

Pay Policy September 2023

HISTORY OF POLICY CHANGES

Policy updated November 2023. First published August 2013

Date	Page	Details of Change
November 2023	Throughout	Support Staff Pay Changes April 2023, Update from BCC
October 2023	Throughout	Teaching Salary Changes September 2023, reverting to 195 days and 1265 hours. SEN further details added in line with the STPC.
November 2022	Throughout	Support Staff Pay Changes April 2022, Update from BCC
October 2022	Throughout	Teaching Salary changes September 2022
July 2022	Throughout	Uplift to Teaching and Support Staff Salaries Change of terminology for ELT and SLT
December 2021	8 20 & 21 23, 24 & 25	Update unqualified teacher range School and Staff Establishment Pay Scales
September 2021	12	Addition of SEN Allowance points, 2, 3, 4 and 5
14 October 2020	Throughout	Uplift of 5.5% to minima of Main Scale Uplift of 2.75% to Maxima of Main Scale, Minima and Maxima of UQT Pay Scale, Upper Pay Scale, Leadership Scale and all points on allowances Uplift of 2% to all other reference points Addition of Standards for Upper Pay Range to Appendix 4
1 September 2019	Throughout	Uplift of 2.75% to all minima, maxima, inc Leadership and allowances Added model threshold assessment process as Appendix 4
1 September 2018	Throughout	3.5% uplift to minimum/maximum of MPR 3.5% uplift to minimum/maximum of UQPR 2% uplift to minimum/maximum of UPR 2% uplift to minimum/maximum of TLRs and Allowances 1.5% uplift to Leadership Group Pay Range
1 September 2017	Throughout	2% uplift to minimum/maximum of MPR Uplift of 1% to all other reference points Alternative 1% uplift on MPR reference points.
1 September 2016	Throughout	Uplift of 1% to all reference points Support staff adjustments made in line with new WAP. Areas of discretion incorporated into pdf version.
1 September 2015		Uplift of 1% to all reference points except the top point of each headteacher group range. A 2% increase to the top of the teachers main pay range
1 September 2014		Teacher changes in accordance with the STP&CD 2014
September 2013		Teacher changes in accordance with the STP&CD 2013 Support staff updated in line with BCC policy changes.

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SCHOOL PAY POLICY

INTRODUCTION

- 1.1 The Governing Body of Briarwood School has agreed this Pay Policy which applies to all staff employed to work at the School.
- 1.2 This Policy sets out the framework for making decisions on pay. It has been developed to comply with current legislation, the requirements of the School Teachers Pay and Conditions Document (STPCD) and the City Council's pay policy/job evaluation arrangements for support (single status) staff. It should be read in conjunction with other HR policies and procedures, and relevant legislation as appropriate.
- 1.3 The school will maintain and publish a staffing structure, which shows the number and grades of jobs within the school. The current staffing structure is attached as Appendix 1.
- 1.4 The Governing Body has delegated full powers to the Pay Committee which is responsible for determining all pay matters in accordance with the Pay Policy.
- 1.5 Through this Policy the governors' aim is to:
 - Maximise the quality of teaching and learning at the School
 - Support the recruitment and retention of a highly skilled workforce
 - Support the school's development and improvement including current priorities and targets.
 - Demonstrate that all pay decisions are made consistently and fairly, in compliance with all relevant legislation.
- 1.6 The Governing Body, operating through the Pay Committee will promote equality in all aspects of the school life, including all decisions on advertising posts, appointing, promoting paying, training and developing staff. It will ensure that this policy is applied in a fair, equitable and consistent manner.
- 1.7 Appendix 2 sets out the terms of reference of the Pay Committee
- 1.8 Adjustments will be made to take account of special circumstances, e.g. an absence due to maternity leave. Each case will be considered on an individual basis taking the full circumstances into consideration.
- 1.9 The outcome of pay decisions will be monitored by the Governing Body to ensure fairness of application.
- 1.10 In setting the budget the Governing Body will ensure that appropriate funding is allocated to support pay decisions and for pay progression at all levels. It is the Governing Body's intention to recognise and reward performance through this pay policy, not to withhold or prevent incremental progression.
- 1.11 Appeals against any pay review will be heard by the Appeals Panel of the Governing Body.

PART ONE - TEACHING STAFF

2. PAY REVIEWS

- 2.1 The Governing Body will ensure that each teacher's salary is reviewed annually, by no later than 31 October each year, to take effect from 1 September.
- 2.2 All teachers will receive a written statement setting out their salary and any other financial benefits to which they are entitled.
- 2.3 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 the pay determination was made. The next review date may also be discussed as it is likely to be a year in September (to ensure that there is not more than one review in the year and to bring in line with the rest of the school)
- 2.4 Where a pay determination leads, or may lead, to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

3. PAY DETERMINATION ON APPOINTMENT

- 3.1 Prior to a post being advertised the Governing Body will determine the pay range for the post. On appointment of the successful candidate it will determine the starting salary to be offered, within that range.
- 3.2 In making such determinations the Governing Body may take into account a range of factors, including, as appropriate:
 - the nature of the post
 - the level of qualifications, skills and experience required
 - market conditions
 - the wider school context
- 3.3 A teacher will be paid in accordance with this pay policy. As this pay policy applies specifically to Briarwood School, there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school or is receiving in their current school.
- 3.4 Classroom teachers will always start on the Teachers Main Scale or UPR 1, with exceptions detailed in 4.3.
- 3.5 Appointment to UPR will only be made if the post is advertised as a UPS position. Appointment will be dependent upon satisfactory assessment at interview.

4 PAY SCALES FOR TEACHING STAFF

See Appendix 3 for Pay Scales 2023

The Governing Body has established the following pay scales:

4.1 Classroom Teacher Posts

4.2 Classroom teachers will be paid on the Main Pay Range on appointment. Progression to the Upper Pay Range is conditional on fulfilling certain progression criteria. Where appropriate assessment of these criteria may take place at the appointment interview. (See para 4.6 onwards).

Main Pay Range

Reference Point	£
1	30,000
2	31,737
3	33,814
4	36,051
5	38,330
6	41,333

4.3 New teachers to the school who are appointed on the Main Pay Range will be appointed to the minimum point except:

- Previous experience
One point will be awarded for each year of service, post qualification and satisfactorily completed (evidence in the form of performance management reviews, that corresponds to the schools effective or highly effective descriptors as per the appraisal policy), as a classroom teacher in a LA Maintained, MOD school or Education Action Forum, or a school in the EEA or in a school where the STPCD was applied.

These points will be permanent for as long as the teacher remains as a class teacher at this school.

4.4 Once a minimum of one academic year's teaching in this school has been completed there may be progression of one increment (until the top of the Main Range is reached) subject to paragraph 8 below, and with effect from 1 September each year. In order to be awarded an increment an appraisal descriptor of effective or highly effective must be achieved.

4.5 A teacher new to the school need not be paid on the same level as they were receiving in any other school which they are/were working at.

4.6 Upper Pay Range

Reference Point	£
U1	43,266
U2	44,870

U3	46,525
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- 4.7 Progression to the Upper Pay Range must be by application. It is effective from 1 September following successful application, or the date of appointment if assessed at interview.
- 4.8 Any teacher applying for appointment at this school will only be offered a post on the Upper Pay Range, if the post is advertised as UPS and where they have been subject to assessment at interview and satisfied the panel that they meet the UPR criteria for this school.
- 4.9 Subject to the conditions of paragraph 8 below, once on the Upper Pay Range, progression to subsequent points (to the top of the range) is subject to two consecutive annual appraisal scores of effective or highly effective and being deemed highly competent in the relevant standards. Progression will be with effect from 1 September.

Advice for application to the UPR is contained in Appendix 4

5 LEADING PRACTITIONER POSTS

- 5.1 Briarwood does not have Leading Practitioners within the staffing structure.

6 UNQUALIFIED TEACHER POSTS

- 6.1 Unqualified teachers will be paid on the Unqualified Teacher Range.
- 6.2 The Governing Body has established the following reference points for unqualified teachers employed in classroom teacher posts:

Unqualified teacher range

Reference Point	£
1	20,598
2	22,961
3	25,323
4	27,406
5	29,772
6	32,134

- 6.3 New unqualified teachers to the school will be appointed to the minimum point of the Unqualified teacher scale except that one point may be awarded for every three years' of relevant pre-qualification, or other relevant experience where not working as a classroom teacher.
- 6.4 Once a minimum of one academic year's teaching in this school has been completed there may be progression of one increment with effect from 1 September each year (until the top of the unqualified teacher scale is reached) subject to paragraph 8 below. In order to be awarded an increment an appraisal descriptor of effective or highly effective must be achieved.

7 LEADERSHIP GROUP

- 7.1 This school is a group 7 school (L24 - £83,081 to L39 - £118,732).
- 7.2 The Executive Headteachers Pay Range, and the ranges for the Deputy Head, Assistant Headteachers and Heads of School employed at the school are set out in the school's staffing structure (see Appendix 1)
- 7.3 The Executive Headteacher's Pay Range at this school has seven incremental points (L25 –L31) and will not exceed the top of the range for the group size of the school.
- 7.4 The Head of Education and Skills, and the Head of Provision and Inclusion range has five incremental points (L12 – L16), Assistant Headteacher range and Head of School pay range has five incremental points (L7 – L11).
- 7.5 Any new appointment to the Executive Headteacher post will be on one of the first three incremental points of the range.
- 7.6 Any new appointment to the post of Head of Education and Skills, and the Head of Provision and Inclusion will be on incremental range (L12 – L16) and will be appointed within this stated range.
- 7.7 Any new appointment to the post of Assistant Headteacher will be within the stated range dependent on experience and differential between Assistant Headteacher and teachers within the staff establishment at the time of appointment.
- 7.8 Progression of one increment with effect from 1 September, subject to paragraph 8 below will be awarded to the Executive Headteacher, Head of Education and Skills, Head of Provision and Inclusion or Assistant Headteacher where an appraisal has achieved a descriptor of effective or highly effective.
- 7.9 **Higher than normal payments to the Executive Headteacher**
- Prior to determining any additional payments the Governing Body will take advice from its HR provider.
- 7.10 Any discretionary payment made to any member of the leadership group will be in accordance with the provisions of the STPCD and will be reviewed annually.

8 PAY PROGRESSION FOR ALL TEACHERS

- 8.1 Pay progression will be subject to effective or highly effective performance assessed through the school's appraisal system. The arrangements for teacher appraisal are set out in the school's appraisal policy. Appraisal objectives will be more challenging for teachers who are paid at higher points on the pay ranges.

- 8.2 Decisions regarding pay progression will be made with reference to teachers' appraisal reports and the pay recommendations they contain. In the case of Early Career Teacher's (ECTs), whose appraisal arrangements are different, pay decisions will be made by means of the statutory process. ECT's have an induction period of two years; the school can award pay progression at the end of the first year, if applicable. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
- 8.3 The pay policy and pay decisions will be monitored annually to ensure fairness and consistency of application.
- 8.4 The evidence used will be based on the appraisal process, including classroom observations and tracked pupil progress. For the Executive Headteacher wider evidence will be sought including financial and HR management.
- 8.5 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the executive leadership team.
- 8.6 One increment will be awarded to all teachers on the Main Range or the unqualified teacher range who have achieved a descriptor of effective or highly effective, until the top of the scale is reached.
- 8.7 For teachers on the UPR one increment will be awarded bi-annually (every two years) where two consecutive scores of effective or highly effective are achieved and where teachers are deemed highly competent in the relevant standards.
- 8.8 Briarwood does not have Leading Practitioners within its staffing structure.

Leadership Group

- 8.9 To achieve progression on the leadership spine the Executive Headteacher, Head of Education and Skills, Head of provision and Inclusion, Assistant Headteacher and Heads of School must demonstrate sustained high quality performance against the set performance objectives. One increment will be awarded annually where a score of effective or highly effective is achieved.

9 MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

- 9.1 Any qualified teacher who can demonstrate that as a teacher they are highly competent in all elements of the relevant standards; and that their achievements and contributions are substantial and sustained can apply to be considered for Upper Threshold (see Appendix 4 for further details). Any such application will be assessed in line with this policy and the Appraisal Policy. It is for the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

- 9.2 Applications may be made once a year by staff. All applications must be received by 31 August for progression with effect from 1 September (backdated after the decision has been made by the pay committee no later than the 31st October). There can be no exceptions to this.
- 9.3 Any application for progression to the upper pay range can only be for progression in this school. This school will not be bound by any pay decision made by another school. Any teacher, therefore, who is simultaneously employed at another school, or schools, may be paid at different rates of pay at the different schools.
- 9.4 All applications should demonstrate sustainability and include the outcome of reviews or appraisals from at least the past two years, including any recommendations made on pay, these will form part of the assessment process (or, where that information is not applicable or available due to employment at another school, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). Progression will be based on performance within the Threshold Standards taking into account the two most recent Performance Management and reviews where effective or highly effective ratings have been obtained. Applications should contain supportive evidence from at least the previous four years including where necessary or appropriate evidence acquired whilst working in other schools.

The Assessment

- 9.5 An application from a qualified teacher will be successful where the Governing Body is satisfied that:

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

- 9.5.1 For the purpose of this pay policy:

'highly competent' means: performance which is not only good but also good enough to provide coaching and mentoring to 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 pupil learning.

'sustained' means: maintained continuously over at least 2 academic years in this school.

- 9.5.2 The application will be assessed robustly, transparently and equitably. The Head of Education and Skills makes the initial assessment and passes recommendations to the Executive Headteacher and Pay Committee and the Pay Committee on behalf of the Governing Body makes the final determination.
- 9.6 The outcome of any application received by 31 August will be given by 31 October each year.

- 9.7 Successful teachers will move to the bottom of the UPR (UPR1) with effect from 1 September following their application.
- 9.8 If unsuccessful, feedback will be provided by the Executive Headteacher within 10 working days of decision.
- 9.9 A teacher who is unsuccessful may appeal, in writing, to the clerk to governors within 10 working days of receiving the written outcome. Any appeal will be heard by a governors' panel.
- 9.10 See Appendix 4 for UPR application form and detailed process.

10 PART-TIME TEACHERS

- 10.1 Part-time teachers will be paid the percentage of the appropriate full-time equivalent salary (based on teaching time) as calculated under the provisions of the STPCD.
- 10.2 The same percentage will be applied to any allowances awarded to the part-time teacher.

11. SUPPLY TEACHERS

- 11.1 A supply teacher employed to work at the school (not those provided by agencies) will be paid in accordance with the LA's pay policy for centrally employed and unattached teachers except where they have previously worked at the school on a contract and has continuity of service with the school, in which case they will be paid at the rate of pay that they had achieved at the time they left the school. This will be paid as an hourly or daily rate.
- 11.2 A daily rate is calculated as 1/195 of the teacher's assessed salary and will be payable where the teacher is directed to work at such times and at such places as specified by the Executive Headteacher, for 6.5 hours in that day (hours spent travelling to and from work should not count towards this 6.5 hours).
- 11.3 An hourly rate will be payable where para 11.2 does not apply. The hourly rate will be 1/1265 of the teacher's actual salary.
- 11.4 The calculations in paragraphs 11.2 and 11.3 above include mid-morning and mid-afternoon breaks where the teacher is directed to work both immediately before and immediately after that break. Payment for mid-morning and mid-afternoon break will also be made where the teacher is present in school and on duty throughout the break at the formal request of the Executive Headteacher.

12. DISCRETIONARY ALLOWANCES AND PAYMENTS for all teaching staff

Teaching and Learning Responsibility Payments (TLRs)

- 12.1 TLRs will be awarded to classroom teachers undertaking sustained additional responsibilities above those required of all classroom teachers and for which they are accountable in accordance with the conditions laid down in the STPCD. Such TLRs will be assigned to specific posts within the school's staffing structure (as detailed in Appendix 1).

- 12.2 In addition to paragraph 12.1 above a TLR 1 payment will include line management responsibility for minimum of five people.
- 12.3 The values of TLRs have been set by the Governing Body and are shown in the school's staffing structure (Appendix 1). The school will review the value of the TLRs annually taking into account any pay awards made under STPCD.
- 12.4 Permanent TLR posts can be awarded on a temporary basis to teachers who temporarily undertake the responsibilities of that post due, for example to cover maternity or sick leave, a vacancy or secondment. In such cases the teacher will not receive any safeguarding when the TLR ends.
- 12.5 A teacher cannot hold a TLR 1 and a TLR 2 concurrently.
- 12.6 A TLR3 will be awarded for a time limited period, for school improvement projects, or one-off externally driven responsibilities. The duration of the TLR3 will be made and stated at the outset and be paid monthly with the salary.
- 12.7 A TLR 3 can be held concurrently with another TLR.

Special Educational Needs (SEN) Allowances

- 12.8 The Governing Body must award a SEN allowance to a classroom teacher:
- a) In any SEN post that requires a mandatory SEN qualification as per the Education (school Teachers' Qualifications) (England) Regulations 2003) and involves teaching pupils with SEN;
 - b) In a special school
 - c) Who teaches pupils in more than one designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
 - d) In any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:
 - I. Involves a substantial element of working directly with children with SEN;
 - II. Requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and
 - III. Has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in case of an unattached teacher, the unit or service.

Where a SEN allowance is to be paid, the relevant body, must determine the spot value of the allowance, (of no less than £2,539 and no more than £5,009 per annum) taking into account the structure of the school's SEN provision and following factors:

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

- 12.9 The Governing Body will award SEN allowances to teachers in a special school setting.

- 12.10 The value of the SEN allowance will range from £2,539 to £5,009. A point will only be awarded after 2 full academic years of service, and incrementally 2 years thereafter, providing effective or highly effective performance management during this period.

Point	Value
Point 1	£2,539
Point 2	£3,031
Point 3	£3,524
Point 4	£4,019
Point 5	£4,513
Point 6	£5,009

Acting Allowances

- 12.11 Any teacher who is appointed to carry out the duties of Executive Head, Deputy Head, or Assistant Head, for a period of four weeks or more, will be paid at an appropriate point of the Head's pay range, Deputy Head's pay range or Assistant Head's pay range, as determined by the Pay Committee. Normally payment will be at the bottom of the range. Payment will be backdated to the commencement of the duties. There will be no pay protection at the end of the Acting Up.
- 12.12 Any teacher who has been appointed to carry out the duties of a TLR in the temporary absence of the postholder, for four weeks or more, will receive the payment for the duration of the absence. The payment will be backdated to the first day of cover. There will be no pay protection at the ending of the Acting Up.

13 OTHER PAYMENTS

Recruitment and Retention Incentives and Benefits

- 13.1 Any awards made under this paragraph will be temporary and formally reviewed annually.
- 13.2 No award will be made to the Executive Headteacher, Head of Education and Skills, Head of provision and Inclusion or Assistant Headteacher (except in accordance with para 27.3 of the STPCD). Any award currently in place for the Head of Education and Skills/Head of Provision and Inclusion /Assistant Headteacher will continue until the agreed review date/ the date at which any pay range for these posts is determined.
- 13.3 The payment of recruitment and retention incentives and benefits may be considered in respect of individual posts for which specific recruitment/retention difficulties have been identified.
- 13.4 In this school a Recruitment and Retention difficulty is defined as where the school is unable to appoint having advertised a post in the appropriate journals/web sites on two separate and consecutive occasions.
- 13.5 Where it is determined to pay an incentive/benefit, the amount will be determined on an individual basis to meet the circumstances of the case.

- 13.6 Any incentive/benefit will be paid for one year and will be reviewed at the end of that year, after which it may be withdrawn.

Continuing Professional Development Outside Directed Time; Initial Teacher Training Activities; and Out-of-School Learning Activities

- 13.7 Payment for such activities will be made in accordance with the provisions of the STPCD.

In Service Training For Teachers ("Inset")

- 13.8 Payment for INSET may only be made in accordance with the provisions of the STPCD (except in the case of part-time teachers where it has been agreed locally that the appropriate proportion of 1265 hours will apply).
- 13.9 Where a classroom teacher undertakes such training outside his/her/their directed hours (and where payment is authorised, in writing, in advance) an additional payment may be made on an hourly basis of 1/1265 of the teacher's actual salary.

Honoraria

- 13.10 There is no provision for teachers to be paid an honorarium payment other than the additional payments as outlined above.

14. SALARY SAFEGUARDING

- 14.1 Salary safeguarding will be paid to eligible teachers under the provisions of the STPCD.

15 WRITTEN PAY STATEMENTS

- 15.1 All teaching staff will receive a written pay statement, annually, detailing their rate of pay and how it is arrived at, and for part time staff it should show the percentage time worked and how it was calculated.

PART TWO - SUPPORT (SINGLE STATUS) STAFF

16 STAFFING STRUCTURE

- 16.1 The staffing structure for support staff is attached as Appendix 1.
- 16.2 The duties/outcomes of each role will be set out in a job description, and supplemented by a job evaluation questionnaire (JEQ) and employee specification.
- 16.3 Vacancies will be filled in accordance with the school's Recruitment and Selection Policy.

17 GRADING OF POSTS

- 17.1 In accordance with the requirements of the School Standards and Framework Act 1998 the school will consult the Council on the grading of all support staff posts and grade them in accordance with the Council's adopted scheme. Bristol City Council pays the UK living wage to all its employees. The UK living wage is updated each November and paid by the council from 1 April the following year. Support staff pay scales can be requested from HR.
- 17.2 The Executive Headteacher will consult with the staff and trade unions regarding changes in job descriptions and/or JE questionnaires, within the school.

18 STARTING SALARY POINT

- 18.1 The Executive Headteacher will determine the starting salary for new starters who will normally be appointed at the minimum scale point of the agreed grade. The Executive Headteacher will take into account:
 - the appointee's existing pay
 - their relevant experience and qualifications
 - the pay of other employees in the workgroup (to ensure equity)
 - any market rate considerations that can be objectively justified
 - any temporary pay variations within the workgroup (e.g. acting-up, additional increments)
 - any career grade progression procedures which may apply to the job
- 18.2 The formula for calculating salaries for staff who work on a "term time" only basis will be applied.

19 INCREMENTAL PROGRESSION AND ACCELERATION

- 19.1 Incremental progression on the salary range for the post is awarded annually on 1 April of each year until the maximum of the scale is reached. If the employee has less than 6 months' service in the grade by 1 April they will be granted his/her/their first increment six months after the appointment, promotion or re-grading.
- 19.2 The Executive Headteacher may recommend to the Governing Body that one accelerated increment is awarded to an individual employee on the grounds of
 - special merit or ability

- need to retain skills where the employee is in a hard to fill post and another employer has made a formal offer to them.

Where the governing body agrees, the accelerated increment will be payable from the date determined and will not affect the employee's entitlement to annual incremental progression as set out in 19.1 above.

- 19.3 From the anniversary of the completion of five years' continuous Local Authority service, staff who are employed term time only will have their salary adjusted to take account of their entitlement to additional leave.

20 WITHHOLDING AN INCREMENT

- 20.1 An annual increment (as set out in para 19.1) may be withheld, exceptionally and where formal capability proceedings are in place. Only the Executive Headteacher or Governing Body can determine this. Once an increment has been withheld it can only be reinstated with the agreement of the Executive Headteacher/GB if performance subsequently improves significantly and any improvement plan is removed. It cannot be backdated.

21 AUTHOURISING AND PAYING FOR WORKING ADDITIONAL HOURS.

- 21.1 Additional hours may only be worked with the prior agreement of the Executive Headteacher. Where staff work additional hours additional payment, will be made in accordance with the council's Working Arrangements policy.

22 PAYMENT ABOVE THE GRADE

- 22.1 Staff will not be paid increments above the grade.

23 PAY PROTECTION

- 23.1 Where an employee is displaced and is redeployed into a lower graded post, they will be entitled to pay protection as set out in the School's Managing Change Procedure. During the period of pay protection the employee's pay is 'frozen' and increments/annual pay awards will not be paid (unless the salary of the new post exceeds the protected salary).
- 23.2 Pay protection, as set out in paragraph 23.1 above is also paid to employees whose post is 'downgraded' under the Single Status JE Scheme.

24 NURSERY NURSES/LEARNING SUPPORT ASSISTANTS

- 24.1 In accordance with a decision of the Council's HR Committee, Nursery Nurses/Learning Support Assistants who were employed by the LA, or in locally managed schools on or before 1 January 2004, were given the opportunity to retain their National Nursery Staff's pay and conditions ("NSG") rather than transfer to Single Status pay and conditions, for the duration of their employment in their current post.
- 24.2 Employees who exercised this option on/before 31 October 2004 may also retain NSG conditions of service if they are compulsorily transferred/redeployed into an alternative NSG post.

24.3 Any employee covered by 24.1 and 24.2 above who applies for, or voluntarily accepts an appointment to an alternative nursery nurse/learning support assistant post (e.g. promotion or transfer), will transfer to Single Status conditions (with effect from the date of their appointment).

25 HARD TO FILL POSTS

25.1 In this school a hard to fill post is where the school is unable to appoint a suitably qualified or experienced person having advertised the post in the appropriate journals/web sites on two separate and consecutive occasions.

Where there is a hard to fill post the governing body will consider

- Other ways of filling the vacancy
- Restructuring the section or team
- Redesigning the duties and responsibilities of the post
- The introduction of a career grade or trainee position allowing for the appointment of a candidate with lesser skills but who will be supported to develop in the post.
- Awarding a market supplement, linked to specific skills not recognised through the job evaluation process. This supplement will:
 - not change the grade of the post
 - be a maximum of 15% of the top of the grade
 - be reviewed periodically (at least every three years). The level of supplement may be revised up, down or be discontinued as a result of the review
 - cease should it no longer be difficult to recruit for the same type of job.
 - not attract any pay protection when it is removed
 - be pensionable

25.2 Market supplements are intended as a recruitment tool and will not be awarded to existing post holders.

26 CHANGE OF DUTIES OVER TIME (see also Para 17)

26.1 Where the duties of a post change significantly over time the school will seek to review the grading. This will follow a review of the job description, and the job evaluation questionnaire (JEQ), in conjunction with the post holder. The school will seek advice from its HR Provider. New and additional responsibilities can be added into this documentation, which reflect changes and proposed changes in the role following consultation with the employee and the trade union representative.

26.2 The school will utilise 'model' job descriptions/JEQs provided by the City Council/HR provider, unless there is no appropriate template available in which case the school will draw up its own. Where the school and the employee fail to reach agreement on the level of responsibility of the duties within the post the school's decision will be final.

26.3 New/revised documentation will be sent to the schools City council/HR Support Provider for evaluation.

26.4 Where, as a result of job evaluation the schools City Council/HR Support Provider advise that the post's grade has increased by more than one grade the school will follow a managing change process.

PART THREE – APPEAL ARRANGEMENTS ALL STAFF

27 APPEAL ARRANGEMENTS - ALL STAFF

- 27.1 Any employee dissatisfied with any pay decision affecting them made in accordance with this Pay Policy may appeal and seek a review of that decision.
- 27.2 If, when an employee receives written advice of their pay determination, they are not satisfied they should seek to resolve this by discussing the matter informally with the Executive Headteacher, within ten working days of the decision being received in writing.
- 27.3 The outcome of this informal discussion should be confirmed in writing by the Executive Headteacher
- 27.4 Where an informal resolution is not possible, or where the employee continues to be dissatisfied, they may follow a formal process.
- 27.5 Within ten working days of written notification of the outcome of the discussion at para 27.2 the employee should put the grounds for dissatisfaction in the pay decision and the remedy being sought, in writing, to the Executive Headteacher.
- 27.6 Taking account of the need to circulate relevant documentation the Executive Headteacher should arrange a hearing, normally within ten working days of receipt of the written grounds for questioning the pay decision. The employee will be given the opportunity to make representations in person to the Pay Committee. Following the hearing the employee should be informed in writing of the decision, the reasons for the decision and the right to appeal.
- 27.7 Any appeal should be heard by a panel of three governors not previously involved, normally within twenty working days of the receipt of the written appeal notification. The employee will be given the opportunity to make representations at the appeal hearing in person.
- 27.8 The decision of the appeal panel will be given in writing, within five working days. Where the appeal is rejected the letter will include a note of the evidence considered and the reasons for the decision.
- 27.9 The employee is entitled to attend the meeting of the appeals panel and has the right to be accompanied and represented at any such meeting by a trade union representative or colleague.
- 27.10 Advice from an HR Adviser should be sought if the appeal relates to the grading of the post, as determined under the Single Status JE Scheme.

28 RELATED DOCUMENTS

28.1 This Pay Policy will be applied as supplemented by specific provisions contained within:-

- The School Teachers Pay & Conditions Document
- The NJC National Agreement on Pay and Conditions of Service (“the Green Book”)
- The Council’s Pay Policy covering job evaluation, gradings and other local agreements.
- The Managing Change Policy (LMS version)
- The TP & LGPS and the Council’s policy regarding “discretionary” pension provisions, as determined by the HR Committee and the school’s governing body.
- The School’s Capability Procedure for Teachers and Improving Performance Policy for support staff as recommended to Governing Bodies.
- The School’s Appraisal Policy

29 DATE OF IMPLEMENTATION

01 September 2023

Appendix 1

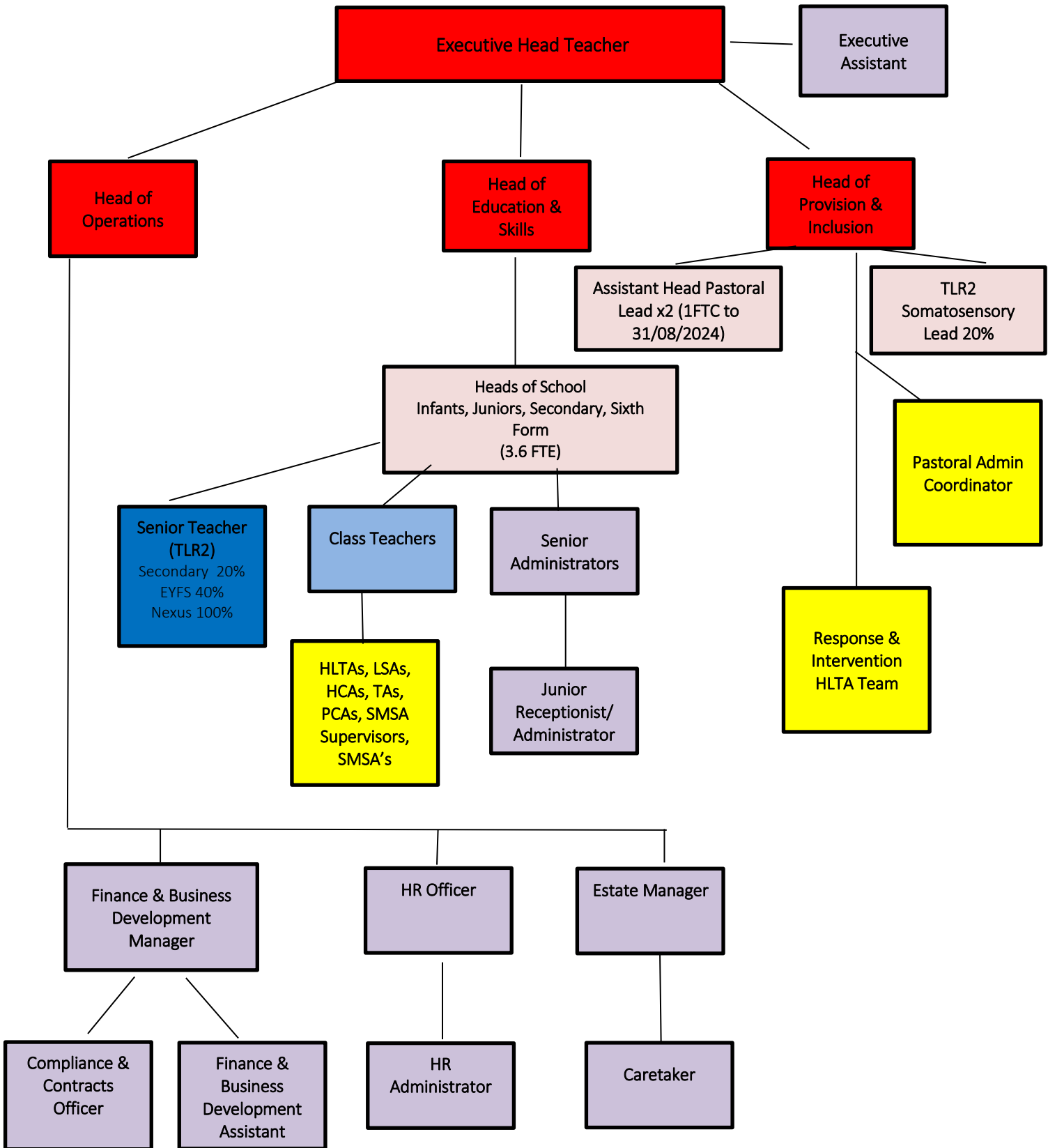
BRIARWOOD SCHOOL STAFF ESTABLISHMENT - SEPTEMBER 2023

Post Title	No. of posts excluding posts not filled	Salary Grade
Executive Headteacher	1	Leadership
Head of Operations	1	TP1
Head of Education and Skills	2 (1.2 FTE)	Leadership
Head of Provision and Education	2 (1.4 FTE)	Leadership
Assistant Headteacher	2 (1 FTC) (1.8 FTE)	Leadership
Head of School	4 (1 FTC) (3.6 FTE)	Leadership
Other Senior Management	4. FTE (1 Mat leave)	4 x TLR2 + SEN – 2 UPS, 2 Main
UPS Teacher	2.9 FTE	UPS Scale +SEN
Main Scale Teacher	15.36 FTE (1 Mat Leave)	Main Scale +SEN
FE Lecturer	3 FTE (1 FTC)	UQT
Finance and Business Development Manager	1	BG12
Estate Manager	0	
Compliance and Contracts Management Officer	1	BG9
HR Officer	1	BG9
Executive Assistant	1	BG9
Administrators	7.08 FTE	BG10/BG8/BG7/BG5 (Pastoral Admin Co-ordinator, Senior Admin, HR Admin, Finance Admin, receptionist)
Caretaker	1	BG8
Higher Level Teaching Assistants	19.02 FTE	BG9
LSAs/Nursery Nurses	28.36 FTE	BG8 Nursery Nurses + SEN
Apprentice LSAs	4.40 FTE	National Apprenticeship Scheme
Health Care Workers	1.76 FTE	BG6
Teaching Assistants	17.60 FTE	BG5
Personal Care Assistants	11.69 FTE	BG4
Bank LSAs	3 employed on day to day basis	BG8
School Meals Supervisory Assistants	10 2.83 FTE	BG Includes 2 x Senior SMSA BG4

LEADERSHIP SCALES

Headteacher	L25 – L31
Deputy Head	L12 – L16
Assistant Head Head of School	L7 – L11

STAFF ESTABLISHMENT SEPTEMBER 2023



APPENDIX 2

Terms of Reference for the Pay Committee

The Pay and Benefits Committee membership will comprise of a Governor from the Personnel Sub-Committee and the Chair of Governors (also Chair of the Finance Sub-Committee).

The Executive Headteacher may attend in an advisory capacity and will withdraw when his/her/their salary is under consideration.

The terms of reference for the Pay Committee will be determined from time to time by the Governing Body. The current terms of reference are:

- To implement the Pay Policy in a fair and objective manner and to consider any individual representations that may be made in respect of pay decisions;
- To undertake an annual pay review for each member of staff based on the criteria set out in the Pay Policy with effect from 1 September;
- To observe all statutory and contractual obligations, including making arrangements to notify pay decisions to individual members of staff within appropriate timescales;
- To minute clearly the reasons for all decisions and report these decisions to the next meeting of the Governing Body;
- To recommend to the Governing Body the annual budget required for pay purposes, including provision for discretionary pay advancement arising from performance reviews;
- To keep informed of relevant developments including legislation and statutory guidance affecting the Pay Policy and to review and to recommend changes or modification to the Governing Body, as appropriate and at least annually;
- To carry out the performance review of the Executive Headteacher
- To work with the School Improvement Partner.

In the case of new appointments to the staff, decisions on starting salary will be delegated to the Executive Headteacher or Selection Panel as appropriate.

In the case of a new Executive Headteacher appointment, the full Governing Body will determine the salary range however the determination of the starting salary will be made by the Selection Panel under their delegated powers.

APPENDIX 3

Leadership and Teachers Pay Scale

Group	Ranges for Headteachers England (excluding London and the Fringe)	
	Salary range (1 Sept 2022 to 31 Aug 2023)	Salary range (1 Sept 2023 to 31 Aug 2024)
1	£50,122 - £66,684	£53,380 - £71,019
2	£52,659 - £71,765	£56,082 - £76,430
3	£56,796 - £77,237	£60,488 - £82,258
4	£61,042 - £83,126	£65,010 - £88,530
5	£67,351 - £91,679	£71,739 - £97,639
6	£72,483 - £101,126	£77,195 - £107,700
7	£78,010 - £111,485	£83,081 - £118,732
8	£86,040 - £123,057	£91,633 - £131,056

The School Teachers' Review Body (STRB) recommended that no pay uplift be applied to the maximum values on the Leadership Group Pay Range (LGR) or to maximum values on any of the eight headteacher group pay ranges in 2015.

This restriction was applied to the maximum of each of the eight headteacher group pay ranges only. It does not apply where a headteacher/assistant headteacher is not earning the maximum on a headteacher group pay range, but is placed on one of the corresponding points on the LGR - L10, L21, L24, L27, L31, L35 or L39, which have all increased by 1% in each year between 2014 and 2017, by 1.5% in 2018, by 2.5% in 2019 and 2020, by 0% in 2021, by 5% in 2022, and by 6.5% in 2023.

Scale point	Leadership Group Pay Range England (excluding London and the Fringe)	
	1 Sept 2022 to 31 Aug 2023	1 Sept 2023 to 31 Aug 2024
L1	£44,305	£47,185
L2	£45,414	£48,366
L3	£46,548	£49,574
L4	£47,706	£50,807
L5	£48,995	£52,074
L6	£50,122	£53,380
L7	£51,470	£54,816
L8	£52,659	£56,082
L9	£53,973	£57,482
L10	£55,360	£58,959
L11	£56,796	£60,488
L12	£58,105	£61,882
L13	£59,558	£63,430
L14	£61,042	£65,010
L15	£62,561	£66,628
L16	£64,225	£68,400
L17	£65,999	£69,970
L18	£67,351	£71,729
L19	£69,022	£73,509
L20	£70,733	£75,331
L21	£72,483	£77,195
L22	£74,283	£79,112
L23	£76,122	£81,070
L24	£78,010	£83,081
L25	£79,949	£85,146
L26	£81,927	£87,253
L27	£83,956	£89,414
L28	£86,040	£91,633
L29	£88,170	£93,902
L30	£90,365	£96,239
L31	£92,597	£98,616
L32	£94,998	£101,067
L33	£97,256	£103,578
L34	£99,660	£106,138
L35	£102,137	£108,776
L36	£104,666	£111,470
L37	£107,267	£114,240
L38	£109,922	£117,067
L39	£112,601	£119,921
L40	£115,410	£122,912
L41	£118,298	£125,940
L42	£121,258	£129,143
L43	£123,057	£131,056

Please also see the pay ranges for headteachers if you are at the top of a headteacher pay range.

Classroom Teachers England (excluding London and the Fringe)	
Scale point	1 Sept 2022 to 31 Aug 2023
Min M1	£28,000
M2	£29,800
M3	£31,750
M4	£33,850
M5	£35,990
Max M6	£38,810
Main Pay Range	
Min U1	£40,625
U2	£42,131
Max U3	£43,685
Upper Pay Range	
Min U1	£43,266
U2	£44,870
Max U3	£46,325

Teaching and Learning Responsibilities (TLR)	
Payment 1 (TLR1)	1 Sept 2022 to 31 Aug 2023
Min	£9,706
Max	£14,732
Payment 2 (TLR2)	1 Sept 2022 to 31 Aug 2023
Min	£3,017
Max	£7,368
Payment 3 (TLR3) (Fixed Term)	1 Sept 2022 to 31 Aug 2023
Min	£6,000
Max	£2,597.5

The NASUWT recommends that if the relevant body awards TLRs of different annual values to two or more teachers, the minimum difference in the annual value between each award of a TLR is £1,500 and between each award of a TLR 2 is £1,500.

Lead Practitioners Pay Range England (excluding London and the Fringe)	
Scale Point	1 Sept 2022 to 31 Aug 2023
Min 1	£44,523
2	£45,639
3	£46,778
4	£47,941
5	£49,136
6	£50,360
7	£51,725
8	£52,917
9	£54,239
10	£55,633
11	£57,075
12	£58,539
13	£59,850
14	£61,343
15	£62,860
16	£64,541
17	£66,022
Max 18	£67,685

Unqualified Teachers Pay Range England (excluding London and the Fringe)	
Scale point	1 Sept 2022 to 31 Aug 2023
Min 1	£19,340
2	£21,559
3	£23,777
4	£25,733
5	£27,954
Max 6	£30,172

Special Educational Needs (SEN) Allowances	
Scale point	1 Sept 2022 to 31 Aug 2023
SEN (Min)	£2,384
SEN (Max)	£4,703

Members should contact the Member Support Advice Team on the contact details below if the pay scales operated in their school do not match those on the NASUWT Salary Card.

Salary cards for England (excluding London and the Fringe), Inner London, Outer London, and the Fringe are all available on the NASUWT website.

NASUWT, Rose Hill, Redditch, Birmingham B45 8RS
Tel: 0330 145550
Email: advice@nasuwt.org.uk
Website: www.nasuwt.org.uk

BRISTOL GRADE PAY SCALE - APRIL 2023

Bristol Grade (BG) and Spinal Column Point (SCP)	Pay per year	Pay per month	Pay per hour
BG4, SCP02	£22,366	£1,863.83	£11.59
BG4, SCP03	£22,737	£1,894.75	£11.78
BG5, SCP04	£23,114	£1,926.17	£11.98
BG5, SCP05	£23,500	£1,958.33	£12.18
BG6, SCP06	£23,893	£1,991.08	£12.38
BG6, SCP07	£24,294	£2,024.50	£12.59
BG7, SCP08	£24,702	£2,058.50	£12.80
BG7, SCP09	£25,119	£2,093.25	£13.01
BG7, SCP10	£25,545	£2,128.75	£13.24
BG7, SCP11	£25,979	£2,164.92	£13.46
BG8, SCP12	£26,873	£2,239.42	£13.92
BG8, SCP13	£27,334	£2,277.83	£14.16
BG8, SCP14	£27,803	£2,316.92	£14.41
BG8, SCP15	£28,282	£2,356.83	£14.65
BG8, SCP16	£28,770	£2,397.50	£14.91
BG9, SCP17	£29,777	£2,481.42	£15.43
BG9, SCP18	£30,296	£2,524.67	£15.70
BG9, SCP19	£30,825	£2,568.75	£15.97
BG9, SCP20	£31,364	£2,613.67	£16.25
BG9, SCP21	£32,076	£2,673.00	£16.62
BG10, SCP22	£33,024	£2,752.00	£17.11
BG10, SCP23	£33,945	£2,828.75	£17.59
BG10, SCP24	£34,834	£2,902.83	£18.05
BG10, SCP25	£35,745	£2,978.75	£18.52
BG10, SCP26	£36,648	£3,054.00	£18.99
BG11, SCP27	£37,336	£3,111.33	£19.35
BG11, SCP28	£38,223	£3,185.25	£19.81
BG11, SCP29	£39,186	£3,265.50	£20.31
BG12, SCP30	£40,221	£3,351.75	£20.84
BG12, SCP31	£41,418	£3,451.50	£21.46
BG12, SCP32	£42,403	£3,533.58	£21.97
BG12, SCP33	£43,421	£3,618.42	£22.50
BG13, SCP34	£44,428	£3,702.33	£23.02
BG13, SCP35	£45,441	£3,786.75	£23.55
BG13, SCP36	£46,464	£3,872.00	£24.08
BG13, SCP37	£47,420	£3,951.67	£24.57
BG14, SCP38	£48,474	£4,039.50	£25.12
BG14, SCP39	£49,498	£4,124.83	£25.65
BG14, SCP40	£50,512	£4,209.33	£26.18
BG14, SCP41	£51,515	£4,292.92	£26.70
BG15, SCP42	£52,459	£4,371.58	£27.19
BG15, SCP43	£53,531	£4,460.92	£27.74
BG15, SCP44	£54,602	£4,550.17	£28.30
Technical Professional 1 (Appointment) - SCP45	£64,902	£5,408.50	£33.64
Technical Professional 1 (Competence) - SCP46	£71,891	£5,990.92	£37.26
Technical Professional 2 (Appointment) - SCP47	£68,896	£5,741.33	£35.71
Technical Professional 2 (Competence) - SCP48	£76,329	£6,360.75	£39.56
Head of Service (Appointment) - SCP49	£73,887	£6,157.25	£38.29
Head of Service (Competence) - SCP50	£81,875	£6,822.92	£42.43

APPENDIX 4

ACCESS TO THE TEACHERS' UPPER PAY RANGE

Assessment against post-threshold standards is a voluntary process and teachers are responsible for formally applying to the Head of Education and Skills, evidencing performance against expectations through the aggregation of existing information (rather than the need to necessarily create anything for this purpose). Progression will be based on performance within the Threshold Standards taking into account the two most recent Performance Management and reviews where effective or highly effective ratings have been obtained. All applications should include the outcome of reviews or appraisals from at least the past four years, including any recommendations made on pay, which will form part of the assessment process. Applications should contain supportive evidence from at least the previous four years.

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. Applications should be made by 31st August for consideration in the following September. 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.

Teachers who wish to apply for UPS, should be able to demonstrate that as a teacher they are highly competent in all elements of the relevant standards; and

- that his/her/their achievements and contributions are substantial and sustained

The Governing Body's definition of "highly competent" and "substantial and sustained" for the purposes of this policy:

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

'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; and

'Sustained' means maintained continuously over at least 4 academic years at Briarwood School.

Applications should be submitted under the provisions of the STPCD and relevant Regulations. Applications should reference the criteria stated within this policy. They may be made once a year and must be received by the end of the academic year to be considered as a part of the autumn appraisal process.

The school's reviewers will ensure that the performance criteria set for teachers who intend to apply for threshold assessment provide a basis on which to support the assessment of the teacher's performance against post-threshold standards.

UPR teachers are expected to make a substantial and sustained contribution to the school. This is manifest through evidence of UPR teachers engaging in the following activities:

- buddying up with a minimum of one named member of staff to provide coaching/mentoring, giving advice to them and demonstrating highly effective planning, preparation, teaching, learning and assessment practices to help their colleague achieve effective / highly effective teaching and learning opportunities within their own class teaching
- demonstrating their wider contribution to the work of the whole school by sharing their good and outstanding practice
- supporting their Head Teacher in developing the curriculum model (and accreditation where appropriate) and medium term plans and where appropriate curriculum plans or through active subject leadership depending on the curriculum model within the strand
- supporting their Teacher through the work of the strand to progress aspects of the School Development Plan

- supporting the move to outstanding achievement through sharing planning and offering advice and feedback to colleagues about planning and the impact of good planning on achievement and progress
- attending relevant Continuing Professional Development opportunities and sharing their learning as appropriate across the school

An application from a qualified teacher will be successful where the Governing Body is satisfied that:

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

The application will be assessed robustly, transparently and equitably. The Head of Education and Skills makes the initial assessment and provides recommendations to the Executive Headteacher and Pay Committee; the Pay Review Committee on behalf of the Governing Body makes the final determination.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school's appeal arrangements as described within this policy.

Classroom teachers who have applied for, and passed, the threshold in accordance with the STPCD shall be paid on point U1 of the upper pay range from 1st September of the appropriate year.

BRIARWOOD SCHOOL – UPPER THRESHOLD APPLICATION FORM

Name: _____

I understand that the decision on my progression will be based on my performance within the Threshold Standards taking into account my two most recent Performance Management and reviews where effective or highly effective ratings have been obtained. This application includes the outcome of reviews or appraisals from at least the past four years, including any recommendations made on pay, which will form part of the assessment process.

I have provided a summary of the evidence taken from at least four years of my teaching practice at Briarwood School, as detailed below, that I believe demonstrates how I have met the threshold standards. (Evidence available from Performance Management Review statements should be used to complete the relevant section in the application form).

Teacher signature: _____ Date: _____

TO BE RETURNED TO THE DEPUTY HEAD NO LATER THAN 31st AUGUST. APPLICATIONS RETURNED AFTER THIS DATE WILL NOT BE CONSIDERED.

BRIARWOOD SCHOOL – UPPER THRESHOLD EVIDENCE

Name:	Date:
-------	-------

Using the following headings (a-f) as a guide in each of the three key expectations (highly competent, substantial, sustained, (where it is not applicable N/A should be written).

- a) Core values, understanding of the curriculum and professional knowledge.
- b) Teaching and assessment of learning.
- c) Contribution to raising standards through pupil achievement.
- d) Effective professional development.
- e) Support and development of other teaching staff
- f) Development of teaching expertise

Highly competent

performance which is not only effective but also effective 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.)

Deputy Head’s decision and feedback

Where it is not applicable N/A will be written

		Met / not met
a	Core values, understanding of the curriculum and professional knowledge.	
b	Teaching and assessment of learning.	
c	Contribution to raising standards through pupil achievement.	
d	Effective professional development.	
e	Support and development of other teaching staff	
f	Development of teaching expertise	

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 school, raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

Deputy Head's decision and feedback

Where it is not applicable N/A will be written

		Met / not met
a	Core values, understanding of the curriculum and professional knowledge.	
b	Teaching and assessment of learning.	
c	Contribution to raising standards through pupil achievement.	
d	Effective professional development.	
e	Support and development of other teaching staff	
f	Development of teaching expertise	

Sustained

Means maintained continuously over at least 4 academic years at Briarwood School.

Deputy Head's decision and feedback

where it is not applicable N/A will be written

		Met / not met
a	Core values, understanding of the curriculum and professional knowledge.	
b	Teaching and assessment of learning.	
c	Contribution to raising standards through pupil achievement.	
d	Effective professional development.	
e	Support and development of other teaching staff	
f	Development of teaching expertise	

Standards for Upper Pay Range

As well as meeting the current Teachers' Professional Standards (Appendix 1) the following standards should be met.

The teacher should be able to show evidence of increased attainment.

Professional Attributes

Frameworks

- P1 Contribute significantly, to implementing whole school policies and practice and to promoting collective responsibility for their implementation including contributing to policy development and coaching/mentoring of staff.

Professional Knowledge and Understanding

Teaching and learning

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

Share knowledge with colleagues to strengthen practice across the school. Mentor students and inexperienced teachers

Taught across different key stages

Cross key stage understanding of pedagogy.

Assessment and monitoring

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

Use data as an assessment and evaluation tool

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

Subjects and Curriculum

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

Leading on use of data analysis to increase attainment.

Health and well-being

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

Professional Skills

Planning

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

Teaching

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

Team working and collaboration

- P9 Promote collaboration and work effectively as a team member.
- P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.