A	£
	B	£
	C	£
	D	£

Other Allowances

Recruitment and Retention £End Date.....

Safeguarding/Protection

Management Allowance safeguarded £End Date

Historic Pay Protection £
(School closure or reorganisation)

Total £

Signed:

(Chair of Staffing/Pay Committee)

Date:

Appendix 2

**Annual Assessment of a Leadership/ Leading Practitioner Salary
(September 2018)**

Name:.....

Post:.....

Effective Date:.....

Pay Range and Point on Leadership/Leading Practitioner Pay Scale at 31st August

Leadership Range: Lto L £

Leadership Point: L £

Leading Practitioner Range:LPto LP £

Leading Practitioner Point:LP £

Pay Range and Point on Leadership/Leading Practitioner Pay Scale at 1st September

Leadership Range: L to L £

Leadership Point: L £
(..... performance point(s) awarded)

Leading Practitioner Range: LP To LP£

Leading Practitioner Point: LP..... £
(..... performance point(s) awarded)

Signed
(Chair of Staffing/Pay Committee)

Date

Appendix 3

Annual Assessment of a Teaching Assistant's Salary (September 2018)		
Name:		
Effective Date:.....		
Point on Scale		
G1	Point	£
G2	Point	£
Total £		
Signed:		
(Chair of Staffing/Pay Committee)		
Date:		

Appendix 4

Appeal Procedure to Staffing/Pay Committee and Pay Appeal Committee

General Points

1. An appeal is appropriate if a member of staff is not satisfied with the decision of the Staffing/Pay Committee concerning his/her pay and requests that the basis for the decision be reviewed.
2. The employee may wish to seek the support of a companion of their choice when presenting their case. This may be a professional association/trade union representative or a colleague.
3. After a decision of the Staffing/Pay Committee has been conveyed to the employee in writing, together, where appropriate, with the specific reasons for the decision (for example, in cases where a performance pay point has not been awarded), an appeal may be lodged. The employee must write to the Clerk to the Governing Body within ten school working days of being notified of the Staffing/Pay Committee's decision, setting down the grounds for wishing the pay decision to be reviewed by the Staffing/Pay Committee.
4. The Clerk will arrange a hearing of the Staffing/Pay Committee which made the decision within ten school working days of receipt of the employee's request for

the decision to be reviewed and give the employee an opportunity to make representations in person.

5. Any supporting written evidence to be put before the Staffing/Pay Committee or Appeal Committee will be exchanged prior to a hearing, one working week in advance whenever practicable.
6. Following the hearing with the Staffing/Pay Committee, the employee will be informed in writing of the decision and the right to give notice to the Clerk to the Governing Body of the intention to appeal within ten school working days.
7. Any hearing with the Appeal Committee will normally be heard within ten school working days of the receipt of the written appeal notification.
8. The decision of the Appeal Committee will be given in writing within one school working week and, where the appeal is rejected, will include a note of the evidence considered and the reasons for the decision. There is no further right of appeal.

Procedure

The Staffing/Pay Committee or Pay Appeal Committee will meet and conduct a hearing in the following manner.

1. The Chair of the Staffing/Pay Committee or Appeal Committee invites all parties to enter the room.
2. The Chair introduces the parties concerned and outlines the procedure.
3. Any questions of clarification relating to the procedure are raised with the Chair by any party.
4. The Chair of the Staffing/Pay Committee and/or Headteacher explains the proposed pay level of the appellant, indicating why the original decision was made by the Staffing/Pay Committee and submitting any evidence he/she feels appropriate.
5. Any questions for clarification are raised through the Chair from:
 - i members of the Committee
 - ii the Appellant and/or companion
6. The Appellant or his/her companion indicates the reasons why the pay level is not felt to be appropriate, submitting any evidence (s)he feels is necessary.
7. Any questions for clarification are raised through the Chair from:
 - i members of the Committee

- ii the Headteacher
- 8. The Chair of the Staffing/Pay Committee and/or Headteacher sums up the school's case.
- 9. The Appellant or his/her companion sums up his/her case.
- 10. All parties leave the room while the Committee considers the case.
- 11. The Chair of the Committee informs all parties that the decision will be confirmed in writing within one school working week and whether there is a right of appeal.

Appendix 5

Framework of professional standards for post-threshold teachers.

(1) Professional Attributes

Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

Teaching and learning

P2. 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.

Assessment and monitoring

P3. 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.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3) Professional skills

Planning

P7. 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.

Teaching

P8. 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.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Fulfil wider professional responsibilities

P11. Make a substantial positive contribution to the wider life and ethos of the school.

Appendix 6

Framework of professional standards for Leading Practitioner posts

(1) Professional Attributes

Frameworks

LP1. Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own school, and, if required by the role, in other schools.

Personal professional development

LP2. Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues.

(2) Professional knowledge and understanding

Teaching and learning

LP3. Have a critical understanding of the most effective teaching, learning and behaviour management strategies, and including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

LP4. Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school.

Subjects and curriculum

LP5. Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas.

Achievement and diversity

LP6. Have an extensive knowledge on matters concerning equality, inclusion and diversity in teaching.

(3) Professional skills

Planning

LP7. Take a lead in planning collaboratively with colleagues in order to promote effective practice. Identify and explore links within and between subjects/curriculum areas in their planning.

Teaching

LP8. Have teaching skills which lead to excellent results and outcomes.

LP9. Demonstrate excellent and innovative pedagogical practice.

Assessing, monitoring and giving feedback

LP10. Demonstrate excellent ability to assess and evaluate.

LP11. Have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes pupil progress.

Reviewing teaching and learning

LP12. Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment; (b) a means of judging the effectiveness of their teaching; (c) a basis for improving teaching and learning and (d) this to include oversight of a KS if required.

Team working and collaboration

LP13. Be part of or work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practice that contribute to school improvement.

LP14. Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice.

LP15. Make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies.

LP16. Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership.

Fulfil wider professional responsibilities

LP17. Make a substantial positive contribution to the wider life and ethos of the school.