



# **The Cherry Tree Trust**

## **PAY POLICY**

2024-2025

Date	<b>November 2024</b>
Supersedes	Teachers Pay Policy September 2022
Amendments	Updated to take into account: The 2024 School Teachers' Pay and Conditions Document including the agreed pay award. The 2024 DfE Advice - Implementing your school's approach to pay – Advice for maintained schools and local authorities.
Related policies/guidance	Implementing your school's approach to pay – Advice for maintained schools and local authorities DfE October 2024.  The school's Appraisal Policy
Review	Annually
Author	HR and People, One Education Ltd
Date consultation completed	
Date adopted by Governing Body	

**Equality Statement:** - Under the public sector equality duty (PSED), all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented.

The One Education HR and People team regularly reviews all policies and procedures which are recommended to schools/academies to ensure compliance with education and employment legislation including the Equality Act 2010. Consultation with schools/academies is an important part of this review process. Headteachers, Principals and Governing Bodies are asked to contact the HR and People team via the Helpline if they believe there are any negative equality impacts in their school/academy in relation to the application of this policy/procedure. Schools should also contact HR and People team if they need to access this policy in a different format.

## Contents

1.	DEFINITIONS .....	5
2.	POLICY STATEMENT .....	6
3.	PURPOSE .....	6
4.	SCOPE .....	6
5.	PRINCIPLES .....	6
6.	REFERENCE POINT RANGES .....	8
1.	Main Pay Range .....	8
2.	Upper Pay Range.....	8
3.	Leading Practitioner Pay Range.....	8
4.	Unqualified Teacher Pay Range.....	8
5.	Leadership Pay Range Reference Points.....	8
6.	Leadership Pay Ranges .....	9
	Headteacher .....	9
	Deputy Headteacher(s) .....	9
	Assistant Headteacher(s) .....	9
7.	TEACHING AND LEARNING RESPONSIBILITY PAYMENTS .....	10
8.	RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS .....	11
9.	SPECIAL EDUCATIONAL NEEDS (SEN) ALLOWANCES .....	11
10.	LEADERSHIP GROUPS .....	11
11.	PAY REVIEWS AND TIMING .....	12
12.	BASIC PAY DETERMINATIONS ON APPOINTMENT .....	12
13.	APPOINTMENT OF LEADING PRACTITIONERS .....	12
14.	ASSESSMENT PERFORMANCE – EVIDENCE AND MEASURES .....	13
15.	MAKING RECOMMENDATIONS FOR PAY PROGRESSION .....	14
16.	ESTABLISHMENT OF A PAY COMMITTEE .....	15
17.	REVIEWING THE RECOMMENDATIONS FOR PAY PROGRESSION .....	15
18.	ESTABLISHMENT OF A PAY APPEAL COMMITTEE .....	16
19.	THE APPEAL PROCESS .....	16
20.	MOVEMENT TO THE UPPER PAY RANGE .....	17
21.	PAY DETERMINATIONS UPON APPOINTMENT TO THE UPR .....	19
22.	PART TIME TEACHERS .....	19
23.	SUPPLY TEACHERS .....	19
24.	ACTING ALLOWANCES .....	20
25.	SAFEGUARDING .....	20
26.	DISCRETIONARY OR ADDITIONAL PAYMENTS .....	20
27.	IMPACT ASSESSMENT .....	20
28.	SUPPORT STAFF PAY POLICY .....	20
	APPENDIX A – EXAMPLE PAY RANGES .....	23
	APPENDIX B – LEADERSHIP PAY RANGES .....	24
	APPENDIX C JOB DESCRIPTIONS .....	21
	APPENDIX D SUBJECT LEADER EXPECTATIONS / UPPER PAY RANGE STAFF .....	51
	APPENDIX E LEADERSHIP ROLES & RESPONSIBILITY .....	52
	APPENDIX F CHILDCARE DISQUALIFICATION SELF DECLARATION .....	53

## Staffing Structure

Newall Green Primary School		
		Full Time equivalent
Senior Leadership Team	Head of School	1
	Deputy Head Teacher	1
	Assistant Head Teacher	4
Phase Leaders		8
Class Teachers in addition to Phase Leaders		15
PPA	TA4	1
Safeguarding	Parent Support Officer	1
SEND Coordinator	Teacher	1
Apprentice TAs	Up to 2 if needed	
Acorn Room	Lead	1
	TA2	3
	TA3	1
	TA4	1
POD	Lead	1
	TA 2	4
	TA3	1
	TA4	1
EYFS	TA1	1
	TA2	5
	TA3	4
KS1	TA2	3
	TA3	5
KS2	TA2	10
	TA3	6
Office	Business Manager	1
	Attendance Manager	1
	Administrator Coordinator	1
	Admin Officer	1
Attendance Officers		2 people (TA) Mornings only
Premises Management	Site Manager	1
	Assistant Site Manager	1
Lunchtime Organiser		21

## 1. DEFINITIONS

1. This policy (as adapted to the individual circumstances of the institution) applies to *the Cherry Tree Trust*. The term “school” in this policy is used to describe any school to which the policy applies.
2. All references to “teacher(s)” refer to the person or persons covered under the scope of this policy.
3. All references to the “governing body” or to “the governors” refer to the governing body or governors of the relevant school.
4. All references to the “headteacher” refer to the headteacher of the relevant school.
5. For the avoidance of doubt, in this policy any reference to a “school working day” for teaching staff will have the following meaning: any day during an academic year when a school is normally open for educational purposes or when staff are in attendance for training purposes but **excluding** any day which falls on a Bank Holiday or within school holiday periods
6. All references to the “STPCD” refer to School Teachers’ Pay and Conditions Document, an annually published document that forms part of the contract of employment of all teachers and headteachers in maintained schools in England, and those academies/free schools which have adopted the national scheme for the purposes of pay and conditions of employment.
7. All references to the “Teachers’ Standards” refer to the Department for Education’s (DfE’s), expectations of teachers’ professional practice and personal conduct, setting out minimum requirements expected and a benchmark for excellent teaching practice and exemplary personal conduct. They set the standard to which all trainees should aspire, and to which all qualified teachers must adhere and improve upon throughout their career.
8. All references to the “appraiser” refer to the person appointed by the headteacher to review a teacher’s performance against objectives set and the Teachers Standards and, based upon the outcome, to make a considered recommendation for pay progression.
9. All references to the “pay committee” refer to the body appointed to review and determine pay progression.
10. All references to the “pay committee members” refer to those governors appointed to comprise the “pay committee.”
11. All references to the “pay appeal committee” refer to the governors appointed to review any pay progression recommendations that have already been communicated but have been appealed, to reconsider all the available evidence and to rule as to whether to uphold or overturn the original decision
12. All references to the “pay appeal committee members” refer to those governors appointed to comprise the “pay appeal committee.”
13. All references to the “UPR” refer to the Upper Pay Range, available to all those teachers who hold Qualified Teacher Status (QTS) and have been assessed by their employer as meeting both the core and post-threshold professional standards.
14. All references to “TLRs” refer to Teaching and Learning Responsibility Payments. TLRs are made in order to recognise a substantial and sustained responsibility in the context of the school’s structure, needed to ensure continued delivery of high-quality teaching and learning as specified in the STPCD.

## **2. POLICY STATEMENT**

1. The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "... conduct the school with a view to promoting high standards of educational achievement at the school." This pay policy is intended to support that statutory duty.
2. The school is committed to ensuring consistency of treatment and fairness and in the application of this policy, will abide by all relevant employment and education laws and statutory guidance including the Employment Rights Act 1996, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed Term employees (Prevention of Less Favourable Treatment Regulations 2002.and the Data Protection Act 2018.
3. The ability of the school to maximise and improve the quality of education provided to pupils depends largely on the recruitment and retention of a capable and high performing teacher workforce.
4. This school appreciates the individual contributions that teachers make to this and wants to recognise and reward them appropriately. No pay progression will be made if it is not justified.
5. This school acknowledges the need to manage the remuneration of teaching staff in a fair, transparent and equitable way. Assessment of performance through appraisal will form the basis of all decisions on pay progression.
6. This policy has been developed in support of the above and falls in line with all relevant staffing regulations and statutory provisions, where applicable to the STPCD.
7. Pay increases awarded to a teacher on the main or upper pay range will be permanent only for so long as the teacher remains employed at this school.
8. On appointment to this school whilst the governing body will consider a teacher's current pay position, there is no guarantee that existing or previous salary will be matched.
9. The headteacher will consult with staff and relevant unions on appraisal and pay policies.

## **3. PURPOSE**

1. To identify the principles by which decisions about pay progression will be made.
2. To identify the range of information that will be used to inform decisions about pay progression.
3. To identify the proposed timetable for assessment.
4. To set out the process for appeal against any decisions made about the level of pay progression awarded.

## **4. SCOPE**

1. This policy document applies to all school employees whose pay and conditions fall under the terms of the STPCD.
2. Support staff do not fall within the scope of this policy.

## **5. PRINCIPLES**

1. The governing body acknowledges its duties and obligations under the Equality Act 2010 including its Public Sector Equality Duty (s149 Equality Act). The governing body and the headteacher will ensure that all those involved in the application of this policy are aware of the school's equality duties and obligations with a view to preventing unlawful discrimination in any

form from occurring. The protected characteristics covered by the Equality Act are age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation.

2. The provisions of the Teachers' Standards as set out in the STPCD underpin this policy providing the basis for all objectives set, informing performance appraisals and substantiating any subsequent pay progression recommendations. Such standards are considered absolute.
3. In cases where a teacher's performance falls short of acceptable professional standards and/or objectives are not met then the headteacher may consider whether capability or disciplinary procedures are appropriate. Such procedures fall outside the remit of this policy.
4. The governing body will ensure that decisions of appraisers, pay committee members, and pay appeal committee members are informed by the Teachers' Standards either, in setting meaningful objectives or in analysing the overall performance of a teacher as appropriate.
5. In accordance with the arrangements for teacher appraisals, as set out in the school's Appraisal Policy, teachers and appraisers should work together to ensure objectives meet all the relevant criteria and to establish a common understanding of the levels of performance required for pay progression.
6. All teachers can expect to be provided with the opportunity, skills, encouragement, feedback and support they need to perform well and therefore be rewarded. Teachers will be informed at the earliest opportunity of any risk to pay progression arising from performance.
7. The governing body will ensure that quality assurance processes are in place to make certain consistency of approach. Objectives, performance assessments and recommendations for pay progression will be subject to moderation.
8. All information relating to performance assessment and subsequent pay progression recommendations will be treated confidentially and details only released to those parties fundamental to the decision-making process. Anonymous data will be supplied to Ofsted Inspectors as required.
9. Any party involved in decisions regarding a teacher's recommended level of pay progression shall, in the event of an appeal against the decision made, play no further role in a decision-making capacity.
10. Any teacher whose performance merits pay progression will be entitled to such progression in accordance with the specifics of this policy.
11. The governing body will act with integrity, objectivity and honesty in the best interests of the school; will be open about pay decisions made and actions taken; and will be prepared to explain decisions and actions as required.
12. Modifications to this policy may be considered to take account of special circumstances and will be considered where necessary as a reasonable adjustment for teachers with a disability. This may include making adjustments to take account of long term and/or disability related absences. Any such adjustments will be made on a case-by-case basis depending on both the teacher's and the school's circumstances and depending on what is reasonable. Any adjustments will be made in agreement with the governing body. The school and the governing body will at all times comply with duties and obligations under the Equality Act 2010.
13. A teacher on maternity leave during the appraisal period is entitled to consideration for pay progression. Where performance reviews have not taken place due to maternity leave, consideration will be given to pay progression based on such information as is available. This may include the most recent appraisal review or any part of the appraisal period when the teacher was present.

14. A teacher taking up post part way through the school year will be considered for pay progression in accordance with the appraisal cycle. In these circumstances, evidence may be considered from the teacher's previous employer. However, any decisions taken by a previous employer will not be binding on the governing body.
15. The governing body will ensure that all procedures for determining pay are consistent with the principles of public life: - objectivity, openness and accountability.
16. The governing body will seek appropriate advice from its HR provider to guide them in exercising their judgement, in particular during any appeal process.

## 6. REFERENCE POINT RANGES

The governing body in accordance with this policy determines all pay points and increases.

The STPCD 2024 details the minimum and maximum pay for the four pay ranges for teachers; the main pay range, the upper pay range, the leading practitioner pay range and the unqualified teacher pay range and advisory pay points are detailed at Appendix A. **The school may utilise the advisory pay points detailed at Annex A or may determine its own range(s)** (subject to the relevant minima/maxima).

### 6.1 Main Pay Range

- The minimum statutory pay for teachers on the Main Pay Range is £31,650
- The maximum statutory pay for teachers on the Main Pay Range is £43,607

### 6.2 Upper Pay Range

- The minimum statutory pay for teachers on the Upper Pay Range is £45,646
- The maximum statutory pay for teachers on the Upper Pay Range is £49,084

### 6.3 Leading Practitioner Pay Range

- The minimum statutory pay for teachers on the Leading Practitioner Pay Range is £49,781
- The maximum statutory pay for teachers on the Leading Practitioner Pay Range is £72,162

### 6.4 Unqualified Teacher Pay Range

- The minimum statutory pay for teachers on the Unqualified Pay Range is £21,731
- The maximum statutory pay for teachers on the Unqualified Pay Range is £33,902

### 6.5 Leadership Pay Range Reference Points

Individual pay ranges, and the number of points per range, will be determined according to the totality of responsibilities of each post. The governing body will ensure that leadership pay ranges do not exceed the maximum permitted other than in exceptional circumstances as specified in the STPCD 2024.

In accordance with paragraphs 5 to 9 of the STPCD 2024, the school's **headteacher group** and pay range **for this school** has been determined as:

	£
*Group 1	53,380 – 71,019
*Group 2	56,082 – 76,430
*Group 3	60,488 – 82,258
*Group 4	65,010 – 88,530
*Group 5	71,729 – 97,639
*Group 6	77,195 – 107,700
*Group 7	83,081 – 118,732
*Group 8	91,633 – 131,056

## 6.6 Leadership Pay Ranges

The minimum statutory pay for members of the leadership group is £49,781. The relevant minimum and maximum pay for leadership posts and discretionary pay points are detailed at Annex B. There is no requirement for a specific number of pay reference points for leadership posts.

Where there is more than one post of deputy or assistant headteacher in the staffing structure it is possible for differing pay ranges/salary reference points to be applied to the individual posts and for pay ranges to overlap. Appropriate consideration must be given to the level of responsibility required for each post when determining the relevant pay range. The school may choose to seek external advice when setting such pay ranges.

### Executive Head

L26 – L30

### Head of School

L13 - L16

### Deputy Headteacher(s)

L9 – L12

### Assistant Headteacher(s)

L3 – L8

## 7. TEACHING AND LEARNING RESPONSIBILITY PAYMENTS

1. TLR1 and TLR2 payments are awarded to a teacher who undertakes a clearly defined and sustained additional responsibility in the context of the school's staffing structure for ensuring the continued delivery of high-quality teaching and learning for which they are accountable. The award is made while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.
2. Before awarding a TLR1 or TLR2 payment to a teacher the pay committee will satisfy itself that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that: -
  - is focused on teaching and learning;
  - requires the exercise of a teacher's professional skills and judgement;
  - requires the teacher to lead, manage and develop a subject or curriculum area; or to
  - lead and manage pupil development across the curriculum;
  - has an impact on the educational progress of pupils other than the teacher's assigned classes or group of pupils; **and**
  - involves leading, developing and enhancing the teaching practice of other staff.
3. The governing body will determine the appropriate level and value of each TLR payment and any differential requirements considering the relevant weight of each TLR post.
4. The **annual value of a TLR1** will be between £9,782 and £16,553. The **annual value of a TLR2** will be between £3,391 and £8,279.
5. TLR1 or TLR2 responsibilities may be shared by **part time** teachers on a job share basis and will be paid on a pro-rata basis equivalent to the teacher's fte working hours. Where a TLR responsibility is held by a part time teacher not subject to a job share arrangement, the TLR payment will be paid on the same pro-rata basis as the teacher's part time contract.
6. Where the governing body determine that a **TLR3** is required, for a time limited fixed period, school improvement project or one-off externally driven responsibilities, the annual value will be determined by the headteacher between £675 and £3,344 per annum for the duration of the fixed term. The full rate of a TLR3 applies equally to both full and part time teachers. The duties undertaken must: -
  - be focused on teaching and learning;
  - require the exercise of a teacher's professional skills and judgement;
  - have an impact on the educational progress of pupils other than the teacher's assigned classes or group of pupils

Teachers awarded a TLR3 will be informed at the outset that this is a fixed term temporary change to their contract, the duration of the project and when payment will cease.

7. TLR3 payments can only be made to qualified classroom teachers. A teacher in receipt of an existing TLR1 or TLR2 may also hold a concurrent TLR3 allowance.

## 8. RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS

1. In exceptional circumstances, the governing body may consider payments or other benefits as an incentive for recruitment or the retention of existing teachers. Where the governing body determine to apply such benefits, they will be subject to formal review by the pay committee.
2. Such benefits will **not** be considered for members of the leadership team with the exception of reimbursement of relocation costs for new appointees.

## 9. SPECIAL EDUCATIONAL NEEDS (SEN) ALLOWANCES

1. SEN allowances will only be considered where the relevant requirements of the STPCD are met in full.
2. Any SEN allowance awarded will be at an annual rate between £2,679 and £5,285 as determined by the governing body.

## 10. LEADERSHIP GROUPS

1. The governing body will determine the size, remuneration and composition of the leadership group, (i.e. the number of deputy and/or assistant headteachers). All members of the leadership group will have substantial strategic responsibilities for school leadership. The governing body will exercise judgement on the appropriate levels of pay for the wider leadership team according to the challenges and needs of the school. The governing body will ensure that there are appropriate salary differentials within the leadership group's membership to take account of differing levels of responsibility.
2. The governing body will also ensure that save for in exceptional circumstances, the pay range of the headteacher does not overlap with any other leadership pay ranges and; that the pay range of any deputy starts at a higher point than the lowest point on the pay range of any assistant headteacher.
3. Where new appointments are considered to the wider leadership team the governing body is required to assess the particular challenges and circumstances of the school. To aid this assessment they will adopt the three-stage process recommended by the Department for Education (DfE) in the document "Implementing your school's approach to pay. Advice for maintained schools, academies and local authorities - October 2024".
4. The governing body will only review the pay structure of the leadership group if they determine this is necessary to maintain consistency with new leadership appointments or where responsibilities of one or more members of the leadership group have changed significantly. Where, following such a

review, a new pay range is set, the governing body will minute the revised pay range and their reasons for selecting it.

## 11. PAY REVIEWS AND TIMINGS

1. The governing body will ensure that every teacher's salary is reviewed with effect from 1<sup>st</sup> September and no later than the 31<sup>st</sup> October (31<sup>st</sup> December for the headteacher) each calendar year.
2. Reviews may take place at other times of the year to reflect significant changes in circumstances or job description that may lead to a change in the basis for calculating an individual's pay.
3. Following any review, a written statement, detailing the teacher's salary and any other financial benefits to which they are entitled, will be issued to them. This written statement will also, where applicable, provide information as to the basis of any decisions made.

## 12. BASIC PAY DETERMINATIONS ON APPOINTMENT

1. The governing body will determine the relevant pay range for a vacant teaching post prior to advertising it. On appointment, it will determine the starting salary within that range to be offered to the successful candidate. There is no guarantee that existing or previous salary will be matched.
2. In making such determinations, the governing body may consider a range of factors, including:
  - The nature and requirements of the post
  - The level of qualification, skills and experience required to undertake the specific duties of the post
  - The wider school context
  - Market conditions
  - The recommendations of the headteacher

The relevant pay range is as specified in paragraph 6 above.

3. The governing body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice, which may include portability of existing pay level.
4. Early Career Teachers will normally start on the minimum point of the pay range.

## 13. APPOINTMENT OF LEADING PRACTITIONERS

1. A leading practitioner position may be introduced into the staffing structure at the discretion of the governing body. Such a post will only be considered where the governing body first determine that the **primary purpose** of such a post is to **model and lead improvement of teaching skills**. A relevant pay range and salary point between £49,781 and £72,162 will be

determined for each such post in accordance with the minimum/maximum specified within the STPCD.

#### **14. ASSESSING PERFORMANCE – EVIDENCE AND MEASURES**

1. The governing body expects all teachers, including the headteacher to perform at the highest possible level and to continue to improve their professional practice year on year. Appraisal objectives will be progressive and developmental, thereby ensuring that performance is rewarded and that all teachers have the opportunity to progress to the maximum of their respective pay range.
2. In this school, all teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.
3. To be fair and transparent, assessments of performance will be rooted in evidence. In this school, we will ensure fairness and consistency of approach by an assessment of objectives set, quality of evidence collated and levels of pay progression recommended.
4. The evidence that the school will use to assess performance against objectives set will clearly demonstrate impact on pupil progress and may include but not be limited to the following: -
  - Self-assessment
  - Peer review
  - Tracking pupil progress/pupil progress data
  - Lesson observations
  - Quality of teaching against the Teachers' Standards, including observed practice
  - Continuing professional development records
  - Received feedback
5. In this school assessments of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to: -
  - The impact on progress of pupils
  - The attainment of wider outcomes for pupils
  - Personal improvements in specific elements of practice, e.g. behaviour management, lesson planning
  - The impact on effectiveness of other teachers and staff

- The life of the school community

**In the case of Upper Pay Range teachers and Lead Practitioners, evidence of their significant and sustained contribution beyond their own classroom and their impact on the wider school will also be required.**

## **15. MAKING RECOMMENDATIONS FOR PAY PROGRESSION**

1. Teachers' appraisal reports will contain pay recommendations. Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher. A teacher who is dissatisfied with the pay recommendation will be given the opportunity for an informal discussion with the Headteacher before the recommendation is actioned. If following informal discussion, the teacher believes that an incorrect recommendation has been made they may make representation to the pay committee making the decision. (See paragraph 17.3 below).
2. The rate of progression will be differentiated according to an individual teacher's performance and will be based on absolute criteria. All teachers are subject to annual review in accordance with the Appraisal Regulations currently in force. Teachers on the main pay range may be considered for a performance pay award on an annual basis subject to the following criteria. Teachers on the upper pay range may be considered for a performance increase every two years subject to the following criteria.

Paragraphs 15.3 to 15.6 below are **examples** of the criteria for progression that the governing body may wish to apply. The governing body may substitute alternative definitions.

3. Teachers **will** be eligible for a performance pay increase to be determined if they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding.
1. Teachers **may** be also be eligible for a performance pay increase to be determined if they are deemed to have made substantial progress towards their objectives, are assessed as meeting the relevant standards and the majority of teaching is assessed as at least good.
2. Teachers demonstrating exceptional performance **may** be eligible for an enhanced performance increase.
3. In cases where teachers have not achieved the minimum standard required and therefore are not eligible for pay progression, it will be possible to make a "no progression" recommendation without recourse to the capability procedure.
4. All pay progression recommendations will, in the first instance, be submitted to the headteacher.
5. The headteacher will consider and review the evidence collated and subsequent pay progression recommendations made to ensure compliance with the school's pay policy and consistency of approach. In cases of

uncertainty, the headteacher may request further information to support the recommendation.

6. The headteacher will also review objectives set for the forthcoming academic year to ensure they clearly reference Teachers' Standards, are sufficiently challenging and rigorous when compared with those of a teacher at a similar level and to ensure consistency and fairness with the objectives set across the school.

## 16. ESTABLISHMENT OF A PAY COMMITTEE

1. The governing body will establish a pay committee with fully delegated powers to deal with decisions on performance related pay progressions. The pay committee will comprise three governors elected at a meeting of the full governing body at which 50% of those governors holding office at that time were present. One named governor will act as reserve. The quorum will normally be three.
2. Membership of the committee (and its terms of reference) will be reviewed annually but with due regard to continuity in what is a technical area. The headteacher will act as adviser (non-voting) to the committee. The pay committee will meet in accordance with school's published timetable for assessment.

## 17. REVIEWING THE RECOMMENDATIONS FOR PAY PROGRESSION

1. The headteacher will submit the list of proposed pay progressions to the pay committee for review in a clear format. Each submission **must** contain a clear recommendation and justification for pay progression that includes reference to the teacher meeting or not meeting the standards and objectives required. Where objectives are partially met this will be indicated.
2. Exceptional performance will be highlighted in the submission.
3. The pay committee may agree to a request by the headteacher to delay a pay decision to allow an employee to submit further evidence to be considered by the headteacher where exceptional circumstances have prevented an earlier submission. Any delay will be time limited.
4. A teacher may make representation to the pay committee if they believe an incorrect recommendation has been made. The teacher **must** submit a formal written statement setting out clearly the grounds for their disagreement with the recommendation. The teacher will be given the opportunity to make representations in person to the pay committee prior to any decision being made. The teacher has the right to be accompanied by a colleague or representative from their professional organisation or trade union.
5. Final decisions by the pay committee, about whether or not to accept a pay recommendation will be communicated to staff members in writing, together with, where appropriate, notification of the right to appeal against the decision.

## 18. ESTABLISHMENT OF A PAY APPEAL COMMITTEE

1. The governing body will establish a pay appeal committee with fully delegated powers to which all pay appeals will be directed. The pay appeal committee will comprise 3 governors elected at a meeting of the full governing body at which 50% of those governors holding office at that time were present. One named governor will act as reserve. No member of the pay appeal committee will work at the school. There shall be a quorum of 3. No member of the pay appeal committee will have been a member of the original pay committee.

## 19. THE APPEAL PROCESS

1. Teachers wishing to appeal must inform the headteacher within five school working days of the formal notification of the original decision. The teacher must set out their reasons for appeal in writing. It is for the teacher to determine what, if any, documents they wish to submit and these must be provided to the headteacher by the teacher within 10 school working days of the notification of intention to appeal. The pay appeal committee will only consider documents submitted in support of the specified grounds of appeal. **The teacher must indicate if they intend to attend the appeal committee meeting or if they wish for the committee to consider documentary submissions only.**
2. The grounds for appeal will be that the person(s) by whom the decision was made:
  - Incorrectly applied a provision of the STPCD
  - Incorrectly applied a provision within the school's pay policy
  - Failed to have proper regard to statutory guidance
  - Failed to take account of relevant evidence
  - Took account of irrelevant or inaccurate evidence
  - Exercised bias
  - Otherwise unlawfully discriminated against the teacher
3. The headteacher will not act as advisor to the pay appeal committee, although they may be called upon to provide information.
4. The school may request additional independent advice for the pay appeal committee.
5. If the teacher has stated an intention to attend the appeal committee meeting, they will be given 5 working days' notice of the meeting. The pay appeal committee will normally meet within 20 school working days of the receipt of the appeal to review all the available evidence, reach a decision and communicate this decision in writing to the teacher.
6. The pay appeal committee will follow the DfE guidance "Implementing your school's approach to pay. Advice for maintained schools, academies and

local authorities. October 2024” on the conduct of the appeal process. A clerk/adviser who will make a note of the proceedings may support the pay appeal committee. If the teacher attends the meeting, they have the right to be accompanied by a colleague or representative from their professional organisation or trade union. An HR or other specialist adviser may assist the school management representative (normally the headteacher). Both parties will have the opportunity to present any supporting evidence and/or call witnesses. Documents to be relied on and/or referred to by both parties and details of any witnesses must be exchanged 5 working days prior to the hearing date, facilitated by the clerk/adviser to the pay appeal committee. The parties will have the opportunity to question each other. The appeal committee may ask exploratory questions of both parties.

7. The clerk/adviser will remain with the appeal committee during the consideration of the appeal. The appeal committee outcome will be notified in writing and will include the rationale for reaching the decision. All decisions of the pay appeal committee will be final.

## **20. MOVEMENT TO THE UPPER PAY RANGE**

### **1. Applications and Evidence**

Any qualified teacher may apply to be paid on the UPR and any such application will be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the UPR. Evidence to support an application will normally include:

- Reviews or appraisals of the previous 2 years 'performance.
- Supporting evidence that covers the two-year period leading up to and ending at the date of application.
- Teachers may choose to submit additional evidence in support of their application.
- In certain circumstances, for example following a long-term absence, teachers may supply supporting evidence from the year prior to the absence period.
- Applications may be submitted from 1<sup>st</sup> September and normally no later than the 31<sup>st</sup> October each calendar year.
- Applications may be made at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay.
- 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 UPR in that school or schools. This school will not be bound by any pay decision made by another school.
- Any qualified teacher who has been absent on maternity, paternity, adoption or parental leave or who has been absent for a period of disability related sickness is still eligible to apply to be paid on the UPR and to have the application considered. Adjustments may be made to

take account of particular circumstances. Each application and possible adjustments will be considered on a case-by-case basis taking into account the individual circumstances.

- All applications for entry onto the UPR must be submitted in writing to the headteacher for assessment.

## 2. The Assessment

An application from a qualified teacher will be successful where the headteacher is satisfied that, in accordance with paragraph 15.2 of the STPCD 2024: -

- The teacher is highly competent in all elements of the relevant standards; and
- The teacher's achievements and contributions to the school are substantial and sustained

**The paragraphs below are provided as *examples* that a governing body may wish to utilise. They may be replaced with appropriate alternative definitions.**

For the purposes of this pay policy it is determined that “**highly competent**” means 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.

For the purposes of this pay policy it is determined that “**substantial**” means of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

For the purposes of this pay policy **sustained** means: - two consecutive successful appraisal reports at this school and good progress towards appraisal objectives. Evidence that teaching expertise has grown and is *consistently good to outstanding*.

## 3. Procedure

- It is the responsibility of the eligible teacher to notify the headteacher in writing of their wish to apply and to complete the school's application form (if required).
- All applications should be submitted by the 31<sup>st</sup> October.
- The application will normally be assessed by the headteacher and a recommendation will be made to the pay committee.
- Final decisions about whether or not to approve a teacher's application to the UPR will be made by the pay committee, having regard to the

appraisal report and taking into account advice from the headteacher or other appropriate member of the senior leadership team.

- The applicant will be informed of the decision no later than 20 school working days following the pay committee's receipt of the headteacher's initial recommendation.
- Paragraph 19 above details the pay appeal process.
- If successful, the applicant will move to the UPR with effect from the start of the school year in which the application is approved.
- If unsuccessful, feedback will be given by the headteacher to the teacher no later than 10 school working days following communication of the original decision. The feedback will make specific reference to any areas for further development, supported by tangible evidence wherever possible.

## **21. PAY DETERMINATIONS UPON APPOINTMENT TO THE UPR**

1. Teachers will normally start on the minimum point of the pay range.

## **22. PART TIME TEACHERS**

1. Teachers employed on an on-going basis at the school but who work less than a full working week are deemed part time.
2. When the pay committee is required to review pay progression recommendations for a part time teacher they will do so with due regard to those hours that a part-time teacher usually works under the contract of employment. Direct consideration will be given to those hours in reviewing the objectives set, evidence gathered and pay progression recommendations made.
3. In approving a pay progression recommendation for a part time teacher, the pay committee will do so in accordance with the "pro rata principle." This means that the proportion of the total pay progression awarded will correspond directly to the number of hours that the teacher is employed in that capacity during the course of the school's timetabled teaching week, ("total pay progression" means the pay progression that would be awarded to that person in the same post on a full time basis and "the school's timetabled teaching week" means the aggregate period of time in school timetable during which pupils are normally taught.) See also paragraph 7.5.

## **23. SUPPLY TEACHERS**

1. Teachers employed by the school on a day to day or other short notice basis (not via a third party or agency) will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

## **24. ACTING ALLOWANCES**

1. The pay committee will, within a 4-week period of the commencement of acting duties, determine whether or not the acting post-holder will be paid an allowance in accordance with the STPCD. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.
2. Any teacher who carries out the duties of headteacher, deputy headteacher, or assistant headteacher, for a period of 4 weeks or more will be paid at an appropriate point of the relevant pay range, as determined by the pay committee. Payment will be backdated to the commencement of the duties.

## **25. SAFEGUARDING**

1. Where organisational changes result in salary safeguarding the governing body will comply with the relevant provisions of the STPCD.

## **26. DISCRETIONARY OR ADDITIONAL PAYMENTS**

1. Discretionary payments will only be made in accordance with the relevant provisions of the STPCD. The duration of any such payments will be determined and notified at the outset and will be subject to formal review by the governing body.

## **27. IMPACT ASSESSMENT**

1. The governing body will monitor the impact and outcomes of this policy annually. They will have due regard to their public sector equality duty and in particular the need to eliminate discrimination.

## **28. SUPPORT STAFF PAY POLICY**

### **Definitions**

The term “relevant body” has been used throughout this policy. It refers to the Trustees and Local Governing Body Governors of The Cherry Tree Trust.

### **Equality and Fairness**

All procedures for determining pay should be consistent with the principles of public life – objectivity, openness and accountability.

The relevant body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation including the Equality Act 2010, Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

### **Background**

1. This policy sets out the framework for determining pay for support staff. It has been developed to comply with current legislation and the requirements of the Local

Government Services National Agreement on Pay and Conditions of Service (the “Green Book”) and local agreements as part of the Manchester City Council Local Agreement.

2. Pay decisions at this school are made by the relevant body which has delegated certain responsibilities and decision-making powers to the Audit, Risk & Finance Committee which organises 3 Trustees of Governors to form a Pay Committee as set out in Annex A. The Pay Committee is responsible for the establishment and review of the Pay Policy for Support Staff, subject to approval of the relevant body, and has full authority to take pay decisions on behalf of the relevant body in accordance with this policy. The Executive headteacher is responsible for advising the Pay Committee on its decisions.

3. The relevant body should review the policy each year.

4. In determining pay levels for support staff, in accordance with the Job Evaluation Scheme, the relevant body should also ensure these are set in accordance with the school’s staffing structure. A copy of the school’s staffing structure can be found at the start of this policy.

5. The Pay Committee will determine the numbers of staff needed within school to complete the roles identified through the staffing structure and the Cherry Tree Trust Operations Manual. See appendix for job descriptions.

6. Salary grades consist of three or four points. It is usual practice for a new employee to commence at the bottom point of the grade, moving incrementally each year, until the top of the grade is reached. Increments normally occur automatically each April, together with any annual inflationary award that may have been agreed. **A new employee has to have been in employment for at least six months before an increment occurs.**

7. Once the top of the grade is reached, automatic progression ceases.

8. An increment can only be withheld as a result of a formal procedure and will be subject to the right of appeal.

9. Salary is paid 2 weeks in arrears and 2 weeks in advance on the 15<sup>th</sup> of each calendar month and is divided into twelve equal monthly payments.

10. Term-Time only employees are typically paid for 38 or 39 working weeks.

11. Employees can be appointed on contracts for term time only plus any specific number of additional working weeks.

12 For all term time only employees a pro rata annual leave entitlement is included within the pay calculation as set out in the contract. Annual leave entitlement depends upon length of service. Statutory and contractual entitlement for annual leave is deemed to coincide with periods of school closure and is therefore considered to be taken during this time. **There is no entitlement to take leave during term time.**

13. If a term time only employee is due to leave employment on a Friday they will be paid until the Sunday. If an employee works until the end of a term (having worked the whole term) they will be paid until the notional end of the following holiday period e.g. 31st August.

14. Employees such as the Premises staff that work throughout the year must submit requests for annual leave in advance by following the school's procedures for requesting time off. Annual leave is normally expected to be taken during school holidays unless agreed in advance by the line manager. The annual leave year runs from 1st April to 31st March.

15. If a throughout the year employee is due to leave employment on a Friday they will be paid until the Sunday, however, there is no right to be paid until the notional holiday end date as for term time only staff.

#### Other Payments

16. Extra Duties - Support staff who undertake extra duties outside of their designated working hours are entitled to additional payments at the appropriate hourly rate. Enhanced overtime payments will only be made for any hours worked above the standard full-time hours i.e. 37 hours. Any casual work or overtime must be approved by the Phase Leader or delegated representative before it is undertaken.

17. First Aid - Where the requirement to act as a qualified first aider is included in the job description, this will form part of the job evaluated grade and no additional payment will be made. Where the school seeks a volunteer to undertake these duties, in addition to their job description, an additional payment will be paid per annum. The level of training required to be eligible is the Health and Safety Executive approved First Aid at Work training.

18. Recruitment and Retention Supplement - where there is evidence of recruitment or retention difficulties for a particular job, and evidence that the evaluated grade is below the local market rate, a recruitment and retention supplement may be paid for a fixed period. An additional supplement of up to 20% of the job evaluated grade may be paid. Any supplement will only be agreed for a fixed period and will be subject to annual review. Clear evidence must be obtained to support the case for a market supplement such as local pay rates and evidence of attempts to recruit.

## APPENDIX A – EXAMPLE PAY RANGES

The STPCD 2024 sets out the minimum and maximum for each pay range and includes advisory pay points for the main, upper and unqualified pay ranges. The STPCD also details the minimum and maximum payments for allowances. It is for schools to determine payment levels within the set parameters. The STPCD does not require the use of pay ranges or reference points. Schools *may* determine to apply spot salaries to all teachers.

### STPCD Advisory Main Pay Range

Reference Point	1.9.2024 £
1	31,650
2	33,483
3	35,674
4	38,034
5	40,439
6	43,607

### STPCD Advisory Upper Pay Range

Reference Point	1.9.2024 £
1	45,646
2	47,338
3	49,084

### STPCD Advisory Unqualified Pay Range

Reference Point	1.9.2024 £
1	21,731
2	24,224
3	26,716
4	28,914
5	31,410
6	33,902

## APPENDIX B – LEADERSHIP PAY RANGES

The STPCD 2024 leadership pay minimum/maximum is £49,781/£138,265.

Individual pay ranges and the number of points per range should be determined according to the responsibilities of each post. The table below indicates the **headteacher group** and the minimum/maximum pay ranges applicable.

	£
*Group 1	56,316 – 74,926
*Group 2	59,167 – 80,634
*Group 3	63,815 – 86,783
*Group 4	68,586 – 93,400
*Group 5	75,675 – 103,010
*Group 6	81,441 – 113,624
*Group 7	87,651 – 125,263
*Group 8	96,63 – 138,265

**The table above applies to Headteacher pay only.** The governing body **must** ensure that leadership teachers are in receipt of the relevant **minimum of the pay range** and that **headteachers** are in receipt of the **minimum of the relevant group range**.

**Care must be taken to ensure that any decision to uprate leadership pay points does not lead to an individual headteacher exceeding the maximum of the appropriate group pay range.**

The STPCD does not contain recommended discretionary pay points for leadership pay. The following table details the joint union<sup>1</sup> recommended **discretionary** reference points. It should be noted however that the pay reference points and salary **do not directly correspond with the statutory maximum** of Headteacher pay ranges as detailed above. Care should therefore be taken when utilising the reference points below to determine Headteacher pay ranges to ensure compliance with the STPCD.

**The statutory maximum of each headteacher pay range is indicated by a \*point.** This must be taken into account when calculating headteacher pay awards/increases. **Payment above the group maximum is subject to the relevant provisions of the STPCD.**

*(reference - NASUWT - September 2024)*

Leadership reference point	1.9.2024	Note

1	49,781	
2	51,027	
3	52,301	
4	53,602	
5	54,939	
6	56,316	Minimum for Group 1 Headteacher
7	57,831	
8	59,167	Minimum for Group 2 Headteacher
9	60,644	
10	62,202	
11	63,815	Minimum for Group 3 Headteacher
12	65,286	
13	66,919	
14	68,586	Minimum for Group 4 Headteacher
15	70,293	
16	72,162	
17	73,819	
18*	74,926	Maximum permissible for Group 1 Headteacher
18	75,675	Minimum for Group 5 Headteacher
19	77,552	
20	79,475	
21*	80,634	Maximum permissible for Group 2 Headteacher
21	81,441	Minimum for Group 6 Headteacher
22	83,464	

23	85,529	
24*	86,783	Maximum permissible for Group 3 Headteacher
24	87,651	Minimum for Group 7 Headteacher
25	89,830	
26	92,052	
27*	93,400	Maximum permissible for Group 4 Headteacher
27	94,332	
28	96,673	Minimum for Group 8 Headteacher
29	99,067	
30	101,533	
31*	103,010	Maximum permissible for Group 5 Headteacher
31	104,040	
32	106,626	
33	109,275	
34	111,976	
35*	113,624	Maximum permissible for Group 6 Headteacher
35	114,759	
36	117,601	
37	120,524	
38	123,506	
39*	125,263	Maximum permissible for Group 7 Headteacher
39	126,517	
40	129,673	
41	132,913	

42	136,243	
43*	138,265	Maximum permissible for Group 8 Headteacher

## APPENDIX C – JOB DESCRIPTIONS

Teachers: Primary Classroom Teacher

<b>Post title</b>	Class Teacher
<b>School:</b>	Newall Green Primary School
<b>Salary and grade:</b>	Main pay scale range 1-6.
<b>Line manager/s:</b>	The headteacher, members of the senior leadership team (SLT) and the governing body
<b>Supervisory responsibility:</b>	The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

### Main purpose of the job:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document* and *Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

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### Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher [standards](#) as part of the appraisal process as relevant to their role in the school.

### Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledges and understanding of how pupils learn

- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

### **Behaviour and Safety**

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments

- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

### **Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

### **Professional development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

### **Other**

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

### **Note**

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

## Support Staff Job Descriptions.

### **Job Description Teaching Assistant – Level 1**

The post holder will report to the Teacher / Senior Teaching Assistant. Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, teaching staff, other support staff and pupils.

#### **Main Purpose of the Job:**

To support access to learning and provide general support for the school in the management of pupils and resources, as directed by senior staff.

#### **Main Duties and Responsibilities:**

1. To work with small groups of children under the supervision of the teacher including the implementation of ILPs.
2. Give regular feedback on children's progress to the class teacher and file records.
3. Attend to children's personal needs, including pastoral, social, health, physical hygiene, minor first aid and welfare matters.
4. Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual needs.
5. Promote the inclusion and acceptance of all pupils.
6. Encourage pupils to act independently as appropriate.
7. Provide curricular clerical/admin support, e.g. photocopying, making lists, collection of monies.
8. Under the direction of the teacher prepare the classroom for lessons and clear afterwards, including display work as appropriate.
9. Undertake pupil record keeping as requested (e.g. provide a written statement on pupil progress to the teacher).
10. Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
11. Establish constructive relationships with parents/carers and report on information from parents/carers to the teacher.
12. Provide Curriculum / resource support and undertake programmes linked to local and national learning strategies.
13. Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

14. Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.
15. Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
16. Maintain high standards of health and safety at all times.
17. Maintain good relationships with colleagues and work together as a team.
18. Assist in the supervision of classroom and outdoor activities.
19. Assist with the supervision of discreet groups of pupils for short periods when the teacher is not present.
20. Contribute to the overall ethos/work/aims of the school.
21. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
22. Attend relevant meetings.
23. Participate in training, including relevant learning strategies and other learning activities and performance management where required.
24. To converse at ease and provide advice in accurate spoken English is essential for the post.

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTA's, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

A Teaching Assistant level 1 may be called upon occasionally to provide cover supervision for a whole class for a session/lesson e.g. in an urgent situation. However, they will not be required to set or allocate work to the pupils, as this will be determined by the class teacher.

The Teaching Assistant must carry out his or her duties with full regard and commitment to the Governing Body and City Council Policies.

**Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.**

## **Job Description Teaching Assistant – Level 2**

In addition to the duties / responsibilities outlined in the Teaching Assistant – Level 1 description, you will also be required to:

The post holder will report to the Teacher / Senior Teaching Assistant. Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, teaching staff, other support staff and pupils.

### **Main Purpose of the Job:**

Under the guidance of teaching/senior support staff, provide support for pupils who require help to enable access to learning and to assist in the management of pupils

Provide specialist support in a specific area of curriculum and to supervise groups and occasionally whole classes for a session/lesson in the classroom or outside the main teaching area as required.

You will also be required to:

1. To work with groups of children under the supervision of the teacher including the delivery of programmes of work and implementation of ILPs.
2. Supervise and provide particular support for pupils, including those with special needs ensuring their safety and access to learning activities.
3. To occasionally supervise whole classes as required.
4. Undertake pupil record keeping and updating records, information and data, producing reports as required.
5. Assist in the development and implementation of behaviour management strategies.
6. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
7. Administer and assess routine tests and invigilate exams and undertake routine marking of pupil's work.
8. Undertake structured and agreed learning activities/programmes, including those linked to local and national learning strategies. Adjusting activities according to pupil responses and recording achievement and progress and providing feedback to the teacher.
9. Assist in the whole planning cycle, including the contribution to the development of lesson/work plans and managing and preparing resources.

In addition to the Level 1 description, a Teaching Assistant Level 2 may be called upon to provide cover supervision for a group or occasionally for a whole class for a session/lesson, this may involve the teaching assistant contributing to the planning, preparation, assessment and reporting.

### **Job Description Teaching Assistant – Level 3**

In addition to the duties / responsibilities outlined in the Teaching Assistant – Level 1 and 2 description, you will also be required to:

The post holder will report to the Teacher / Senior Teaching Assistant. Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, teaching staff, other support staff and pupils.

#### **Main Purpose of the Job:**

Under the guidance of a teacher, manage specialist support in a specific area of the curriculum and take a lead role in addressing the needs of pupils who require help to overcome barriers to learning.

Deliver learning programmes and support individual pupils, small groups (and whole classes during the short term absence of teachers).

You will also be required to:

1. Use specialist (curricular learning) skills/training/experience to support pupils.
2. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
3. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
4. Provide feedback to pupils in relation to progress and achievement.
5. Contribute to the planning cycle, managing and preparing resources, evaluating and adjusting lessons/work plans as directed by the teacher.
6. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
7. Undertaking marking of pupils' work and accurately record achievement/progress.
8. Administer and assess routine tests and invigilate exams.
9. Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required.
10. Provide specialist advice and guidance (e.g. Art/Music) as required.
11. Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils (this includes attendance at parents meetings).
12. Contribute to the development and implementation of appropriate behaviour management strategies.

13. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.
14. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment.
15. Contribute to the development of lesson/work plans.
16. Provide Curriculum / resource support and undertake programmes including those linked to local and national learning strategies.
17. Assist pupils to access learning activities through specialist support.
18. Determine the need for, prepare and maintain general and specialist equipment and resources.
19. Ensure strategic processes are complied with in order to overcome barriers to learning, including eg behaviour management strategies.
20. Accompany teachers and pupils on educational visits.
21. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.

A Teaching Assistant Level 3 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

## **Job Description** **Teaching Assistant – Level 4**

In addition to the duties / responsibilities outlined in the Teaching Assistant – Level 1, 2 & 3 description, you will also be required to:

The post holder will report to the Teacher. Apart from other colleagues in the school, the main contacts of the job are: Head Teacher, teaching staff, other support staff and pupils.

To complement the professional work of teachers by taking responsibility for agreed learning activities. This may involve planning, preparing and delivering learning programmes and support to individual pupils, small groups and on a short term basis to whole classes.

Responsibility for the management and development of a specialist area in school or across a department, and or leading and deploying teaching assistants in addressing the needs of pupils who require help to overcome barriers to learning.

Work in collaboration with teaching colleagues to co-ordinate and plan schemes of work to be used by teaching assistants undertaking specified teaching work.

Contribute to Senior Management Team or Departmental Management Team.

Line management, supervision of support staff, including implementation of performance management procedures.

### **Main Duties and Responsibilities:**

1. Assess the needs of pupils and use detailed knowledge and specialist skills/training/experience to support pupils learning.
2. Establish productive working relationships with pupils, taking on role model by presenting a positive personal image and setting high expectations.
3. Support pupils whilst recognising and responding to their individual needs.
4. Organise and manage appropriate learning environment and resources.
5. Within an agreed scheme, of supervision, contribute to the whole planning cycle, including preparing challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
6. Record progress and achievement in lessons/activities systematically and providing evidence of a range and level of progress and attainment.
7. Supporting the role of parents in pupils' learning and contribute/lead meetings with parents to provide constructive feedback on pupil progress and achievement.
8. Take the lead role in the development and implementation of appropriate behaviour management strategies promoting self control and independence.
9. Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.

10. Deliver programmes including those linked to local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
11. Select and prepare resources necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds.
12. Advise on appropriate deployment and use of specialist aid/resources/equipment.
13. Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies.
14. Comply with and assist with the development of policies and procedures relating to child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.
15. Deliver out of school learning activities within guidelines established by the school.
16. Contribute to the identification and implementation of appropriate learning activities which consolidate and extend work carried out in class.
17. Establish relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil progress and achievement.
18. Take the initiative as appropriate to develop multi agency approaches to supporting pupils.
19. Manage the Teaching Assistant staff within the school or department under the direction of the Headteacher.
20. Liaise between managers, teaching staff and teaching assistants.
21. Hold regular team meetings with managed staff.
22. Represent teaching assistants at teaching staff/management/other appropriate meetings.
23. Undertake recruitment/induction/performance management/training/mentoring for other teaching assistants.

A Teaching Assistant Level 4 may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

### **Teaching Assistant – Level 4 Special/Additional Needs**

Please see Teaching Assistant – Level 4 for further information regarding the Job Description.

In addition to the duties / responsibilities outlined in the Teaching Assistant – Level 1, 2, 3 & 4 description, you will also be required to:

#### **Main Duties and Responsibilities:**

1. To assist with the dispensing of medication in exceptional circumstances with appropriate training and under the supervision of medical staff where necessary.
2. To carry out escort duties as appropriate whenever required.
3. To assist pupils in the hydrotherapy pool (where applicable), lift, dress, and providing support to the pupils with the activities in the pool.
4. To support pupils on integration placement in mainstream schools or colleges and on work experience placements.
5. Support pupils whilst recognising and responding to their individual needs.
6. To assist the teacher to ensure a safe classroom and outdoor environment, checking materials and personal equipment for defects and implement risk assessments carried out by the teacher according to school guidelines. This will include cleaning equipment used by pupils and ensuring its accessibility.
7. To liaise with therapists, medical staff, and other personnel working with pupils as required, assisting with the coordinating and planning of programmes of work and to integrate specialist advice and practice into ILPs.
8. To provide curricular clerical/admin support e.g. photocopying, making lists, collection of monies.
9. To provide support in all areas of the curriculum and on social occasions for pupils who have been identified as having medical conditions, which disable their full independent access to mainstream school life.
10. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses and particular needs, including assessment in order to maximise pupil access to the curriculum within an inclusive setting where appropriate.
11. Contribute to the development of lesson/work plans.
12. Deliver programmes including those linked to local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.

## **Business Support Manager Level 1**

The post holder will report to the head teacher. Apart from other colleagues the main contacts of the job are the head teacher, teaching staff, other support staff, pupils, parents, governors, LA and outside agencies

### **Main Purpose of the Job**

To organise and supervise administrative systems within the school and to contribute to the planning, development and monitoring of support services within the school

To manage school support staff, including coordination and delegation of relevant activities.

To work collaboratively with all staff and parents in order to support pupil well being and to promote the five outcomes of Every Child Matters

### **Main Duties and Responsibilities**

1. To undertake line management responsibilities where appropriate, to include the planning of induction programmes, regular supervision, monitoring of performance through the school's performance management arrangements and the personal development for existing and newly appointed members of support staff.
2. To contribute to the development of training programmes / learning opportunities and mentoring for support staff.
3. To prioritise and organise own workload and that of other support staff to meet conflicting deadlines in consultation with the operational needs of the school.
4. To be responsible for the design, implementation and maintenance of administrative support systems and procedures in the event of changes in legislation and / or management structures in order to meet the needs of the school.
5. To provide detailed analysis and evaluation of data and produce complex / detailed reports and information as required.
6. To respond independently to complex correspondence.
7. To be responsible for the completion and submission of complex forms, returns etc, including those submitted to the LA and outside agencies.
8. To manage the administration of the payroll system for teaching and support staff.
9. To develop / record information systems which monitor and analyse issues relating to the day- to- day running of the school.
10. To oversee the administration relating to examination invigilation as part of the agreed system for the school.
11. To oversee the administration of pupil admissions.

12. To assist with the preparation of the school's revenue annual budget for submission to the governing body.
13. To be responsible for securing LA approval to spend devolved formula capital on approved capital projects.
14. To be responsible for the administration of financial systems, including the monitoring of the school's income and expenditure.
15. To be responsible for the selection and management and audit of resources.
16. To be responsible for the administration of school cash where appropriate, including banking arrangements and safe management inline with financial procedures.
17. To take a lead role in the recruitment of support staff and in managing associated employment procedures.
18. To provide organisational and complex advisory support to the Governing Body.
19. To take a lead role in procurement and securing sponsorship and funding.
20. To manage service contracts, including LA Service Level Agreements.
21. To manage school licences and insurance.
22. To take a lead role in the effective marketing and promotion of the school, including the organisation of events and open days.
23. To manage facilities including premises, lettings and associated income, building and projects.
24. To carry out management of Health and Safety within the school. This includes appraising staff of the appropriate reporting procedures relating to First Aid and accident and to ensure that all records relating to accidents are recorded and submitted to the LA Health and Safety Officer.
25. To ensure accuracy and confidentiality of information produced relating to the management and administration of the school.
26. To comply with and assist in the development of policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise.
27. To be aware of and support difference and to ensure equal opportunities for all.
28. To contribute to the overall ethos, work and aims of the school.
29. To develop constructive relationships and communicate with other agencies and professionals.
30. To share expertise and skills with others.

31. To participate in training and other learning activities and performance development as required.
32. To recognise own strengths and areas of expertise and use these to advise and support others.
33. To converse at ease and provide advice in accurate spoken English is essential for the post.

**Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves unachievable, job redesign will be fully considered.**

## **Admin Coordinator**

The postholder will report to \_\_\_\_\_ and the main contacts of the job are the head teacher, teaching staff, other support staff and pupils, governors, LA and outside agencies

### **Main Purpose of the Job**

To organise and supervise the distribution of work amongst administrative support staff ensuring adequate financial and administrative procedures and systems are maintained

To provide line management cover for administrative staff in the absence of the Office Manager

To work collaboratively with all staff and parents in order to support pupil well being and to promote the five outcomes of Every Child Matters

### **Main Duties and Responsibilities**

1. To take responsibility for the motivation, training and personal development of other administrative support staff.
2. To arrange cover in the absence of the administrative team members.
3. Use initiative to organise and manage own workload and that of the administrative team to ensure that deadlines are met.
4. To contribute to the planning, development and organisation of support systems, procedures and policies.
5. To undertake routine clerical and administrative support duties on behalf of individual members of staff in relation to the organisation of school activities.
6. To respond independently to correspondence and produce complex and confidential reports, minutes, letters to a high standard.
7. Respond to all queries from a wide range of people in an efficient and courteous manner, using initiative and creative skills to resolve issues.
8. To provide personal, administrative and organisational support to other staff.
9. To provide administrative and organisational support to the Governing Body.
10. Arrange and contribute to and service high level meetings and events as required.
11. To assist with school administrative duties including examination invigilation as part of the agreed system for the school where appropriate.
12. To be responsible for the administration of financial management systems and to assist with the planning, monitoring and evaluation of expenditure against the annual budget plan.
13. Maintain records of expenditure and report of spend at appropriate interval as required.

14. To be responsible for the administration of school cash, including banking arrangements and safe management in line with financial regulations.
15. To manage the administration of facilities including the use of school premises.
16. To operate relevant equipment and complex ICT packages.
17. Ensure accuracy and confidentiality of information produced relating to the administration of the school.
18. To comply and assist with the development of policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise.
19. To be aware of and support difference and to ensure equal opportunities for all.
20. To contribute to the overall ethos, work and aims of the school.
21. To establish constructive relationships and communicate with other agencies and professionals.
22. To participate in training and other learning activities and performance development as required.
23. To recognise own strengths and areas of expertise and use these to advise and support others.
24. To converse at ease and provide advice in accurate spoken English is essential for the post.

**Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves unachievable, job redesign will be fully considered.**

## **School Attendance Assistant**

The post holder reports to . The main contacts of the job are Headteacher, School staff, School Governors, Teachers, Officers within the City Council, Parents / Carers and Pupils.

### **Main Purpose of the Job**

Contribute to support the provision of a responsive and comprehensive high quality support service to help improve overall school attendance in the school.

To support the school to ensure the achievement of attendance objectives. **Main**

### **Duties and Responsibilities**

1. To accurately maintain case file paperwork and all documentary evidence to be presented to Governors and the LA.
2. To ensure that appropriate administrative processes and systems are established, maintained, reviewed and developed to meet the needs of the service.
3. To track and monitor attendance levels for individual pupils.
4. To develop and maintain databases, systems and procedures to effectively capture, monitor and progress outcomes following court cases.
5. Maintain records including attendance sweeps, school blitzes and campaigns, so the effect/impact of this intervention can be analysed by the school.
6. Distribute and update attendance monitoring templates, legislation and statutory guidance notes and campaigns and initiatives materials to all stakeholders as directed by the Headteacher.

To provide admin/clerical support to senior staff attending various casework meetings.

8. To take verbatim notes during interviews held in accordance with Child Protection legislation.
9. Monitor post return to school period and inform SLT member as required.
10. To develop maintain and review databases and attendance information systems in relation to the school's requirements including the production of appropriate information to ensure the delivery of a high quality service.
11. Prepare straightforward policies and procedures for monitoring attendance.
12. Produce yearly attendance returns for the school.
13. Respond to all queries from a wide range of people, in an efficient and courteous manner, using initiative and creativity to resolve problems in a timely manner.

14. Assist in carrying out efficient financial administration, including the processing and recording of purchases and invoices using the school's financial regulations.
15. To actively promote equal opportunities and support the delivery of services which are accessible and appropriate to the diverse needs of pupil's.
16. To converse at ease and provide advice in accurate spoken English is essential for the post.

**Where the post-holder is disabled, every effort will be made to fully supply all the necessary aids and adaptations or equipment to allow them to successfully carry out the full duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.**

## **Caretaker Level 2**

The post holder will report to . Apart from other colleagues in the school, the main contacts of the job are the head teacher, teaching and other support staff, external contractors and pupils.

### **Main Purpose of the Job**

To provide maintenance & security services on school sites & premises under the instruction/guidance of appropriate senior staff.

To manage cleaning and/or site staff and ensure cleaning is in accordance with specification

To undertake and maintain the cleanliness and physical appearance/environment of the designated cleaning area — inside and out, including maintenance of swimming pool and other specialist sports equipment following specialist training, where applicable

To be responsible Key holder and ensure security of the premises, grounds and it's contents including monitoring CCTV or surveillance equipment where appropriate.

### **Main Duties and Responsibilities**

1. Portering duties within and outside the building location making arrangements where necessary for the movement of heavy furniture within the Centre.
2. To carry out general maintenance and repairs in the school, in accordance with the expectation of the Head Teacher, reporting any safety hazards/unsafe practices in and around the building.
3. To use all equipment in a safe manner, and assist in safety audits of the premises and contribute to relevant risk assessment activity.
4. To monitor stock levels and equipment and place orders with external suppliers.
5. To be responsible for maintaining records, information and data, (including electrical testing of portable electrical appliances) producing analysis and reports as required.
6. To produce a plan of programmed maintenance and monitor the performance of contracts ensuring records are kept in line with specified standards.

7. Where appropriate, to liaise with the school meals service contractors in relation to their use of the site and provision of their service.
8. To assist with School lettings and carry out associated clerical tasks.
9. To advise the Head Teacher on matters relating to energy control.
10. Where appropriate, to organise and administer the use and maintenance of all school vehicles and to carry out driving duties when required by the Head Teacher.
11. Be aware of, comply with and ensure that all policies and procedures relating to Health and Safety and security, confidentiality are adhered to and report all concerns to an appropriate person.
12. To work as part of a team, to support colleagues and contribute to the vision and ethos of the school and be committed to personal development.
13. To undertake any other duties that are commensurate with the grade.
14. To reside in the on-site accommodation provided, where applicable.
15. To converse at ease and provide advice in accurate spoken English is essential for the post.

**Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.**

## Caretaker level 4

The post holder will report to . Apart from other colleagues in the school, the main contacts of the job are the head teacher, teaching and other support staff, external contractors and pupils.

### Main Purpose of the Job

Support the head teacher/bursar by taking responsibility for management of the school site and associated facilities under an agreed system of supervision, taking responsibility for the management and development of specialist site services within the school.

To be responsible key holder and manage maintenance, security and facilities systems on site including alarm systems, CCTV and surveillance systems.

Manage other site staff including allocation and monitoring of work and performance appraisal.

Oversee the work of external contractors on site. **Main**

### Duties and Responsibilities

1. To be responsible for the management and recruitment of a team of in-house site and cleaning support staff and to oversee the activities of external contractors.
2. To commission the maintenance and upkeep of swimming pool and other specialist sports equipment, where appropriate.
3. Management and supervision of the operation of School lettings system.
4. To establish constructive relationships and communication with contractors and other agencies/professionals and record performance against specified standards.
5. Monitor the performance of contracts and record performance against specified standards.
6. To advise the Head Teacher on matters relating to energy control and conservation.
7. To manage security / health and safety risk assessments and dissemination and compliance with health and safety policies and procedures.
8. Where appropriate, to organise and administer the use and maintenance of all school vehicles and to carry out driving duties when required by the Head Teacher.
9. To manage records, information and data, and produce analysis and reports.
10. Operate as part of a team involved in planning budget responsibilities.
11. Undertake budget monitoring and prepare costed plans for repairs/maintenance and building activities as required, and prepare specification for contracts for tender.

12. Take a lead role in planning, development and organisation of systems / procedures / policies.
13. To be responsible for the selection and management of resources, including management of a budget and regular audit of resources.
14. To be aware of, comply with and ensure that all policies and procedures relating to Health and Safety, security and confidentiality are adhered to.
15. To undertake personal development to improve own practice including participating in training and other learning activities.
16. To work as part of a team, to support colleagues and contribute to the vision and ethos of the School and be committed to personal development.
17. To undertake any other duties that are commensurate with the grade.
18. To reside in the on-site accommodation provided, where applicable.
19. To converse at ease and provide advice in accurate spoken English is essential for the post.

**Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.**

## APPENDIX D – SUBJECT LEADER EXPECTATIONS / UPPER PAY RANGE STAFF

### Subject Leader Expectations

In addition to the responsibilities above Teachers must keep a subject Leader handbook that evidences the following areas;

Subject leader	Phase leader	AH/DH	SENCO
<p>Take a lead role either within a phase area or within a specific subject area. Be confident to effectively use skills to</p> <ol style="list-style-type: none"> <li>1. Monitor and track teaching &amp; learning within the subject by conducting a school audit.</li> <li>2. Evidence progress of children within the subject area.</li> <li>3. Manage the subject area budget and order resources.</li> <li>4. Establish the vision and the long-term goals for the subject area.</li> <li>5. Complete a position statement for the subject area which is a self-evaluation of the practices and processes we use.</li> <li>6. Monitor the planning, teaching and data for the subject as outlined in the Monitoring Expectations document.</li> <li>7. Create action plan to raise attainment within the subject. <b>Key area 1:</b> establish priorities, <b>Key area 2:</b> improving the quality of teaching and learning, <b>Key area 3:</b> deployment of resources, <b>Key area 4:</b> professional development into practice.</li> <li>8. Monitor and evaluate the effectiveness of the action plan by RAG rating the key areas above, setting targets and keeping evidence for the progress of these targets.</li> <li>9. Improve the subject knowledge of the teachers.</li> <li>10. Keep a subject leader handbook with the following: <ol style="list-style-type: none"> <li>a) Position statement &amp; Action plan</li> <li>b) Policy</li> <li>c) SDP</li> <li>d) Curriculum</li> <li>e) Subject content from NC</li> <li>f) Skills Progression</li> <li>g) Planning</li> <li>h) Monitoring</li> <li>i) Assessment</li> <li>j) Data</li> <li>k) CPD record</li> <li>l) Resources</li> </ol> </li> </ol>	<p>Use data to inform decision making to:</p> <ol style="list-style-type: none"> <li>1. Ensure provisions and interventions have maximum impact within the phase.</li> <li>2. Monitor the class teachers within the phase so that planning is up to date.</li> <li>3. Monitor the quality of work within the books and ensure marking is up to date.</li> <li>4. Take on a coaching role to ensure that teachers' skills develop so that we have consistently good teaching or better within the phase.</li> <li>5. Monitor data and assessment across the phase.</li> <li>6. Work with class teachers to set aspirations targets for children within the phase.</li> </ol>	<p>In addition to the specific area of responsibility. For the key stage/phase allocated:</p> <ol style="list-style-type: none"> <li>1. Monitor the quality and effectiveness of provisions to ensure gaps are narrowing.</li> <li>2. Have a clear understanding of the teachers within the key stage/phase and the skills that need developing.</li> <li>3. Coach/work with the phase leaders in the key stage/phase to ensure that end of key stage data is at least in line with national average.</li> <li>4. Monitor the provision for students and ECTs within the key stage.</li> <li>5. Use data to outline areas to improve and make an action plan with SLT to develop these areas.</li> <li>6. Use SATs tests to analyse patterns of achievement and identify actions needed to raise attainment and narrow gaps.</li> <li>7. Use data to track specific groups of children so gaps are narrowed.</li> <li>8. Monitor planning/teaching/quality of learning in books as outlined in the Monitoring Expectations document. Use this to inform discussion at PPM meetings.</li> </ol>	<p>29 standards assigned to SENCOs</p>

Expectations of Upper Pay range staff

UPR 1	UPR 2	UPR 3
To consistently be a good or better classroom practitioner	To be an outstanding practitioner the majority of the time.	To consistently demonstrate outstanding practice, understanding how it's achieved. To use this knowledge to support the development of colleagues.
To provide advice and guidance to colleagues on teaching and learning, behaviour management and pastoral care.	To provide high quality advice and guidance to colleagues on teaching and learning, behavioural management and pastoral care.	To make a distinctive contribution to the raising of standards and to pupil progress across the school through high quality advice and guidance to colleagues.
To investigate, research and disseminate good practice.	To proactively investigate research and collaboratively disseminate good practice.	To lead in the proactive investigation, research and dissemination of good practice and promote collective responsibility for their implementation.
To proactively seek opportunities for improvement in own practice. To support colleagues in improvement in their practice.	To proactively seek opportunities for improvement, whether in own or others' practice.	To act as a respected source of guidance on how to embed improvements in own or others' practice and facilitate opportunities for learning for self and colleagues.
To support the facilitation of quality assurance processes such as collaborative planning and work sampling, learning walks, student voice activities and lesson observations which will allow greater consistency in teaching and learning.	To support quality assurance processes such as collaborative planning, work sampling, learning walks, student voice activities and lesson observations which will allow greater consistency in teaching and learning.	To conduct quality assurance processes such as collaborative planning, work sampling, learning walks, student voice activities and lesson observations which will allow greater consistency in teaching and learning.
Support action research or policy development which enhances practice or outcomes in the school through membership of school working parties and focus meetings.	Undertake action research or policy development which enhances practice or outcomes in the school through membership of school working parties and focus meetings.	Undertake and embed action research or policy development with enhances practice or outcomes in the school through membership of school working parties and focus meetings.
To take a lead in school improvement initiatives.	To play a significant role in school improvement initiatives.	To make a major contribution to the strategic development of school improvement.
To promote the school in a positive light and all its stakeholders.	To work consistently to promote the School in a positive light with all its stakeholders.	To act as an ambassador for the School in its relations with all its stakeholders as required.

## APPENDIX E – LEADERSHIP ROLES & RESPONSIBILITY

### Teaching and learning

CONTENTS	
<input type="checkbox"/>	Information on what data analysis is carried out, including key information and trends
<input type="checkbox"/>	Curriculum content and assessment arrangements
<input type="checkbox"/>	Information on monitoring arrangements
<input type="checkbox"/>	Evidence of impact on standards in the subject

### Leading and managing staff

CONTENTS	
<input type="checkbox"/>	Examples of how, as a subject leader, you've led by demonstrating good practice (for example, a video of teaching)
<input type="checkbox"/>	Information on how appraisal works and how targets are set
<input type="checkbox"/>	Evidence of evaluation of interventions
<input type="checkbox"/>	Information about meetings and INSET
<input type="checkbox"/>	Information about communication with colleagues internally and in other schools
<input type="checkbox"/>	Your responsibilities to consider staff wellbeing

### Efficient and effective deployment of staff and resources

CONTENTS	
<input type="checkbox"/>	Information about purchasing resources and preferred suppliers, and the impact on standards
<input type="checkbox"/>	Budget information
<input type="checkbox"/>	Information on how the pupil premium is used
<input type="checkbox"/>	Evaluation of the use of resources to achieve value for money

## APPENDIX F – Childcare Disqualification Self-Declaration Form



**Newall Green Primary School**  
*Aiming High To Reach Our Goals*



**CONFIDENTIAL**

### Childcare Disqualification Self-Declaration Form

The post for which you have applied involves regularly providing or managing relevant childcare to children under 8 years of age. As part of our pre-employment safeguarding vetting checks, you are required to provide the information requested on this form to enable a determination to be made regarding your suitability for employment in this role. This forms part of our overall commitment to safeguarding and should be completed by all new staff before commencement of employment and renewed every 3 year for all current staff and volunteers.

The legislative provisions which allow us to request this information from you are as follows:

- The Childcare Act 2006
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (“the 2018 Regulations”)
- Rehabilitation of Offenders Act 1974
- Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020)
- Keeping Children Safe in Education

Please return this form in a sealed envelope to the School Business Manager.

**Please note that failure to complete this form or disqualification from employment by virtue of the 2018 Regulations may result in your offer of employment being withdrawn.**

Name:	
Post title:	
School:	

Proposed start date:	

**Please answer the questions to the best of your knowledge and sign the declaration below to demonstrate that you are safe to work with children. Where questions relate to others, employees should make reasonable endeavours to make enquiries of people in their household. If there are any aspects of the declaration that you are not able to meet, you should disclose this immediately to the head teacher.**

Please circle one option for **every** question:

<b>Section 1 – Orders or other restrictions</b>	
Have any orders or other determinations related to childcare been made in respect of any child in / under your care?	YES/NO
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	YES/NO
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in the 2018 Regulations? Available at the link below: <a href="http://www.gov.uk">Disqualification under the Childcare Act 2006 - GOV.UK (www.gov.uk)</a>	YES/NO
Are you banned from working with children by the Disclosure and Barring Service (DBS) and/or on the Children's Barred List?	YES/NO
Have your children ever been taken in to care?	YES/NO
Have or are your children the subject of a child protection order?	YES/NO

<b>Section 2 – Specified and Statutory Offences</b>	
Have you ever been cautioned, reprimanded, given a warning, given a youth caution or been convicted of:	
Any offence against or involving a child (a child is any person under the age of 18)?	YES/NO
Any violent or sexual offences against an adult?	YES/NO
Any offence under the Sexual Offences Act?	YES/NO
Any other relevant offences as set out in the 2018 Regulations? <a href="http://www.gov.uk">Disqualification under the Childcare Act 2006 - GOV.UK (www.gov.uk)</a>	YES/NO
Any offence resulting in the death of or bodily injury of a child?	YES/NO

Have you ever been cautioned, reprimanded, given a warning for or convicted of any similar offence in another country?	YES/NO
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Section 3 – Provision of Information
<p>If you have answered YES to any of the questions above you should provide details below. Give details of the order, caution, reprimand, warning or conviction, including dates and relevant court(s)/body(ies).</p>
<p><b>You must also provide a copy of the relevant order, caution, conviction etc. In relation to cautions/convictions a DBS certificate may be provided.</b></p>

Section 4 – Questions relating to ALL others in your household ('household' means anyone residing permanently with you or for any temporary period of time):	
Is anyone living in your household disqualified for caring for children?	YES/NO
Has anyone living in your household been cautioned or convicted of any offences against a child?	YES/NO
Has anyone living in your household been cautioned or convicted of any violent or sexual offences against an adult?	YES/NO
Has anyone living in your household been barred from working with children by the Disclosure and Barring Service (DBS)?	YES/NO
Does anyone living in your household have children that have been taken into care?	YES/NO
Has anyone living in your household been the subject of a child protection order?	YES/NO
Has anyone living in your household had a court order made in respect of a child in their care?	YES/NO
Has anyone living in your household been refused registration or had registration cancelled in relation to childcare or a children's home or has anyone been disqualified from private fostering?	YES/NO

### Section 5 – Declaration

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

- I understand my responsibilities to safeguard children and I am aware that I must notify the Executive Head of anything that may affect my suitability or that of anyone living in my household.
- I understand that I must notify the Executive Head immediately of anything now, or in the future, which affects, or might affect, my suitability to work in the school, including any cautions, warnings, convictions, orders or other determinations made that would render me disqualified from working with children under the Childcare Act 2006, replacement or similar legislation. Failure to notify is considered a serious matter and is considered gross misconduct under the Disciplinary processes and could result in summary dismissal.
- I give permission for you to contact any previous settings, Local Authority staff, the Police, the DBS, or any medical professionals, to share information about my suitability to care for children.

**Signed:**

**Date:**

**Print Full Name:**

### Section 6 – Executive Head to record follow on action taken, where relevant

**Signed:**

**Date:**

**Print Full Name:**

