

**Isle of Wight Council**

# **Model Teacher Pay Policy**

**September 2025**



# **THE FEDERATION OF BARTON & GODSHILL PRIMARY SCHOOLS**

## **Teacher Pay Policy** **September 2025**

**This policy was adopted by The Finance Committee of the Governing Body of The Federation of Barton & Godshill Primary Schools on 13<sup>th</sup> November 2025.**

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## 1. INTRODUCTION

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with the [School Teachers' Pay and Conditions Document \(STPCD\)](#) and is based on the DfE model pay policy. It has been consulted on with the recognised trade unions as necessary and should be used in conjunction with the school's Appraisal Policy.

This policy must be read alongside the current STPCD and the Burgundy Book. Where there is any conflict, the STPCD prevails.

All pay related decisions will be taken in compliance with the following legislation:

- The [Employment Rights Act 1996](#) and [Employment Relations Act 1999](#), which establishes a number of statutory work rights.
- The [Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#) and the [Fixed-Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), which require us to ensure part-time and fixed-term workers are treated fairly.
- [The Agency Workers Regulations 2010](#), which provide agency workers with key rights.
- The [Equality Act 2010](#), which requires schools to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not share it.
- The [Seven Principles of Public Life](#), which require those conducting the procedures to be objective, open and accountable.
- [The Data Protection Act 2018](#), which sets out requirements on how we handle personal data.

## 2. AIMS

In adopting this policy, the aim of our school is to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high-quality teacher workforce
- enable the school to recognise and reward teachers appropriately for their contribution to the school
- help to ensure that decisions on pay are managed in a fair, just, and transparent way, whilst eliminating unnecessary bureaucracy for all concerned.

Pay decisions at our schools will be made by The Finance Committee of the Governing Board, which will be referred to throughout this policy as the 'governance board'.

## 3. PROCEDURE

The governing body has delegated its pay powers to the governance board which

must consist of a minimum of three governors. Any person employed to work at the school, other than the headteacher, must withdraw from a meeting where their pay and/or the pay or appraisal of any other employee of the school is under consideration. The headteacher must withdraw from that part of the meeting where the subject of consideration is their pay. A relevant person must withdraw where there is a conflict of interest or any doubt about their ability to act impartially.

Best practice indicates that no member of the governing body who is employed to work in the school shall be eligible for membership of the governance board. It is advised that relevant bodies should only delegate such powers to a committee of the governance board, comprising three non-employee governors, who should carry out determinations of pay in accordance with the pay policy.

The governance board will be attended by the headteacher in an advisory capacity. When the board has invited either a representative of the LA or the external adviser to attend and offer advice on the determination of the headteacher's pay, that person will withdraw at the same time as the headteacher while the board reaches its decision. Any member of the board required to withdraw will do so.

The purpose of the governance board is to,

- achieve the aims of the whole school pay policy in a fair and equitable manner
- apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review
- observe all statutory and contractual obligations
- minute clearly the reasons for all decisions and then report the fact of these decisions to the next meeting of the full governing body
- recommend to the governing body the annual budget needed for pay, bearing in mind the need to ensure the availability of monies to support any exercise of pay discretion
- keep abreast of relevant developments, and to advise the governing body when the school's pay policy needs to be revised

The report of the governance board will be placed in the confidential section of the governing body's agenda and will either be received or referred back. Reference back may occur only if the governance board has exceeded its powers under the policy.

#### **4. PAY REVIEW**

The governance board will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances, or job description, that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and, where applicable, will give information about the basis on which it was made.

Where a pay determination leads, or may lead, to the start of a period of safeguarding of salary, those affected will receive the required notification as soon as possible and no later than one month after the date of the determination. Further guidance on the application of salary safeguarding can be found at **Appendix A**.

The governance board has an appeals procedure in relation to pay, found at **Appendix B** of this policy.

## **5. PAY DETERMINATION ON APPOINTMENT**

The governance board will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the governance board may take into account a range of factors, including the following which is not an exhaustive list and may not apply to all appointments:

- the nature of the post
- the level of qualifications, skills, and experience required
- market conditions
- the wider school context

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

### **5.1. Headteacher Pay on Appointment (including Executive Headteachers)**

The Headteacher's pay range will be reviewed whenever there is a proposal to make a new appointment, and in the following circumstances,

- when it becomes necessary to amend the Headteacher's group due to a change in pupil numbers
- where a Headteacher becomes responsible for more than one school on a permanent basis
- where it is necessary in order to reflect a significant change in responsibilities of the post

In these circumstances, other than upon appointment, the governance board will give the required notification as soon as possible and no later than one month after the date of the determination.

The governance board will determine a pay range having considered the factors set out in **Appendix C** of this policy, and with reference **Appendix D – Table 1** which includes details of the Headteacher pay ranges.

At the appointment stage, candidate specific factors will be considered when determining the starting salary. If necessary, the governance board will adjust the pay range to ensure appropriate scope for progression over time.

The governance board will consider whether the circumstances specific to the role or candidate warrant a higher-than-normal pay range and therefore use its discretion, **in exceptional circumstances only**, to exceed the 25 per cent limit beyond the maximum of the group range when setting the pay range for the headteacher. However, before doing so, it will make a fully documented business case and seek external independent advice from the Local Authority. The Governance Board will have access to independent HR advice ordinarily via the LA HR Advisory service. Where a school chooses not to use the LA service, it must secure suitable independent advice from an alternative qualified and quality assured provider.

## **5.2. The Head of School Pay on Appointment**

The Head of School pay range will be reviewed whenever there is a proposal to make a new appointment, and in the following circumstances,

- where it is necessary in order to reflect a significant change in responsibilities of the post
- where there is evidence that it is difficult to recruit or retain to a position

In these circumstances, other than upon appointment, the governance board will give the required notification as soon as possible and no later than one month after the date of the determination.

The governance board will determine a pay range having considered the factors set out in **Appendix C** of this policy, and with reference **Appendix D – Table 2** which includes details of The Head of School pay ranges.

At the appointment stage, candidate specific factors will be considered when determining the starting salary. If necessary, the governance board will adjust the pay range to ensure appropriate scope for progression over time.

## **5.3. Main Pay Range and Upper Pay Range for Teachers on Appointment**

The salary for teaching posts will be as stated in the advert unless the school chooses, at its discretion, to pay the teacher or the Main Pay Range or Upper Pay Range at a scale point which maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

The governance board may, where absolutely necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

It is imperative, at the point of interview, that there is a clear salary offer, which should be put in writing.

The Main and Upper Pay Ranges applicable to teachers are set out at **Appendix D – Tables 3 and 4**.

A teacher will be paid on the Upper Pay Range on appointment in the following circumstances,

- They are already employed as an Upper Pay Range teacher in this school and there has been no break in the continuity of employment.
- They are employed by this school and have applied, and been successful, in their application to become an Upper Pay Range teacher and are still employed in this school without a break in their continuity of employment.
- They were employed by this school on a Leadership Pay Range for an aggregated period of at least one year and have continued to be employed at this school without a break in their continuity of employment.

#### **5.4. Unqualified Teachers Pay on Appointment**

Upon appointment the governance board will determine where a newly appointed unqualified teacher will enter the scale. This decision is based on the unqualified teacher's qualifications and/or experience that the board considers to be of value.

An unqualified teacher must be paid such salary within the minimum and maximum of the unqualified teacher pay range set out at **Appendix D – Table 6**.

Please note, for maintained schools, an unqualified teacher can work for a maximum of four years while they work towards Qualified Teacher Status (QTS).

### **6. PAY PROGRESSION**

In this school all teachers can expect to receive regular, constructive feedback on their performance and development and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's Appraisal Policy.

In the case of Early Career Teachers, pay decisions will be made by means of the statutory induction process.

The governance board will ensure its processes are open, transparent, and fair and all decisions will be objectively justified and recorded. Adjustments will be made to take account of special circumstances, e.g. an absence on maternity or disability-related sick leave. The exact adjustments will be made on a case-by-case basis.

The school will do everything in its power to make an appropriate judgement. If little

or no evidence is available from the relevant appraisal cycle because the teacher has been away from school because of pregnancy, maternity, or disability-related illness, it will use evidence from previous appraisal cycles.

In the absence of any evidence that the teacher would not have received the increase in pay, the school will make a pay award to avoid discrimination. It is recommended that schools monitor and report on trends in pay progression across specific groups of teachers to assess the school's continued compliance with equalities legislation.

The criteria this school will use when making decisions on pay progressions are:

Following an individual teacher's annual appraisal and, subject to the provisions of the published pay policy, they should expect to receive annual pay progression within the maximum of their pay range, subject to successful performance as defined in the school's pay policy. Pay progression will not be withheld for reasons other than performance.

### **6.1. Pay Progression for Headteacher (including Executive Headteachers)**

The governance board will review the headteacher's pay in accordance with the school's appraisal policy.

Annual pay progression within the pay range for this post is not automatic. The Headteacher must demonstrate a **sustained high quality of performance in respect to school leadership and management and pupil progress**.

The governance board may award one point for sustained, high quality performance in line with the school's expectations, as defined as part of the appraisal process.

Alternatively, when the headteacher's performance is exceptional, the governance board may award accelerated pay progression of more than one point, where all objectives have been exceeded as part of the appraisal review. This will, however, need to be clearly evidenced and recorded.

### **6.2. Pay Progression for Heads of Schools**

The governance board will review the Heads of Schools pay in accordance with the school's appraisal policy.

Annual pay progression within the pay range for this post is not automatic. The Heads of Schools must demonstrate a **sustained high quality of performance in respect to school leadership and management and pupil progress**.

The governance board may award one point for sustained, high quality performance in line with the school's expectations, as defined as part of the appraisal process. Alternatively, when the Heads of Schools performance is exceptional, the governance board may award accelerated pay progression of more than one point, where all objectives have been exceeded as part of the appraisal review. This will, however, need to be clearly evidenced and recorded.

### 6.3. Pay Progression for Teachers on the Main Pay Range

The governance board will review the teacher's pay in accordance with the school's appraisal policy. In the case of Early Career Teachers, pay decisions will be made by means of the statutory induction process.

Annual pay progression within the pay range for this post is not automatic. The teacher must demonstrate **sustained good performance and that they are successfully meeting and sustaining the relevant Teachers Standards.**

The governance board may award one point for sustained, good performance in line with the school's expectations, as defined as part of the appraisal process. Alternatively, when the teacher's performance is exceptional, the governance board may award accelerated pay progression of more than one point where all objectives have been exceeded as part of the appraisal review. This will, however, need to be clearly evidenced and recorded.

### 6.4. Pay Progression for Teachers on the Upper Pay Range

The governance board will review the teacher's pay in accordance with the school's appraisal policy.

Annual pay progression within the pay range for this post is not automatic. The teacher must demonstrate that they are **highly competent in all elements of the relevant standards and that the teacher's achievements and contributions to the school are substantial and sustained.** See **Appendix E** which defines the expectations of Upper Pay Range teachers, and the criteria needed to be met to progress up the range.

The governance board may award one point for sustained, good performance in line with the school's expectations, as defined as part of the appraisal process. Alternatively, when the teacher's performance is exceptional, the governance board may award accelerated pay progression of more than one point, where all objectives have been exceeded as part of the appraisal review. This will, however, need to be clearly evidenced and recorded.

### 6.5. Pay Progression for Unqualified Teachers

The governance board will review the unqualified teacher's pay in accordance with the school's appraisal policy.

Annual pay progression within the pay range for this post is not automatic. The teacher must demonstrate **sustained good performance and that they are successfully meeting and sustaining the relevant Teachers Standards.**

The governance board may award one point for sustained, good performance in line with the school's expectations, as defined as part of the appraisal process. Alternatively, when the teacher's performance is exceptional, the governance board may award accelerated pay progression of more than one point where all objectives have been exceeded as part of the appraisal review. This will, however, need to be clearly evidenced and recorded.

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

### **7.1. Applications and Evidence**

Any qualified teacher may apply to be paid on the upper pay range, and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.

Applications may be made at least once a year.

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 upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, including any recommendation on pay. When such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate the applicant has met the assessment criteria must be submitted by the applicant.

For the assessment to be robust and transparent, it will be an evidence-based process only. Teachers should ensure they have evidence, in accordance with the school's appraisal policy, to support their application. Those teachers who have been absent, through sickness, disability, or maternity, may cite written evidence from previous years in support of their application.

### **7.2. Application Process**

The closing date for applications is normally 1st October each year in-line with the school's usual performance appraisal cycle; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave.

The process for applications and the appeals process is set out at **Appendix E**.

### **7.3. The Assessment**

An application from a qualified teacher will be successful where the governance board is satisfied that:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution are substantial and sustained.

**For the purposes of this pay policy:**

- **'highly competent'** means,

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

- **‘substantial’** means,

of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning.

- **‘sustained’** means,

maintained continuously over a long period.

The application will be initially assessed robustly, transparently and equitably by the Head of School and Executive Headteacher. The Governance Board will make the final determination following recommendations from the Executive Headteacher.

## **8. ADDITIONAL PAYMENTS AND ALLOWANCES**

**8.1. Teaching and Learning Responsibility (TLR) Payments are not used in our current school staffing structure.**

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

The governance board will award an SEN allowance to a classroom teacher,

- in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN
- in a special school
- who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;

The pay range for SEN allowances are set out at **Appendix D – Table 7**.

When deciding on the amount of the allowance to be paid, the governance board will take into account the structure of the school’s SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post, and the relative demands of the post.

The governance body will also establish differential values in relation to SEN roles in

the school to reflect significant differences in the nature and challenge of the work entailed, so the different payment levels can be objectively justified.

### **8.3. Temporary Payments to Headteachers**

The governance board will consider whether there is a need for any temporary payments for clearly time-limited responsibilities or duties only.

The total sum of the temporary payments made to a headteacher will not exceed 25 per cent of the annual salary that is otherwise payable to the head; the total sum of salary and other payments made to a headteacher must not exceed 25 per cent above the maximum of the headteacher group except in wholly exceptional circumstances.

Again, there will be a requirement in these circumstances to make a fully documented business case and seek external independent advice from the Local Authority, or from an alternative qualified and quality assured provider.

### **8.4. Acting Allowances**

Acting allowances are payable to teachers who are assigned and carry out the duties of the headteacher, deputy headteacher, or assistant headteacher. The governance board will, within a four-week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher who carries out the duties of the headteacher, deputy headteacher, or assistant headteacher, for a period of four weeks or more, will be paid on the headteacher's deputy headteacher range or assistant headteacher range, as the case may be. Payment will be backdated to the commencement of the duties.

### **8.5. Additional Payments**

The governance board may make payments as they see fit to a teacher, excluding a headteacher, in respect of the following

- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- participation in out-of-school hours learning activity agreed between the teacher and the headteacher;
- additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.
- continuing professional development undertaken outside the school day;

Payment will be calculated on a daily basis at 1/195<sup>th</sup> of the teacher's actual salary.

### **8.6. Additional Allowance for Unqualified Teachers**

The governance board may determine an additional allowance as it considers

appropriate to be paid to an unqualified teacher where it considers, in the context of its staffing structure and pay policy, that the teacher has:

- taken on a sustained additional responsibility which:
  - (i) is focused on teaching and learning; and
  - (ii) requires the exercise of a teacher's professional skills and judgment; or
- qualifications or experience which bring added value to the role being undertaken.

### **8.7. Recruitment and Retention Incentives and Benefits**

The governance board can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive when they consider it appropriate to do so to recruit or retain relevant teachers.

There must be strong and clear evidence of a recruitment and retention problem before we consider awarding such an incentive. It is also important to ensure that the decision to pay such an incentive is based on evidence to avoid allegations of making unfair payments and to resist pressure from employees who are seeking increased pay for whom this may not be appropriate.

The following are some examples of when a recruitment and retention allowance may be considered within our school, although this is not an exhaustive list.

- failure to recruit satisfactorily following a recruitment process
- high turnover of staff
- shortage of staff in specific subject areas or specialisms
- to retain an existing member of staff in a specialist role that has proven difficult to recruit to.

The governance board will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which it may be withdrawn. It must also ensure that any decisions fully documented.

The governance board will, nevertheless, conduct an annual formal review of all such awards.

No new awards of recruitment and retention incentive benefits will be made to a headteacher, deputy headteacher, or assistant headteacher, other than as the reimbursement of reasonably incurred housing or relocation costs. However, where the governance body is already paying such an incentive or benefit, it may continue with it at the existing value until such time as the leadership group member moves to the new leadership group pay arrangements.

At that point, all recruitment and retention considerations in relation to a leadership group member will be considered when determining the pay range.

## 9. SUPPORT STAFF

The governance board notes its powers to determine the pay of support staff in accordance with the School Staffing (England) Regulations 2009 and chapter seven of the associated guidance.

The governance board will determine the pay grade of support staff on appointment in accordance with the NJC Terms and Conditions / HAY Terms and Conditions and which the board considers appropriate for the post.

Support staff will not be paid on the teacher's leadership scale, regardless of their seniority, as leadership scales are only applicable to teacher's conditions of service, while support staff pay are governed by their own separate terms. When determining senior support staff pay, we will ensure that we are referencing the appropriate scales, and the relevant job evaluated role profiles. We also recognise how important this is to ensure staff are paid in accordance with their terms and conditions as, if incorrect, this can have implications for their pension records.

In reaching its determination, the governance board will consider the advice of the Local Authority in terms of equal pay for work of equal value, and to ensure that pay and grading is fairly and appropriately implemented. **If, however, the governance board deviates from the advice of the Local Authority, they may be deemed liable for any equal pay challenges.**

## 10. PART-TIME TEACHERS

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The governance board will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

## 11. SHORT NOTICE / SUPPLY TEACHERS

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

## 12. RESIDENTIAL DUTIES

Any payment to teachers for residential duties must be determined by the governance board and in accordance with the national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments.

Teachers appointed with in the following roles will receive an allowance as stipulated below for residential duties associated with their employment based at (insert establishment)

### **13. MONITORING THE IMPACT OF THE POLICY**

The governance board will monitor the outcomes and impact of this policy on a regular basis annually, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

## APPENDIX A – SALARY SAFEGUARDING

Salary safeguarding is a complex area and, as a result, our school will refer to Part 5 of the STPCD, which sets out how salary safeguarding arrangements come into effect, and when the safeguarded salary amounts are reduced or ended.

The governance board will take advice from our HR provider on this matter to ensure that we are applying the policy accordingly.

To try to support this process, we have set out below some questions and answers, taken from the [Managing Teachers' and Leaders' Pay - July 2024](#) document, in order to support our understanding and application of the safeguarding arrangements.

**Question - If a member of the leadership group moves into a classroom teacher post within the same school as the result of a reorganisation/restructuring, what pay will they be entitled to?**

**Answer** - the relevant body must pay a teacher on the upper pay range (UPR) if the teacher:

- was employed as a member of the leadership group in that school.
- has continued to be employed at that school without a break in the continuity of their employment.
- was first appointed as such on or after 1 September 2000 and occupied such a post or posts for an aggregate period of one year or more.

The teacher would also be entitled to salary safeguarding for 3 years or until circumstances defined by the STPCD dictate - they would therefore be paid their new salary (the salary for the new role) plus a safeguarded sum, which will be the difference between their former leadership salary and their new salary.

**Question - What safeguarding provision applies if the governance board decides, as a result of a review of its pay policy or staffing structure, that a teacher's duties no longer include the significant responsibility for which a TLR was awarded or that the duties of the post have changed and now merit a TLR of a lower monetary value?**

**Answer** - the teacher would be entitled to safeguarding the value for 3 years, which would be the value of the old allowance where it is removed altogether or the difference between the value of the old and the new allowance where the value of the allowance is reduced.

**Question - Can a governance board review the duties assigned to teachers in receipt of safeguarding?**

**Answer** - yes, if a teacher is in receipt of safeguarding totalling more than £500, the governance board must review the teacher's assigned duties and allocate such additional duties as they reasonably consider to be appropriate and commensurate with the safeguarded sum during the time that the safeguarding is in payment. If a

teacher unreasonably refuses to carry out such additional duties, payment of the safeguarded sum must cease. The governance board must notify the teacher in writing of their decision to cease paying the safeguarded sum at least one month before payment ceases. The teacher cannot be required to continue to perform their previous role during the safeguarding period.

**Question - When does safeguarding pay cease?**

**Answer** - safeguarding provisions are complex, but there are a number of basic ways in which safeguarding may cease. This will be the earliest of the following:

- at the end of the three-year period
- at the end of the period for which the payment was originally made (for example, at the end of a one-year fixed-term contract)
- where the teacher receives a salary increase or a new or higher-level allowance where the combined value of the new salary and/or the new allowance value equals or exceeds the combined value of the old salary and any safeguarded sum or sums
- if a teacher moves onto a different pay range (e.g., Leadership Range from MPR or UPR, but this does not apply if a teacher moves from MPR to UPR).
- if the teacher's employment at the school ends (other than in cases where general safeguarding applies).

**Question - when does safeguarded pay reduce?**

**Answer** - where a safeguarded sum is payable to a teacher because of the loss of or a reduction to an allowance, and that teacher subsequently becomes entitled to a new allowance or an increased allowance during the safeguarding period; that safeguarded sum must be reduced by the amount of the new allowance or the increase for as long as the teacher is entitled to the new or increased allowance. A safeguarded sum shall be reduced by the value of any subsequent TLR or SEN allowance awarded to the teacher for as long as the teacher is entitled to the TLR or SEN allowance.

## **14. APPENDIX B – APPEALS PROCEDURE**

Teachers have the right to raise formal appeals against pay determinations if, for example, they believe that the person or governance board by whom the decision was made:

- incorrectly applied the school's pay policy
- incorrectly applied any provision of the STPCD
- failed to have proper regard to statutory guidance
- failed to take proper account of relevant evidence
- took account of irrelevant or inaccurate evidence
- was biased or,
- unlawfully discriminated against the teacher

The school's governance board will seek human resource (HR) advice from our provider to ensure that we are guided appropriately through the process and will ensure that all decisions on pay, and appeal outcomes are minuted.

We will seek HR advice where needed during any formal hearings, or as soon afterwards as is reasonably practicable, and before any decision is confirmed. Our HR provider will be familiar with the duties placed on schools by the Equality Act 2010, the ACAS Code of Practice, and relevant case law concerning pay appeals and equal pay claims.

It is our intention that any appeal under this policy will be dealt with promptly, thoroughly, and impartially.

Teachers may be accompanied at any stage of the appeal process by either a work colleague or a trade union representative.

### **Appeal Process - Informal Stage**

As part of the pay determination process, the line manager (the recommendation provider) will make a recommendation to the decision maker (the person/s or governance board responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining a teacher's pay, the decision maker will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision.

If the teacher wishes to appeal the decision, they must do so in writing to the decision maker (normally within 10 school working days from the date of the outcome letter or within a mutually agreed alternative timescale). The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, the decision maker must then arrange to meet the teacher to discuss the appeal. The recommendation provider should also be invited to the meeting to clarify the basis for the original recommendation.

The decision maker will review their decision through a paper-based process and in the light of the documentation provided to them. They will then write to the teacher to notify them of the outcome of the review and the teacher's right of appeal to the governing body. If the teacher wishes to exercise their right of appeal to the formal stage, they must write to the clerk of the governing body at the earliest opportunity (normally within 10 school working days), including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the formal stage of the appeal procedure.

### **Appeal Process – Formal Stage**

On receipt of the written appeal, the clerk of the governing body establishes an appeal committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process.

A meeting of the appeal committee should be convened at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both the recommendation provider and the decision maker will be required to attend the meeting.

The chair of the appeal committee will invite the appellant to set out their case. Both the recommendation maker and the decision maker will also be asked outline to the committee the process that was observed and their contribution to the pay determination process.

Following the conclusion of representations by all relevant parties, the appeal committee will then consider all the evidence in private and reach a decision. The appeal committee will write to the teacher notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the appeal committee is final.

### **Appeals Process – Modified Procedure**

There will be no entitlement to invoke the appeal process in relation to a pay decision if the teacher has left the employment of the school.

When a teacher has lodged an appeal against a pay decision and then has subsequently left the school's employment before any appeal hearing is held, the following modified steps will be observed:

- The teacher must have set out details of their appeal in writing.
- The teacher must have sent a copy of their appeal to the chair of the governing body.
- The chair of the governing body will consult with relevant governance board and provide the teacher with an appropriate written response on behalf of the school.

There is no requirement, under the modified procedure, to hold any meetings / hearings but instead a written response will be sufficient.

## 15. APPENDIX C – SETTING THE PAY FOR SCHOOL LEADERS

The governance board's role in relation to leadership pay is to:

- consider whether or not to increase the salary of members of the leadership group as a result of changed responsibilities
- set the appropriate levels of pay for the different roles
- consider and adopt pay and appraisal policies, including the criteria for pay progression
- assure themselves that pay decisions can be objectively justified
- approve salaries in line with the school's pay policy and responsibilities assigned to each post

The DfE sets out a **three-staged approach** to determining leadership pay. The three stages are:

- **Stage 1** – Defining the role and determining the headteacher group
- **Stage 2** – Setting the indicative pay range
- **Stage 3** – Deciding the starting salary and individual pay range

### Stage 1 – Defining the Role and Determining the Headteacher Group

The governance board will use this stage to define the job and identify the broad pay range as a provisional guide to determining an appropriate level of pay. We will need to define and set out the specific role, responsibilities and accountabilities of the post as well as the skills and relevant competencies required. This detail will be captured within the job summary for the role.

For headteacher posts we will assign the school to a headteacher group which will determine the appropriate broad pay range. This should be done by calculating the total unit score for the school in accordance with the STPCD.

For other leadership group posts, we will consider how the role fits within the wider leadership structure of the school. The pay range for a deputy or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances.

### Stage 2 – Setting the Indicative Pay Range

At this stage the governance board will need to consider the complexity and challenge of the role in the particular context of the school and make a judgement on pay in the light of this. Any current discretionary payments, such as allowances for recruitment and retention, permanent additional responsibilities (e.g. the provision of initial teacher training (ITT)), and long-term provision to other schools, should be captured at this stage.

For headteacher posts it is expected that we will conclude that the total unit score fully captures the complexity of the headteacher role and that the relevant broad pay

range accommodates appropriate levels of reward. We may wish to consider whether the indicative pay range should start at the minimum of the headteacher group or whether we wish it to start at a higher level because of the level of challenge of the post.

There may, however, be circumstances in which there are additional factors that suggest the indicative pay range should be higher than would be provided by the basic calculation in stage 1.

Some examples of the additional factors that you may wish to consider, for guidance only and not intended to provide an exhaustive list are:

- the context and challenge arising from pupils' needs e.g. if there is a high level of deprivation in the community (Free School Meal (FSM) entitlement and/or English as an Additional Language (EAL) indicators may be relevant) or there are high numbers of looked after children or children with special needs or there is a high level of in-year pupil mobility, and this affects the challenge in relation to improving outcomes
- a high degree of complexity and challenge which goes significantly beyond that expected of any headteacher of similar-sized school(s) and is not already reflected in the total unit score used at stage 1;
- additional accountability not reflected in stage 1 e.g. leading a teaching school hub;
- factors that may impede the school's ability to attract a field of appropriately qualified and experienced leadership candidates, e.g. location; specialism; level of support from the wider leadership team.

If we consider that circumstances warrant it, we can set the indicative pay range with a maximum of up to 25% above the top of the relevant headteacher group range. Above that limit, external independent advice must be sought and, should the advice suggest that additional payment is appropriate, a business case must be made and agreed by the full governance board.

We will ensure that no double counting takes place, e.g. of things taken account of in stage 1, such as responsibility for an additional school already reflected in the total unit score; or from using overlapping indicators, such as FSM and the pupil premium.

We will not increase base pay nor pay an additional allowance for regular local collaboration which is part of the role of all headteachers.

For other leadership roles the process is broadly the same. We should consider how the other leadership roles should be set in accordance with the level set for the headteacher and ensure that there is sufficient scope for progression.

At the end of this stage we should decide where in the broad range to position the indicative pay range and set this out clearly when you advertise the job. We should make an overall judgement on the position and breadth of range, allowing

appropriate scope for progression over time, clearly linked to school improvement priorities and outcomes.

### **Stage 3 – Deciding the Starting Salary and Individual Pay Range**

The first two stages provide the means for determining the appropriate pay range. The third stage is essentially about deciding on the starting salary for the individual who is to be offered the post.

At this stage the governance board will have a preferred candidate for the role and will wish to set the starting salary in the light of candidate-specific factors, such as the extent to which the candidate meets the specific requirements of the post. It will be important to ensure that there is scope for progression over time.

### **Audit Trail and Future Changes**

At every stage, there should be a clear audit trail for all decision being made and the reasoning behind them. All pay decisions must be made on objective criteria so that there is no discriminatory effect on any teacher or group of teachers with a particular protected characteristic under the Equality Act 2010.

The pay of those in post should only need to be reviewed when there have been **significant changes to responsibilities**. The definition of a 'significant change' will vary according to the circumstances and context of an individual school. The governance board will need to consider to extent to which the change creates new levels of accountability and responsibility for the leadership group member. It will be for the governance board to determine, in the light of a school's particular circumstances and context, the extent to which any change should be regarded as 'significant'.

## 16. APPENDIX D – PAY SCALES

**Table 1 – Headteacher Group Sizes**

| Group Size Min and Max Ranges |          | £                   |
|-------------------------------|----------|---------------------|
| <b>Group 1:</b>               |          |                     |
| Minimum Range                 | L6-L12   | £58,569 - £67,898   |
| Maximum Range                 | L12-L18* | £67,898 - £77,924   |
| <b>Group 2:</b>               |          |                     |
| Minimum Range                 | L8-L14   | £61,534 - £71,330   |
| Maximum Range                 | L15-L21* | £73,105 - £83,860   |
| <b>Group 3:</b>               |          |                     |
| Minimum Range                 | L11-L17  | £66,368 - £76,772   |
| Maximum Range                 | L18-L24* | £78,702 - £90,255   |
| <b>Group 4:</b>               |          |                     |
| Minimum Range                 | L14-L20  | £71,330 - £82,654   |
| Maximum Range                 | L21-L27* | £84,699 - £97,136   |
| <b>Group 5:</b>               |          |                     |
| Minimum Range                 | L18-L24  | £78,702 - £91,158   |
| Maximum Range                 | L25-L31* | £93,424 - £107,131  |
| <b>Group 6:</b>               |          |                     |
| Minimum Range                 | L21-L27  | £84,699 - £98,106   |
| Maximum Range                 | L29-L35* | £103,030 - £118,169 |
| <b>Group 7:</b>               |          |                     |
| Minimum Range                 | L24-L30  | £91,158 - £105,595  |
| Maximum Range                 | L33-L39* | £113,646 - £130,274 |
| <b>Group 8:</b>               |          |                     |
| Minimum Range                 | L28-L34  | £100,540 - £116,456 |
| Maximum Range                 | L37-L43  | £125,345 - £143,796 |

(\* Please note that the figure quoted for the maximum of each group, with the exception of Group 8, is lower than the figures stated on the Leadership Pay Range. This is a result of the 2015 pay freeze.)

**Table 2 – Leadership Pay Range**

| Leadership Pay Range |         |           |         |           |          |           |          |
|----------------------|---------|-----------|---------|-----------|----------|-----------|----------|
| <b>1</b>             | £51,773 | <b>12</b> | £67,898 | <b>23</b> | £88,951  | <b>34</b> | £116,456 |
| <b>2</b>             | £53,069 | <b>13</b> | £69,596 | <b>24</b> | £91,158  | <b>35</b> | £119,350 |
| <b>3</b>             | £54,394 | <b>14</b> | £71,330 | <b>25</b> | £93,424  | <b>36</b> | £122,306 |
| <b>4</b>             | £55,747 | <b>15</b> | £73,105 | <b>26</b> | £95,735  | <b>37</b> | £125,345 |
| <b>5</b>             | £57,137 | <b>16</b> | £75,049 | <b>27</b> | £98,106  | <b>38</b> | £128,447 |
| <b>6</b>             | £58,569 | <b>17</b> | £76,772 | <b>28</b> | £100,540 | <b>39</b> | £131,578 |
| <b>7</b>             | £60,145 | <b>18</b> | £78,702 | <b>29</b> | £103,030 | <b>40</b> | £134,860 |
| <b>8</b>             | £61,534 | <b>19</b> | £80,655 | <b>30</b> | £105,595 | <b>41</b> | £138,230 |
| <b>9</b>             | £63,070 | <b>20</b> | £82,654 | <b>31</b> | £108,202 | <b>42</b> | £141,693 |

|           |         |           |         |           |          |           |          |
|-----------|---------|-----------|---------|-----------|----------|-----------|----------|
| <b>10</b> | £64,691 | <b>21</b> | £84,699 | <b>32</b> | £110,892 | <b>43</b> | £143,796 |
| <b>11</b> | £66,368 | <b>22</b> | £86,803 | <b>33</b> | £113,646 |           |          |

**Table 3 – Main Pay Range**

| MPR   |         |
|-------|---------|
| MPR 1 | £32,916 |
| MPR 2 | £34,823 |
| MPR 3 | £37,101 |
| MPR 3 | £39,556 |
| MPR 5 | £42,057 |
| MPR 6 | £45,352 |

**Table 4 – Upper Pay Range**

| UPR   |         |
|-------|---------|
| UPS 1 | £47,472 |
| UPS 2 | £49,232 |
| UPS 3 | £51,048 |

**Table 5 – Lead Practitioner Pay Range**

| Lead Practitioner |         |
|-------------------|---------|
| minimum           | £52,026 |
| maximum           | £79,092 |

**Table 6 – Unqualified Teacher Pay Range**

| Unqualified Teacher |         |
|---------------------|---------|
| UNQ 1               | £22,601 |
| UNQ 2               | £25,193 |
| UNQ 3               | £27,785 |
| UNQ 4               | £30,071 |
| UNQ 5               | £32,667 |
| UNQ 6               | £35,259 |

**Table 7 – Classroom Teacher Allowances**

|         | TLR1    | TLR2   | TLR3   | SEN    |
|---------|---------|--------|--------|--------|
| minimum | £10,174 | £3,527 | £702   | £2,787 |
| maximum | £17,216 | £8,611 | £3,478 | £5,497 |

## **17. APPENDIX E – UPPER PAY RANGE**

### **1) Application Process to Move to the Upper Pay Range**

The process for applications to move on to the upper pay range is as follows,

- notify the school in writing;
- submit the application form and supporting evidence to the headteacher by the cut-off date of 1<sup>st</sup> October.
- you will receive notification of the name of the assessor of your application within five school working days;
- the assessor will assess the application, which will include a recommendation to the governance board of the relevant body;
- the application, evidence and recommendation will be passed to the headteacher for moderation purposes if the headteacher is not the assessor;
- the governance board will make the final decision, advised by the headteacher; teachers will receive written notification of the outcome of their application post autumn pay committee meeting.
- Where the application is unsuccessful, the written notification will include the areas where it was felt the teacher's performance did not satisfy the relevant criteria set out in this policy, as well as the right to appeal;
- 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 it will include advice and support on areas for improvement to meet the relevant criteria;
- successful applicants will move to the minimum of the upper pay range and the increase in salary backdated to 1 September; and
- unsuccessful applicants can appeal the decision, and we will refer to **Appendix B** of this document for the appeals process.

## 2) Movement to the Upper Pay Range – Application Form

| PERSONAL INFORMATION |                      |
|----------------------|----------------------|
| Name:                | Job title:           |
| School:              | Date of application: |

| WRITTEN STATEMENT                                                                                                                                 |                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| <b>Summary of results from most recent appraisal</b><br><i>In the section below, include the key information from your last appraisal report.</i> |                                             |
| <b>Performance objectives:</b><br>1.<br>2.<br>3.<br>4.                                                                                            | <b>Met/not met:</b><br>1.<br>2.<br>3.<br>4. |
| <b>Teachers' Standards:</b><br>I have met or exceeded all of the Teachers' Standards (see more detailed list below)                               | <b>Met/not met:</b>                         |
| <b>1. Set high expectations which inspire, motivate and challenge pupils</b>                                                                      |                                             |
| <b>2. Promote good progress and outcomes by pupils</b>                                                                                            |                                             |
| <b>3. Demonstrate good subject and curriculum knowledge</b>                                                                                       |                                             |
| <b>4. Plan and teach well-structured lessons</b>                                                                                                  |                                             |
| <b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>                                                                      |                                             |

## WRITTEN STATEMENT

**6. Make accurate and productive use of assessment**

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

**8. Fulfil wider professional responsibilities**

**Recommendations on pay:**

### **Additional evidence**

*In this section below, summarise any evidence that isn't included in your recent appraisal reports that demonstrates you have met the success criteria for moving onto the UPR. For example, this part could cover extracurricular responsibilities. Focus on evidence that demonstrates the impact your contributions have made and shows how long the achievements have been maintained for.*

**Evidence:**

## DECLARATION

I confirm that at the date of this request, I have met the eligibility criteria to be paid on the UPR.

Signed:

Date:

### **3) TEACHERS' STANDARDS**

Teachers must:

- Make the education of their pupils their first concern
- Be accountable for achieving the highest possible standards in work and conduct
- Act with honesty and integrity
- Have strong subject knowledge
- Keep their knowledge and skills as teachers up to date and be self-critical
- Forge positive professional relationships
- Work with parents in the best interests of their pupils

#### **Part 1: 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 12
- 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 2: Personal and Professional Conduct**

Teachers must 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
- Having regard for the need to safeguard pupils' wellbeing
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values (i.e. democracy, rule of law, individual liberty and mutual respect, 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
- 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
- Must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

#### 4) Example Criteria for Progression on the Upper Pay Range

| UPR          | General Requirement                                                                                                                                                 | Example Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>UPR 1</b> | Must be assessed as <b>highly competent</b> in all elements of the Teachers' Standards and have made a <b>substantial and sustained</b> contribution to the school. | <p><b>Highly Competent Practice:</b><br/>Demonstrates consistently excellent and imaginative teaching that secures very good pupil progress. Is an effective role model, demonstrating a high level of expertise in all areas of the Teachers' Standards. Maintains excellent classroom management and high standards of behaviour.</p> <p><b>Substantial and Sustained Contribution:</b><br/>Evidence from recent appraisal shows sustained high-quality performance. Active participation in whole-school or departmental initiatives. Regular and meaningful communication with parents that supports pupil achievement.</p>                                                                                                             |
| <b>UPR 2</b> | Must continue to demonstrate <b>highly competent</b> practice and a <b>substantial and sustained</b> contribution to the school.                                    | <p><b>Highly Competent Practice:</b><br/>Consistently delivers exemplary teaching that impacts positively across the department or year group. Provides coaching or mentoring support to less experienced colleagues, guiding them to improve their practice. Is reflective and self-critical, using professional development to further improve teaching skills.</p> <p><b>Substantial and Sustained Contribution:</b><br/>Takes on a departmental or key stage responsibility, contributing to curriculum development or planning. Actively shares best practices with colleagues, such as through team teaching or leading training sessions. Takes a leadership role in a school project or initiative to drive school improvement.</p> |
| <b>UPR 3</b> | Must maintain <b>highly</b>                                                                                                                                         | <b>Highly Competent Practice:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|  |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>competent</b> practice and demonstrate <b>continued growth and expertise over a sustained period.</b></p> | <p>Demonstrates a deeper and broader teaching expertise that has a demonstrable impact on the wider school community. Models highly effective practice to all staff and is relied upon for expert advice and guidance. Is consistently outstanding in all aspects of teaching and learning.</p> <p><b>Substantial and Sustained Contribution:</b><br/>Plays a critical, and often formal, role in driving whole-school priorities and raising standards across different areas. Leads significant professional development for colleagues beyond the immediate team, such as delivering whole school inset. Makes a demonstrable, measurable impact on pupil outcomes across a key stage, year group, or specific pupil group.</p> |
|--|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|