



PAY POLICY

September 2020

(Taken from Wigan Council Pay Policy)

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Introduction

QUEST Trust Board has adopted a whole school pay policy to provide a clear framework for exercising its discretionary powers in relation to the pay of individual members of staff.

All pay related decisions will take account of the specific needs of the school and the flexibility specified within:

- the School Teachers' Pay and Conditions Document (STPCD);
- the National Conditions of Service for NJC Local Government Employees (Green Book);

Decisions will also comply with relevant employment and equality in employment legislation and, for support staff, in line with locally determined gradings in accordance with the job evaluation scheme.

The Trust may also take account of the advice from its HR & Payroll provider and the views expressed, through local consultation mechanisms, by recognised teachers' professional associations and teaching and support staff trade unions.

The majority of this policy refers to the discretionary elements of teachers' pay which do not currently exist to the same extent for support staff. However, the Trust recognises the need to consider staffing as a whole and to be mindful of all job descriptions and the associated pay implications. The policy, therefore, equally addresses the management of pay issues for support staff as for teachers.

The provisions of the policy apply to part-time employees, where appropriate on a pro rata basis.

In respect of teachers' pay decisions this policy should be read in conjunction with the Appraisal Policy and Capability Procedure for all employees.

The policy complies with statutory requirements and pay ranges which have been the subject of consultation with local trade unions.

The Trust staffing structure is attached [Appendix 1](#).

Principles

In adopting and applying this policy, the Trust Board seeks to:

- meet its statutory duty to promote high standards of achievement amongst all pupils;
- support the aims/mission statement of the Trust schools and the implementation of their School Development Plans;
- ensure that each employee is valued and receives proper recognition for their work and contribution to the Trust and its schools;
- ensure fair, objective and open treatment of all staff regardless of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment;
- enhance and maintain staff morale through an awareness of the impact of decisions; and
- use appropriate flexibilities within the national and local pay and conditions of service, positively and constructively within the resources available and according to the criteria within the policy.



September 2020 Key Changes

2020 Pay Uplift

The key change in the STPCD 2020 relates to pay; a 5.5% uplift has been applied to the statutory minima of the main pay range and a 2.75% uplift to the maxima of the main pay range and the minima and maxima of all other pay ranges and allowances.

The government expects schools to develop their own pay policies, within the parameters of the STPCD. In line with the normal process for setting a pay policy, full consultation has taken place with trade unions/ professional associations in order to develop specific arrangements which are set out in this Pay Policy.

The teachers' and leadership pay ranges in school continue to include salary points in between the minima and maxima of the national ranges set out in the STPCD.

In respect of the pay uplift for 2020, the following apply in this school, with effect from 1 September 2020:

- 5.50% to M1
- 4.95% to M2
- 4.40% to M3
- 3.85% to M4
- 3.30% to M5
- 2.75% to all other pay ranges and allowances.

The pay ranges and allowances are attached at Appendix 7, and within the body of the policy, as appropriate.

Previous changes that continue to apply

Principals

The provisions of the STPCD 2015 meant that where the top of a Principal's Individual Salary Range (ISR) coincided with the top of the Headteacher group, they did not receive the 1% uplifted value of that point in 2015/16 – effectively freezing the annual salary at the 2014/15 rate.

To comply with this provision, it was necessary in 2015/16 to establish two values for each of the points on the Leadership pay range which corresponded to the top of the eight Headteacher Groups ie points L18, L21, L24, L27, L31, L35, L39, L43, with the lower value relating to the 'frozen' salaries.

They are included in the Leadership Pay Range, and are differentiated by the addition of 'A' and 'B' to each of the appropriate points. The details of these particular points, and how they are applied, are included in Appendices 2/2a.

Leadership Group

The STPCD 2014 introduced a number of changes to the arrangements for pay which continue to apply and are therefore included in this policy.

Teachers

The STPCD 2013 introduced a number of changes to arrangements for pay, including:

- Link pay progression to performance;
- Removal of ASTs and Excellent Teacher pay scales and assessment processes;
- New Leading Practitioner pay range;
- New fixed-term TLR3; and
- Removal of 3 year limit on Recruitment and Retention incentives/benefits.

The above changes have been effective since 1 September 2013 and are included in this policy.

Decisions on pay progression in September 2014 were linked to performance for all teachers, in accordance with the STPCD 2014. Performance related pay continues to be a statutory requirement and is reflected in this policy.



Job descriptions and job evaluation

The Principal will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the Board of Directors.

Job descriptions may be reviewed from time to time in consultation with the individual employee concerned based on the changing needs of the school.

Where the Job Family Framework for school support staff has been adopted and implemented within the school, support roles will be matched to appropriate role profiles within the framework, which have been formally evaluated for pay purposes.

In respect of unique support roles, which do not fit with the role profiles, and in schools where the Framework has not been adopted, each job/post will be evaluated for pay purposes on the basis of the job description and staffing structure using objective criteria set by the school, such as accountability and responsibility.

Performance Related Pay (PRP)

In line with the Appraisal Policy, Appraisers are responsible for appraisal/performance management.

The Principal may either be the Appraiser for other teachers, including members of the leadership group, and Leading Practitioners, or may delegate this role in its entirety.

The Board of Directors may appoint two to three members of the Board as Appraisers for the CEO, together with an External Adviser, as required by appraisal legislation. In this Trust, the DoE, COFO and Principals will be appraised by the CEO.

All staff are subject to Performance Related Pay.

In formulating performance objectives, this Pay Policy must be taken into account, so that individuals are aware of what is required in order to progress through their respective ranges.

Policy review

The Trust Board will undertake an annual review of this policy in light of:

- any changes to national or local conditions of service which require amendment to the policy;

- experience of the previous year's implementation of the policy; or
- changes in the needs of the Trust/schools.

Appropriate consultation will take place. The Trust's HR & Payroll Provider will undertake this exercise on behalf of the Trust in relation to its recommended policy.

By 31st October each year, or as soon as practicable thereafter, the Pay Committee will review the salaries of all staff in relation to their job descriptions and, where applicable, performance related pay. Following the review, each member of staff will be notified in writing of their salary point with effect from September of that year, and how it has been calculated in respect of the relevant pay range and performance pay.

For teachers, **Appendices 3a and 3b** outline the information required in pay statements. In addition, where a performance pay point has not been awarded, specific reasons will be given in an appendix to the statement.



Information and Confidentiality

Each member of staff has the right of access to their salary record by giving notice to the Trust's Business Development Department.

All decisions of the Resources or Appeal Committees, together with the criteria used and evidence to inform decisions, will be formally minuted (in accordance with the regulations applicable to all committee meetings of the Board of Directors) and reported to the Board of Directors in the confidential section of the minutes. The minutes will be retained as confidential on the pay file.

Financial Resource

The Trust will allocate funding annually for staff salaries which will cover all ongoing commitments. In addition, they will identify a sum which it intends may be used by the Resources Committee for PRP purposes.

The budget allocated will take account of central Government grants and the need to balance the Trust and school's aims, as defined within Development Plans and the Trust/school's own resources available to support these aims.

Appeals

Any employee may seek a review of a decision in relation to their pay and other decisions taken that affect their pay. The procedure is attached at Appendix 4.

Responsibilities

The Board of Directors:

- Establish the Trust's Pay Policy ensuring its application in practice and review on an annual basis.
- Determine the annual pay budget.
- Establish a Resources Committee with delegated responsibility and authority to implement the policy on its behalf and to hear any representations concerning decisions made, should they be requested.
- Establish an Appeal Committee to hear appeals against decisions of the Resources Committee concerning the pay of individual employees.

The Appraiser(s):

- Make recommendations on the award of PRP points to relevant staff. The initial recommendations will be moderated by the Principal to ensure a fair and consistent approach to pay progression within the school, before they are submitted to the Resources Committee for them to make pay decisions.

In the event that the Principal considers that a change to the initial pay recommendation is necessary, they will discuss this with the Appraiser (if this role has been delegated), and then will explain the decision to the staff concerned before it is submitted to the Resources Committee.

In the case of the Principal's review, the Resources Committee will review the Principal's performance, as conveyed by the CEO, and award the performance related pay points and confirm the ISR.

The CEO:

- Ensure that the Resources Committee is provided with sufficient information to be satisfied that a robust and fair appraisal process is in place, and that pay recommendations are based on this process.

Whilst this does not require the provision of individuals' appraisal documents, it may include information in the form of a summary, drawn from appraisal documents. In the event of a review of a pay decision, or an appeal, it is expected that all the documents relating to the pay recommendation and the pay decision will be shared with the relevant parties, on a confidential basis.

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Committee Membership and Withdrawal from Meetings

The Education (School Government) (England) Regulations 2003 require that any Director who is a person employed to work at the Trust (other than the CEO) must withdraw during the consideration or discussion and cannot vote in relation to the pay of any particular person working at the Trust. Such Directors will not therefore be members of the Trust's Resources Committee or Appeal Committee.

The CEO must withdraw during discussion and determination of his/her own pay.

Qualified Teacher Learning and Skills Status (QTLS)

With effect from 1 April 2012, teachers with QTLS status are able to teach in schools as fully qualified teachers. Principals have the freedom to decide which standards they assess the performance of QTLS holders against. They can either assess QTLS holders' performance against the Teachers' Standards or against any other set of standards relating to teacher performance issued by the Secretary of State or against any other professional standards that are relevant to their performance or against any combination of those three.



Leadership Group

Pay Ranges

The Principal, Vice-Principal and Assistant Principals (where appointed) have substantial strategic responsibilities for school leadership and will be paid on the leadership pay range.

The STPCD 2020 stipulates the minimum and maximum values of each of the eight Principal Groups and the leadership pay range and states that it is for schools to decide how to arrange pay within these parameters. By adoption of this policy, the former leadership pay range will be retained for use in this school, extended by nine additional points to accommodate the discretion to set a pay range up to 25% beyond the top of the Principal Groups.

The leadership pay range is attached at [Appendix 2](#) and includes examples to show how it can be used.

The STPCD requires that there is sufficient scope within an individual's pay range to allow for performance related progress over time. Locally it has been agreed that this will be achieved by continuing to use a seven point range for DoE/Principal posts, and a five point range for Vice and Assistant Principal leadership posts.

Other leadership positions within the Trust and its schools will have a pay range and scale determined by level of responsibility and requirements of the leadership role.

Setting pay for Principal posts

The STPCD requires that all permanent responsibilities and the complexity and challenge of the role in the context of the school are taken into account when setting base pay for the Principal and other leadership roles. Allowances are payable only in respect of temporary responsibilities, such as temporary responsibility for another school.

To comply with this requirement, the steps set out in this section should be followed when setting pay for Principals.

The responsibilities and account abilities of the post, and the required skills and relevant competencies should be defined by the Board of Directors and set out in the job description and person specification.

The school must be assigned to a Principal Group by calculating the total unit score in accordance with the method set out in the STPCD 2020 (paragraphs 5 – 9). Where an Executive Principal is permanently responsible for more than one school, the total unit score of all the schools must be used when assigning the Executive Principal group.

This process will give the broad pay range for the post.

An individual seven point pay range must then be established for the Executive Principal post. The challenge and complexity of the role in the particular context of the school should be considered at this stage, and a judgement made on the appropriate level of pay.

Examples of the matters to be considered are as follows:

- Context and challenge arising from pupils' needs – e.g. if there is a high level of deprivation in the community, or high numbers of looked after children or children with special needs, or a high level of pupil mobility, and this affects the challenge in improving outcomes;
- The circumstances of the school – e.g. it is rated by Ofsted as requires improvement or is in special measures;
- The level of complexity in the role – e.g. managing multiple stakeholders, or across dispersed sites; and
- Whether there are recruitment or retention issues relative to the post.



Leadership Group

Setting pay for Principal posts continued

There must be no ‘double counting’ of considerations, to avoid pay being increased more than once for the same reason. For example, responsibility for more than one school cannot be a reason for increasing base pay if it has been reflected already by using the total score unit of all schools in calculating the Executive Principal Group for the school.

There should be no increase in base pay nor payment of an additional allowance for regular local collaboration which is part of the role of all Principals and Executive Principals within the Trust.

Account should be taken of pay differentials between the Principal role and other leadership roles. The pay range for Vice or Assistant Principals must not overlap that of the Principal. The top of the pay range for the Vice or Assistant Principals must not go beyond the maximum of the school’s Principal Group.

In most cases the pay range in the appropriate Principal Group will provide sufficient breadth within which to allocate an individual pay range which appropriately rewards the Principal role.

There may be circumstances where the particular responsibilities of the role are such that it is judged that a fair reward for the post goes beyond the top of the Principal Group.

In these circumstances, the Board of Directors may set the individual pay range with a maximum point of up to 25% above the top of the Principal Group.

There must be a clear business case for doing so. In wholly exceptional circumstances, it may be possible to go beyond 25%, but external independent advice must be sought in such cases and, should the advice suggest that an additional payment is appropriate, a robust business case must be made and agreed by the full Board of Directors.

The provision to set a pay range up to 25% above the top of the Principal Group is **applicable only to Executive Principal and Principal posts** – it does not apply to other posts on the Leadership Pay Range.

The Trust Board will consult its HR & Payroll advisor and/or seek independent advice on any role exceeding the agreed ISRs.



Leadership Group

Setting pay for Headteacher posts continued

Any recruitment and retention considerations should be taken into account when setting base pay, and so a Principal will not be eligible to receive recruitment and retention incentives or benefits as a separate payment. The only exception to this is reimbursement of reasonably incurred housing or relocation expenses which relate solely to the personal circumstances of the Principal concerned. In such cases, the amount paid will not count towards the 25% limit.

In wholly exceptional circumstances, the Resources Committee may determine that additional payments be made to Principals which do exceed the 25% limit. Agreement from the Board of Directors would have to be obtained, who must first seek external independent advice before agreeing to any such payments.

Where there is a new appointment and the individual pay range has been set as above, the Board of Directors will need to decide on a starting salary, once they have selected their preferred candidate.

Consideration will need to be given to how well the candidate fits the requirements of the role, whether

they bring any particularly valuable skills or experience which will assist the school, and matters such as current salary, which may have a bearing on the starting salary.

It may be the case that the candidate has specific attributes which the Board of Directors wishes to secure by making the pay package more attractive. In these circumstances, the Board of Directors may wish to consider revising the original pay range and improving it to incentivise the individual concerned to accept the post. If this is to be considered, the top of the revised grade must be within the 25% limit, and there must be no double-counting of the reasons for increasing the pay range.

The Board of Directors will formally record all decisions taken in respect of Principal's pay, including any temporary allowances, together with the rationale for the decisions.

Appointing to the wider Leadership Group

Appointments to positions other than the Principal post in the wider leadership group require a similar consideration process to that outlined for Principal posts—excluding the provision to set a pay

range up to 25% beyond the top of the Principal Group (this is applicable only to Principal posts)

The pay range for a Vice or Assistant Principal post must consist of five consecutive spinal column points on the leadership pay range.

In setting pay for leadership posts, consideration must be given to the duties and responsibilities of the role, the job weight and challenge, and how the role fits within the wider leadership structure of the school.

Pay differentials must be taken into account to ensure that the maximum of the Vice or Assistant Principal's pay range does not overlap the Principal's individual pay range, and that the top of the Vice or Assistant Principal's ranges do not go beyond the top of the Principal group for the school. The pay range may overlap with other leadership and classroom teacher positions if appropriate, depending on the weight of the job.

Any permanent features of the Vice or Assistant Principal role must be taken into account when setting base pay.

Any temporary responsibilities, such as temporary participation in out-of-school hours activities, must be paid through an allowance rather than being consolidated in base pay.



Leadership Group

Appointing to the wider Leadership Group cont...

Any recruitment and retention considerations about the post should be taken into account when setting base pay. A Vice or Assistant Principal will not be eligible to receive recruitment and retention incentives or benefits as a separate payment. The only exception to this is reimbursement of reasonably incurred housing or relocation expenses which relate solely to the personal circumstances of the Vice or Assistant Principal concerned.

There must be no 'double counting' of considerations, to avoid pay being increased more than once for the same reason.

Where there is a new appointment to a Vice or Assistant Principal post, and the individual pay range has been set in the manner outlined above, the Board of Directors will need to decide on a starting salary for the individual, once they have selected their preferred candidate.

Consideration will need to be given to how well the candidate fits the requirements of the role, whether they bring any particularly valuable skills or experience which will assist the school, and matters such

as salary, which may have a bearing on the starting salary.

The Board of Directors will formally record all decisions taken in respect of the Vice or Assistant Principal's pay, including any temporary allowances, together with the rationale for the decisions.

Temporary discretionary payments to Principals

The Resources Committee may determine that additional payments be made to Principals for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined (e.g. where the Principal is appointed as a temporary Principal of one or more schools). The reasons for the circumstances must not have been taken into account when setting the Principal's pay range.

The total sum of any temporary payments (other than relocation expenses) made to a Principal in any school year must not exceed 25% of the annual salary which is otherwise payable.

Only in wholly exceptional circumstances where the payments have been approved by the full Board of Directors, and where external independent advice has been sought, may the total of all

temporary discretionary payments exceed 25%.

Performance Related Pay

On an annual basis, the performance of Principals, Vice and Assistants will be assessed by the Appraiser(s) in order to ascertain whether the statutory criterion of 'sustained high quality of performance having regard to the results of the most recent appraisal' has been met. The performance review will need to assess whether leadership group members have grown professionally by developing their leadership and (if relevant) teaching expertise.

In determining whether these statutory criteria have been met, the Appraiser(s) will consider whether the leadership teacher has:

- sustained the Principal/Vice/Assistant Principal professional responsibilities as detailed within the STPCD in a fully satisfactory manner;
- achieved or made good progress towards the performance objectives agreed or set under the Trust's Appraisal Policy; and
- grown professionally by developing their leadership and (where relevant) teaching expertise.

Leadership Group

Performance Related Pay continued

In considering whether the performance objectives have been met, account will be taken of whether particular unforeseen circumstances outside the teacher's control may have led to a particular challenging objective not being achieved.

Objectives will become progressively more challenging, linked to the QUEST leadership competency framework, as the leadership group member gains experience and if they move up the pay spine.

The Appraiser(s) will make recommendations and provide evidence, as appropriate, on whether the PRP criteria have been met. Where the criteria have been met, pay progression by one point would normally be recommended – unless the individual has reached the top of their pay range. Where evidence shows that there has been exceptional performance by the leadership teacher, an award of one additional point may be recommended. If the evidence shows that the individual has not made good progress, then the appraiser may recommend that there should be no pay progression.

Before making a decision to withhold pay progression, the Board of Directors must be satisfied that the teacher has been made aware of concerns about their performance during the course of the appraisal process, that the concerns have been documented, and that the teacher has had appropriate support from the Trust/school to improve.

The possibility of progression being withheld should not come as a surprise to the teacher concerned. It is not necessary for a teacher to be subject to capability proceedings in order for pay progression to be withheld.

The Resources Committee will take the above mentioned factors into account in making its decisions on pay progression for all staff within the Trust

Temporary Arrangements

The Resources Committee will consider paying a teacher who is temporarily carrying out the full duties of an absent colleague at an appropriate point within the individual pay ranges when the absence extends beyond four weeks.

The temporary pay point will not necessarily be the same as the point on the leadership pay range of the substantive post holder but will not be less than the minimum point of the established individual pay range. The increase in salary will be back-dated from the first day of absence.

In the case of planned prolonged absence of more than four weeks, an acting pay point within the relevant pay ranges will be established in advance and paid from the first day of absence.

When the temporary period of acting up comes to an end, the teacher concerned will return to the point on their substantive pay range which would have applied had they not taken up the temporary arrangement.

Safeguarding

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

Other Teachers

Pay on Appointment

Qualified classroom teachers who have not yet applied to be paid on the upper pay range will be paid on the main pay range for Qualified Teachers.

The Trust Board, where necessary, may use its discretion to award a recruitment incentive benefit to secure the candidate of its choice, in line with the following section.

Main Pay Range Classroom Teachers

Pay determinations for existing main pay range teachers effective from 1 September 2020.

The Resources Committee will use the following pay range:

Main Pay Range for Classroom Teachers 2020	
Point	Annual Salary (£)
M1	25,714
M2	27,600
M3	29,663
M4	31,777
M5	34,099
M6	36,960

Appraisal objectives will be appropriate to the career stage expectations within the Trust and teachers will be expected to use their experience and skills, which they have developed over time, to a greater extent as they progress up the main pay range.

Teachers will have the opportunity to progress up the main pay range one point at a time, on an annual basis. To move to the next point on the range, teachers will need to have made good progress towards their objectives and have shown that they are competent in all elements of the Teachers' Standards attached in **Appendix 5**, to a level that is consistent with what can be reasonably expected from a teacher within the Trust at the relevant stage of their career, having regard to the Trust's teaching and learning policy within the school.

If the evidence shows that a teacher has exceptional performance, the Board of Directors will consider using its flexibilities to award one additional point on progression. Exceptional performance could, for example, be rewarded under the Trust's Change Champion Project, see **Appendix 8**.

If the evidence shows that a teacher has not achieved their objectives, as described above, the Board of Directors will consider using its flexibilities and may award no pay progression.

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

All pay judgements will be properly rooted in evidence. Evidence will be included in the annual appraisal reports and will relate to teachers' standards, other relevant professional standards including the Trust's Career Stage Expectations, contribution to school improvement, and to the progress of pupils, as well as to the teacher's individual objectives, and their job description.

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

Menu



Introduction



Key Leadership Principles



Other Teachers



Discretionary Appointments



Support Staff



Other Teachers

All pay recommendations for teachers on the main pay range will be moderated by the Principal.

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

The Upper Pay Range

Post Threshold

The Trust has established the following upper pay range for Teachers who meet the criteria for this range (as set out in the Trust's UPR defined standards – see **Appendix 9**).

Upper Pay Range for Classroom Teachers 2020	
Point	Annual Salary (£)
U1	38,689
U2	40,124
U3	41,603

Applications to be paid on the Upper Pay Range

Teachers on point six of the main pay range can apply to be paid on the upper pay range (UPR).

The Principal may identify those teachers who are eligible to apply, and remind them of the time-scale for applications. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, in this school, including any recommendation on pay.

Where such information is not applicable or available, (e.g. those returning from maternity or sickness absence), or where existing evidence needs to be supplemented, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant. Where teachers have moved school during the assessment period, the Principal should consult with the Principal of the previous school to seek evidence as to the teacher's suitability for progression.

In order for the assessment to be robust, transparent and equitable, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly

digital/paper evidence base to support their application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application.

Process for UPR application

One application may be submitted annually. The closing date will be **31st October**, however, exceptions will be made in particular circumstances, e.g. those teachers who are currently on maternity leave or sick leave.

The process for applications is:

- The teacher should submit a written application and supporting evidence to the Principal by **31st October**;
- The Principal will assess the application, and make a recommendation to the CEO.
- The application, evidence and recommendation will be passed to the CEO for moderation purposes, if the CEO is not the assessor;
- The Resources Committee will make the final decision, advised by the CEO;



Other Teachers

Process for UPR application continued...

- Teachers will receive written notification of the outcome of their application within one month of the Resources Committee's decision. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in the Trust's Career Stage Expectations, Teacher's Standards and the Trust's defined UPR criteria (see 'Assessment' below);
- If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria;
- Successful applicants will move to the minimum of the UPR with effect from **1 September** of the year in which they made their application; and
- Unsuccessful applicants have the right to appeal against the decision, in accordance with the appeals process set out in page 6 and **Appendix 4** of this policy.

Assessment process for UPR application

The teacher will be required to meet the criteria set out in the STPCD, namely that:

- the teacher is highly competent in all elements of the relevant standards; and**
- the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.**

In this Trust, this means:

'relevant standards': these are the Teachers' Standards (attached at **Appendix 5**), Trust's UPR standards (**Appendix 9**) and the Career Stage Expectations in **Appendix 10**;

"highly competent": the teacher's performance 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 Trust and its schools, in order to help them meet the relevant standards and develop their teaching practice;

"substantial": the teacher's achievements and contribution to the Trust/school are of real importance, validity or value to the Trust/school; plays a critical role in the life of the Trust/school; provides a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning; and

"sustained": Principals should review on an annual basis although the period is recommended as two consecutive successful appraisals, to ensure substantial and sustained progress towards their objectives is evidenced. Teaching expertise over the relevant period must be consistently good to outstanding. (see exceptions, e.g. maternity/sick leave, in the introduction to this section).

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



Other Teachers

UPR pay determinations effective from 1 September 2020

Teachers will be reviewed on an annual basis to determine whether they have sufficient evidence to support progression up the upper pay range by one point, however they must ensure that they meet the relevant criteria set out in the Trust's process for UPR application.

The Resources Committee will determine whether there should be any movement on the upper pay range. In making such a determination, it will take into account:

- the evidence base, which should show whether the teacher has had a successful appraisal and has made good progress towards objectives;
- evidence that the teacher has maintained the criteria set for their current UPR Application', namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to an educational setting or Trust are substantial and sustained. The meaning of these criteria is set out in this policy (page 15).

Appraisal objectives will become more challenging as the teacher gains experience and progresses up the upper pay range.

Pay progression on the upper pay range will be clearly attributable to the performance of the individual teacher. The Resources Committee will be able to objectively justify its decisions.

Where it is clear that the evidence shows the teacher has met all requirements and expectations outlined relevant to their current pay point, maintained UPR expectations and made good progress toward their set objectives, the teacher will move to the mid-point on the upper pay range; or if already on the mid-point, will move to the top of the upper pay range.

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

Before making a decision to withhold pay progression, the Board of Directors must be satisfied that the teacher has been made aware of concerns about their performance during the course of the appraisal process, that the

concerns have been documented, and that the teacher has had appropriate support from the Trust/school to improve. The possibility of progression being withheld should not come as a surprise to the teacher concerned. It is not necessary for a teacher to be subject to capability proceedings in order for pay progression to be withheld.

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

All pay recommendations for teachers on the upper pay range will be moderated by the CEO.

The Resources Committee will be advised by the CEO in making all such decisions.



Other Teachers

Leading Practitioner Roles

The role of a Leading Practitioner

If it is determined that a Leading Practitioner role is required in this Trust, to lead on modelling and improving teaching skills, then the following will apply.

The Board will take account of paragraph 16 and paragraphs 35-37 in section 3 of the STPCD when determining the role of Leading Practitioner in this Trust. Additional duties will be set out in the job description of the Leading Practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the Trust/school that contribute to school improvement;
- the improvement of teaching skills within the Trust/school, and (if a requirement of the role) within the wider school community, which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as curriculum, digital development and raising outcomes for all.

Leading Practitioner Pay Range

The Board of Directors has established the following Leading Practitioner pay range:

Leading Practitioner Pay Range 2020	
Point	Annual Salary (£)
LP1	42,402
LP2	43,643
LP3	44,584
LP4	45,658
LP5	46,794
LP6	47,969
LP7	49,260
LP8	50,397
LP9	51,654
LP10	52,982
LP11	54,357
LP12	55,609
LP13	57,000
LP14	58,421
LP15	59,874
LP16	61,466
LP17	62,878
LP18B	64,458

Pay on appointment

When appointing to a Leading practitioner role, the Trust Board will determine a pay range for the post, consisting of five consecutive points within the Leading Practitioner pay range.

In determining the five point range, the Trust Board should take into account the following criteria, together with any other criteria they consider appropriate:

- the nature of the work to be undertaken, including any work with teachers from other schools outside of the Trust;
- the degree of challenge of the role;
- how the post will fit into the structure of the Trust/school, in terms of internal pay relativities; and
- the status of the grade as an alternative to posts paid on the leadership pay range.

Applicants will normally be expected to be on the upper pay range; or to be at the top of main pay range, and have demonstrated that they meet the criteria to move onto the first point of the upper pay range, and would be moved on to that point if they were not appointed as a Leading Practitioner.



Other Teachers

Leading Practitioner Roles; Pay on appointment continued

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

Pay determinations with effect from 1 September 2020

The Director of Education will agree appraisal objectives for the Leading Practitioner.

The Resources Committee will have regard to the results of the Leading Practitioner's appraisal, including the pay recommendation, when exercising any discretion in relation to their pay.

The Resources Committee will take account of evidence which should show whether the Leading Practitioner:

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

- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- is highly competent in all aspects of the Teachers' Standards and Trust Career Stage expectations; and
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.

'Highly competent' and 'substantial' are defined on [page 15](#).

Pay progression on the Leading Practitioner pay range will be clearly attributable to the performance of the individual teacher and related outcomes. The Resources Committee will be able to objectively justify its decisions.

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

Before making a decision to withhold pay progression, the Board of Directors must be satisfied that the teacher has been made aware of concerns about their performance during the course of the appraisal process, that the

concerns have been documented, and that the teacher has had appropriate support from the school to improve.

The possibility of progression being withheld should not come as a surprise to the teacher concerned. It is not necessary for a teacher to be subject to capability proceedings in order for pay progression to be withheld.

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

All pay recommendations for teachers on the Leading Practitioner pay range will be moderated by the CEO.

The Resources Committee will be advised by the CEO in making all such decisions.

Unqualified Teachers

The Board of Directors prefers to recruit qualified classroom teachers. However, where there are recruitment difficulties, it may be necessary, from time to time, to employ unqualified teachers. In such circumstances, the Trust Board will seek to support the teacher, where possible, to become qualified through an appropriately recognised route to QTS or QTSL.



Other Teachers

Unqualified Teachers continued

The Board of Directors has established the following Pay Range for Unqualified Teachers:

Pay Range for Unqualified Teachers 2020	
Point	Annual Salary (£)
1	18,168
2	20,282
3	22,393
4	24,507
5	26,621
6	28,734

Pay on appointment

The Resources Committee will pay any unqualified teacher in accordance with the above pay range.

The Resources Committee will determine where a newly appointed unqualified teacher will enter the pay range, having regard to any qualifications or experience they may have, which they consider to be of value. The Resources Committee will consider whether it wishes to pay an additional allowance, in accordance with paragraph 22.1 of the STPCD.

Pay determinations effective from 1 September 2020

Unqualified teachers will have the opportunity to progress up the unqualified teachers' pay range one point at a time, on an annual basis. To move to the next point on the range, unqualified teachers will need to show that they have made good progress towards their objectives.

Where it is clear from the evidence that the teacher's performance is exceptional and exceeds expectations, the Resources Committee may award enhanced pay progression of up to two points on the unqualified teacher range.

If the evidence shows that an unqualified teacher has not made good progress, as described above, then the Board of Directors will consider using its flexibilities and may award no pay progression.

Before making a decision to withhold pay progression, the Board of Directors must be satisfied that the unqualified teacher has been made aware of concerns about their performance during the course of the appraisal process, that the concerns have been documented, and that the teacher has had appropriate support from the Trust/school to improve.

The possibility of progression being withheld should not come as a surprise to the unqualified teacher concerned.

It is not necessary for a unqualified teacher to be subject to capability proceedings in order for pay progression to be withheld.

All pay judgements will be properly rooted in evidence; evidence will be included in the annual appraisal reports, and will relate to teachers' standards attached to this policy in Appendix 5, contribution to Trust/school improvement, and to the progress of pupils, as well as to the teacher's individual objectives, and their job description.

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

All pay recommendations for teachers on the unqualified teachers' pay range will be moderated by the CEO.

The Resources Committee will be advised by the CEO in making all such decisions.

Pay progression on the unqualified teachers' range will be clearly attributable to the performance of the individual teacher. The Resources Committee will be able to objectively justify its decisions.



Discretionary Allowances and Payments

Teaching and Learning Responsibility Payments

The STPCD 2020 provides for a 2.75% uplift to the national TLR allowances; the 2.75% has also been applied to the locally agreed TLR allowances, and the rates are detailed in the following sections.

The Resources Committee may award a TLR payment to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The award may be while a teacher remains in the same post or occupies another post in the absence of a post-holder, in accordance with, and subject to, paragraph 3 and paragraphs 20.2 and 20.3 of the STPCD. Unqualified teachers may not be awarded TLRs.

With the exception of sub-paragraphs (c) and (e), which do not have to apply to the award of TLR3s, before awarding any TLR,

the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e) involves leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1, the relevant body must be satisfied that the sustained, additional responsibility referred to above includes line management responsibility for a significant number of people.

TLR 1 and TLR 2 Payments

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

TLR 2 A	£2,872	TLR 1 A	£8,291
B	£4,783	B	£10,199
C	£6,695	C	£12,114
C (higher)	£7,016	D	£14,029

TLRs will be awarded, in accordance with the statutory criterion and factors for these payments outlined above, to the holders of the posts as indicated in the staffing structure attached at Appendix 1.

Discretionary Allowances and Payments



TLR 3 Payments

The Resources Committee may award a fixed term TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in the STPCD. The annual value of a TLR3 must be no less than £570 and no greater than £2833. The basis on which the TLR3 has been awarded, the duration of the fixed term, and the amount of the award, which will be paid in monthly instalments, will be set out in writing to the teacher. No safeguarding will apply in relation to an award of a TLR3.

Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a TLR3 concurrently.

The range for TLR3s refers to the annual value of such an award. Where a TLR3 is awarded with a fixed term of less than one year then the total value should be determined proportionately to the annual value. Where a TLR3 is awarded to a part-time teacher the value should not be amended to reflect the part-time hours of the individual in receipt of the award; the pro-rata principle does not apply to TLR3s.

Special Educational Needs

The relevant body must award an SEN allowance to a classroom teacher:

- (a) in any SEN post that requires a mandatory SEN qualification;
- (b) in a special school;
- (c) who teaches pupils in one or more designated special classes or units in a school; and
- (d) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school.

Where an SEN allowance is to be paid, the school must determine which rate should be applied, taking into account the structure of the Trust's SEN provision and the following factors:

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

The Trust will continue to use the criteria that they applied to distinguish between the former first and second allowances, in order to decide which level of SEN allowance to apply:

Minimum level of £2,269 p.a.

Maximum level of £4,478 p.a.

In accordance with this policy, the Board of Directors undertake an annual review of the Pay Policy, and this will include consideration of the SEN allowances and whether the teachers concerned are on the appropriate level of allowance. Should decisions be made which result in the withdrawal of or a reduction in value of the allowance, normal safeguarding arrangements will apply to the individuals concerned for a three year period.



Discretionary Allowances and Payments

Recruitment and Retention Incentives

The discretion to award recruitment or retention incentives and benefits to classroom teachers or Leading Practitioners will only be considered where there is specific evidence to support one of the following criteria:

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

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

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

For leadership posts appointed to or reviewed on or after 1 September 2014, any recruitment and retention matters will be taken into account when setting the base pay for the post, and so separate allowances will not be payable. The only exception to this would be the reimbursement of reasonably incurred housing and relocation costs, which the Board of Directors may decide to pay, if appropriate. Any such reimbursement made to a Principal will not count towards the 25% limit on allowances as referred to on [page 9, para. 12.](#)

Any teachers in the leadership group, who were already in receipt of a recruitment/retention payment at 1 September 2014 which was determined in line with the arrangements in place prior to that date, will continue to receive such payment, at its existing value, under those arrangements

(as outlined in paragraph 2 of this section) until such time as their pay range is determined under the 2014 arrangements.

Temporary Arrangements

The Resources Committee will consider paying a teacher who is temporarily carrying out the full duties of an absent Principal, Vice or Assistant Principal at an appropriate point within the relevant pay ranges when the absence extends beyond four weeks. The temporary pay point will not necessarily be the same as the point on the leadership pay range of the substantive post holder but will not be less than the minimum point of the established individual pay range. The increase in salary will be back-dated from the first day of absence.

In the case of planned prolonged absence of more than four weeks, an acting pay point within the relevant pay ranges will be established in advance and paid from the first day of absence.



Introduction



Leadership Group



Other Teachers



Discretionary Allowances



Support Staff

Discretionary Allowances and Payments

Temporary arrangements continued

When the temporary period of acting up comes to an end, the teacher concerned will return to the point on his/her substantive pay range which would have applied had he/she not taken up the temporary arrangement.

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

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

Safeguarding

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

Other Pay Provisions for Teachers

Voluntary Continuing Professional Development Outside Directed Time

Consideration will be given to exercising this discretion in the case of training in respect of major national initiatives supported by external earmarked funding and where training cannot be undertaken on one of the specified teacher training days or in school session time because of difficulties with supply cover.

In these instances, classroom teachers will be paid a daily rate of 1/195th of their salary point on the teachers' main pay range to a maximum of point M6. Teachers on the Leadership and Leading Practitioner pay ranges will be paid as if at point M6 on the teachers' main pay range.

Initial Teacher Training (ITT) Activities

No specific additional payments will be made to individual teachers involved in school-based ITT activities (such as observing and giving feedback on classroom practice and acting as professional mentors).

However, teachers with significant involvement in ITT may receive pay recognition through TLR payments or their pay ranges on the leadership spine.

Out of School Learning Activities

If it is agreed that teachers are employed to undertake major out of school learning initiatives, teachers will be paid a daily rate of 1/195th of their salary point on the teachers' main pay scale to a maximum of point M6. Teachers on the Leadership or Leading Practitioner pay ranges will be paid as if at point M6 on the teachers' main pay range.

Support Staff



Principles

This policy will be applied in accordance with all relevant National conditions of service, details of which can be obtained from the Trust's Business Development Department.

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

All non-teaching posts must be formally graded in accordance with the Trust's Job Evaluation scheme. This will provide objective justification for job grades and at the same time minimise the risk of any equal pay liabilities for the Trust.

(Note: role profiles within the Job Families Framework for support staff have been formally graded in accordance with the Job Evaluation scheme, and so any jobs matched to these profiles comply with this requirement.)

Undertaking Additional Duties, and Market Enhancement

Within the scope of this policy the Trust recognise and approve the pay elements detailed in the following two sections below, which can be applied by the Trust.. In exercising these discretions the Business Development Department will consult with the Trust's HR & Payroll Provide.

Undertaking Additional Duties (acting up)

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

Where an employee takes on additional responsibilities at the request of their manager for a temporary period, the grade will be determined through the job evaluation scheme in an objective and consistent manner and comply with equal pay legislation. Where the Job Family Framework for Trust support staff has been adopted and implemented within the Trust, it may be possible to match the additional responsibilities to an appropriate role profile within the Framework, which has been formally evaluated for pay purposes. In respect of additional responsibilities which do not fit with the role profiles, the responsibilities will be evaluated on an individual basis by HR and OD Services, in accordance with the Job Evaluation Maintenance Procedure. Further information can be obtained from the Trust's Business Development Department.



Support Staff

Market Enhancement Policy

There are occasions where the pay of a job determined by the grading process results in a salary range that fails to attract and retain suitably qualified and experienced staff, possibly because the pay rate is not in line with the “market rate” for the post. Under such circumstances the Trust will determine whether it is appropriate for a market enhancement to be applied.

Market enhancements are defined as a temporary addition to the pay of a role and are applicable to ‘all role holders in a post’ where market pressures would otherwise prevent the employer from being able to recruit and/or retain suitably qualified staff at the normal salary for the post.

The process of determining whether a market enhancement should be paid, the rate of any enhancement and the conditions for its payments will be determined Trust. Payments made under this policy are temporary and subject to review and may be removed.

Starting Salaries for New Appointments (permanent and temporary)

All new appointments will be paid at the minimum of the appropriate grade for the post. However, the Trust Board will have the discretion to agree a starting salary above the minimum if evidence can be provided that there is an objective justification based on skills and experience.

Where an existing employee is appointed to a new post on a higher grade which overlaps with their previous grade, they will be appointed on the next point above their previous substantive spinal column point.

All decisions relating to the commencing salary must comply with equal pay legislation and be made in an objective and consistent manner.

Incremental Progression

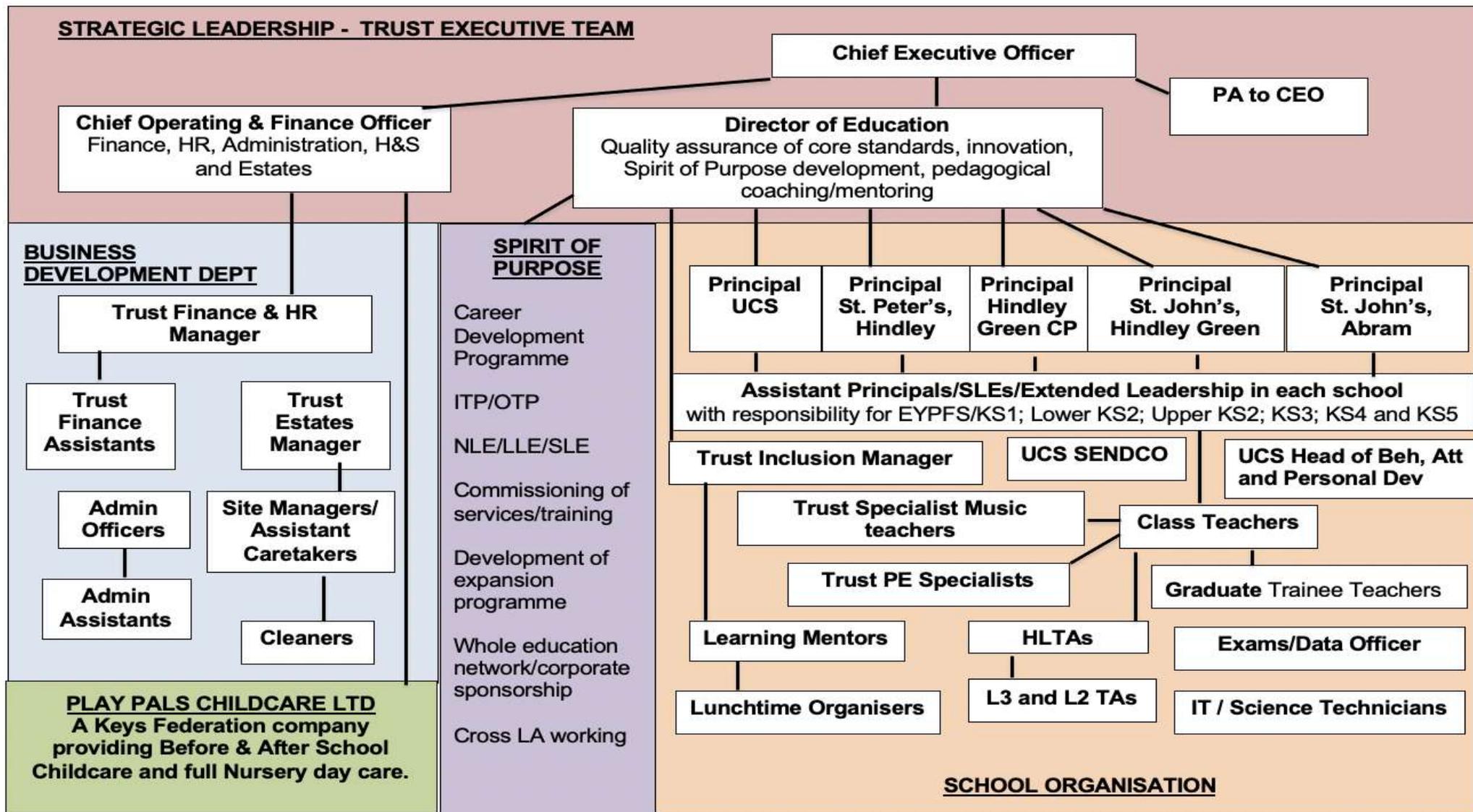
Progression through a grade is by annual increments, paid on 1st September of each year subject to successful performance management. To receive an incremental increase on 1 September, the employee must have been employed at the current spinal point for a period of six months prior to receiving the annual increment and must not be at the maximum for their band or on any pay protection arrangements. Employees commencing employment after 1st March of any year (up to 31st August) will be considered for an increment after 6 months continuous service.

- The contents of this document will be brought to the attention of existing and newly appointed staff on a regular basis
- The document will be available for reference purposes on the Trust’s Staff App and a printed copy within each school’s staffroom.
- The application of the policy will be monitored by the Trust.

Trust Staffing Structure



QUEST – Staffing Chart – September 2020



Pay Range for Principals

The chart shows the Principal Groups as set out in the STPCD 2020; it also includes the locally agreed additional points, which have been developed to take account of the potential to pay Principals up to 25% above the top of their respective group, in appropriate circumstances.

The full Leadership pay range, including all locally agreed points, is shown in **Appendix 2a**.

Group	From point and £ annual salary	To point and £ annual salary	Nearest point to top point plus 25% £	(Value of top point plus 25%) £
1	L6 47,735	L18A 64,143	L27A 79,167	(98,959)
2	L8 50,150	L21A 69,031	L29 83,970	(104,963)
3	L11 54,091	L24A 73,559	L32 90,379	(112,934)
4	L14 58,135	L27A 79,167	L35B 97,272	(121,590)
5	L18B 64,143	L31A 87,313	L39B 107,238	(134,048)
6	L21B 69,031	L35A 96,310	*L43B 118,369	(147,961)
7	L24B 74,294	L39A 106,176	*L47 130,655	(163,319)
8	L28 81,941	L43A 117,197	*L51 144,217	(180,217)

* locally agreed additional pay points

Leadership Pay Range

Salary Point	01/09/2020 Annual	Salary Point	01/09/2020 Annual
L1	42194	L24 (A)	73559
L2	43251	L25	76141
L3	44330	L26	78024
L4	45434	L27	79958
L5	46565	L27 (A)	79167
L6	47735	L28	81941
L7	49019	L29	83970
L8	50150	L30	86060
L9	51402	L31	88186
L10	52722	L31 (A)	87313
L11	54091	L32	90379
L12	55337	L33	92624
L13	56720	L34	94913
L14	58135	L35	97272
L15	59581	L35 (A)	96310
L16	61165	L36	99681
L17	62570	L37	102158
L18	64143	L38	104687
L18 (A)	63508	L39	107238
L19	65734	L39 (A)	106176
L20	67364	L40	109914
L21	69031	L41	112659
L21 (A)	68346	L42	115482
L22	70744	L43	118369
L23	72496	L43 (A)	117197
L24	74294		

Points L18, L21, L24, L27, L31, L35, L39, L43 have two values, marked by the addition of 'A' and 'B' to each point, to indicate the lower and higher values respectively.

The values indicated by 'A' are the maximum salaries for each of the eight Principal Group ranges, which are determined by the **STPCD 2020**. (The table at Appendix 2 shows the Principal Group ranges).

The 'A' values apply to those Principals/Heads of School who are already on, or who are moving onto, the top point of their individual Salary Range (ISR) with effect from 1 September 2020, where this point coincides with the top of the Group range for their school.

The 'B' values apply to those on the Leadership Range who are remaining on or moving onto one of the relevant points (L18, L21, L24, L27, L31, L35, L39, L43) with effect from 1 September 2020, where the point concerned is within or at the top of their ISR, but **does not** coincide with the top of the Group range for their school.

The minimum values for the eight Principal Groups are determined by the STPCD 2020 and are therefore the minimum salaries applicable to Principals/Heads of School who are appointed to the bottom of the Group range for their school. It is worth noting that the minimum values for Groups 5, 6 and 7 are L18B, L21B and L24B respectively – see Group values above for details.

* Points 43B – 51 are a locally agreed extension of the 2020 Leadership Group pay range and are included to accommodate the arrangements, effective from 1.9.14, which give discretion to Directors to set base pay for Principals beyond the top of their respective pay groups, if circumstances justify such payment. These additional nine points are based on 2.75% incremental steps, in line with the differentials between pay points on the rest of the Leadership pay range.

Examples to show how the Leadership Pay Range would apply

Retaining the Leadership Pay Range, and the 5 and 7 point ranges, fulfils the fundamental requirement to give sufficient room for progression for those in leadership posts. To also build in the required provision to pay up to 25% beyond the top of the Headteacher Groups, it is necessary to attach values to the additional payments which coincide with pay points on the range, so that there is clarity in terms of expected progression over time.

Whilst this means that exact % payments cannot necessarily be applied, it still gives considerable flexibility. The examples below show how the ranges would be set using the Leadership pay range.

Example 1.

The formula for allocating a school to a Headteacher Group results in the Headteacher being in Group 3.

Group 3 runs from £52,643 (L11) to £71,590 (L24A)

The range could be extended up to a maximum of £90,145 (L33), which is the closest point on the scale to the full 25% additional pay.

Due to the particular challenges of the post, the Governing Body decides that it is appropriate for the pay range for the post to go beyond the top of the group, and decide that an additional 5% would be appropriate.

This would give a figure of £75,170 for the top of the individual range (£71,590 + 5%); the nearest pay point to this salary is £75,936 (L26).

A 7 point range would give an individual range for this post of £65,561 (L20) to £75,936 (L26).

Example 2.

A school is in Group 8 – £79,748 (L28) to £114,060 (L43A)

The Governing Body consider that due to recent recruitment difficulties to the role, together with the particular complexity of the role, they wish to extend the range beyond the maximum point of the group; they consider that a range up to around £120,000 would be appropriate.

The nearest point on the pay spine to £120,000 is £121,032 (L45).

A 7 point range would give an individual range for this post of £104,368 (L39B) to £121,032 (L45).

(Note – point L39B is the bottom of the range, rather than L39A, because L39A applies only where the point coincides with the top of the Headteacher's ISR and the top of the Group range for their school.)

Example 3.

A Federation of two secondary schools is in Group 8 (combining the unit score of each of the schools to arrive at a total unit score)

Group 8 runs from £79,748 (L28) to £114,060 (L43A)

The Governing Body considers that due to the accountability for two schools with a very large total number of pupils and the complexities of the schools, it is appropriate to extend the pay range beyond the top of Group 8; it decides that a minimum point of around £112,000 would be appropriate.

The nearest point on the pay spine to £112,000 is £112,391 (L42).

A 7 point range would give an individual range for this post of £112,391 (L42) to £130,336 (L48).

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

Name: School:

Effective Date:.....

Point on Range

Main Pay Range	Point M	£
Upper Pay Range	Point UPR	£
Unqualified	Point U	£

TLR Payments

TLR 2	A £ 2,872	£			
	B £ 4,783	£			
	C £ 6,695	£			
	C Higher £7,016	£			
			TLR 1	A £ 8,291	£
				B £10,199	£
				C £12,114	£
				D £14,029	£

Other Allowances

Special Needs	SPN	£
Fast Track Teacher Allowance		£
Recruitment and Retention		£ End Date.....

Safeguarding/Protection

Management Allowance safeguarded	£	End Date
Historical Social Priority Allowance (SPA)	£	End Date *
Historic pay assimilation safeguarding	£	End Date..... *
Historic Pay Protection	£	

(School closure or reorganisation) * Unless ceasing earlier under cash safeguarding rules

Total £

Note – where pay progression is not awarded due to performance (not because the employee is at the top of their range, or they are on UPR and are part way through the two year period before they are eligible to progress) the employee must be informed in writing of the decision, the reasons, and the right to appeal.

Signed: Date: (Chair of Pay Committee)

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

Name:..... School:.....

Post:.....

Effective Date:.....

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

Leadership Range: Lto L £

Leadership Point: L £

Leading Practitioner Range: LPto LP £

Leading Practitioner Point: LP £

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

Leadership Range: L to L £

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

Leading Practitioner Range: LP To LP ... £.....

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

*** Note – where pay progression is not awarded due to performance (not because the employee is at the top of their scale) the employee must be informed in writing of the decision, the reasons, and the right of appeal.**

Signed Date

(Chair of Pay Committee)

Appeal Procedure to Resources Committee and Appeal Committee

General Points

1. An appeal is appropriate if a member of staff is not satisfied with the decision of the Resources Committee concerning his/her pay and requests that the basis for the decision be reviewed.
2. The employee may wish to seek support from a trade union representative or work colleague when presenting their case. The employee should make their own arrangements in this respect.
3. After a decision of the Resources Committee has been conveyed to the employee in writing, together, where appropriate, with the specific reasons for the decision (for example, in cases where a performance pay point has not been awarded), an appeal may be lodged. The employee must write to the Clerk to the Board of Directors within ten school working days of being notified of the Resources Committee's decision, setting down the grounds for wishing the pay decision to be reviewed by the Resources Committee and including any supporting documentation.
4. The Clerk will arrange a hearing of the Resources Committee which made the decision within ten school working days of receipt of the employee's request for the decision to be reviewed and give the employee an opportunity to make representations in person.
5. Following the hearing with the Resources Committee, the employee will be informed in writing of the decision and the right to give notice to the Clerk to the Board of Directors of the intention to appeal within ten school working days.
6. The appeal should be heard by the Appeals Committee of the Board of Directors in accordance with the appeals procedure outlined below.
7. A date for the hearing will be arranged as soon as possible, and all parties will normally be given at least ten school working days' notice of the hearing. Part-time employees will normally only be required to attend the hearing on one of their normal contractual days of work.
8. The decision of the Appeal Committee will be given in writing as soon as reasonably practicable, where the appeal is rejected, will include a note of the evidence considered and the reasons for the decision.
9. There is no further right of appeal against the decision of the Appeals Committee.

Procedure

- The Chair of the Resources Committee or Appeal Committee invites all parties to enter the room.
- The Chair introduces the parties concerned and outlines the procedure.
- Any questions of clarification relating to the procedure are raised with the Chair by any party.
- The Appellant or his/her companion indicates the reasons why the pay level is not felt to be appropriate, submitting any evidence (s)he feels is necessary.
- Any questions for clarification are raised through the Chair from:
 - i members of the Committee
 - ii the Principal/CEO
- The Chair of the Resources Committee and/or Principal/CEO explains the proposed pay level of the appellant, indicating why the original decision was made by the Resources Committee and submitting any evidence he/she feels appropriate.
- Any questions for clarification are raised through the Chair from:
 - i members of the Committee
 - ii the Appellant and/or companion
- The Chair of the Resources Committee and/or Principal/CEO sums up the Management case.
- The employee or his/her companion sums up his/her case.
- All parties leave the room while the Appeal Committee considers the case.
- The Appeal Committee may recall either party to clear points of uncertainty on evidence already given. If recall is necessary all parties are to return.
- All parties are recalled to indicate the decision of the Appeal Committee.
- The Chair of the Appeal Committee informs all parties that the decision will be confirmed in writing and whether there is a right of appeal.

Teachers' Standards (England)

The Teachers' Standards (England) are presented in the STPCD 2020 as they underpin the appraisal process and the assessment process for accessing the upper pay range.

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

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;

- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, 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 involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and Professional Conduct

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

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
 - showing tolerance of and respect for the rights of others;
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Framework of professional standards for Leading Practitioner posts

(1) Professional Attributes

Frameworks

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

Personal professional development

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

(2) Professional knowledge and understanding

Teaching and learning

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

Assessment and monitoring

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

Subjects and curriculum

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

Achievement and diversity

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

(3) Professional skills

Planning

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

Teaching

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

LP9. Demonstrate excellent and innovative pedagogical practice.

Assessing, monitoring and giving feedback

LP10. Demonstrate excellent ability to assess and evaluate.

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

Reviewing teaching and learning

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

Team working and collaboration

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

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

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

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

Summary of Pay Ranges and Allowances for teachers – effective from 1 September 2020 – Appendix 7

Main Pay Range for Classroom Teachers 2020	
Point	Annual Salary (£)
M1	25,714
M2	27,600
M3	29,663
M4	31,777
M5	34,099
M6	36,960

Upper Pay Range for Classroom Teachers 2020	
Point	Annual Salary (£)
U1	38,689
U2	40,124
U3	41,603

Leading Practitioner Pay Range 2020	
Point	Annual Salary (£)
LP1	42,402
LP2	43,643
LP3	44,548
LP4	45,658
LP5	46,794
LP6	47,969
LP7	49,260
LP8	50,397
LP9	51,654
LP10	52,982
LP11	54,357
LP12	55,609
LP13	57,000
LP14	58,421
LP15	59,874
LP16	61,466
LP17	62,878
LP18B	64,458

Allowances 2020			
TLR 2 A	£2,872	TLR 1 A	£8,291
B	£4,783	B	£10,199
C	£6,695	C	£12,114
C (higher)	£7,016	D	£14,029
TLR 3	Between £570 and £2833.		

Pay Range for Unqualified Teachers 2020	
Point	Annual Salary (£)
1	18,168
2	20,282
3	22,393
4	24,507
5	26,621
6	28,734

SEN	
Minimum	Maximum
£2,269p.a.	£4,4798p.a.

Appendix 8 – Change Champion Projects

From September 2020 the Trust may appoint staff members to undertake temporary Change Champion projects.

These projects will focus on:

Learning – Individual practitioners with proven successful strategies to implement beyond their class/setting/school.

Innovation – Individual practitioners with new approaches to Teaching and Learning and/or innovative ideas to improve pupil outcomes which are based on evidence, research or previous experience, to trial within their class/school/setting and deliver an analysis of impact report.

Opportunity – for individuals to embrace leadership beyond their current remit, either leading:

- People
- Curriculum Impact
- Systems & Procedures
- Trust Initiatives.

Change Champion Roles

The Change Champion projects will be open to both teaching and support staff and the projects may be agreed by application from a staff member or through talent development linked to performance management in the school/Trust.

Staff undertaking these projects will:

- be given a timescale for completion of the project;
- have clear termly targets/KPIs;
- be entitled to receive an additional termly payment for the length of the project, if the termly targets/KPIs have been met and there is evidence of impact.

Additional Termly payments

Change Champion projects will fall into three payment categories:

Category 1 - £250 per term

Category 2 - £500 per term

Category 3 - £750 per term

The payment category will be determined by the Trust Executive Team and will depend on the size and scope of the project and the potential impact on the schools/Trust. Arrangements for termly payments to relevant staff members will be completed by the Trust's Business Development Department and approved by a member of the Trust Executive Team.

Monitoring and Review

The Trust Executive Team will regularly monitor progress towards targets/KPIs and in some instances this may be delegated to Trust Principals.

The success, or otherwise, of the Change Champion Projects will be reviewed by the Trust Executive Team on an annual basis.

Appendix 9 – Trust UPR Standards

Professional Attributes

Frameworks

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

Professional Knowledge and Understanding

Teaching and learning

P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

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

Subjects and Curriculum

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

Health and well-being

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

Professional Skills

Planning

P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9 Promote collaboration and work effectively as a team member.

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

UPR3 Standards

Professional Attributes

Demonstrate a consistent commitment to their own professional development and to use this to develop others and to raise standards within the school.

Actively participate in the school's arrangements for coaching and professional development.

Make a proactive contribution to the School Development Plan priorities and the corporate life of the school, eg active participation in working parties; work with parents; taking a leading role in concerts, plays, evening events, lectures, trips, tournaments; promoting the school within the wider community.

Model good practice at all times, unwaveringly promoting the school ethos.

Professional Knowledge and Understanding

Demonstrate high standards of subject knowledge.

Contribute regularly and effectively to subject, year and whole school discussions on student progress and attainment, initiating and seeing through demonstrably effective strategies for improvement.

Professional Skills

Demonstrate high level teaching expertise, delivering consistently effective learning and teaching.

Coach colleagues/trainees in effective classroom management, ensuring a purposeful learning environment.

Coach colleagues/teacher trainees in the setting of effective lesson objectives and lesson planning, as part of helping to ensure that lessons are graded at good or above.

Make a proactive contribution to faculty, subject, year and whole school group intervention with students at all levels of ability – such as the underperforming, G&T and mid-range.

Appendix 10 – Teacher Standards Career Stage Expectations as agreed on 5.9.12- Initial Assessment and Audit

Professional Area	Relevant Standards	M2 Emerging	M4 Developed	M6 Embedded	UPS1 Fluent	UPS3 Inspirational	+	=	-	Standards for professional dialogue
Professional Practice	1.1(1); 1.2 (2,3,5); 1.3 (1,3); 1.4 (1,2,3); 1.5 (all); 1.6 (1); 1.7 (1,2,3); 1.8 (3); 2.1 (2,4); Preamble	Some teaching good or better, some teaching requires improvement (satisfactory)	All teaching good or better.	All teaching good, some outstanding features	All teaching good, some outstanding	All teaching good, much outstanding				
Professional Outcomes	1.1 (2); 1.2 (1,2,3); 1.5 (1); 1.6 (3,4); Preamble	The majority of pupils achieve in line with school/cohort expectations	Almost all pupils achieve in line with school/cohort expectations	Almost all pupils achieve in line with school/cohort expectations; some exceed them	Almost all pupils achieve in line with school/cohort expectations; some exceed them	Almost all pupils achieve in line with school/cohort expectations; many exceed them				
Professional Relationships	1.1 (1); 1.6 (4); 1.7 (4); 1.8 (2,3,5); 2.1 (1,3,4); Preamble	Positive and professional working relationships with pupils, colleagues and parents	Positive and professional working relationships with pupils, colleagues and parents are securely focussed on improving provision for pupils	Positive and professional working relationships with pupils, colleagues, parents and other professionals lead to excellent class provision	Positive and professional working relationships with pupils, colleagues, and parents lead to excellent class provision and plays a proactive role in building key stage or phase teams to improve provision and outcomes	Positive and professional working relationships with pupils, colleagues, parents and other schools lead to excellent class provision and play a proactive role in leading school and Federation teams to improve provision and outcomes				

Professional Development	1.2 (4,5) 1.3 (1,2,4,5); 1.4 (5) 1.5 (2,3,4) 1.6 (1); 1.8 (4); 2.1 (2); 2.3; Preamble	Able, with support, to identify key professional development needs and respond positively to advice and feedback	Takes a positive, professional and proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up to date with changes and adapts practice accordingly	Plays a proactive role in leading the professional development of key stage or phase colleagues within and across the school	Plays a proactive role in leading the professional development of colleagues within the school and across the Federation, including leading staff development, training and inset.				
Professional Conduct	1.1 (3); 1.7 (1); 1.8 (1); 2.1 (all), 2.2; 2.3; Preamble	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards				

+ Performance may exceed career stage expectations

= Performance may equal career stage expectations

- Performance may be below career stage expectations