



# Priory School pay policy 2019-20

**Date:** September 2019

## Document summary

Every school is required to have a pay policy which sets out how teachers' pay is determined. This model pay policy can be adapted by schools to meet their local requirements.

## Contents

Introduction .....	3
Performance pay .....	5
Main pay range for teachers .....	7
Upper pay range for teachers .....	8
Leading practitioners.....	10
Unqualified pay range for teachers .....	11
Part time and supply teachers .....	13
Allowances and other payments for classroom teachers .....	13
Leadership pay .....	17
Equality impact assessment .....	21
Equalities and schools .....	22
Appendix A – School staffing structure for 2019-20 .....	23
Appendix B – Model Framework for Support Staff Pay Policy .....	28
Appendix C – Model Terms of Reference for School Pay Committee .....	30
Appendix D – Model Application Form - Application for the Upper pay Range .....	32
Appendix E – Managing Appeals against Pay Determination .....	34
Appendix F – Leadership pay range 2019-20 .....	36

## About this document:

<p><b>Enquiries:</b> HR Advisory Team Author: HR and OD Telephone: 01273 481300 Email: <a href="mailto:janet.bowen@eastsussex.gov.uk">janet.bowen@eastsussex.gov.uk</a></p> <p><b>Download this document</b> From the resources section of the Services to Schools Webshop:</p>	<p><b>Version number:</b> 01</p> <p><b>Related information:</b></p> <p><a href="#">Supplementary guidance on teachers' pay and the model pay policy 2019/20 - ESCC</a></p> <p><a href="#">School Teachers' Pay and Conditions Document (STPCD) September 2019 - DfE</a></p> <p><a href="#">Implementing your school's approach to pay – DfE guidance March 2019</a></p> <p><a href="#">Equalities considerations as part of the appraisal and pay determination process – DfE – June 2014</a></p> <p><a href="#">Staffing and Employment Advice for Schools 24 October 2018 – DfE</a></p> <p><a href="#">Teacher Appraisal and Capability Model Policy – DfE – March 2019</a></p> <p><a href="#">Appraisal Policy - ESCC</a></p> <p><a href="#">Making Data Work – Report of the Teacher Workload Advisory Group – November 2018</a></p> <p><b>Download these documents</b> From the resources section of the Services to Schools Webshop</p>
<p><b>Accessibility help</b></p> <p>Zoom in or out by holding down the CTRL key and turning the mouse wheel.</p> <p>CTRL and click on the table of contents to navigate.</p> <p>Press CTRL and Home key to return to the top of the document</p> <p>Press Alt-left arrow to return to your previous location.</p> <p>References shown in <a href="#">blue text</a> are available on the Webshop.</p> <p>References shown in <a href="#">underlined blue text</a> are hyperlinks to other parts of this document.</p>	

# Priory School pay policy for determining teachers' pay 2019-20

The Governing board of Priory School adopted this policy on 12 December 2019

## Introduction

### 1. Introduction

This policy should be read alongside the following documents: [Supplementary guidance on teachers' pay and the model pay policy 2019/20](#) produced by East Sussex County Council ([Supplementary guidance document](#) henceforth), [School Teachers' Pay and Conditions Document \(STPCD\)](#) September 2019, [Implementing your school's approach to pay](#) – DfE guidance March 2019, [Staffing and Employment Advice](#) – DfE guidance October 2018, [Teacher Appraisal and Capability Model Policy – DfE – March 2019](#) and the [Priory School Appraisal Policy](#).

- 1.1. This policy sets out a framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the STPCD and has been consulted on with headteachers and the recognised trade unions on behalf of staff.
- 1.2. Please note that if a Governing board decides to use an alternative version of the pay ranges to those recommended by the Local Authority as set out in this model policy, there will be a requirement for the Governing board to ensure that a local consultation process takes place with staff and regional representatives of the recognised trade unions. Advice on this process should be sought from your dedicated HR Consultant.
- 1.3. In addition to the policy, schools must stay within the legal framework set out in the STPCD and in other relevant legislation that affects all employers (for example, legislation on equality, employment protection and data protection); a court or tribunal may take any failure to do so into account in any proceedings.
- 1.4. All teachers are paid in accordance with the statutory provisions of the STPCD, as updated from time to time.
- 1.5. All procedures for determining pay will be consistent with the principles of public life - objectivity, openness and accountability. In adopting this pay policy, the aim 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 & transparent way)*
- 1.6. The pay policy sets out the procedures that apply when any teacher seeks a review of any decision made by the head teacher or Governing board that affects their pay. The pay hearings and appeals procedure perform the function of the grievance procedure on pay matters and therefore decisions should not be reopened under general grievance procedures.

- 1.7. This policy will be reviewed annually or at such time that changes are made to the STPCD, in particular those affecting areas of discretion to be exercised by the Governing board.
- 1.8. In relation to the 2019/20 national pay award, the Governing board has taken the decision:
  - To retain the nominal reference points for each of the teacher and leadership pay ranges;
  - To give all teachers on all points of the Main and Unqualified Pay Range a 2.75% increase in salary from September 2019.
  - To give all teachers on all points of the Upper Pay Range, Leading Practitioner Range, Leadership Pay Range and all allowances a 2.75% increase in salary from September 2019.
- 1.9. Teachers may receive a further increase in their pay based on the outcome of their performance management review for 2019/20. These decisions will be made before 31 October 2019 and any pay award will be back dated to 1 September 2019.
- 1.10. A copy of the school structure plan is shown in [Appendix A](#).
- 1.11. This policy does not apply to support staff; however, the framework for support staff is attached at [Appendix B](#).

## **2. Governing board's responsibility for pay**

- 2.1. Pay decisions at this school are made in accordance with arrangements agreed by the Governing board.
- 2.2. The party or parties responsible for pay decisions will be referred to as the Governing board throughout the policy.
- 2.3. Please refer to [Appendix C](#) for details of the Terms of Reference for School Pay Committee.
- 2.4. Please also refer to section 2 of the [Supplementary guidance document](#) available on Webshop.

## **3. Teacher pay reviews**

- 3.1. The Governing 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.
- 3.2. Any pay decision will be backdated to 1 September of the relevant year, except where a teacher takes up a new post, makes a successful application to the upper pay range or is subject to any other change of salary in accordance with the STPCD in which case this may occur on a date other than that for the annual salary determination.
- 3.3. Where a pay determination leads or may lead to the start of a period of safeguarding, governors will give the required notification as soon as possible and no later than one month after the date of the determination.

## **4. Basic pay determination on appointment**

- 4.1. The Governing board will determine the teacher pay range/s for a vacancy prior to advertising it giving regard to:
- the particular requirements of the post
  - any specialist knowledge, skills or experience required to undertake the specific duties of the role
  - market conditions
  - the wider school context
- 4.2. As part of the selection process, the Governing board will determine the starting salary within that range/s to be offered to the successful candidate, giving regard to the relevant skills and experience of the candidate.

## **5. Pay portability**

- 5.1. The Governing board will give consideration to the principle of pay portability in making pay determinations for all new appointments.
- 5.2. The Governing board will request that the current or predecessor school confirms in writing that the teacher would have received a recommendation for pay progression at the end of the appraisal cycle had the teacher not changed schools as part of the pre-employment checking process that is sought prior to confirming the offer of employment and starting salary.
- 5.3. The Governing board will ensure that the principles of equality of opportunity will apply in all pay determination for new entrants to the school and will ensure that salary determinations are monitored to ensure that decisions in respect of starting salary/pay portability are not discriminatory.

## **Performance pay**

### **6. Performance based pay progression**

- 6.1. All teachers will receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.
- 6.2. The arrangements for teacher appraisals are set out in the school's appraisal policy.
- 6.3. The Governing board will determine annually the remuneration of a teacher with effect from 1 September and in accordance with para 3.1 of Section 2 of the STPCD.
- 6.3.1. A recommendation on pay will be made in writing as part of the teacher's appraisal report, and the Governing board will have regard to this in making their decision regarding pay progression. Pay decisions will be clearly attributable to the performance of the teacher in question.
- 6.3.2. In the case of Newly Qualified Teachers (NQTs) Pay decisions will be based on the outcome of the statutory induction process. Under normal circumstances, where an NQT has met the standards of the statutory period of induction, pay progression should be awarded. Please refer to section 13 in the Supplementary Guidance for further information.
- 6.3.3. Continued good performance as defined by the school's pay policy means that there is an expectation that all teachers will progress to the top of their respective pay range.

- 6.3.4. During the appraisal cycle, teachers are entitled to receive regular constructive feedback on their performance at review meetings during the academic year, as well as during the appraisal meeting at the beginning and the end of the appraisal cycle.
- 6.3.5. Where a teacher is not performing well, the process to be followed is set out in the Priory School Appraisal Policy, Guidance for Teacher and Headteacher Appraisal and the Priory School Capability Policy as well as Implementing Your School's Approach to Pay, September 2019. Where a teacher is not recommended for pay progression, they will be provided with written reasons as to the outcome of the review and the reasons why progression was not recommended. The recommendation for "no progression" should not come as surprise to a teacher at the appraisal meeting. The potential consequences of the under-performance of a teacher should be highlighted to the teacher by their line manager throughout the regular supervision process within the appraisal cycle of the relevant academic year. A 'no progression' determination can be made without recourse to the capability procedure. Should a decision be made not to award progression, a professional dialogue, support and training will then be provided within the appraisal process to help the teacher to meet the level of performance necessary to obtain pay progression in the future. Or, if appropriate, a period of structured support could be implemented in line with the school's appraisal policy.

- 6.4. To be fair and transparent, assessment of performance will be based on evidence. The evidence we will use include self-assessment, work scrutiny, tracking pupil progress, examination results, external test/assessment results, feedback from parents, drop ins and lesson observations.

**Please refer to Making Data Work – report from the Teacher Workload Advisory Group – November 2018.**

- 6.5. In this school we will ensure fairness ensuring that all that objectives and assessments are consistent. Objectives will be quality assured by the SLT and approved when they are in line with the Career Stage expectations.
- 6.6. In this school, judgements of performance will be made against
- Teacher Standards
  - Impact of CPD
  - Examination results
  - Student performance against targets/projections
  - Drop Ins, work scrutiny and homework records
  - Performance against objectives
  - Performance assessed against the Priory School Teacher Standards descriptors (Appendix G)
  - External reports (e.g. LA visit reports)
  - Student Tracking data
  - Evidence of wider contribution to the school
  - Curriculum Review documents

- 6.7. At the end of the appraisal process, an Appraiser should confirm their recommendation on pay determination to the Appraisee in writing. For further information on the process please refer to paragraph 13 of the Appraisal Policy, Pay Progression Linked to Performance. **Appendix E** of the school's Pay Policy sets out the informal approach that should be followed by the Appraiser, Appraisee and/or Headteacher where there is a decision on "no progression" prior to progressing to a formal representation to the Pay Committee.
- 6.8. Final decisions about whether to accept a pay recommendation will be made by the Pay Committee of the Governing board, having regard to the appraisal report and taking into account advice from the senior leadership team.
- 6.9. The Governing board will ensure that appropriate funding is allocated for pay progression at all levels.
- 6.10. **Appendix E** to this policy contains detailed information regarding the appeal process for pay determination.
- 6.11. Please also refer to the [Supplementary guidance document](#) for further information.

## Main pay range for teachers

### 7. Main pay range teachers

- 7.1. A teacher on the main pay range will be paid such salary on the reference points set within the minimum and maximum of the main pay range below as the Governing board determines (subject to para 1.8/1.9 of this policy):

<b>Main Pay Range for Teachers 2019/20</b>	
<b>Minimum</b> Reference Point 1	£24,373
Reference Point 2	£26,298
Reference Point 3	£28,413
Reference Point 4	£30,599
Reference Point 5	£33,010
<b>Maximum</b> Reference Point 6	£35,971

- 7.2. As a teacher progresses up the main pay range there will be an expectation that increasingly challenging but realistic appraisal objectives will be set at an appropriate level to reflect the experience and ability of the teacher using the principles of SMART target setting (specific, measurable, achievable, realistic and timely).
- 7.3. The rate of pay progression will be differentiated according to an individual teacher's performance. The expected level of performance will be set out at the beginning of the appraisal process. In this school judgements of performance will be made against the extent to which a teacher has met their individual objectives and the relevant teaching standards. A teacher will be eligible for pay progression if their performance has been assessed as "good" and will be made in accordance with the following performance measures.
- Performance against the Teacher Standards
  - Impact of CPD

- Examination results
- Student performance against targets/projections
- Drop Ins, work scrutiny and homework monitoring
- Performance against objectives
- Performance assessed against the Priory School Teacher Standards descriptors (Appendix G)
- External reports (e.g. LA visit reports)
- Student Tracking data
- Evidence of wider contribution to the school
- Curriculum Review documents

7.4. If the evidence collated shows that a teacher has excelled over the duration of the academic year being assessed, the Governing board will consider awarding enhanced pay progression. In such cases teaching and learning should be consistently **outstanding or exceptional** which in this school is considered to be:

- Evidence of going significantly above the job description
- Performance which exceeds FFT 5 on a range of measures
- Supporting others to achieve high levels of progress

7.5. There is however no obligation to increase an individual's pay unless it is warranted by performance. For instance, a teacher may be performing satisfactorily, meeting most of their objectives (but not all) and with much of their teaching (but not all) assessed as good. In such circumstances this school may consider that such a level of performance will result in a "no pay progression" determination following the conclusion of the appraisal cycle. This determination should not come as a surprise to a teacher as this school ensures that regular constructive feedback is provided to all teachers on their performance throughout the year.

7.6. The nominal reference points 6 (a) and (b) on the main pay range were removed from 1<sup>st</sup> September 2018. Any teacher paid at 6 (a) on 31<sup>st</sup> August 2018 progressed automatically to Main Pay Range 6, the top of the Main Pay Range for East Sussex maintained schools. Please also refer to section 6 of the [Supplementary guidance document](#) for further information on performance based pay progression.

## Upper pay range for teachers

### 8. Upper pay range teachers

8.1. A teacher on the upper pay range will be paid such salary on the reference points set within the minimum and maximum of the main pay range below as the Governing board determines:

Upper Pay Range for Teachers 2019/20	
Minimum Reference Point 1	£37,654



Reference Point 2	£38,350
Reference Point 3	£39,050
Reference Point 4	£39,768
<b>Maximum Reference Point 5</b>	<b>£40,490</b>

- 8.2. There will be increasing expectation as a teacher progresses up the upper pay range and appraisal objectives will become more challenging to reflect such progression.
- 8.3. In order to progress by one reference point annually, teachers will need to have met their objectives and continue to meet the criteria set out in paragraph 15.2 of the STPCD 2019: they are highly competent in all elements of the relevant standards and that their achievements and contribution to the school are substantial and sustained.
- 8.4. Partial achievement of objectives will only be considered in respect of pay progression in exceptional circumstances.
- 8.5. If the evidence collated shows that a teacher has excelled over the duration of the academic year being assessed, the Governing board will consider awarding enhanced pay progression in addition to the annual reference point as set out at 8.3 above. In such cases teaching and learning should be judged consistently outstanding, based on the triangulation of evidence considered during the appraisal process.
- 8.6. In exceptional cases, additional points up to the maximum of the upper pay range can be awarded.
- 8.7. Please also refer to section 6 of the [Supplementary guidance document](#) for further information.

## 9. Accessing the upper pay range

- 9.1. Any qualified teacher may apply to be paid on the upper pay range at least once a year. Applications should include the results of the teacher's previous two consecutive appraisal periods under the Appraisal Regulations 2012, including any recommendations on pay. The assessment process will be evidence based to ensure it is transparent and robust. Teachers should ensure they have an evidence base to support their application. 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(s). This school will not be bound by any pay decision made by another school.
- 9.2. Teachers may submit one application annually. The closing date for applications is **Friday 26<sup>th</sup> June 2020** however, exceptions will be made in particular circumstances, for example, those teachers on maternity or sick leave. Please refer to the Equalities considerations as part of the appraisal and pay determination process – DfE June 2014 and Implementing your school's approach to pay – March 2019 for further guidance.
- 9.3. Applications will be assessed by the Headteacher or Deputy Headteacher. The assessor will make a recommendation to the Governing board.
- 9.4. Please see [Appendix D](#) for the application form to access the Upper Pay Range.
- 9.5. An application from a qualified teacher will be successful where the Governing board is satisfied that:

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

9.6. For the purposes of this pay policy:

- **'highly competent'** means the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working and working beyond the career stage expectations.
- **'substantial'** means the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues;
- **'sustained'** means the teacher must have had two successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions above). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

9.7. Please also refer to section 8 of the [Supplementary guidance document](#) for further information.

9.8. If the Governing board decides not to allow a teacher to progress to the upper pay range, the teacher may appeal that decision.

9.9. Please see [Appendix E](#) for details of Teacher pay hearings and appeals.

## Leading practitioners

### 10. Leading practitioners

10.1. The Governing board will take account of the relevant paragraphs of the STPCD 2019 when determining the role of a leading practitioner in this school. Note: the Leading Practitioners Pay Range is now higher than the Leadership Group Range as a result of the legacy of the DfE decision to apply only 1.5% to the Leadership Group Range from 1<sup>st</sup> September 2018, and 2 % to the Leading Practitioner Range. Additional duties will be set out within the job description and will include:

- A leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement.
- The improvement of teaching within school and within the wider school community which impact significantly on pupil progress.
- Improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as
  - Behaviour Management
  - Performance of specified groups
  - Pedagogy

- 10.2. When determining the pay range for a leading practitioner the Governing board will consider the responsibilities and impact of the post and be mindful of pay equality.
- 10.3. The Governing board will determine an individual post range within the overall range set out below. Different posts at this school may be paid on different individual post ranges within the overall pay range.

<b>Leading Practitioner Pay Range 2019/20</b>		
<b>Minimum</b>	Reference Point 1	£41,267
	Reference Point 2	£42,301
	Reference Point 3	£43,357
	Reference Point 4	£44,436
	Reference Point 5	£45,543
	Reference Point 6	£46,685
	Reference Point 7	£47,942
	Reference Point 8	£49,048
	Reference Point 9	£50,273
	Reference Point 10	£51,564
	Reference Point 11	£52,902
	Reference Point 12	£54,120
	Reference Point 13	£55,474
	Reference Point 14	£56,857
	Reference Point 15	£58,272
	Reference Point 16	£59,821
	Reference Point 17	£61,195
	<b>Maximum</b> Reference Point 18	£62,735

## **Unqualified pay range for teachers**

### **11. Unqualified teachers**

- 11.1. An unqualified teacher will be paid such salary on the reference points set within the minimum and maximum of the unqualified pay range below as the Governing board determines:

<b>Pay Range for Unqualified Teachers 2019/20</b>		
<b>Minimum</b>	Reference Point 1	£17,682
	Reference Point 2	£19,739
	Reference Point 3	£21,794
	Reference Point 4	£23,851

Reference Point 5	£25,909
<b>Maximum Reference Point 6</b>	<b>£27,965</b>

- 11.2. There will be increasing expectation as a teacher progresses up the unqualified pay range and appraisal objectives will become more challenging to reflect such progression.
- 11.3. In order to progress by one reference point annually, unqualified teachers will need to have met their objectives. Teaching and learning should be consistently good as defined by Ofsted.
- 11.4. Partial achievement of objectives will only be considered in respect of pay progression in exceptional circumstances.
- 11.5. In exceptional cases, additional points up to the maximum of the unqualified teacher pay range may be awarded.
- 11.6. In accordance with paragraph 22.1 of the STPCD 2019, the Governing board will consider paying an additional allowance to an unqualified teacher if the teacher has either:
- 11.6.1. a sustained additional responsibility which is focused on teaching and learning, and requires the exercise of a teacher's professional skills and judgement; or
  - 11.6.2. relevant qualifications or experience which bring added value to the role they are undertaking.
- 11.7. Please also refer to sections 6 and 10 of the [Supplementary guidance document](#) for further information.

## **12. An unqualified teacher who becomes qualified**

- 12.1. On obtaining QTS, an unqualified teacher must be transferred to a salary within the main pay range. Where the teacher continues to be employed by the same school within which they were employed before they obtained QTS, the teacher will be paid a salary which is the same as or higher than their salary as an unqualified teacher.
- 12.2. An unqualified teacher who obtains qualified teacher status retrospectively will be paid a lump sum representing the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the unqualified teacher would have been paid as a qualified teacher, from the date qualified teacher status was effectively obtained to the date when the lump sum is paid.

## **13. Qualified Teacher Learning & Skills Status (QTLS)**

- 13.1. Since 1 April 2012, teachers and trainers within the further education sector who have been awarded QTLS by the Society for Education and Training (SET) formerly the Institute for Learning (IFL) and are members of SET are recognised as qualified teachers in schools. This will allow them to be appointed to permanent posts in maintained schools to teach any age range that the schools deem appropriate based on their qualifications and experience and they will be paid on the qualified teachers' pay range (main or upper).

- 13.2. A QTLS teacher is not required to undertake statutory induction. Schools have the flexibility to choose the standards against which they wish to assess the performance of QTLS holders. QTLS teachers, unlike other teachers, don't have to be assessed against the Teachers' Standards.
- 13.3. They will continue to be recognised as qualified school teachers providing, they remain a member of SET. Members of SET who have QTLS status will appear on the QTLS register. Those whose membership lapses for any reason will be removed from the QTLS register and will not be entitled to hold a position working in a school as a qualified teacher. Membership must be renewed annually by the teacher. The membership year operates from 31 March to 1<sup>st</sup> April. Further information is available from the [SET website](#).
- 13.4. The employing school is responsible for ensuring on an annual basis that any teacher employed and paid on the same terms and conditions of employment as a teacher with QTS on the basis of the award of the QTLS qualification and membership is still a member of SET by checking the SET Professional Register, and for written confirmation from the teacher that they have complied with these requirements.

## **Part time and supply teachers**

### **14. Part time teachers**

- 14.1. 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 Governing 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.
- 14.2. The salary and any allowances, except for TLR3s, of a part-time teacher must be determined in accordance with the pro rata principle.

### **15. Short notice / supply teachers**

- 15.1. Teachers employed on a day-to-day or other short notice basis are 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.
- 15.2. Further information on the working hours of short notice and supply teachers is contained in the policy [Teachers' Working Time/1265 Hours](#).

## **Allowances and other payments for classroom teachers**

### **16. Teaching and learning responsibility (TLR) payments**

- 16.1. The Governing board may award a TLR1 or a TLR2 to a classroom teacher on a permanent basis for undertaking a sustained or additional responsibility for the purpose of ensuring the continue delivery of high quality teaching and learning for which the teacher is responsible. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder. Unqualified teachers may not be awarded TLRs.

16.2. A TLR3 may be awarded on a fixed-term basis to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The duration of the fixed term will be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part-time teacher it will **not** be paid on a pro-rata basis. When the TLR3 ceases there will be no entitlement to safeguarding.

16.3. Having decided to award a TLR, the Governing board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and:

**For TLR 1, 2 & 3:**

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;

**For TLR 1 & 2:**

- d) involves leading, developing and enhancing the teaching practice of other staff; and
- e) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;

**For TLR 1 only:**

- f) involves line management responsibility for a significant number of people

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

16.5. The annual value of a TLR 1 must be no less than £8,069 and no greater than £13,654.

16.6. The values of the TLR1s in the current staffing structure are set out below:

- TLR 1a (£8,069) to the holder of Curriculum Leader

16.7. The annual value of a TLR2 must be no less than £2,796 and no greater than £6,829

16.8. The values of the TLR2s in the current staffing structure are set out below:

- TLR 2b (£4,655) to the holder of Deputy Curriculum Leader/Subject Leader
- TLR 2a (£2,796) to the holder of Assistant Curriculum Leader

16.9. The annual value of a TLR3 will be no less than £555 and no greater than £2,757.

16.10. Please also refer to section 13 of the [Supplementary guidance document](#) for further information.

## **17. Special educational needs (SEN) allowance**

17.1. The Governing board will award a SEN allowance to a classroom teacher who meets the following criteria:

- holds any SEN post that requires a mandatory SEN qualification (this does not include the SENCO qualification);

- teaches in a special school;
- teaches pupils in a designated special class(es) or units in a school or in the case of an unattached teacher, in a Local Authority unit or service
- teaches in any non-designated setting (including any PRU) that is analogous to a designated special class or unit, or, in the case of an unattached teacher, in a Local Authority unit or service, where the post:
  - i. involves a substantial element of working directly with children with special educational needs; and
  - ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
  - iii. has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

17.2. The value of a SEN allowance is a spot rate between £2,209 - £4,359 per annum.

17.3. SEN allowances may be held at the same time as TLRs.

17.4. Please also refer to section 14 of the [Supplementary guidance document](#) for further information.

### **18. One-to-one tuition payments**

18.1. Payment for 1-2-1 tuition will be at a rate of £28.01 per hour.

18.2. Please also refer to section 15 of the [Supplementary guidance document](#) for further information.

### **19. Initial teacher training (ITT) activities payments**

19.1. The Governing board has determined that teachers who undertake voluntary school-based initial teacher training activities will be entitled to an additional payment:

- Delivery of additional training
- Mentoring and coaching (for example as part of the IIT contract with ITT providers)

19.2. Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school will be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment.

19.3. Please also refer to section 17 of the [Supplementary guidance document](#) for further information.

### **20. Out of school hours learning activities (OOSHLA) payments**

20.1. The Governing board has determined that teachers who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity will be entitled to a payment depending on the role and extent of work delivered

20.2. Please also refer to section 18 of the [Supplementary guidance document](#) for further information.

### **21. Provision of Services to other Schools (PSOS)**

- 21.1. Any PSOS services provided by a Headteacher, or another member of the school's leadership team, whose salary range does not take account of such activity may be entitled to a payment that is related to their role as a National Leader of Education (NLE) or Specialist Leader of Education (SLE).
- 21.2. Any PSOS services provided by a teacher (other than a Headteacher) will be formally authorised by governors and where the work extends over more than a 12 month period, the arrangements will be formally reviewed annually. Arrangements for ending such work will also be agreed by governors.
- 21.3. Any expenses incurred by a teacher will be reimbursed by the school.
- 21.4. If payment is agreed as a result of taking on additional work, it is recommended that governors use the mechanism of a TLR 3 allowance
- 21.5. Please note that safeguarding does not apply to PSOS arrangements for teachers, or Headteachers.
- 21.6. Please also refer to section 22 of the [Supplementary guidance document](#) for further information.

## **22. Acting Up**

- 22.1. Please also refer to section 22 of the [Supplementary guidance document](#) for further information. Where a teacher is assigned and carries out duties of a Headteacher, Deputy or Assistant Headteacher but has not been appointed as an Acting Headteacher, Deputy or Assistant Headteacher, the Governing board must, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an allowance must be paid in accordance with the provisions set out within the relevant section of the provisions set out at paragraphs 23.2 – 23.6 of the STPCD 2019.

## **23. Additional responsibilities and activities due to the provision of services**

- 23.1. The Governing board may increase the remuneration of other teachers who as a result of the headteacher's additional role are taking on additional responsibilities and activities for a temporary period.
- 23.2. Any adjustment to pay is temporary and safeguarding provisions **will not** apply.

## **24. Recruitment and retention incentives and benefits**

- 24.1. Recruitment and retention incentives and benefits may only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons and should be in line with the school pay policy.
- 24.2. The Governing board will pay recruitment awards of £2000 for up to two years in the following circumstances:
  - ***Posts difficult to recruit to/shortage subjects***



- 24.3. The award will be reviewed after 6 and 12 months at which time it may be discontinued with no entitlement to safeguarding.
- 24.4. The Governing board may pay retention awards to shortage areas which are difficult to recruit of **£2000** for up to two years reviewed annually.
- 24.5. The award will be reviewed after 6 and 12 months at which time it may be discontinued with no entitlement to safeguarding.
- 24.6. For members of the leadership team of this school appointed prior to September 2014, where appropriate, the Governing board will review any existing recruitment and retention incentives or benefits awarded to the Headteacher, Deputy or Assistant Headteacher and may continue to make such payments until such time as the respective leadership pay range is reviewed under the 2014, STPCD.
- 24.7. Please also refer to section 19 of the [Supplementary guidance document](#) for further information.

## **25. Teachers Paid a Safeguarding Sum**

- 25.1. Safeguarding arrangements apply according to the provisions of the STPCD 2019.
- 25.2. Please also refer to section 21 of the [Supplementary guidance document](#) for further information.

## **26. Honorarium payments**

- 26.1. The STPCD does not provide for the payment of bonuses or so-called 'honoraria' in any circumstances.

## **Leadership pay**

### **27. Leadership group pay**

- 27.1. The national leadership pay framework changed from September 2014 – the existing leadership pay spine was replaced with a minimum and maximum pay range.
- 27.2. The new provisions only automatically apply to new appointments made on or after 1 September 2014. Since September 2015 **there has been no need to re-assess the pay or allowances of existing school leaders.** The pay of those in post will only need to be reviewed when there are significant changes to responsibilities. It will be for the Governing board to determine the context in which any change should be regarded as 'significant' in accordance with the school's circumstances.
- 27.3. The Governing board will ensure the process of determining the pay of the leadership group is fair and transparent. All decisions on leadership pay will be clearly recorded for audit purposes.
- 27.4. When determining the leadership pay range, the Governing board must consider all the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (such as recruitment difficulties).
- 27.5. The Governing board must ensure that there is appropriate scope within the range to allow for performance related progression over time.

- 27.6. Following the publication of the STPCD 2015, for headteachers who were already paid at the maximum of their relevant headteacher pay group range, or who moved to the top of a pay range following a pay determination, calculated in accordance with Section 2, paragraph 6 -, governing bodies were unable to apply any annual pay award uplift. Accordingly, additional nominal reference points were created to enable this as follows: L18\*, L21\*, L24\*, L27\*, L31\*, L35\*, L39\* and L43 on the Leadership Pay Range. This meant that for 2015/16 there were two values for each of these nominal reference points on the leadership pay spine.
- 27.7. From 1<sup>st</sup> September 2016, **all** values of the nominal reference points on the leadership pay spine have been uplifted by 1 % (including the “\*” values). Where a Headteacher is paid on either of the nominal reference points L18\*, L21\*, L24\*, L27\*, L31\*, L35\*, or L39\*, these values continue to apply unless the Governing board chooses to exercise its discretion to pay a higher salary in accordance with paragraph 9 of Section 2 of the STPCD. From 1<sup>st</sup> September 2017, all scale points the leadership pay spine for East Sussex have been uplifted by 1 %, including the \* values. From 1<sup>st</sup> September 2018, all points on the leadership pay spine for East Sussex were uplifted by 1.5 %, including the \* values. From 1<sup>st</sup> September 2019, all points on the leadership pay spine for East Sussex have been uplifted by 2.75 %.
- 27.8. The pay range for the Headteacher should not normally exceed the maximum of the headteacher group. However, the Governing board may determine that there are specific circumstances to warrant a higher salary and may award an additional payment **up to** 25% above the maximum for the headteacher group. It should be wholly exceptional for the maximum of the pay range to be more than an additional 25 % higher than the maximum of the Headteacher pay group. If it is considered that there are exceptional circumstances that warrant an extension beyond that limit, the Governing board should prepare a business case and seek external independent advice from an appropriate person or body who can consider whether it is justifiable to exceed the limit in a particular case. In addition, the Governing board should liaise with the Assistant Director of Education and ISEND before decisions are made. There should be a clear audit trail of advice obtained and a full and accurate record of all decisions made and the reasoning behind them.
- 27.9. The maximum of any Deputy or Assistant Headteacher pay range must not exceed the maximum of the headteacher group for the school and should only overlap the headteacher’s pay in exceptional circumstances.
- 27.10. Please see [Appendix F](#) – leadership pay range, showing nominal reference points.
- 27.11. Please also refer to section 22 of the [Supplementary guidance document](#) for further information.

## **28. Temporary payments to headteachers**

- 28.1. The Governing board may determine that an additional payment, up to a maximum of 25% of the annual salary, is awarded if the Headteacher takes on additional temporary responsibilities e.g. taking on additional temporary leadership responsibilities for another school(s).
- 28.2. Any adjustment to pay is temporary and safeguarding provisions will not apply.

28.3. In wholly exceptional circumstances where the Governing board determines that a discretionary payment **in excess** of 25% is appropriate should be awarded to the Headteacher, the Governing board will seek external independent advice and liaise with the Assistant Director (Education and ISEND) before agreeing and awarding any such payment.

28.4. Please also refer to section 26 of the [Supplementary guidance document](#) for further information.

## **29. Pay progression for the leadership group**

29.1. The Governing board must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination. The Governing board will take account of Section 2 of the STPCD 2019 together with the DfE guidance document [Implementing your school's approach to pay](#) March 2019.

29.2. The Governing board will determine the new salary within the relevant pay range if performance related pay progression is to be awarded.

29.3. Decisions will be properly rooted in evidence and will be clearly linked to the performance of the individual. The Governing board will have regard to the most recent appraisal and a recommendation on pay must be contained within the appraisal document.

29.4. Sustained high quality performance should give the individual an expectation of progression up their pay range.

29.5. Please also refer to section 24 of the [Supplementary guidance document](#) for further information.

## **30. Headteacher appointed as a temporary Headteacher of one or more additional schools.**

30.1. The Local Authority will advise governors on the pay of a Headteacher who is appointed as temporary Acting Headteacher or as the Executive Headteacher of one or more additional schools, to ensure the pay for the role is appropriate and affordable.

30.2. Set out below is a preferred framework which will form the basis of pay considerations when a Headteacher undertakes a temporary Executive Headteacher role.

30.3. The Governing board will liaise with the Local Authority and the Governing board of the school(s) to which the Headteacher is to be appointed to agree an appropriate salary. The terms of the partnership arrangement between the schools will be set out in writing.

30.4. The combined pupil units of all the schools will be calculated and used as the starting point to the relevant school group pay range.

30.5. In addition, the Governing board will also consider the specific context and challenges of the school(s) to which the headteacher is to be appointed. This may include:

- Social or economic issues;
- Number of pupil premium pupils;
- Recruitment or retention difficulties;
- The Ofsted category;

- Capacity within the existing senior leadership team;
- Known staffing concerns.

30.6. The Governing Board will consider the overall context and will award additional salary for temporary leadership requirements in line with what is best to meet the individual circumstances of the school at the time of need, in discussion with colleagues in the Standards and Learning Effectiveness Service (SLES) and HR. Examples of possible scenarios are as follows:

Context	Additional salary
One additional school that is judged to be good or better	Up to 7% of current salary
One additional school that requires improvement	Up to 10% of current salary
One additional larger school that is in special measures	Up to 15% of current salary
Two or more additional schools that are judged to be good or better	Up to 10% of current salary
Two or more additional schools that require improvement	Up to 15% of current salary
Two or more additional larger schools in special measures	Up to 20% of current salary

This list of examples is not exhaustive and could be adapted to meet the specific circumstances of the requirements of a temporary leadership model.

30.7. Any additional payment will not exceed the 25% limit, including all other allowances currently in payment. If the Governing board is considering exceeding the 25 % limit, then paragraph 29.8 and 30.3 will apply.

30.8. Please also refer to section 25 of the [Supplementary guidance document](#) for further information.

### **31. Provision of services to other schools (PSOS)**

*(This does not apply to provision of services to a school where the Headteacher has been appointed on a temporary or permanent basis).*

31.1. Any PSOS services provided by a Headteacher will be formally authorised by governors and where the work extends over more than a 12 month period, the arrangements will be formally reviewed annually. Arrangements for ending such work will also be agreed by governors.

31.2. Any expenses incurred by the Headteacher as a result of taking on additional work will be reimbursed by the school.

31.3. Please also refer to sections 25 and 26 of the [Supplementary guidance document](#) for further information.

### **32. Extended Services**

- 32.1. Any income derived from external sources for the work of a school's staff (including the Headteacher) accrues to the school in the first instance. The Governing board has the discretion to take this into account when setting the headteacher's salary. Any salary uplift should be proportionate to the level of responsibility and accountability being undertaken.
- 32.2. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic.
- 32.3. Please also refer to section 27 of the [Supplementary guidance document](#) for further information.

### **33. Payments to school leaders for Ofsted inspector work**

- 33.1. The Governing board must agree in advance if a school leader is to undertake external work as an Ofsted Inspector. The payment for the school leader's services must be made directly to the school.
- 33.2. In exceptional cases, and if governors consider that the Ofsted inspection work undertaken by their school leader brings benefits to the school, they may make a payment to the school leader under the heading of Provision of Services to Other Schools (PSOS). This will be discussed and agreed prior to any work being undertaken.
- 33.3. Please also refer to sections 28 and 29 of the [Supplementary guidance document](#) for further information.

### **34. Discretionary payments to headteachers**

- 34.1. There is no longer any provision in the STPCD to allow the Governing board to award discretionary payments to headteachers.
- 34.2. There is still scope, in specific circumstances for headteachers to receive up to 25% of their salary as remuneration for temporary additional duties and responsibilities.

## **Equality impact assessment**

### **35. Monitoring the impact of the policy**

- 35.1. The Governing board will monitor the outcomes and impact of this policy on a regular basis [insert frequency, e.g. yearly], including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.
- 35.2. For example, by monitoring trends, the Governing board may find over time that teachers who work part-time do not progress up the relevant pay range as quickly as full-time staff.
- 35.3. The Governing board may be requested to comply with the public sector equality duty under the Equality Act 2010. This is in respect of the requirement to publish anonymised records on the distribution of the teaching workforce at difference levels, and whether they are full or part time to recognised trade unions representatives. Please refer to paragraph 32 in the [Supplementary guidance document](#) and pages 38 – 43 of DfE guidance - [Implementing your school's approach to pay – March 2019](#) for further information.

## Equalities and schools

### 36. Equalities considerations as part of the appraisal and pay determination

36.1. The Governing board will refer to the DfE publication “Equalities considerations as part of the appraisal and pay determination process” June 2014. This provides departmental advice for local authorities, maintained schools, academies and free schools:

[https://www.teachers.org.uk/files/200623\\_Equality\\_Guidance\\_Final.pdf](https://www.teachers.org.uk/files/200623_Equality_Guidance_Final.pdf)

The Governing board will also refer to DfE guidance - Implementing your school's approach to pay – pages 38 – 43.

<https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

## Appendix A – Priory School staffing structure for 2019-20

### STAFF STRUCTURE

#### SENIOR LEADERSHIP TEAM (SLT)

Mr Tony Smith	Executive Headteacher
Mrs Karen Clinton	Acting Head of School (Teaching & Learning)
Mr Julian Ashworth	Deputy Head of School (Academic Standards)
Mrs Patricia Cowlin	Assistant Headteacher (Student Progress)
Mrs Samantha Twilley	Assistant Headteacher (Personal Development, Behaviour & Safety)
Mrs Nicola Stevens	Assistant Headteacher (Air House) (2019-20)
Mr Domenico de Letteriis	Assistant Headteacher (Air House) (2019-20)
Miss Suzanne Howells	Assistant Headteacher (Earth House)
Mrs Sab Sahota-Lyons	Assistant Headteacher (Fire House)
Mr Paul Holt	Assistant Headteacher (Water House) (2019-20)

#### EXTENDED SENIOR LEADERSHIP TEAM

Mr Ian Fines	Bursar
Mr Nick Hockin	Systems Manager and E-Safety Officer

#### PASTORAL STRUCTURE

Mrs Angela Badham	House Assistant - Air House (Mon –Tues)
Mrs Amanda Brown	House Assistant – Air House (Wed – Fri)
Mrs Kate Coppard	House Assistant – Water House
Mrs Emma Sheffield	House Assistant – Earth House
Mrs Zenet Sullivan	House Assistant - Fire House
Mrs Julie Gander	Pastoral Assistant (am)
Mrs Tracey Allsobrook	Pastoral Assistant (pm)
Mrs Vicky Ransom	Student Support Advisor

#### CURRICULUM LEADERS

Ms Regi Camenzind	Modern Foreign Languages
Mrs Rhian Cronin	Maths
Miss Bianca Faricy	Visual and Performing Arts
Miss Becca French	PE (2019-20)

Ms Gill Miles-Lewis	Technology (2019-20)
Mrs Amy Wickens	English (2019-20)
Mr Lawrence Quinn	Humanities
Ms Liz Wilson	Science

## **DEPUTY & ASSISTANT CURRICULUM LEADERS**

Mrs Sara Goodacre	Deputy Curriculum Leader, Languages
Mr Domenico de Letteriis	Assistant Curriculum Leader Languages

Mr Tristan Roberts	Deputy Curriculum Leader, Maths (2019-20)
Mr Greg Emans	Assistant Curriculum Leader, Maths (2019-20)

Mr Andy Warren	Deputy Curriculum Leader English (2019-20)
Miss Samantha Bradbury	Assistant Curriculum Leader English (2019-20)
Mrs Abi Vitty	Assistant Curriculum Leader English (maternity)

Miss Angela Shirley	Deputy Curriculum Leader Science
Mrs Elinor Rose	Assistant Curriculum Leader Science (role share)
Mrs Claire McCrae	Assistant Curriculum Leader Science (role share)

Mr Paul Horsted	Subject Leader, DT
Mr Daniel Parris	Subject Leader, Computing

Mr Cameron Fraser	Subject Leader, Music
Mrs Amy Marsh	Subject Leader, Drama
Mr Paul Gibb	Subject Leader, RS (2019-20)
Mrs Jodie Schwick	Subject Leader, Dance

Ms Jo Domin	Head of Life Skills
Mrs Helen Fines	Life Skills (Tutor Programme)

Mr Tim Warren	Deputy Curriculum Leader, P.E (2019-20)
---------------	---

Mr Marc Scruby	Subject Leader, History
----------------	-------------------------



## TEACHING STAFF

Vacant	Computer Science
Mrs Sian Attwood	Food Preparation and Nutrition
Mrs Rachel BartlettBundy	Maths
Ms Cath Boon	Art/English
Mrs Kirstine Carbis	Maths
Ms Marilyn Chetwynd	Maths
Mr Phillip Clarke	Computing
Mrs Annemarie Clingen	Maths
Mr Luke Davies	Music (2019-20)
Miss Charlotte Dengate	Dance & Drama
Ms Sofia Dimoglou	English
Mr Phil Dukes	English (2019-20)
Mrs Margarita El-Guechi	Maths (2019-20)
Miss Katie Emmett	Art
Mr Tristan Farnworth	English
Mr Greig Guilford	Humanities
Mr Joe Jones	PE
Miss Nina Kearns	Maths
Miss Lily Kellett	History
Miss Sasha Lakeman	Science
Dr Holli Lancaster	Science
Mr Morgan Lasalle	Languages
Mrs Helen Latto	Science
Mrs Emma Lunnon	Teacher of MFL (maternity)
Miss Anne Middlemass	Design Technology
Miss Aoife Murphy	Teacher of Geography
Miss Rebeca Nicolas Teijo	Languages
Miss Amie Noone	Science/ Duke of Edinburgh
Miss Ellie Osborne	Humanities
Mrs Michelle O'Connell	Science
Mr Gregory Orme	DT
Miss Alice Powderly	English (2019-20)
Mrs Naomi Queen	Maths
Miss Sara Riley	School Sports Co-ordinator
Mr Arif Said-McCullough	Science
Mrs Vanessa Samandi	Languages (maternity cover)
Mr Daniel Tomlinson-Gray	English (2019-20)
Ms Nadine Waeber	Languages
Mr Mark Willison	Science
Mr Alain Yahiaoui	English

## **LEARNING SUPPORT**

Ms Roxy Miremadi  
Miss Jo Nulty

Special Needs Coordinator (Behaviour)  
Lead Special Needs Coordinator (Learning)

## **LEARNING SUPPORT STAFF**

Mrs Jill Osborne  
Ms Suzy Page

HLTA  
HLTA & School Counsellor

Mrs Ansara Ahmed  
Mrs Sylvia Cherryman  
Mr Luiz Felipe Correa de Oliveira Jnr  
Mrs Susan Crouch  
Mrs Lydia George  
Mrs Julie Fox  
Mrs Annmarie Gravett  
Mr Sean Kavanagh  
Mrs Tracy Low  
Mrs Linda Polley  
Mr Jim Salmon  
Mrs Katherine Stedman  
Miss Annabelle Whitmey

Classroom Support  
Classroom Support  
Classroom Support  
Classroom Support  
Classroom Support  
Classroom Support  
Classroom Support (2019-20)  
Classroom Support (2019-20)  
Classroom Support  
Classroom Support, Maths  
Classroom Support (2019-20)  
Classroom Support  
Classroom Support (2019-20)

## **COVER SUPERVISORS**

Vacant  
Miss Hayley Graham  
Miss Beth Robinson

Cover Supervisor  
Cover Supervisor  
Cover Supervisor

## **HEARING SUPPORT SERVICE**

Richard Hetherington  
Julie Burley  
Jessica Dodd  
Debbie Plant

Head of Hearing Support  
Teaching Assistant  
Teaching Assistant  
Teaching Assistant

## ADMINISTRATIVE, CLERICAL AND TECHNICAL STAFF

Vacant	Teacher Assistant, DT (2019-20)
Mrs Cora Atherden	Administrative Assistant
Ms Nicola Austin	Attendance Officer (Exclusions)
Mr Richard Baker	Assistant Premises Officer
Mrs Katerina Beasley	Finance Assistant
Miss Emma Brinkhurst	Clerk to Governors & Inclusion Secretary
Mrs Amanda Burgess	Community Liaison and Income Generation
Miss Susan Carpenter	Senior Science Technician
Mr Richard Cherryman	Premises Officer
Mr Justin Cook	DT Technician
Mrs Claire Cornish	Data and Office Manager
Mrs Hilary Denney	Refreshment Assistant
Mrs Pippa De Villiers	Receptionist
Mrs Wendy Francis	Student Data and Admissions Officer & Cover Manager
Ms Fiona Harris	Examinations Officer
Mrs Helen Hockin	DT Technician
Mr Gary Jones	Health & Safety & Educational Visits Coordinator
Miss Becky Kenward	Reprographics Technician
Miss Caroline Kirkpatrick	ICT Technician
Mrs Justine Klemenz	Personnel Officer
Mrs Justine Marsden	Art & Photography Technician
Mr David Reavely	Weekend Assistant Premises Officer (Casual)
Mr David Rogers	Performing Arts Technician
Mr Ivan Talboys	Senior ICT Technician
Mr Matthew Taylor	Assistant Premises Officer
Ms Felicity Vaughan	PA to Headteacher/SLT
Ms Hollie Walton	Learning Resources Manager
Mrs Lindsay Wogens	Careers & Alternative Provision Coordinator
Ms Kate Wright	Data Protection Officer
Mr Ioannis Zigras	Science Technician

## Appendix B – Model Framework for Support Staff Pay Policy

### 1. General

- 1.1. The Governing board recognises and values the contribution made to the school by support staff.
- 1.2. While it is a statutory requirement for schools to have an adopted pay policy in place, this statutory requirement does not extend to support staff. Although the framework outlined below for a support staff pay policy is entirely optional, schools are encouraged to develop a process for rewarding their support staff, ensuring the principles of fairness and equality are observed.
- 1.3. Salaries paid to support staff will comply with all national and local agreements on employees' pay and conditions of service which are derived from the National Joint Council for Local Government Services and underpinned by the NJC local government services' Job Evaluation Scheme. The County Council has local pay scales and has transferred the majority of staff groups in maintained schools to these scales therefore few posts remain on the former national (NJC) pay scales.
- 1.4. Guidance for schools on pay and benefits for support staff can be found on the East Sussex County Council website and Webshop:  
[www.eastsussex.gov.uk/jobs/benefits/pay/](http://www.eastsussex.gov.uk/jobs/benefits/pay/)  
[www.services2schools.co.uk/resources/personnel/](http://www.services2schools.co.uk/resources/personnel/)

### 2. Grading of Support Staff Posts

- 2.1. Governors will approve new posts and changes to job descriptions of school support staff and these are graded by Personnel and Training using the agreed job evaluation scheme. This is operated in partnership with the trade unions in line with the Single Status local collective agreements. Schools are encouraged to use the standard job descriptions on the resources section of Webshop as they ensure consistency in job design and grading of posts in schools. These job descriptions include those for Teaching Assistants, Technicians and Site Management staff. Job descriptions and person specifications for new or unique posts must be sent to for evaluation using the agreed scheme by email to [job.evaluation@eastsussex.gov.uk](mailto:job.evaluation@eastsussex.gov.uk)
- 2.2. For further information please refer to Webshop  
[www.services2schools.co.uk/resources/personnel/job-descriptions/job-evaluation](http://www.services2schools.co.uk/resources/personnel/job-descriptions/job-evaluation)
- 2.3. Please note that the County Council has been working towards implementing single status on a phased basis. This has involved transferring posts from the 'old' NJC scales to single status by evaluating jobs in groups that are identified as undertaking similar roles. This process is almost complete. For further information please contact the Job Evaluation Team [job.evaluation@eastsussex.gov.uk](mailto:job.evaluation@eastsussex.gov.uk)

### 3. Salary on Appointment

- 3.1. If a new employee was previously employed under the conditions of service of the NJC for Local Government Services immediately prior to appointment at the school, the starting pay should not be less than the previous salary, provided this is within the overall grade for the post. Otherwise, support staff will normally be placed on the first point of the grade for the post.

- 3.2. Previous experience or qualification (including continuous employment within Local Government) can be counted and may result in the employee being placed on a higher point.

#### **4. Incremental Progression**

- 4.1. Subject to satisfactory performance, a member of support staff will move one point on their scale at 1st April each year. (NB: The first incremental date falls 6 months following appointment for staff appointed between 01 October and 31 March). Incremental progression will continue until the top of the scale is reached.

#### **5. Withholding Incremental Progression**

- 5.1. An increment for a member of support staff may exceptionally be withheld where the employee is subject to formal competency procedures. The Governing board may still opt to award the incremental point once the employee's performance has returned to satisfactory.

#### **6. Pay recognition policies**

- 6.1. Managers can reward staff with additional pay for outstanding performance or contributions over and above their normal duties. To do this you can use one of the schemes below, depending on individual circumstances.
- 6.2. Requests for pay recognition rewards must be authorised by an Assistant Director in accordance with the Scheme of Delegations.

#### **7. Temporary additional responsibility - acting up**

- 7.1. Reward for staff who are asked to take on the duties and responsibilities of a higher graded post - in whole or part - temporarily, for a continuous period of at least four weeks. See the [Pay Recognition Policy Suite](#).

#### **8. Temporary additional duties - honorarium scheme** *an honorarium is a percentage payment for a particular period of time e.g. 2.5% over a 6 month period.*

- 8.1. Reward for staff who are asked to take on substantial new duties and responsibilities for a temporary period, exceeding normal expectations of the post, where no other form of payment has been made. See the [Pay Recognition Policy Suite](#).

#### **9. Special merit scheme** *(A merit payment is a single set payment up to £1,000.)*

- 9.1. Reward for contributions to one-off projects, beyond that normally expected in the course of duties, or for absorbing a substantially increased workload, where other forms of payment have not been made. See the [Pay Recognition Policy Suite](#).

#### **10. Accelerated increments**

- 10.1. There is also an option to reward staff by granting up to two additional increments within a salary scale. You cannot exceed the maximum of the salary scale and the employee's performance must meet one or more of the following criteria:
- Consistent performance for at least six months of high quality work over and above that normally expected of the post holder.
  - Consistent performance of work of the same quality over and above that normally expected of the post holder.
  - Performance of work to such a high standard that little supervision is required in circumstances where there is usually a strong supervisory element.
  - A permanent, measurable increase in responsibility which is insufficient to warrant regrading.

## Appendix C –Terms of Reference for Priory School Pay Committee

The Pay Committee should work within the following terms of reference:

- The committee will have full powers to make recommendations/decisions within the pay policy adopted by the governing body
  -
- To apply the criteria set by the policy, including linkages with the school appraisal policy, in determining the pay of each member of staff
  -
- Apply the criteria of the pay policy consistently when determining pay for each member of staff in the annual review
  -
- To observe all statutory and contractual obligations. To ensure that the policy complies with the most recent School Teachers' Pay & Conditions document
  -
- To ensure that all pay decisions have regard to the legislation outlined in the introduction to the model school Pay Policy
  -
- To make sure the pay and appraisal policy is being applied fairly and consistently and that the policies are designed to tackle under performance robustly and early on
  -
- Minutes must clearly give the reasons for all recommendation decisions and these are to be reported to the full Governing Body
  -
- Every teacher's salary must be reviewed annually, with effect from 1<sup>st</sup> September. A written statement of pay must be sent to each teacher by 31<sup>st</sup> October each year
  -
- To ensure that staff know the procedure for making an appeal against pay decisions
  -
- No governor may participate in discussions leading to recommendations/decisions in which he/she has a pecuniary or business interest
  -
- To report (via strategic items) to the Full Governing Body
- Pay decisions are recommended to the Pay Committee by the Headteacher and the final decision is with the Pay committee
  -

### POLICY

- 

To establish and review the following policy before agreement by the full Governing Body:

- Pay

## **MEMBERSHIP –**

3/4 members elected by the Governing Body:

- **Chair of Finance Committee: Gaydree Wrigley**
- **Chair of Governing Body: Sarah Roberts**
- **John Griffiths**
- **Liz Webb**

**Disqualification – Staff Governors/Members of Staff**

## Appendix D – Priory School Application Form - Application for the Upper pay Range

**Name:** ..... **School:** Priory School

**Application submitted to:** ..... **On (date):** .....

This form should be used in conjunction with the agreed pay policy of the school and the School Teachers Pay and Conditions Document.

Any qualified teacher can apply to be paid on the Upper Pay Range. One application may be submitted annually. The closing date for this school is Friday 26 June 2020.

Please complete the form and return by the closing date to the Head teacher, including any written evidence to support your application. Examples of evidence that you may wish to include are:

- Two successful performance management reviews (records of two appraisal cycles), and the evidence within this will include the following:
  - Classroom observations/Drop Ins
  - Internal tracking of pupil progress
  - Evidence of supporting progress against the Teachers' Standards using self-assessment
  - Records of CPD and evidence of impact

An application to be paid on the upper pay range will be successful where the Governing board is satisfied that you meet the following assessment criteria as detailed within the Pay Policy:

- you are highly competent in all elements of the relevant standards
- your achievements and contribution to the school are substantial and sustained

If you wish to be considered to be paid on the upper pay range you will need to demonstrate to the Governing board how you meet the school's definitions of 'highly competent', 'substantial' and 'sustained' which, along with the outcomes of your most recent appraisal, will form the basis of the school's assessment criteria for access to the Upper Pay range.

Schools to specify the information that applicants should provide in order to demonstrate how they meet the application criteria:

Progression to the UPR requires evidence that the applicant is a "highly competent teacher". Please outline below how you meet this criteria with reference to the Teacher Standards, the particular role that you are fulfilling and the context within which you are working (please expand the page if appropriate):



.....  
.....  
-----  
-----

Progression to the UPR requires evidence that the applicant’s achievements and contribution to the school are substantial. Please outline below how your contribution has raised standards of teaching and learning not just in your own classroom but has made a significant wider contribution to school improvement which has had a clear impact on pupil progress across the school and on the effectiveness of colleagues (please expand the page as appropriate):

.....  
.....  
-----  
-----

Progression to the UPR requires evidence that the applicant’s achievements and contribution to the school have been sustained. You must be able to show that you have at least two consecutive successful appraisal reports in this school and have met your agreed objectives during this period. Please use the space below to show how your teaching experience has grown over a sustained period of time and is consistently good to outstanding (please expand the page as appropriate):

.....  
.....  
-----  
-----  
-----

Please ensure your application also includes the results of your most recent annual appraisal, including recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that you have met the assessment criteria). Please attach any other written evidence that you have collated to support your application.

A copy of the Teacher Standards is available, along with FAQs from the Department of Education website: <https://www.gov.uk/search?q=teacher+standards>

## Appendix E – Managing Appeals against Pay Determination

Governing boards are recommended to refer to Implementing Your School's Approach to Pay – DfE guidance March 2019, pages 28 – 31 for further guidance on managing appeals against pay determination.

### **Pay Decision**

- At the Appraisal meeting held between 1 September and 31 October, the Appraiser makes a recommendation on pay and writes this on the Appraisal Statement, a copy of which is given to the teacher.
- It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

### **Stage 1 – Informal discussion with the appraiser prior to confirmation of pay recommendation by Pay Committee**

- If the teacher disagrees with the Appraiser's written recommendation, they should discuss this with the Appraiser on an informal basis. This stage in the process will help to ensure that pay decisions and pay policies are seen as transparent and fair. The opportunity to discuss a pay decision before it is made formally may also mitigate the need for the more formal stages two and three of the procedure.
- If following full exploration and discussion of the teacher's concerns, the outcome of the informal discussion is that the Appraiser has not changed his/her recommendation this should be noted on the Appraisal Form.
- The Appraisal Form will then be passed to the Headteacher for an assessment of the recommendation. The Headteacher will then pass the Appraisal Form to the Pay Committee for a decision on the pay recommendation.
- If, having had an informal discussion with the person making the recommendation, the teacher believes that an incorrect recommendation has been made; he/she may make representation to the Pay Committee prior to them making the initial pay determination. It is recommended that a deadline is published for the submission of an appeal so that appropriate planning can be put in place for the organisation of the Pay Committee.

### **Stage 2 - a formal representation to the Pay Committee making the pay determination**

- The hearing will be chaired by the Chair of the Pay Committee, and will take place **prior** to the determination of the pay recommendation (this should be at the actual meeting of the Pay Committee, therefore time will need to be allowed on the agenda for such a hearing to take place). The teacher has the right to be accompanied at the hearing by a trade union representative or work colleague. The Headteacher will be present to provide information on their assessment of the recommendation. A written decision will be given to the teacher following the hearing within 10 working days.

### **Stage 3 – a formal hearing with an appeals panel of governors**

- If the teacher disagrees with the outcome of the hearing they should write to the Chair of the Pay Committee within 10 working days of receipt of the written outcome of the hearing.

- A Stage three appeal will then be arranged. A panel of governors not connected to the original pay decision will hear the appeal. The teacher has the right to be accompanied at the appeal hearing by a trade union representative or work colleague. The Chair of the Pay Committee will be in attendance to present their decision. The Headteacher will also be present to provide information on their assessment of the recommendation. The decision will be put in writing within 10 working days to the teacher. The decision of the Appeal Panel is final and there is no further right of appeal.

**We would expect all decisions, discussions and hearings to take place within a reasonable period of time taking into account the availability of all parties and school term dates.**

## Appendix F – Leadership pay range 2019-20

Leadership pay range nominal reference points and Headteacher group ranges

L1	£41,065						
L2	£42,093						
L3	£43,144						
L4	£44,218						
L5	£45,319						
L6	£46,457						
L7	£47,707						
L8	£48,808						
L9	£50,026						
L10	£51,311						
L11	£52,643						
L12	£53,856						
L13	£55,202						
L14	£56,579						
L15	£57,986						
L16	£59,528						
L17	£60,895						
L18*	£61,808						
L18	£62,426						
L19	£63,975						
L20	£65,561						
L21*	£66,517						
L21	£67,183						
L22	£68,851						
L23	£70,556						
L24*	£71,590						
L24	£72,306						
L25	£74,103						
L26	£75,936						
L27*	£77,048						
L27	£77,818						
L28	£79,748						
L29	£81,723						
L30	£83,757						
L31*	£84,976						
L31	£85,826						
L32	£87,960						
L33	£90,145						
L34	£92,373						
L35*	£93,732						
L35	£94,669						
L36	£97,013						
L37	£99,424						
L38	£101,885						
L39*	£103,334						
L39	£104,368						
L40	£106,972						
L41	£109,644						
L42	£112,392						
L43	£114,060						

  

HT Group 1	£46,457 - £61,808
HT Group 2	£48,808 - £66,517
HT Group 3	£52,643 - £71,590
HT Group 4	£56,579 - £77,048
HT Group 5	£62,426 - £84,976
HT Group 6	£67,183 - £93,732
HT Group 7	£72,306 - £103,334
HT Group 8	£79,748 - £114,060

\* These \* points and point 43 are the maximum salaries (maxima) for the 8 Headteacher group ranges.

Points 18\*, 21\*, 24\*, 27\*, 31\*, 35\*, 39\* and 43 on the Leadership Pay Range are the salary figures for head teachers at, or moving to, the top of the school group ranges only. These different figures are a legacy of the 2015 STPCD which provided for no uplift to the maxima of the eight head teacher group ranges.

## Appendix G – Priory School Career Stage descriptors

Profes sional Area	Relevant Standard	M1	M2	M4	M6	UPS 1	UPS 5
Professi onal 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	Most teaching at least good; areas for improvement are addressed with support.  Lessons engage most students and most students demonstrate secure subject knowledge.  There is clear evidence of assessment (and marking)  Has shadowed a tutor/been a support tutor	Most teaching at least good; areas for improvement are addressed promptly with a combination of support and own initiative.  Lessons engage most students and most students demonstrate secure subject knowledge.  There is evidence of the development of the teaching of literacy and numeracy  There is clear evidence of assessment (and marking) which informs planning and progression.  Is an effective tutor following the tutor	Most teaching at least good with some outstanding; areas for improvement are addressed promptly mostly be using own initiative..  Lessons engage the majority of students and most students demonstrate secure subject knowledge.  There is evidence of regular teaching of literacy and numeracy  There is clear evidence of assessment (and marking) which allow most students to reflect on progress, identify needs and responsibility for own learning.	Most teaching at least good with outstanding features; some teaching is outstanding areas for improvement are addressed promptly  Lessons engage and challenge nearly all of the students and the vast majority demonstrate strong subject knowledge.  The teaching of literacy and numeracy is developed in lessons/series of lessons  Assessment (and marking) is effective in allowing nearly all students to reflect on progress, identify needs and	Most teaching is tending towards outstanding; areas for improvement are addressed promptly  Lessons engage and challenge nearly all students; with the vast majority demonstrating detailed subject knowledge, independent learning and resilience.  The specific teaching of literacy and numeracy is embedded in lessons/series of lessons  Assessment (and marking) is effective in allowing all students to reflect on progress, identify	Nearly all teaching is outstanding; areas for improvement are addressed promptly  Lessons engage and challenge all students; with all demonstrating detailed subject knowledge, independent learning and resilience.  The specific teaching of literacy and numeracy is embedded in all aspects of teaching including homework  Assessment (and marking) is highly effective and allows all students to reflect on progress; identify needs and take responsibility

			<p>programme and ensuring most students achieve the LO</p>	<p>Planning is informed by prior attainment and demonstrates some differentiation.</p> <p>Is an effective tutor following the tutor programme and ensuring all students achieve the LO</p>	<p>responsibility for own learning.</p> <p>Careful planning is informed by prior attainment and demonstrates a range of differentiation which meets the needs of the majority.</p> <p>Is an effective tutor helping to develop and deliver the tutor programme and ensuring all students achieve the LO</p> <hr/>	<p>their needs and take responsibility for their own learning.</p> <p>Detailed planning is informed by a range of relevant information and demonstrates a range of differentiation which meets the needs of all students.</p> <p>Practice is shared and promotes/enhances the effectiveness of other teachers within the subject area</p> <p>Is an effective tutor helping to develop and deliver the tutor programme and ensuring all students achieve the LO. Contributes to whole school events such as assemblies.</p>	<p>for own learning and supporting others.</p> <p>Meticulous planning is informed by a range of relevant information and demonstrates a range of differentiation which meets the needs of all students.</p> <p>Practice is shared and promotes/enhances the effectiveness of other teachers across the school.</p> <p>Exemplar materials are produced and shared.</p> <p>Is a highly effective tutor helping to develop and deliver the tutor programme and ensuring all students are engaged and achieve the LO. Lead on some whole school events such as assemblies.</p>
--	--	--	--	--	---	--	--

<b>Professional Area</b>	<b>Relevant Standard</b>	<b>M1</b>	<b>M2</b>	<b>M4</b>	<b>M6</b>	<b>UPS 1</b>	<b>UPS5</b>
Professional Outcomes	1.1 (2) 1.2 (1, 2,3); 1.5 (1) 1.6 (3,4) Preamble	Most students achieve in line with school expectations  Underachievement is recognised and addressed intervention agreed with line manager	The majority of students achieve in line with school expectations  Underachievement is recognised and addressed with some intervention.	Almost all students achieve in line with school expectations and a small number exceed them  Underachievement is recognised and addressed with a range of interventions.	Almost all students achieve in line with school expectations and some exceed them with vulnerable groups performing well  Underachievement is recognised and addressed with a range of interventions showing clear impact (clear tracking of impact of strategies)  Impact of strategies is evaluated	Almost all students achieve in line with school expectations and some exceed them with vulnerable groups performing well  Underachievement is recognised and addressed with a range of appropriate and well planned interventions which analysis shows to have had a positive impact  There is evidence that support provided to other staff has impacted positively on progress.  Impact of strategies is recorded, tracked and evaluated. Provides support to curriculum	Almost all students achieve in line with school expectations and some exceed them with vulnerable groups performing exceptionally well  Underachievement is recognised and addressed with a range of appropriate and well planned interventions which analysis shows to have had a positive impact  There is evidence that support provided to other staff has been monitored and impacted positively on progress.  Impact of strategies is recorded, tracked and evaluated. Leads some



						area/whole school SEF with respect to impact evaluation	aspects of curriculum area/whole school SEF with respect to impact evaluation
--	--	--	--	--	--	---	---

<b>Professional Area</b>	<b>Relevant Standard</b>	<b>M1</b>	<b>M2</b>	<b>M4</b>	<b>M6</b>	<b>UPS 1</b>	<b>UPS5</b>
Professional Relationships	1.1 (1) 1.6 (4) 1.7 (4) 1.8 (2,3,5)\0 2.1 (1,3,4) Preamble	Positive working relationships are being developed with colleagues, students and parents  School policies are researched and followed with support and guidance.  Regularly on break/lunch duty and arrange s own cover when absence known	Positive working relationships are being developed with colleagues, students and parents.  School policies are followed effectively.  Regularly on break/lunch duty and arranges own cover when absence known	Positive working relationships are established with colleagues, students and parents.  Communication is clear and focussed on improving learning/access to learning.  Opportunities are taken to address underperformance by working in partnership with parents.	Positive working relationships are established with colleagues, students, parents and other stakeholders  Communication is clear and focussed on improving learning/access to learning and demonstrates positive impact  Opportunities are taken to address underperformance	Effective working relationships are established with colleagues, students, parents and other stakeholders  Communication is clear and focussed on improving learning/access to learning and demonstrates positive impact  Opportunities are taken to support others in the	Highly effective working relationships are established with colleagues, students and parent. and other stakeholders  Communication is clear and focussed on improving learning/access to learning and demonstrates positive impact  Opportunities are taken to support

				<p>There is evidence of participation in a range of provision (enrichment and extracurricular) which fosters the building of positive relationships</p> <p>School policies are followed and supported.</p> <p>Regularly and promptly on break/lunch duty, is proactive in supporting student health and safety and arranges own cover when absence known</p>	<p>by working in partnership with parents.</p> <p>A lead is taken in developing some provision (enrichment and extracurricular) which fosters the building of positive relationships</p> <p>School policies are followed and supported</p> <p>Regularly and promptly on break/lunch duty, is proactive in supporting student health and safety, following up issues as per school policy and arranges appropriate cover lessons when absence known</p>	<p>curriculum area to address underperformance by working in partnership with parents.</p> <p>A lead is taken in developing a range of provision (enrichment and extracurricular) which fosters the building of positive relationships.</p> <p>The teacher is proactive in developing curriculum area initiatives and supporting/advising others in their implementation</p> <p>Regularly and promptly on break/lunch duty, is proactive in supporting student health and safety, following up issues as per school policy. Is a strong a role model to less experienced staff,</p>	<p>others within and beyond the curriculum area to address underperformance by working in partnership with parents and agencies.</p> <p>A lead is taken in developing a wide range of provision (enrichment and extracurricular) which fosters the building of positive relationships.</p> <p>The teacher is proactive in leading curriculum area initiatives and supporting and guiding others in their implementation</p> <p>An excellent role model across the school who plays an active role in leading staff professional development to ensure that the education of students is of first</p>
--	--	--	--	--	--	---	--

						supporting non-teaching staff and provides high quality cover when absent support with the arranging of cover for others	concern, including improving and guiding colleagues Regularly and promptly on break/lunch duty, is proactive in supporting student health and safety, following up issues as per school policy. Is an outstanding role model to less experienced staff, supporting non-teaching staff and takes the lead with arranging cover for others . Provides outstanding cover lessons for self when absence known.
--	--	--	--	--	--	--	---

<b>Profes sional Area</b>	<b>Relevant Standard</b>	<b>M1</b>	<b>M2</b>	<b>M4</b>	<b>M6</b>	<b>UPS 1</b>	<b>UPS5</b>
Professi onal Develo pment	1.2 (4, 5) 1.3 (1,2,4,5) 1.4 (5) 1.5 (2,3,4) 1.6 (1) 1.8 (4) 2.1 (2) 2.3 Preamble	Attend Induction sessions and professional tutor sessions.  Follow agreed plan for CPD	Able, with support, to identify key professional development needs and respond to advice and feedback	Able to self-assess own professional practice and respond to advice and feedback  Takes a proactive role in accessing relevant support and professional development from colleagues.  Supports the development of those new to teaching (ITT/NQT)	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly  Able to identify areas for development in sharing good practice with CA  Plays lead role in the development of those new to teaching (ITT/NQT)	Plays a supportive role in leading the professional development of key stage or departmental colleagues including sharing good practice within department and wider school community.  Is a coach and/or mentor to others (including experienced/established staff) within the subject area	Plays a proactive role in leading the professional development of colleagues across the school including the sharing good practice across whole school/ community showing signs of leadership.  As a coach and/or mentor to others (including experienced/established staff) within and beyond subject area and can demonstrate positive impact..  An outstanding role model who is developing leadership of staff CPD within a department in the areas of  • teaching practice

							<ul style="list-style-type: none"> <li>• subject knowledge</li> <li>• role in curriculum development and design</li> <li>• inclusion</li> <li>• assessment</li> <li>• pastoral care</li> </ul>
--	--	--	--	--	--	--	--

<b>Professional Area</b>	<b>Relevant Standard</b>	<b>M1</b>	<b>M2</b>	<b>M4</b>	<b>M6</b>	<b>UPS 1</b>	<b>UPS5</b>
Professional Standards	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards

