



SEA MILLS PRIMARY SCHOOL

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Pay Policy

Reviewed and approved by:	Resources Committee
Date approved:	8 th October 2025
Date of next review:	October 2026

Purpose

This Policy sets out the framework for making decisions on pay.

Aim

Through this Policy, the governors' aim is to:

- Maximise the quality of teaching and learning at the School
- Support the recruitment and retention of a highly skilled workforce
- Support the school's development and improvement including current priorities and targets.
- Demonstrate that all pay decisions are made consistently and fairly, in compliance with all relevant legislation.

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1. INTRODUCTION

1.1. September 2025 Pay Award

The minimum and maximum of the pay ranges and allowances for the September 2025 pay award are set out in the STPC Document 2025, along with advisory rates for the Pay Ranges.

1.2. Decisions about teachers' pay progression must be linked to the Appraisal Policy and are based on criteria set out in the School's Pay Policy.

1.3. The Governing Body will operate the Pay Policy as the 'relevant body', as defined in the STPC Document, and for the pay arrangements agreed for all the support staff which will:

- grade posts appropriately within the conditions of employment identified in the current STPC Document and the conditions of service for support staff employed by the Governing Body.
- take into account pay relativities between posts within the teachers of the Governing Body and support staff of the Governing Body.
- ensure that the annual appraisal of all teacher staff, including those absent from duty for any reason, is fairly and properly conducted in accordance with the School's Appraisal Policy as soon as possible, by 31 October at the latest; 31 December for the Headteacher.
- where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required written statement of notification as soon as possible and no later than one month after the date of the determination.
- ensure that discretion available under the STPC Document is exercised in a fair and equitable manner.
- give recognition to assigned Teaching and Learning Responsibilities, whether for a permanent post, an acting period, or a temporary project (TLR3).
- comply with the salary safeguarding arrangements in the current STPC Document.
- ensure that an appropriate evaluation process is used to determine the salary range for members of the support staff.

1.4. This policy statement will be available to the staff of the School.

2. DELEGATION OF DECISION MAKING

2.1 Headteacher

- 2.1.1 The Governing Body will delegate the day-to-day management of this policy to the Headteacher, except where stated otherwise. Where the Headteacher has used discretion, as allowed under certain provisions of the STPCD and the pay provisions for support staff, they will ensure the Governing Body is informed.
- 2.1.2 The Headteacher shall make annual recommendations on the salary of all staff to the appropriate committee of the Governing Body, to be effective from 1 September. This will include sufficient information for the Governing Body to assess their position with regard to the gender pay gap reporting requirements and public sector equality duty.
- 2.1.3 The Headteacher will have regard for the budget and the requirements of employment legislation; in particular the following, and shall seek advice as and when required:
 - The Equality Act 2010 (including requirements under the Public Sector Equality Duty and gender pay gap reporting requirements)
 - The Employment Rights Act 1996
 - The Employment Relations Act 1999
 - The Employment Act 2002
 - The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
 - The ACAS Code of Practice (section 199 of the Trade Union and Labour Relations (Consolidation) Act 1992)
 - The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002

2.2 An appropriate committee structure

- 2.2.1 The Governing Body will appoint a committee of governors (**Resources Committee**), hereafter referred to as the **"Review Committee"**, who will be responsible for making decisions arising out of this policy and/or the appraisal policy. The number of governors on the committee shall normally be 5 of which at least 3 governors shall sit in rotation. Staff Governors cannot be a member of the Review Committee.
- 2.2.2 The Governing Body will also appoint a committee of governors (**Standards Committee**), hereafter referred to as the **'Review Appeal Committee'**, to hear any appeals. The number of governors on the committee shall normally be 5 of which at least 3 governors shall sit in rotation. These Governors must be different Governors to those that sit on the Review Committee and cannot be employed by the Governing Body.
- 2.2.3 The Clerk to the Governing Body will be responsible for arranging meetings of the above Committees. Such meetings will normally be arranged within 20 working days of the date the Employee requests the meeting, and 5 working days' notice of the date and time of the meeting will be given.

Those entitled to attend meetings of these Committees are outlined in Annex 1 and 2.

2.3 Review of recommendations to, or decisions of, the Review Committee

- 2.3.1 Prior to submitting a salary recommendation to the Review Committee, the Headteacher (or Chair of the Appraisal Review Committee in the case of the Headteacher, see 2.8) will inform the employee of their recommendation along with confirmation as to when the Review Committee is meeting.
- 2.3.2 If a teacher is not satisfied with the pay recommendation, they will have the opportunity to discuss the recommendation informally with the appraiser or Headteacher before the recommendation is passed to the Review Committee.

- 2.3.3 If the Employee does not agree with the recommendation, they are entitled to attend a meeting with the Review Committee. The employee must, however, provide a written statement in advance of this meeting.

This statement must indicate the reason(s) why they disagree with the recommendation, and must fall within one or more of the following:-

That the recommendation:

- incorrectly applied any provision of the appropriate salary and/or appraisal policy;
- in the case of a teacher, failed to have proper regard to the STPCD statutory/ contractual guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the employee.

The Employee will have a minimum of 5 working days' notice between the date they are informed of the recommendation and the date of the meeting of the Review Committee to confirm to the Clerk of the Governing Body that they wish to attend the meeting and to provide the written statement. The statement should be submitted to the Clerk of the Governing Body who will provide a copy to the Review Committee and the Headteacher (or Chair of the Headteacher's Appraisal Review Committee, in the case of the Headteacher) prior to the meeting.

- 2.3.4 At the meeting, the employee will have the opportunity to make representations, including presenting evidence, calling witnesses and the opportunity to ask questions.

- 2.3.5 The decision of the Review Committee will be provided to the employee in writing, along with details of how to appeal (see 2.4 below).

- 2.3.6 The procedure to be followed for the review hearing is attached at ANNEX 1.

2.4 Appeals against Salary or Appraisal Decisions

- 2.4.1 The employee may appeal against the decision of the Review Committee. Any appeal must be made in writing to the Clerk to the Governing Body, within 5 working days of receipt of the Review Committee's decision. The appeal should outline the grounds for appeal, in line with 2.3.3 above.

- 2.4.2 The decision of the Review Appeal Committee shall be final. Once an appeal has been resolved, the final decisions regarding the assessment of salaries shall be reported to the Governing Body.

- 2.4.3 The procedure to be followed for the appeal is attached at Annex 2 of this policy.

2.5 Threshold Application

- 2.5.1 An application may be made once a year by staff who have been on the top of Main Pay Scale for at least 2 years and submitted to the Headteacher. All applications must be received by 31 August for progression with effect from 1 September (see ANNEX 3) e.g. for progression with effect from 1 September 2025, application must be made by 31 Aug 2025.

A successful applicant will progress to the minimum point on the Upper Pay Range. Increases in pay will be effective from this date and will be backdated if required.

A successful applicant will have demonstrated through the appraisal process:-

- that as a teacher s/he is **highly competent** in all elements of the relevant standards; and
- that his/her achievements and contributions are **substantial** and **sustained**

(See ANNEX 3 for the School's definition of "highly competent" and "substantial and sustained".)

2.5.2 The Headteacher shall inform the teacher of the recommendation they will be making to the Review Committee regarding the threshold application as soon as possible after the closing date has passed. The Headteacher shall provide verbal feedback on the relevant criteria indicated, or in the case of unsuccessful application, in writing on the original application form. Feedback shall also include advice on aspects of performance that would benefit from further development. The process to be followed where the Employee does not agree with the recommendation is as outlined in paragraph 2.3.2 to 2.4.

2.5.3 Upper Pay Range decisions will only apply to posts under the employment of the Governing Body.

2.6 **Statement of salary**

2.6.1 Salary assessment forms will be issued as soon as practicably possible to confirm salary decisions reached.

2.7 **The Chair of Governing Body**

2.7.1 The Chair of the Governing Body will be available to the Headteacher for consultation, should they be required. For this reason, the Chair of Governing Body may not be a member of Review Committee or Review Appeal Committee.

2.8 **The Appraisal Review Governors for the Headteacher's Performance Review**

2.8.1 The Governing Body will delegate 2 governors, none of whom shall be employees of the Governing Body, to carry out the appraisal review for the Headteacher. The delegated governors may be supported by an external adviser appointed by the Governing Body. The agreed performance objectives and indicators/measures may be referred for moderation to a meeting of a moderation committee/ the Chair of the Governing Body.

2.8.2 It is the stated wish of the Governing Body that the delegated governors should be appropriately trained.

3. **EXERCISE OF DISCRETION UNDER THE STPC DOCUMENT**

3.1 **Starting salary of new classroom teacher appointments.**

3.1.1 When advertising a teaching post the Governing Body or delegated committee will identify the range of salaries the Governing Body is prepared to pay, subject to qualifications and experience. The Governing Body has the discretion to match current/previous salaries, the appropriate salary will be offered in consideration of the merits of the application and the salary of teachers currently employed by the Governing Body.

3.1.2 Where the Headteacher or selection panel regards a teacher to have relevant teaching experience, or non-teaching experience, which is directly relevant to the post being offered, then an appropriate salary will be offered within the advertised range.

3.1.3 The Headteacher will confirm salary decisions, and the rationale behind them, to the appropriate committee of the Governing Body.

3.2 Calculation of Part Time Teachers' salaries

- 3.2.1 The Governing Body will ensure that all part time teachers employed by the Governing Body will have their salaries calculated in accordance with the STPC Document and the "pro rata principle" except where a part time teacher is awarded a TLR3.
- 3.2.2 The Governing Body will ensure that the total amount of time for which a part time teacher may be directed by the headteacher is calculated in accordance with the STPC Document and the "pro rata principle".
- 3.2.3 All part time teachers will be advised on how their salary and directed time are calculated.

3.3 Recruitment/Retention Incentives

- 3.3.1 The Governing Body may have a policy regarding any payment of recruitment/retention incentives or benefits in accordance with paragraph 27 of the STPC Document.
- 3.3.2 The policy adopted by the Governing Body will be made known to staff and set out as ANNEX 4 to this policy.

3.4 Staffing Structure

- 3.4.1 The headteacher will recommend to the Governing Body a staffing structure for the school that:
 - Takes account of any financial limits determined by the Governing Body or its delegated committee
 - Identifies the posts to which allowances will be allocated for permanent Teaching and Learning Responsibilities (TLR) in accordance with the requirements of the STPC Document
 - Will determine the value of any TLR post that is to be paid for a short term period. A statement identifying a payment within the range for TLR3, the length of time for which it will be paid, and the reason for the short term payment will be provided to the appropriate committee of the Governing Body
 - Identifies the level of allowance to be allocated to each permanent TLR post between the minimum and maximum limits set out for each TLR in the STPC Document, and the different levels that may be paid within each TLR in the staffing structure in accordance with the STPC Document
 - Identifies the level of salary to be allocated to any Leading Practitioner posts together with the salary ranges to be assigned to each post
 - Identifies posts to be paid on the leadership group pay range together with the salary ranges assigned to each post
 - Identifies any post to which a salary from the Special Educational Needs range of salaries will be allocated together with the level of each allowance to be paid
 - Identifies the staffing structure for support staff posts together with the evaluated salary range assigned to each post

The staffing structure and pay ranges approved by the Governing Body shall be published with this pay policy.

- 3.4.2 If the recommendation contains changes in the staffing structure that will directly impact on staff employed by the Governing Body, staff and recognised trade unions will be informed and consulted under appropriate procedures before the final salary structure is followed.

3.5 **Special Educational Needs**

- 3.5.1 The Governing Body will award an allowance to any teacher who satisfies the requirement of the STPC Document, paragraph 21.
- 3.5.2 The post and allowance(s) will be identified in the staffing structure and will be spot salaries selected from the SEN range. The value of allowances should be based on whether any mandatory qualifications are required, other qualifications and expertise relevant for the post and the relative demands of the post.

3.6 **Awards for performance progression to teachers paid on the main pay range, the upper pay range or unqualified teachers' pay range**

(Pay progression will be linked to assessment of performance as assessed under the appraisal policy).

- 3.6.1 On or before 1 September of each year, or as soon as possible thereafter, the Headteacher will carry out an annual assessment of salary for each main and upper pay spine teacher.
- 3.6.2 The Review Committee will receive the pay recommendations from the Headteacher by 31 October of the current year at the latest and will then make any decisions relating to salary increase or otherwise. Any awards will be backdated to 1 September of the current year. (Please note comments under section 2.1.2).
- 3.6.2 Recommendations will be made on the basis of the teacher's performance during the previous year, measured against the performance review under the School's Appraisal Policy, with particular reference to the achievement of objectives identified in Annex 5 and their individual performance management objectives set at their last review.
- 3.6.3 Recommendations for pay increases will be differentiated so that any increase is clearly attributable to the performance of each teacher.
- 3.6.4 A teacher in the main pay range whose performance meets the criteria set out in ANNEX 5 could reasonably expect to reach the maximum of the range after five years. The Headteacher may recommend that there will be no progression on the range in a given year where the outcome of the appraisal does not warrant progression.
- 3.6.5 In the case of early career teachers (ECTs), the Headteacher must determine the teacher's performance and any pay recommendation by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. The Headteacher must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
- 3.6.6 Where a teacher has been absent through long term illness or on maternity leave (or other long term leave), the Headteacher will ensure that a performance review has been conducted. In the event that a review cannot be conducted until the teacher returns to school, the Headteacher will conduct a review following the teacher's return. If the recommendation is to pay the teacher on a higher salary on the appropriate pay range, the award may be back dated to the appropriate date on which the award would normally have been paid.

4. **LEADING PRACTITIONER POSTS**

- 4.1 The Governing Body may decide to include Leading Practitioner post(s) in the staffing structure where it receives a recommendation from the Headteacher to consider such a post.

- 4.2 Where a Leading Practitioner is appointed the Governing Body shall select an individual post range on the pay range designated for Leading Practitioners.
- 4.3 On or before 1 September of each year, or as soon as possible thereafter, the Headteacher will carry out an annual assessment of salary for any Leading Practitioners.
- 4.4 The Review Committee will receive the pay recommendations from the Headteacher by 31 October of the current year at the latest and will then make any decisions relating to salary increase or otherwise. Any awards will be backdated to 1 September of the current year.
The criteria on which such a recommendation will be based is set out in ANNEX 6.

5. THE LEADERSHIP GROUP (See ANNEX 7)

5.1 Deputy and Assistant Headteachers

- 5.1.1 The Governing Body, following consideration of the relevant criteria set out in the STPC Document, will determine the pay range for a newly appointed Deputy Headteacher or Assistant Headteacher's salary. These should be determined with reference to the School's Headteacher Pay Range (see 6 below).
- 5.1.2 At the time of appointing a new Deputy Headteacher or Assistant Headteacher the selection panel of the Governing Body making the new appointment shall determine the salary point on the pay range. The selection panel shall have regard to advice available from persons engaged by the Governing Body.

5.2 Awards for performance to Deputy and Assistant Headteachers

- 5.2.1 On or before 1 September of each year, or as soon as possible thereafter, the Headteacher will carry out an annual assessment of salary for any Deputy or Assistant Headteachers. Pay progression must be awarded to teachers on the Leadership Pay Range, except for reasons related to poor performance, in which case the Headteacher may decide to withhold progression.
- 5.2.2 The Review Committee will receive the pay recommendations from the Headteacher by 31 October of the current year at the latest and will then make any decisions relating to salary increase or otherwise. Any awards will be backdated to 1 September of the current year. The Governing Body expects that the objectives for a Deputy or Assistant Headteacher will have become progressively more challenging as the leader has gained experience in the role.
- 5.2.3 Where there are substantial difficulties in retaining the services of a current Deputy or Assistant Headteacher the Governing Body may decide to change the salary range of a deputy or assistant headteacher in accordance with the STPC Document. Only in exceptional circumstances may the Deputy or Assistant Headteacher's range overlap the Headteacher's pay range.

6. DETERMINATION OF LEADERSHIP GROUP SALARIES

6.1 Group of the School; Headteacher Pay Range (HTPR) and Pay ranges for other members of the Leadership Group

- 6.1.1 On an annual basis, the Governing Body will recalculate the group size of the school to ensure that the unit total of the school is still correct.
- 6.1.2 The Governing Body will assign the school to the appropriate Headteacher Group (HTG) whenever a new Headteacher is to be appointed and on such occasions as the Governing Body sees fit. The Headteacher may make representations to the Review Committee to consider assigning the School to a new HTG.

- 6.1.3 If the Governing Body changes the group of the School having re-calculated the unit total, the Governing Body will identify any new HTPR which will ensure that the minimum of the HTPR is not below the minimum of the salary range for the HTG.
- 6.1.4 The HTPR of the School shall be a range of consecutive salary points selected by the Governing Body within the HTG range for the School.
- 6.1.5 The Recruitment Selection Committee, set up to appoint a new Headteacher, shall determine the salary point on the HTPR for the new Headteacher to be paid, ensuring that there is room for salary progression, subject to performance management. The Recruitment Selection Committee shall have regard to advice available from persons engaged by the Governing Body.
- 6.1.6 If the Governing Body agrees to the Headteacher also being made the Headteacher of another School permanently, the Headteacher's salary will be determined in accordance with STPCD (paragraph 6.6).
- 6.1.7 Where such a decision is made then the Governing Body will also review the salary ranges of any other teachers affected by the arrangement by increased responsibilities. Where such arrangements are temporary the safeguarding provisions will not apply.

6.2 Annual Review of Headteacher's salary

- 6.2.1 At the beginning of each academic year, or at any such time deemed appropriate, the Appraisal Review Committee referred to in 2.8 will agree with the headteacher, or, in the absence of an agreement, set performance objectives together with performance indicators/measures appropriate to each objective. The performance objectives will reflect priorities identified in the School's development plan.
- 6.2.2 The School Improvement Officer (SIO), an external adviser appointed by the school will support the Appraisal Review Committee in carrying out the annual performance review of the headteacher. The performance review and review statement will be conducted in accordance with the School's Appraisal policy.
- 6.2.3 In the Autumn Term of each year, (or where determined differently by the Governing Body as referred to in 6.2.2 above, in the half term immediately prior to the anniversary of the setting of the performance criteria), the Review Committee will receive a written recommendation from the Appraisal Review Committee (having consulted the Chair of Governing Body, if s/he is not an Appraisal Review governor) regarding the salary of the Headteacher.
- 6.2.4 The recommendation will include a rationale for the proposed level of salary to be paid from 1st September, including the recommended salary level and any additional payments as identified in the STPC Document, paragraph 10. The recommendation shall reflect the Appraisal Review Committee views based on the outcomes of the annual performance review and the Chair of Governing Body's view of the Headteacher's overall performance during the year. The Headteacher will be advised of the proposed recommendation and may make a written response to the recommendation.
- 6.2.5 The Review Committee will consider the recommendation, together with any written response from the Headteacher, and inform the Headteacher in writing by providing a salary statement, by 31 December, to be backdated to 1 September. The Headteacher will not be entitled to attend the meeting of the Review Committee.
- 6.2.6 If the Headteacher wishes to seek a review of the decision of the Review Committee regarding their pay, they may do so in accordance with the procedure set out in paragraph 2.3 of this policy. The headteacher will have right of appeal against the decision of the Review Committee in accordance with the procedure set out in paragraph 2.4 of this policy.

6.3 Determination of Discretionary payments to headteachers

- 6.3.1 The Governing Body may decide to pay additional payments to the headteacher in accordance with paragraphs 10 of the STPC Document.
- 6.3.2 Where a decision is made to increase the Headteacher's salary beyond the maximum of the appropriate HTG determined in accordance with paragraph 6.2.4 above, the total sum of all payments made to the Headteacher will not exceed 25 per cent of the maximum of the HTG, except in wholly exceptional circumstances, which will be approved by the Governing Body.
- 6.3.3 If it is considered necessary to exercise the provision set out in 6.3.2 above the Governing Body will take external independent advice in accordance with paragraph 9.3 of the STPC Document before agreeing to such a decision.

6.4 Acting Up Allowances

- 6.4.1 If, during any absence of the Headteacher, Deputy or Assistant Headteacher or a TLR post holder, a teacher is assigned and carries out the duties of the post then the Governing Body will consider within four weeks of the duties being assigned whether or not the teacher shall be paid an acting allowance calculated in accordance with 6.4.2 below. If no allowance is paid the Governing Body may reconsider the position at any time.
- 6.4.2 In the prolonged absence of the Headteacher, a Deputy Headteacher, an Assistant Headteacher or a TLR post holder, the Governing Body may appoint a Teacher to act up during the absence of the post holder. From the date that the Governing Body considers it necessary to make an acting appointment, an allowance will be paid equal to the difference between the salary currently paid to the person appointed to act up and a point considered appropriate by the Governing Body. The relevant conditions of service detailed within the STPC Document will apply to any person in receipt of such an acting allowance.

7. ADDITIONAL PAYMENTS FOR TEACHING STAFF (*optional paragraph*)

- 7.1 If the Headteacher, following consultation with the teacher(s) affected, requests teachers to undertake
- CPD to be undertaken outside of the school day
 - Activities relating to the provision of ITT as part of the ordinary conduct of the school day, or
 - Out of school hours learning activities,
- then payments as below will be made to teachers, agreeing to participate in such activities.
- 7.2 The daily rate payable to each individual teacher undertaking such CPD or ITT activities will be determined by the Governing Body. Periods of less than a day will be paid pro rata.
- 7.3 Where additional responsibilities and activities are undertaken by a teacher resulting from the Headteacher having responsibility for more than one school, as provided for in paragraph 6.1.7 of this policy, the Review Committee of the Governing Body will review the teacher's salary to reflect the additional responsibilities and activities. The decision of the Review Committee will be reported to the next meeting of the Governing Body.

8. UNQUALIFIED TEACHERS

- 8.1 The Governing Body may employ unqualified teachers/instructors in the School. Such unqualified teachers will be paid in accordance with paragraph 17 of the STPC Document.
- 8.2 The point on the School's unqualified teacher range, within the maximum and minimum of the range as set out in paragraph 17 of the STPC Document, at which a new appointment will be paid, will be determined by the Headteacher, in consultation with the Chair of the Governing Body, and will take account of the qualifications and experience considered to be relevant to the post.
- 8.3 In addition to the appropriate point on the unqualified teachers' pay range the headteacher, in consultation with the Chair of the Governing Body, may award an additional annual allowance in accordance with paragraph 22 of the STPC Document to a person appointed as an unqualified teacher who either takes on a sustained additional responsibility, which is focussed on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or who the Headteacher and Chair of the Governing Body believes has additional qualifications and/or experience to warrant such an award.
The headteacher will report any award of such an allowance to the appropriate committee of the Governing Body.
- 8.4 The arrangements for salary progression (outlined in 3.6 above) and salary safeguarding for teachers also apply to unqualified teachers.

9. SALARIES OF SUPPORT STAFF

- 9.1 On appointing a member of the support staff the job description determined for the post will be evaluated in accordance with the adopted job evaluation scheme or via benchmarking internally and externally. Advice on appropriate evaluation processes will be sought from persons engaged by the Governing Body.
- 9.2 The Headteacher, in consultation with the Chair of the Governing Body, will determine the appropriate point on the evaluated range having regard to
- i) relevant qualifications and/or competencies
 - ii) recruitment/retention needs of the school in respect of the post

The decision of the Headteacher will be reported to the Review Committee.

- 9.3 If at any time the headteacher, in consultation with the Chair of the Governing Body, considers that a member of the support staff is being asked to undertake, or has undertaken, increased or decreased responsibilities permanently, the job description may be re-evaluated. If the evaluation provides for a higher salary that salary will be paid to the post holder from a date determined by the Headteacher and, in the case of a temporary increase in responsibility, the date to which the new salary will be paid will also be stated. In the evaluation provides for a lower salary, the employee will be entitled to salary safeguarding for a period in accordance with the Local Authority's policy for community schools. The new salary level will be reported to the Review Committee at its next meeting.
- 9.4 Where the headteacher considers it appropriate, a recommendation to the Review Committee that a named member(s) of the support staff shall be awarded an honorarium for the excellence of their performance during the previous year. The honorarium may either be paid as a lump sum payment at the next salary payment after the appropriate committee's decision, or as a 1/12 increase in monthly salary over the next year.

9.5 If any member of the support staff wishes to appeal against their salary level they may ask for a re-evaluation of the job description. If a member of the support staff decides to appeal against a decision of the Review Committee under paragraph 2.4 above, then they shall enter a formal written statement of appeal. The appeal shall be heard by the Review Appeal Committee referred to in paragraph 2.2.2 above.

9.6 Support staff pay scales are set out in the staff structure in Annex 8.

10 APPRENTICES

10.1. Apprentices will not be paid with in line with Annex 5 or 8, rather the rates of pay will be determined with reference to the Government's statutory minimum rates for apprentices that take into account the apprentices age and the year of their apprenticeship.

11. SALARY SACRIFICE SCHEME**

11.1 The Governing Body will support and encourage any salary sacrifice scheme as identified in the STPC Document and made available by the Local Authority, from which teachers or support staff employed in the school benefit where there is no additional cost to the School's budget.

12. REVIEW OF THE POLICY

12.1 The Governing Body will review this policy annually or on any occasion when it is requested to do so by the Headteacher.

12.2 The Governing Body will consult with employees and the recognised trade unions at the time of the annual or any other review of the policy, where changes are made that affect the application of the policy.

12.3 However, where amendments to the policy are made that do not affect the application of the policy, these changes will not be consulted on. The revised document will be circulated to staff.

PROCEDURE FOR A REVIEW OF A SALARY DETERMINATION BY THE REVIEW COMMITTEE OF THE GOVERNING BODY

1. Case for the employee
The employee is entitled to be accompanied by a representative of his/her trade union or a workplace colleague

The employee or representative:
 - a) presents the employee's written application for the review.
 - b) the members of the Review Committee may ask questions of the employee
2. The Chair of the Review Committee:
 - a) explains the process and evidence used to come to the recommendation/decision under review with reference to the written statement of reasons for the recommendation/decision previously provided to the employee.
 - b) If the Review Committee has asked the Headteacher (or a governor as referred to in Note 3 below) to be present at the hearing the Headteacher (or governor) may be asked questions by the members of the Review Committee, and the employee or representative.
3. Summing up and withdrawal
 - a) the employee, or representative, has the opportunity to sum up his/her case if s/he so wishes.
 - b) all persons other than the members of the Review Committee and the adviser (See Note 5 below), are then required to withdraw.
4. Review Committee decision
 - a) The Review Committee and the person who is advising, (other than the Headteacher or a governor) are to deliberate in private, only recalling other persons to clear points of uncertainty on evidence already given. Any recall will involve both parties.
 - b) The Chair of the Review Committee will announce the decision of the review to the employee, which will be confirmed in writing within 5 working days.

- Notes:**
1. For the purposes of the review, the Review Committee and the employee will have the following documents:-
 - the written statement of reasons for the recommendation/decision previously provided to the employee
 - the written statement of reasons for the application for the review from the employee. (The grounds for the appeal must comply with paragraph 2.3.3 of the pay policy).
 - any additional documents to be used at the review hearing which must be provided to the other party at least 48 hours before the commencement of the hearing.
 2. For the purposes of the review, the Review Committee may ask the Headteacher (or in accordance with note 3 below, a governor) to be present. In that event the Headteacher (or governor) may also be asked questions by the members of the Review Committee and by the employee or his/her representative. The Headteacher (or governor) may not be involved in the decision of the Review Committee.
 3. Where the Headteacher has asked for the review, the Review Committee may ask the Chair of the Governing Body or a representative of the governors referred to in 2.8.1 above to be present.
 4. The Review Committee may have an adviser present.
 5. The review is not an appeal against the recommendation/decision.

ANNEX 2 This procedure complies with the guidance of the Secretary of State ('Implementing your School's Approach to Pay')

PROCEDURE FOR AN APPEAL AGAINST A SALARY DECISION OF THE REVIEW COMMITTEE TO THE REVIEW APPEAL COMMITTEE OF THE GOVERNING BODY

1. The Appeal of the employee

The employee is entitled to be accompanied by a representative of his/her trade union or a workplace colleague. The employee or representative:

- a) introduces the employee's written reasons for the appeal and the representative of the Review Committee and then members of the Review Appeal Committee may ask questions of the employee
- b) may call witnesses, each of whom will have provided a written statement of the information s/he wishes to give, and each witness may be asked questions by the representative of the Review Committee and then by the Review Appeal Committee

2. The Response of the Review Committee

The representative of the Review Committee

- a) explains the process and evidence used to come to the decision being appealed with reference to the written statement of reasons for the decision of the Review Committee previously provided to the employee, and the employee or representative and then members of the Review Appeal Committee may ask questions of the representative of the Review Committee.
- b) may call witnesses, who will have provided a written statement of the information they wish to give, and each witness may be asked questions by the employee or his/her representative and then by the Review Appeal Committee

3. Summing up and withdrawal

- a) the representative of the Review Committee has the opportunity to sum up if s/he so wishes.
- b) the employee, or representative, has the opportunity to sum up his/her case if s/he so wishes.
- c) all persons other than the Review Appeal Committee and its adviser (see note 4 below) are then required to withdraw.

4. Review Appeal Committee decision

- a) the Review Appeal Committee and adviser are to deliberate in private, only recalling the parties to clear points of uncertainty on evidence already given. Any recall must involve both parties
- b) the Chair of the Review Appeal Committee will announce the decision to the employee, which will be confirmed in writing

Notes:

1. *The employee will be invited to the appeal meeting in writing giving no less than 5 days' notice of the meeting. For the purposes of the appeal, the Review Appeal Committee will have the following documents:-*
 - *the written statement of reasons for the Review Committee decision previously provided to the employee*
 - *the written statement of reasons for the appeal from the employee. (The grounds for the appeal must comply with paragraph 2.3.3 of the pay policy).*
 - *any additional documents to be used at the appeal hearing which must be provided to the other party at least 48 hours before the commencement of the hearing.*
2. *For the purposes of the appeal, the Review Committee representative may call the Headteacher (or in accordance with note 3 below, a governor) as a witness for the Review Committee. In that event the Headteacher (or governor) may be questioned as a witness.*
3. *Where the Headteacher has asked for the review the representative of the Review Committee may call the Chair of Governors and/or one of the governors referred to in paragraph 2.8.1 of the policy above as a witness.*
4. *The Review Appeal Committee may appoint an adviser who may not be an employee of the Governing Body.*

ANNEX 3

ACCESS TO THE TEACHERS' UPPER PAY RANGE

Any qualified teacher who has been at the top of the main pay scale for two years may apply to the Headteacher to be paid on the Upper Pay Range. An application may only be made once in an Academic year and must be made by 31st August. The School is not be bound by pay decisions made by other schools.

A successful applicant will have demonstrated:

- That as a teacher s/he is highly competent in all elements of the relevant standards; and
- That his/her achievements and contributions to the wider school are substantial and sustained

For the purpose of this pay policy:

- Highly competent means performance which is not only good but is good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school in order to help them meet the relevant standards and develop their teaching practice.
- Substantial means of real importance, validity and value to the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning and achievement.
- Sustained means maintained continuously over a period of 2 years.

The application shall be in the form of the two consecutive annual appraisals with supplementary evidence to be considered which reflects the applicant's achievements over a 2 year period. All applications will be assessed robustly transparently and equitably by Headteacher and a decision will be made and communicated in writing after the next meeting of the Governor's Resources Committee. Where the application is unsuccessful, the written notification will indicate the areas where the judgement is that the teacher's application does not satisfy the assessment criteria. A successful applicant will progress to the minimum point of the Upper Pay Spine where it is expected that the level of performance assessed will be at least sustained.

Further progression on the Upper Pay Spine to UPS2 would be dependent on evidence that there has been a substantial and sustained additional contribution to the wider school additional to the contribution already detailed in the application to UPS1. Sustained means continuously over a period of at least 2 years since progression to UPS1.

Further progression on the Upper Pay Spine to UPS3 would be dependent on evidence that there has been a substantial and sustained additional contribution to the wider school additional to the contribution already detailed in the application to UPS2. Sustained means continuously over a period of at least 2 years since progression to UPS2.

ANNEX 4

TEACHERS: RECRUITMENT AND RETENTION ALLOWANCES OR BENEFITS

This annex identifies the circumstances under which the school will pay allowances and/or benefits for the purposes of recruiting and retaining teachers. Recruitment or Retention allowances will be considered as a method of attracting or retaining outstanding teachers and support staff where the school would be adversely affected by not recruiting or retaining them. Recruitment and retention allowances will be pensionable payments. On expiry of a recruitment allowance it may be replaced by a retention allowance. Decisions on recruitment allowances or retention allowances will be made by the Headteacher following consultation with the Chair of the Resources Committee.

Prior to consultation the Headteacher will set out:

1. The reasons why the post should attract a recruitment or retention allowance with reference to other allowances awarded and any available recruitment or retention information.
2. The start and end dates of the allowance.
3. The amount of the allowance and its percentage of substantive salary which will not exceed (10%).

The decision to award a recruitment or retention allowance will be communicated to the employee in writing stating the start date and end date, the amount and whether it is recruitment or a retention allowance. The decision to award a recruitment or retention allowance will be reported to the Resources Committee at the next meeting.

ANNEX 5

THE SALARY POINTS AND PROGRESSION ON THE MAIN, UPPER AND UNQUALIFIED TEACHER PAY RANGES

This annex, referred to in paragraph 3.6 of the Pay Policy sets out the school's policy regarding Progression on the Main and Upper Pay scales and on the unqualified teachers' scale. The salary points are set out below.

Main	Upper	Unqualified
M1 £32,916	UPS1 £47,472	U1 £22,601
M2 £34,823	UPS2 £49,232	U2 £25,193
M3 £37,101	UPS3 £51,048	U3 £27,785
M4 £39,556		U4 £30,071
M5 £42,057		U5 £32,667
M6 £45,352		U6 £35,259

TLR2 Payment £3,527

TLR3 Payment Min £702; Max £3,478

Teachers on the Main, Upper and Unqualified teachers' pay scales will have their salary reviewed annually in accordance with paragraph 6 of the Pay Policy. To move up the Main pay scale or the unqualified teachers' pay scale one point at a time teachers will need to have made good progress towards their objectives, have shown they are competent in all elements of the Teachers Standards, attained a professional skills level appropriate for their pay point (see ANNEX 9) and teach to a consistently good standard.

Further progression on the Upper Pay Spine to UPS2 would be dependent on evidence that there has been a substantial and sustained additional contribution to the wider school additional to the contribution already detailed in the application to UPS1. Sustained means continuously over a period of at least 2 years since progression to UPS1.

Further progression on the Upper Pay Spine to UPS3 would be dependent on evidence that there has been a substantial and sustained additional contribution to the wider school additional to the contribution already detailed in the application to UPS2. Sustained means continuously over a period of at least 2 years since progression to UPS2.

The following criteria will be taken into account in making a judgment

1. Impact on pupil progress
2. Outcome of lesson observations (average grade calculated as a number 1-4)
3. Appraisal targets and how successfully these have been met
4. Competency in all elements of the Teachers Standards
5. Contributions to whole school development
6. Wider outcomes for pupils and colleagues
7. Level of professional skills

Taking into account all of the criteria and any external factors, a best fit judgement will be made by the Headteacher as to a teacher's overall grade based on Ofsted judgements. Teachers demonstrating exceptional performance may be awarded progression up to two points on the scale; this will be determined by progress significantly above expected, evidence of consistently outstanding teaching and meeting all performance management targets as well as demonstrating they are competent in all elements of the teachers' standards. Teachers' annual appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the governing body, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Body will consider its approach in the light of the school's budget and where possible will ensure that appropriate funding is allocated for pay progression at all levels.

ANNEX 6

TEACHERS: THE APPOINTMENT OF LEADING PRACTITIONERS

The School will not be appointing Leading Practitioner posts in the staffing structure as indicated in paragraph 4 of the pay policy and in accordance with the provisions of paragraph 16 of the STPC Document.

ANNEX 7

SALARY RANGES AND ARRANGEMENTS FOR TEACHERS PAID ON THE LEADERSHIP GROUP RANGE

This annex sets out the salary ranges and arrangements for teachers paid on the leadership group pay ranges.

- 1 Changes to the determination of leadership group pay under the STPC Document (paragraphs 4 to 11) should only be applied to individuals appointed to a leadership post **on or after 1st September 2014**, or whose responsibilities have significantly changed after that date. Where a teacher is appointed to a leadership post before 1st September, their pay should be determined under the 2013 Document.
- 2 Governing Bodies may choose to review the pay of all of their leadership posts under the new arrangements, if they determine that this is required to maintain consistency, either with pay arrangements for new appointments to the leadership group made on or after 1st September 2014, or with pay arrangements for a member or members of the leadership group whose responsibilities significantly change on or after that date.
- 3 Under the STPC Document, the Governing Body, in deciding the implementation of the arrangements above, may determine the extent and the size of the salary ranges for the Headteacher's Range Group (HTRG), the Deputy Headteacher and Assistant Headteacher.
- 4 The Leadership Pay Ranges as indicated in paragraph 3 above are as follows:

Post Title	Pay range	
Range for Group 2: Headteacher	L15	£73,105
	L16	£75,049
	L17	£76,772
	L18	£78,702
	L19	£80,655
	L20	£82,654
	L21	£83,859
Deputy Headteacher	L6	£58,569
	L7	£60,145
	L8	£61,534
	L9	£63,070
	L10	£64,691

- 5 The Governing Body may decide to review the salary arrangements for the Leadership Group at any time.

ANNEX 8

STAFF STRUCTURE

The following details the permanent positions within the School as at 1 September 2025:

Post Title	No. of posts	Salary Grade
Headteacher	1 (100%)	L15-L21
Deputy Headteacher	1 (80%)	L6-L10
Teacher	4 (100%) 2 (80%) 4 (60%) 1 (50%) 1 (40%) 1 (63%) Reading Recovery 1 (80%) Inclusion Leader	M1-UPS3
Administration/Site staff: Front of House Administrator Caretaker Business Manager Finance Assistant Finance Assistant Clerk to Governors	1 (37 hours a week) 1 (37 hours a week) AYR 1 (30 hours a week) 1 (15.5 hours a week) 1 (18.5 hours a week) 1 (1.5 hours a week) AYR	BG5 – BG14
Learning Support Assistants/Early Years Practitioners/Family Support workers/HLTA	1 (29.58 hours a week) 1 (28.5 hours a week) 1 (22.75 hours a week) 1 (10.5 hours a week) 1: 22 & 13 hours a week Job Share 1: 22 & 6.5 & 6.5 hours a week Job Share 1 (36 hours a week) 1 (35.75 hours a week) 1 (35.75 hours a week) Apprentice 1 (31.75 hours a week) 1:1 1 (30.83 hours a week) 1:1 1 (29.58 hours a week) 1:1 1 (25.83 hours a week) 1:1 1 (22.8 hours a week) 1:1 1 (20.83 hours a week) 1:1 1 (18.5 hours a week) 1:1 1 (17.75 hours a week) 1:1 1 (17 hours a week) 1:1 1 (16.5 hours a week) 1:1 1 (6.5 hours a week) 1:1 1: (24 hours a week) PLSA 1 (24.67 hours a week) HTLA	BG3 – BG9
School Meals Supervisory Assistants <i>Supply SMSA to supplement capacity as required</i>	9 (6.67 hours a week) 1 (5 hours a week) 1:1	BG2
Other Support staff: Play Worker Breakfast Club Assistant After School Club Leader After School Club Assistant	1 (2.5 hours a week) BC 1 (7.5 hours a week) BC 2 (5.5 hours a week) ASC Job Share 1 (2.75 hours a week) ASC Job Share 1 (13.75 hours a week) ASC Job Share	BG2 – BG8

Note: Support staffs are Term Time Only (TTO) unless stated as All Year Round (AYR)

BC = Breakfast Club; ASC = After School Club; 1:1 = Named Child contracts

Support staff pay scales can be found at [Bristol Grades pay scales \(sharepoint.com\)](https://www.bristolgradesscales.com)

ANNEX 9
PROFESSIONAL SKILLS LEVEL DESCRIPTORS

NAME: **PAY POINT:** **DATE:** **SELF/SCHOOL ASSESSMENT**

Professional Area	Relevant Standards	TEACHER		ACCOMPLISHED TEACHER		EXPERT TEACHER	
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	M1	Many, but not all, aspects of teaching over time are good. Many aspects of planning, marking and evaluation are good. Subject knowledge and planning is supported by a mentor. Classroom provision begins to take account of meeting pupils' needs and there is developing awareness of the range of needs in a class. The school's behaviour policies are followed and support is sought as required.	M4	All aspects of teaching are good. All planning, marking and evaluation is good. Planning and subject knowledge demonstrate in depth knowledge of pedagogy. Pupils with additional needs make good progress and are well planned for. High expectations of behaviour for learning and a consistent approach lead to a positive class atmosphere and allows effective learning to take place.	U1	All teaching is at least good and many aspects are exemplary. All assessment, including marking and feedback, inform planning and lead to consistently effective teaching and learning for all children. Pupils make excellent progress. Disadvantaged pupils, including those with SEND, make good or better progress, supported by lessons that are well differentiated and engaging. Teachers have a in depth understanding of SEND and are able to support colleagues in developing their practise. Up to date subject expertise is used to develop the curriculum and to support other colleagues

Professional Area	Relevant Standards	TEACHER		ACCOMPLISHED TEACHER		EXPERT TEACHER	
							Behaviour for learning is consistently good and behaviour issues are dealt with effectively with consideration of the needs of the child. Support is given to colleagues to support them in developing effective behaviour management strategies with particular pupils.

Professional Area	Relevant Standards	TEACHER		ACCOMPLISHED TEACHER		EXPERT TEACHER	
		M2	Many aspects of planning, marking and evaluation are good. Many but not all aspect of teaching are good Personal planning reflects good subject knowledge Professional support is given regularly by the ECT mentor. Pupils with additional needs receive differentiated support in lessons that enables them to make good progress The school's behaviour policies are followed effectively when required so that there is minimal disruption to learning.	M5	All aspects of teaching are at least good leading to good or better outcomes for pupils. All planning, marking and evaluation is at least good. A clear and in depth understanding of the needs in a class lead to good outcomes for children with additional needs. High expectations of behaviour for learning, using a range of effective strategies consistently, lead to a positive class atmosphere and allows effective learning to take place. Good practise is beginning to be shared with colleagues.	U2	All teaching is at least good and most aspects are exemplary. All assessment, including marking and feedback, inform planning and lead to highly effective teaching and learning for all children. Pupils make excellent progress. Disadvantaged pupils, including those with SEND, make excellent progress, supported by lessons that are well differentiated and engaging. Excellent subject expertise is used to develop the curriculum and to support other colleagues. Poor performance is addressed in a supportive but rigorous manner. Behaviour for learning is exemplary; a model for other colleagues. Support is given to colleagues to support high standards of both teaching and learning and behaviour for learning.
		M3	Most aspects of teaching are consistently good. Most aspects of planning, marking and evaluation are consistently good.	M6	All aspects of teaching are at least good leading to good or better outcomes for pupils. All assessment, including marking and feedback, inform planning	U3	All teaching is exemplary and leads to excellent progress by all pupils. All assessment, including marking and feedback, inform planning and lead to highly effective teaching

Professional Area	Relevant Standards	TEACHER		ACCOMPLISHED TEACHER		EXPERT TEACHER	
			Lessons are differentiated and Ordinarily Available Provision and meet the needs of the class. Behaviour for learning is consistently good.		and lead to consistently effective teaching and learning for all children. Disadvantaged pupils, including those with SEND, make good progress, supported by lessons that are well differentiated and engaging. Behaviour for learning is consistently good and behaviour issues are dealt with effectively with consideration of the needs of the child. Good practise is shared with colleagues through coaching, mentoring and through modelling exemplary practise.		and learning for all children. Pupils make excellent progress. Extensive and sustained support is given to colleagues to support high standards of both teaching and learning and behaviour for learning. Leadership leads to significant whole school impact and improvement.
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	M1	With appropriate additional support and mentoring, most pupils progress in line with school expectations.	M4, M5 and M6	Most pupils progress in line with school expectations without additional support. Attainment is in line with prior attainment indicators and progress is in line with national expectations. There must be a whole school impact	U1	Significant numbers of pupils exceed school expectations. Supports other colleagues so that all pupils make progress at least in line with school expectations There must be a whole school impact

Professional Area	Relevant Standards	TEACHER		ACCOMPLISHED TEACHER		EXPERT TEACHER	
		M2 and M3	With appropriate support, most pupils achieve in line with school expectations – attainment is in line with prior attainment indicators and progress is in line with national expectations.			U2	Significant numbers of pupils make rapid and sustained progress Supports other colleagues so that significant numbers of pupils exceed school expectations There must be a whole school impact
						U3	To identify vulnerable groups across the school and support all staff so that those groups make rapid and sustained progress There must be a whole school impact

Professional Area	Relevant Standards	TEACHER		ACCOMPLISHED TEACHER		EXPERT TEACHER	
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	M1	Positive working relationships established with pupils, colleagues and parents. With advice school practice for supporting pastoral care is followed To be a positive role model for children. Values are evident.	M4 M5 M6	These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others. The ability to give pastoral support is well developed and pupils with additional pastoral needs are well supported – knowledge of additional agencies is well developed Carries out some activities that contribute to the wider life of school Has a significant impact on the work of others to improve teaching across the school.	U1	Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges. Contributes to the professional development of colleagues through coaching and mentoring; demonstrates effective practice and accurately identifies areas for development. This leads to providing appropriate advice, feedback and targets for improvement which have a notable impact on raising colleagues' teaching skills. Makes a substantial and sustained contribution to the wider life of the school
		M2-M3	Positive working relationships are established with pupils, colleagues, parents and wider stakeholders Procedures for ensuring appropriate pastoral care for pupils are followed – advice is sought and followed when dealing with pupils who require additional pastoral support.			U2	Contributes to the professional development of colleagues through coaching and mentoring; demonstrates effective practice and accurately identifies areas for development. This leads to providing appropriate advice, feedback and targets for improvement which have a notable impact on raising colleagues' teaching skills.as well as raising pupil standards.

Professional Area	Relevant Standards	TEACHER		ACCOMPLISHED TEACHER		EXPERT TEACHER	
			Good management of other adults working in the classroom so they are used effectively to ensure progress by children. Works under direction of others to contribute to the wider school life.			U3	Contributes to the professional development of colleagues through coaching and mentoring; demonstrates effective practice and accurately identifies areas for development. This leads to providing appropriate advice, feedback and targets for improvement which have a notable impact on raising colleagues' teaching skills, pupil standards and others' leadership skills.
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	M1	Positive working relationships established with pupils, colleagues and parents. With advice school practice for supporting pastoral care is followed To be a positive role model for children. Values are evident.	M4 M5 M6	These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others. The ability to give pastoral support is well developed and pupils with additional pastoral needs are well supported – knowledge of additional agencies is well developed Carries out some activities that contribute to the wider life of school Has a significant impact on the work of others to improve teaching across the school.	U1	Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges. Contributes to the professional development of colleagues through coaching and mentoring; demonstrates effective practice and accurately identifies areas for development. This leads to providing appropriate advice, feedback and targets for improvement which have a notable impact on raising colleagues' teaching skills. Makes a substantial and sustained contribution to the wider life of the school.

Professional Area	Relevant Standards	TEACHER		ACCOMPLISHED TEACHER		EXPERT TEACHER	
		M2-M3	Positive working relationships are established with pupils, colleagues, parents and wider stakeholders			U2	Contributes to the professional development of colleagues through coaching and mentoring; demonstrates effective practice and accurately identifies areas for development. This leads to providing appropriate advice, feedback and targets for improvement which have a notable impact on raising colleagues’ teaching skills.as well as raising pupil standards.
			Procedures for ensuring appropriate pastoral care for pupils are followed – advice is sought and followed when dealing with pupils who require additional pastoral support.			U3	Contributes to the professional development of colleagues through coaching and mentoring; demonstrates effective practice and accurately identifies areas for development. This leads to providing appropriate advice, feedback and targets for improvement which have a notable impact on raising colleagues’ teaching skills, pupil standards and others’ leadership skills.
			Good management of other adults working in the classroom so they are used effectively to ensure progress by children.				
			Works under direction of others to contribute to the wider school life.				
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.3 2.3 Preamble	M1	Meets the standards for professional conduct set out in the Teachers’ standards.	M4	Meets the standards for professional conduct set out in the Teachers’ standards.	U1	Meets the standards for professional conduct set out in the Teachers’ standards.
		M2	Meets the standards for professional conduct set out in the Teachers’ standards.	M5	Meets the standards for professional conduct set out in the Teachers’ standards.	U2	Meets the standards for professional conduct set out in the Teachers’ standards.
		M3	Meets the standards for professional conduct set out in the Teachers’ standards.	M6	Meets the standards for professional conduct set out in the Teachers’ standards.	U3	Meets the standards for professional conduct set out in the Teachers’ standards.