



**Ladybridge  
Primary School**

## **Pay Policy (STATUTORY)**

<p><b>Other Information:</b> Based upon the LA Model policy 07.11.22</p> <p>See summary of changes policy changes for 21-22</p>	
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## Version Control

Current version	Previous version	Summary of changes made
04 Nov 22	28 Oct 22	Paragraph 11.2 and Appendix E updated to include the Bolton Council NJC Pay Structure for April 2022.
28 Oct 22	22 Oct 21	Updated in line with School teachers' pay and conditions document 2022
22 Oct 21	25 Sep 20	Updated in line with School teachers' pay and conditions document 2021
25 Sep 20	08 Oct 19	Updated in line with School teachers' pay and conditions document 2020. Paragraph 11.2 and Appendix E updated to include the Bolton Council NJC Pay Structure for April 2020.
08 Oct 19	01 Apr 19	Updated in line with School teachers' pay and conditions document 2019
01 Apr 19	13 Oct 18	Paragraph 11.2 and Appendix E updated to include the Bolton Council NJC Pay Structure for April 2019.
13 Oct 18	13 Apr 18	Updated in line with School teachers' pay and conditions document 2018.
13 Apr 18	12 Oct 17	Paragraph 11.2 and Appendix E updated to include the Bolton Council NJC Pay Structure for April 2018.
12 Oct 17	01 Sep 17	Paragraph 9.43 updated to show TLR3 payments are not subject to the pro rata principle. Paragraph 11.1 amended to include updated pay structure.
01 Sep 17	30 Sep 16	Updated in line with School teachers' pay and conditions document 2017.
30 Sep 16	01 Sep 16	TLR values updated to September 2016.
01 Sep 16	19 Nov 15	Updated in line with School teachers' pay and conditions document 2016. Links to legislation and policies updated. Pay values increase in line with agreed pay awards. Removal of the T6A spinal column point.
19 Nov 15	01 Sep 15	Paragraph 10.9 updated to remove reference to the Supply Pool and add clarification to the hourly rate and daily rate calculations.
01 Sep 15	01 Sep 14	Updated in line with School teachers' pay and conditions document 2015. Links to legislation and policies updated. Formatting of paragraphs, headings and appendices standardised.

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# 1 Introduction

- 1.1 The purpose of this Model Pay policy is to provide a clear framework for the Governing Body of [Ladybridge Primary](#) ('the school') to exercise its powers in relation to the pay of employees for whom it is the relevant body i.e. locally managed. It is a whole school pay policy for all staff in the school although in the main the discretionary pay elements are restricted to School teachers' pay and conditions document 2022 ('STPCD') and associated guidance documents and as such the STPCD should be used and read in conjunction with this policy.
- 1.2 Furthermore, as this Pay Policy has direct links and reference to the current [Appraisal, Performance Management Policy](#) this should also be read in conjunction with this policy.
- 1.3 There is less discretion in the review of the salaries of **support staff** that are paid in accordance with the National Joint Council ('NJC') for Local Government Services. As with teaching posts, the pay and grading of jobs must be fair and non-discriminatory, complying with equal pay legislation. Further information regarding this is contained within Section 2 of this policy.
- 1.4 This policy does not allow for any requirements of the current STPCD or NJC to be over-riden. The key purpose of the policy is to ensure all pay decisions are fair, transparent and uses objective criteria in order to secure consistency and fairness in pay decisions and to comply with the school's commitment to equal opportunities.
- 1.5 Within this policy there is a variety of decisions each school will be required to consider. For clarity;
  - [Green text details reference points within the School teachers' pay and conditions document \(STPCD\) and associated Section 3 guidance and NJC \(Green Book\) Conditions of Service which should be read in conjunction with this policy.](#)
  - Black text details provisions of the School teachers pay and conditions document 2022 which must be adhered to from 1 September 2022.
  - [Purple text details school flexibilities which must be assessed and completed on a school by school basis.](#)

## 2 Guiding principles

- 2.1 [As the 'relevant body', the Governors will seek to: \(add/delete as appropriate\)](#)
  - [maintain and improve the quality of services by having a staffing structure and pay policy which supports the aims/mission statement of the school and the School Improvement Plan;](#)
  - [ensure that each member of staff is valued and receives proper recognition for their work and their contribution to the school;](#)
  - [ensure fair and open treatment of staff within the school and to enhance and maintain staff morale through the management of the pay policy and through an awareness of the impact of decisions on all members of staff and on other schools;](#)

- recognise the importance of a well-motivated staff of the highest quality through the use of recruitment and retention policies;
  - use the flexibility inherent in the national conditions of service for all staff in a positive and constructive fashion within the resources available;
- 2.2 In seeking to apply these aims, the Governors will take account of advice issued by: the Local Authority; the DfE, Local Government Organisations and the Teacher Associations and Trade Unions.

### **3 Equal opportunities**

- 3.1 The Governing Body strives to be an equal opportunities employer and as such, opposes all forms of unlawful or unfair discrimination. All employees will be recruited, trained and developed on the basis of their ability and the requirements of the job. When making decisions about pay, the Governors will comply with [The Equality Act 2010](#), [The Employment Rights Act 1996](#), [The Employment Relations Act 1999](#) and [The Employment Act 2002](#), as well as [The Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#), [The Employment Act 2002 \(Dispute Resolution\) Regulations 2004](#), and [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), [The Employment Equality \(Age\) Regulations 2006](#), [The Employment Equality \(Sexual Orientation\) Regulations 2003](#), and [The Employment Equality \(Religion and Belief\) Regulations 2003](#).

### **4 Financial considerations**

- 4.1 The Governing Body is responsible for the school budget and will ensure that where necessary appropriate funding is allocated for pay progression at all levels. The Governing Body recognises that funding cannot be used as a criterion to determine progression and as such staffing budgets within this school will be set to assume that all employees will progress the salary ranges, subject to the provisions of this policy.
- 4.2 In considering the financial support for pay decisions, the Governors will seek to strike a balance between their aims and the resources available to the school.
- 4.3 If, in any one year, the school experiences demonstrable significant financial constraints, these will be identified and the implications for pay review determined before any decisions are made. If there has to be any prioritising of pay decisions, the reasons and method of prioritising will be determined at the outset. Pay decisions for all posts will be included in this ranking process. Teacher Associations will be fully consulted in determining the criteria(s) to be used.
- 4.4 Where national pay awards are made this school is committed to uplifting all pay points and allowances as detailed within this policy.

### **5 Pay review and salary statements**

- 5.1 The Governing Body will ensure that every teacher's salary is reviewed annually with effect from 1 September and usually no later than 31 October (except in the case of the Head Teacher, who will have their review usually held by 31 December) each year and give them a written statement setting out their salary and any other financial benefits to which they are entitled by 31 December.

- 5.2 Pay decisions will be made as part of the annual appraisal cycle; details of this are contained within the current school model [Appraisal, Performance Management Policy](#).
- 5.3 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 it was made.
- 5.4 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.

Further information regarding safeguarding provisions for teachers is contained within the [STPCD \(Section 30–37\)](#) and within this policy (Paragraph 11.10) for NJC staff.

## 6 Reviewing the policy

- 6.1 The Governing Body will undertake an annual review of the whole school pay policy in light of the previous year's implementation, any changes to National Conditions of Service and taking full account of the school improvement plan in consultation with staff and unions.

## 7 Consultation and circulation

- 7.1 This model Pay Policy was consulted and agreed with all recognised Trades Unions and Teaching Associations within Bolton Council, and all recognised parties will be consulted in the course of the policy review and provided with a copy/access to the final version policy.
- 7.2 Any subsequent changes/deviations from this model Pay Policy made by this school will be negotiated separately with relevant Trades Unions and Teaching Associations.
- 7.3 The Governing Body will consult staff and unions on the pay policy and review it each year, or when other changes occur to National Conditions of Services to ensure that it reflects the latest legal position. It will be used in conjunction with them, but, in the event of any inadvertent contradictions, the National Conditions of Service and associated guidance take precedence.

# Section 1

## 8 Employees covered by the school teachers' pay and conditions document ('STPCD')

- 8.1 With effect from 1 September 2013, all decisions about teachers' pay progression have been linked to performance. Schools have significant flexibilities and therefore a number of important decisions to make regarding the implementation of a revised pay policy for their school. For clarity;
  - Green text details reference points within the [School teachers' pay and conditions document](#) and associated [Section 3 guidance and NJC \(Green Book\) Conditions of Service](#) which should be read in conjunction with this policy.

- Black text details provisions of the School teachers pay and conditions document 2022 which must be adhered to from 1 September 2022.
- Purple text details school flexibilities which must be assessed and completed on a school by school basis.

## Class Teacher Pay Provision

8.2 All decisions regarding Salary payments will be made in accordance with [STPCD \(Section 1–28\)](#).

8.3 There are six main pay ranges for teachers; (see Paragraph 8.8 and 9.30 of this policy for further detail)

- i. Unqualified Teacher Pay Range
- ii. Qualified Teachers Entry Range
- iii. Qualified Teachers Accomplished Range
- iv. Qualified Teachers Advanced Range
- v. Leading Practitioners (whose primary purpose is to model and lead teaching improvement)
- vi. Leadership Pay Range

8.4 All qualified teachers will be paid at a point within the salary scales detailed in Table 1. Salary scales for non-qualified teachers and leading practitioners are also contained within Table 1.

8.5 Salary values will be amended from time to time to reflect national changes to teachers pay.

8.6 Any pay increase awarded to a teacher on the unqualified teachers' pay range, qualified teachers pay range remain permanent for as long as the teacher remains within this school.

8.7 This school has developed a teacher's pay framework to ensure that it is able to link pay progression to performance.

[Ladybridge Primary School](#) will use the following pay framework to determine teachers' pay.

8.8 Teachers may only progress through the pay points subject to their performance being assessed as successfully achieving their objectives, as determined through the Schools agreed [Appraisal, Performance Management Policy](#), and have demonstrated that they are competent in all elements of the published Teachers Standards.

Further information regarding pay determination and progression are detailed in Section 9 of this policy.

**TABLE 1: Teachers Pay Ranges 1 September 2022 (Bolton Model)**

Pay Scale	Range	SCP	Salary
Unqualified Teachers	Unqualified Range	UQT1	19,340
		UQT2	21,559
		UQT3	23,777
		UQT4	25,733
		UQT5	27,954
		UQT6	30,172
Qualified Teachers	Minimum Range Previously M1	T1	28,000
	Established Range (M2-M3)	T2	29,800
		T3	31,750
	Enhanced Range Previously main pay scale (M4 – M6)	T4	33,850
		T5	35,990
		T6	38,810*
	Advanced Range Previously upper pay scale (U1 – U3)	T7	40,625
		T8	42,131
		T9	43,685

Pay Scale	SCP	Annual Salary '22	Range	SCP
Leading Practitioners	P1	44,522		P1
	P2	45,637		P2
	P3	46,776	1	P3
	P4	47,940	2	P4
	P5	49,135	3	P5*
	P6	50,367	4	P6*
	P7	51,722	5	P7*
	P8	52,916	6	P8*
	P9	54,238	7	P9*
	P10	55,630	8	P10*
	P11	57,074	9	P11*
	P12	58,389	10	P12*
	P13	59,849	11	P13*
	P14	61,341	12	P14*
	P15	62,868	13	P15*
	P16	64,538	14	P16*
	P17	66,022		P17*
	P18	67,684		P18*

\*Note: Salary progressions barred at point T6 of Qualified Teachers Pay Range (subject to formal review process as detailed in Paragraph 9.15 of this policy) and at maximum points of each range within the Leading Practitioners Pay Range.



## 9 Pay determination and pay progression

### Recruitment of Staff

- 9.1 Prior to recruitment the Governing Body will determine the pay range for a vacancy giving due consideration to:
- the requirements of the post
  - the specialist knowledge required for the post
  - the experience required to undertake the specific duties of the post
  - the wider school context
- 9.2 All advertisements for roles within the school will detail the minimum and maximum salaries payable in accordance with the pay provisions detailed in table 1.
- 9.3 The Governing Body will be responsible for determining the starting salary of an employee. **This school believes in the principle of pay portability and would seek to at least match the existing salary level.** Where pay ranges are restricted for any reason, clear reasons for this decision should be recorded

### Pay Progression

- 9.4 **Within this school all pay decisions will be taken by the 'Pay Committee' following advice taken from the Head Teacher.**
- 9.5 Teachers may only progress along the pay points subject to their performance being assessed as 'deserving'. This is defined as being assessed as making as a minimum, good progress towards their agreed objectives and evidence exists of competency in all elements of the published teacher standards i.e. a good 'totality of performance' when referenced against the teachers' standards.
- Progression will be determined through the schools agreed [Appraisal, Performance Management Policy](#). To assist in this process a "progression matrix" (Career Stage Expectations) against the teacher standards has been produced which exemplifies what performance level and impact is expected at each pay band.
- 9.6 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the necessary skills and support they need to carry out their role effectively and one which contributes to the effective management of individuals and teams in order to achieve high levels of performance within this school.
- 9.7 The school has developed an appraisal and performance management process which establishes a shared understanding about what is to be achieved and an approach to leading and developing people which will ensure that it is achieved. Additionally, it will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.
- 9.8 **Within this school, performance management is seen as a continuous cycle and all employees will be monitored, assessed and provided with feedback on their performance on a continual basis. This will be done through a range of quality assurance activities, but will not normally exceed three formal lesson observations per year.**

- 9.9 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and pay recommendations they contain as indicated within the schools appraisal policy.
- 9.10 To ensure pay decisions within this school remain fair and transparent, all pay assessments and recommendations will be properly rooted in evidence. In this school the evidence will seek to demonstrate:
- an increasing positive impact on pupil progress
  - an increasing impact on wider outcomes for pupils
  - improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
  - an increasing contribution to the work of the school
  - an increasing impact on the effectiveness of staff and colleagues

Note: This list is not intended to be used as a checklist.

- 9.11 Teachers employed on Qualified Teachers Entry Range or Accomplished Range and who are assessed as 'deserving' (see Paragraph 9.5) will be awarded a minimum of one incremental point up to a maximum of T6 (threshold bar) on completion of that cycle, payable from 1 September.
- 9.12 Teachers who are eligible to apply to be paid on the Qualified Teachers Advanced Range but chose not to, are able to be paid on T6 providing they are assessed as "deserving" (see Paragraph 9.5). It is not possible to lower a teachers pay as a result of an unsatisfactory performance appraisal.
- 9.13 Teachers, who as part of the appraisal cycle are assessed as making 'outstanding' progress' towards their objectives and have demonstrated that they are highly competent in all elements of the published Teachers Standards and also evidence the 'Professional skills' of that pay band are eligible to receive accelerated pay progression within the pay bands detailed in Table 1 above. In normal circumstances a Teacher will not progress over a maximum of one pay band per appraisal cycle; however the Governing Body retains the right to approve this in exceptional circumstances.
- 9.14 Where a determination is made as part of the appraisal cycle that 'no pay progression' is applicable, this does not automatically give recourse to commencing capability proceedings. Within this school any member of staff who is determined that 'no pay progression is warranted' will be supported in accordance with the appraisal and performance management in order to improve their performance in line for the next appraisal cycle.

## **Moderation**

- 9.15 All pay decisions will be subject to a moderation process. Within this school moderation will be undertaken by:
- All appraisal documentation and associated pay decisions will be reviewed by the Head Teacher, prior to being submitted to the Governing Body for formal approval.

## Application to be paid on Qualified Teachers Advanced Range

9.16 From 1 September 2014 any qualified teacher who can demonstrate sustained performance may apply to be paid on the Qualified Teachers Advanced Pay Range. Qualified Teachers may apply to be paid on the Qualified Teachers Advanced Pay Range at least once a year in line with their schools pay policy. The relevant body shall assess all applications against the same criteria.

An application from a qualified teacher will be successful where the relevant body is satisfied both;

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

9.17 Applications for progression to Qualified Teachers Advanced Pay Range should be made as part of the appraisal process following discussions with the Head Teacher prior to an application being submitted.

9.18 Schools are free to decide on the format of how teachers apply to be paid on the Qualified Teachers Advanced Pay Range and the evidence they are required to provide (see Appendix J for application)

9.19 Teachers achieving the Qualified Teachers Advanced Pay Range in keeping with all other salary assessments will be reviewed annually. However, Governors have decided that teachers are likely to spend at least 2 years at the same salary point within the Advanced Pay Range, before being considered for progression to the next incremental point.

Note: 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.

## Assessment of applications to be paid on Qualified Teachers Advanced Pay Range

9.20 The relevant body will judge an application for progression to Qualified Teachers Advanced Pay Range in relation to the Teacher Standards, the School's Performance Progression Matrix or Career Stage Expectations and the following criteria, namely that;

- They are highly competent in all elements of the relevant standards and; their achievements and contribution to the school are substantial and sustained.

9.21 Within this school, this means:

- Highly competent; 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.

- Substantial; 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; the teacher must have had a minimum of two consecutive successful appraisal reports in this school and have made at least good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

9.22 Further information, including information on sources of evidence is contained within the school’s appraisal policy.

## Leading Practitioner Ranges

9.23 The Leading Practitioner Pay Range is only applicable to qualified teachers who are employed in posts that the school has determined have the primary purpose of modelling and leading improvement of teaching skills.

9.24 Within this school the following posts have been designated as being remunerated within Leading Practitioners Ranges. Salary details are contained in Table 1;

Position Name	Grade
N/A	

9.25 Posts designated as being paid on Leading Practitioners Ranges shall have their remuneration determined by the governing body. Within this school the Governing Body reserves the right to pay different post holders varying individual post ranges within the overall Leading Practitioner Pay Range as detailed in Table 1 above.

9.26 Teachers employed on Leading Practitioners Pay Ranges and who are assessed as successfully achieving their objectives, as determined through the Schools agreed [Appraisal, Performance Management Policy](#), and have demonstrated that they are competent in all elements of the published Teachers Standards will be awarded a minimum of one incremental point up to a maximum of their Pay Range as detailed in table 1 of this document.

Performance Descriptors as defined by Ofsted are attached at [Appendix D](#). Schools may wish to develop their own ‘Standards Progression Matrix’ to demonstrate how performance will be assessed within their school.

## Unqualified Teacher Pay Ranges

9.27 An Unqualified Teacher employed within this school must be paid a salary as detailed within the Unqualified Teachers Range as shown in Table 1.

9.28 Upon obtaining qualified teacher status under regulations made under section 132 of the Act an unqualified teacher will be transferred to a salary within Qualified Teachers Range as detailed in Table 1. The Governing Body will be responsible for determining the salary of all qualified teachers as per 9.3 of this policy.

### **Leadership Pay Ranges (Head Teacher, Deputy Head Teacher and Assistant Head Teacher)**

9.29 All decisions regarding Leadership Group Pay will be made in accordance with [STPCD](#) (Paragraphs 4–11).

9.30 Posts established as Leadership posts shall be paid on the Leadership Pay Spine, as detailed in Table 2 below.

**TABLE 2: Leadership Scale**

SCP	Salary
L1	44,305
L2	45,414
L3	46,548
L4	47,706
L5	48,894
L6	50,121
L7	51,470
L8	52,658
L9	53,972
L10	55,359
L11	56,795
L12	58,104
L13	59,557
L14	61,042
L15	62,560
L16	64,224
L17	65,699
L18A	66,684
L18B	67,350
L19	69,022
L20	70,732
L21A	71,764
L21B	72,483
L22	74,282
L23	76,122

SCP	Salary
L24A	77,237
L24B	78,010
L25	79,948
L26	81,926
L27A	83,126
L27B	83,956
L28	86,039
L29	88,169
L30	90,364
L31A	91,679
L31B	92,596
L32	94,898
L33	97,255
L34	99,659
L35A	101,126
L35B	102,137
L36	104,665
L37	107,267
L38	109,921
L39A	111,485
L39B	112,601
L40	115,409
L41	118,293
L42	121,257
L43	123,057

Note: Following the differential pay award which was agreed in September 2015, It remains necessary to retain A and B Values for Leadership Grades in accordance with the provisions of the [STPCD 2022](#)

9.31 The scales for Leadership Posts will be determined at the time posts are established and shall comprise of the requisite number of points as required in the School Teachers' Pay and Conditions Document and in accordance with the job description and duties of the post.

9.32 Within this school the following posts have been identified as being paid on the Leadership Pay Range;

{Add in names or designations of posts and salary ranges}

Position Name	Salary Range
Deputy Headteacher	L8-L14
Headteacher	L15-24

9.33 Staff employed on the Leadership Pay Ranges and who are assessed as successfully achieving their objectives, as determined through the Schools agreed [Appraisal, Performance Management Policy](#), and have demonstrated that they are competent in all elements of the published Teachers Standards will be awarded a minimum of one incremental point up to a maximum of the specified pay range.

9.34 This school has developed a Leadership pay framework to ensure that it is able to link pay progression to performance.

Ladybridge Primary School will use the following pay framework to determine leadership pay.

9.35 In determining pay decisions, the Governing Body will have regard to:

- i. whether the post holder has demonstrated sustained high quality of performance with particular regard to the relevant teaching standards (including any specific leadership standards), management and pupil progress and;
- ii. any additional management responsibility the post holder has successfully undertaken;
- iii. the outcomes from the appraisal (performance) review;

## Allowances and additional payments

### Teaching and Learning Responsibility ('TLR') Payments

9.36 All decisions regarding TLR payments will be made in accordance with [STPCD](#) (Paragraph 20–20.5).

9.37 The Governing Body, following recommendation from the Head Teacher may award TLR payments to a classroom teacher for undertaking a sustained additional responsibility in the context of their staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The award may be while a teacher remains in the same post or occupies another post in the absence of a post-holder.

9.38 In this school the following roles have been identified as being in receipt of TLR1 Payments;

These are between £8,705 and £14,731 from September 2022}

Position Name	TLR1 Value
N/A	

9.39 In this school the following roles have been identified as being in receipt of TLR2 Payments;

These are between £3,016 and £7,367 from September 2022}

Position Name	TLR2 Value
EYFS Leader	£3016
Personal Development Leader	£3016
Community Leader (incl. EAL/INA and mentoring)	£3016
Assessment and Intervention Leader	£3016
Teaching and Learning Leader	£3016

9.40 Additionally, the Governing Body at the recommendation of the Head Teacher may award a third, fixed term TLR ('TLR3') to a classroom teacher who is undertaking a clearly time-limited school improvement project(s), or one-off internally/externally driven responsibilities. TLR 3 payments may be awarded consecutively with either a TLR1 or TLR2, providing the criteria as defined in the STPCD are met.

9.41 In this school the following roles have been identified as being in receipt of TLR3 Payments;

These are between £599 and £2,974 from September 2022}

Position Name	TLR3 Value
N/A	

9.42 All TLR3 fixed term payments must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term.

9.43 TLR3 payments awarded to a part-time teacher are not subject to the pro rata principle.

## Safeguarding of TLR payments



- 9.44 In the event that the Governing Body, following recommendations from the Head Teacher makes changes to their pay policy or staffing structure which results in either;
- the duties for which a teacher was awarded a TLR1 or TLR2 are no longer to include the significant responsibility for which it was awarded; or
  - the responsibility for which a teacher was awarded a TLR1 or TLR2 (whether or not this has changed) merits, in accordance with their pay policy and staffing structure, an allowance of a lower annual value ('the new payment');
- 9.45 The school will pay the safeguarded sum in accordance with provisions contained within [STPCD](#) (Paragraph 30–37).
- 9.46 All TLR3 payments are not subject to safeguarding.
- 9.47 TLR1 and TLR2 payments awarded to teachers employed under a fixed term contract or whilst they occupy another post in the absence of a post-holder will not be safeguarded after the fixed-term contract expires or after the date or the substantive post holder returns, whichever is the soonest.
- 9.48 Within one month of the determination being made that the TLR payment is no longer payable the Governing Body will notify the teacher in writing of;
- the reason for the determination;
  - the date on which the old payment ends and, if applicable, from which the new payment comes into effect;
  - the value of the teacher's salary immediately before the determination, not including the safeguarded sum;
  - the safeguarded sum;
  - the latest date on which the safeguarding period will end;

## **Special Educational Needs Allowance**

- 9.49 All decisions regarding SEN payments will be made in accordance with [STPCD](#) (Paragraph 21–21.4).
- 9.50 The pay committee will award a SEN spot value allowance on a range of between £2,270 and £4,479 (from September 2022) to any classroom teacher who meets the criteria as set out in STPCD (Paragraph 21.2).
- 9.51 When deciding on the amount of the allowance to be paid, the governing body will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post as outlined in [STPCD](#) (Paragraph 21.3).
- 9.52 The governing body will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.
- 9.53 In agreeing SEN Allowances the governing body will take account of Paragraph 55–59 of the Section 3 guidance.

## **Recruitment and retention incentives and benefits**

9.54 All decisions regarding recruitment and retention incentives and benefit payments will be made in accordance with Paragraph 27–27.3 of the [STPCD](#) and Paragraph 70–72 of the associated STPCD Section 3 guidance document.

### **Recruitment**

- 9.55 The Governing Body will consider the payment of recruitment awards to class teachers to the value of £0 where there are demonstrable difficulties evidenced by nationally or locally identified shortages or by direct experience of nationally, locally and internally advertising a post without success. The Governing Body will be responsible for determining the value of any such payments within this school.
- 9.56 In establishing the amount payable the Governing Body may consider the payment of benefit incentives, for example, a cash sum, a percentage up rating of salary (within agreed salary ranges detailed in table 1), or defined benefits such as childcare costs, support for travel costs, care of dependants or health care provision.
- 9.57 An award may be paid as salary over the given period or as a lump sum (on commencement or after a pre-determined period of unbroken service). All payments must be made in accordance with the detailed requirements of the current 'Teachers' Pay and Conditions Document'.
- 9.58 Head Teachers, Deputy Head Teachers and Assistant Head Teachers, are not entitled to any recruitment awards other than re-imbursment of any reasonably incurred housing or re-location costs.

### **Retention**

- 9.59 The Governing Body will consider the payment of retention awards to class teachers to the value of £0 where there are demonstrable business case to justify this payment being made e.g. evidence locally identified shortages of suitably experienced or qualified staff.
- 9.60 In establishing the amount payable the Governing Body may consider the payment of benefit incentives, for example, a cash sum, a percentage up rating of salary (within agreed salary ranges detailed in table 1), or defined benefits such as childcare costs, support for travel costs, care of dependants or health care provision.
- 9.61 An award may be paid as salary over the given period or as a lump sum (on commencement or after a pre-determined period of unbroken service). All payments must be made in accordance with the detailed requirements of the current 'Teachers' Pay and Conditions Document'.
- 9.62 Where either a Recruitment and/or Retention payment is made the governing body will conduct regular reviews of such payments, and will undertake a formal review of all payable allowances as part of the annual review of this Pay Policy.
- 9.63 The Governing Body will write to staff receiving Recruitment and/or Retention Payments detailing;
- The value of such payments;
  - The expected duration of such payments;
  - The review arrangements of such payments;
- 9.64 All Recruitment and Retention payments must be formally reviewed as a minimum every 12 months.

- 9.65 Head Teachers, Deputy Head Teachers and Assistant Head Teachers, are not entitled to any retention awards other than reimbursement of any reasonably incurred housing or re-location costs.

### **Additional Payments**

- 9.66 All decisions regarding Additional Allowances will be made in accordance with Paragraph 26 of the [STPCD](#) and Paragraphs 60–73 of the associated Section 3 guidance document.

## **10 Other considerations**

### **Part Time staff**

- 10.1 All decisions regarding Part Time Staff will be made in accordance with Paragraph 40–42.2 of the [STPCD](#) and Paragraph 79–86 of the associated Section 3 guidance document.
- 10.2 All staff employed on an on-going basis at the school but who work less than a full working day or week are deemed to be part time. The Governing Body will provide these staff with a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements.
- 10.3 The school's timetabled teaching week of a full-time classroom teacher is to be used as the basis for calculating the pro rata percentage of the school's timetabled teaching week for which a part-time teacher is employed at the same school. This percentage is used to determine the pro rata remuneration of a full-time equivalent teacher's remuneration to which a part-time teacher is entitled. The percentage remains the same whether the school operates a weekly, fortnightly or any other timetable cycle.
- 10.4 The timetabled teaching week refers to school session hours that are timetabled for teaching, **including** PPA time and other non-contact time but **excluding** break times, registration and assemblies.
- 10.5 In addition to equal pay entitlements, from September 2005, the School Teachers' Pay and Conditions Document specifies that part-time teachers are entitled to PPA time pro rata to full time teachers.

### **Employment based routes in to teaching**

- 10.6 A teacher employed under the Salaried Schools Direct or registered teacher programmes will be paid as an unqualified teacher.
- 10.7 Those teachers who have trained Overseas and who have official recognition of the Teachers' Training Agency will be paid as qualified teachers.

### **Supply (short notice) Teachers**

- 10.8 All decisions regarding Supply (Short Notice) Teachers will be made in accordance with Paragraph 42–42.2 of the [STPCD](#).

10.9 For administrative ease, the Governing Body will pay daily basis supply teachers in accordance with the provisions of the School teachers' pay and conditions document on short notice teachers. The Local Authority method of calculating pay entitlement is;

- Daily rate – salary divided by 195 days
- Hourly rate – salary divided by 975 (195 days × 5 hours)

## **Record maintenance**

10.10 All decisions of the Pay Committee, together with criteria used, will be formally recorded (in accordance with the regulations applicable to any committee of the Governing Body).

10.11 Each member of staff will annually be given a written statement of their salary review.

10.12 All staff have the right of access to their personal salary record by giving notice to the Head Teacher or Chair of Governors as appropriate.

## **Appeals Procedure**

10.13 The appeals procedure in relation to all pay decisions is attached to this policy at [Appendix B](#) and [Appendix C](#).

# **Section 2**

## **11 Employees covered by National Joint Council ('NJC') conditions**

### **Pay and Grading Pay structure**

11.1 The school has committed to following Bolton Council's pay and grading structure. As such, Bolton Council operates a structure of 15 grades which is based upon the NJC salary spine, extended locally up to point 62. Posts will be allocated to each grade dependent upon their point score under the job evaluation scheme. Details of pay values for each of these grades are detailed in Table 3 below.

11.2 All grades within the new pay structure are incremental, subject to the grade progression criteria. Increments will be paid to eligible employees on 1 April each year, with the exception of new starters between October and March, who will receive an increment following the completion of six months satisfactory employment.

Bolton Council Pay Structure							
1 April 2022							
Pay and Grading Structure	SC P	Annual Salary 1-Apr-21	Annual Salary 1-Apr-22	Salary % Increase	Monthly Salary	Hourly Rate 37 Hours	
Grade A [1]	1	18333	20258	10.5%	1,688.17	10.5003	
	2	18516	20441	10.4%	1,703.42	10.5951	
Grade B [2]	3	18887	20812	10.2%	1,734.33	10.7874	
	4	19264	21189	10.0%	1,765.75	10.9828	
Grade C [3]	5	19650	21575	9.8%	1,797.92	11.1829	
	6	20043	21968	9.6%	1,830.67	11.3866	
Grade D [4]	7	20444	22369	9.4%	1,864.08	11.5944	
	8	20852	22777	9.2%	1,898.08	11.8059	
	9	21269	23194	9.1%	1,932.83	12.0221	
	10	21696	23620	8.9%	1,968.33	12.2429	
	11	22129	24054	8.7%	2,004.50	12.4678	
Grade E [5]	12	22571	24496	8.5%	2,041.33	12.6969	
	13	23023	24948	8.4%	2,079.00	12.9312	
	14	23484	25409	8.2%	2,117.42	13.1702	
	15	23953	25878	8.0%	2,156.50	13.4133	
	16	24432	26357	7.9%	2,196.42	13.6615	
Grade F [6]	17	24920	26845	7.7%	2,237.08	13.9145	
	18	25419	27344	7.6%	2,278.67	14.1731	
	19	25927	27852	7.4%	2,321.00	14.4364	
	20	26446	28371	7.3%	2,364.25	14.7054	
	21	26975	28900	7.1%	2,408.33	14.9796	
Grade G [7]	22	27514	29439	7.0%	2,453.25	15.2590	
	23	28226	30151	6.8%	2,512.58	15.6281	
	24	29174	31099	6.6%	2,591.58	16.1194	
	25	30095	32020	6.4%	2,668.33	16.5968	
	26	30984	32909	6.2%	2,742.42	17.0576	
Grade H [8]	27	31895	33820	6.0%	2,818.33	17.5298	
	28	32798	34723	5.9%	2,893.58	17.9979	
	29	33486	35411	5.7%	2,950.92	18.3545	
Grade I [9]	30	34373	36298	5.6%	3,024.83	18.8142	
	31	35336	37261	5.4%	3,105.08	19.3134	
	32	36371	38296	5.3%	3,191.33	19.8498	
	33	37568	39493	5.1%	3,291.08	20.4703	
	34	38553	40478	5.0%	3,373.17	20.9808	
Grade J [10]	35	39571	41496	4.9%	3,458.00	21.5085	
	36	40578	42503	4.7%	3,541.92	22.0304	
	37	41591	43516	4.6%	3,626.33	22.5555	
	38	42614	44539	4.5%	3,711.58	23.0857	
	39	43570	45495	4.4%	3,791.25	23.5813	
Grade K [11]	40	44624	46549	4.3%	3,879.08	24.1276	
	41	45648	47573	4.2%	3,964.42	24.6583	
	42	46662	48587	4.1%	4,048.92	25.1839	
Grade L [12]	43	47665	49590	4.0%	4,132.50	25.7038	
	44	48681	50606	4.0%	4,217.17	26.2304	
	45	49700	51625	3.9%	4,302.08	26.7586	
	46	50731	52656	3.8%	4,388.00	27.2930	
	47	51772	53697	3.7%	4,474.75	27.8326	
Grade M [13]	48	52815	54740	3.6%	4,561.67	28.3732	
	49	53855	55780	3.6%	4,648.33	28.9123	
	50	54901	56826	3.5%	4,735.50	29.4544	
Grade N [14]	51	55942	57867	3.4%	4,822.25	29.9940	
	52	56989	58914	3.4%	4,909.50	30.5367	
	53	57832	59757	3.3%	4,979.75	30.9736	
						<b>Rates</b>	
						Special Needs	£1,401 per annum £116.75 per month
						Sleep-ins	£39.24
						Stand-by	£31.58
						<b>Living Wage Supplement</b>	
						Bolton Council is committed to paying all staff a living wage.	
[1] denotes previous grade number					<b>2022 increase</b>		
SCP 10, 13, 16, 18, 21 are not currently in use					<b>£1,925 on all scps</b>		

**TABLE 3: Bolton Council Pay Structure April 2022**

## Review of pay grades

- 11.3 The pay spine on which the grading structure is based is determined nationally. The pay spine is reviewed annually by the National Trades Unions and Employers, who determine the value of a “cost of living” increase across the Local Government sector.

## Grade progression

- 11.4 Bolton Council has adopted the national provision for accelerating or withholding increments on an exceptional basis, subject to individual performance. Written evidence must be provided for any such request, which requires the approval of the Head Teacher and Governing Body.
- 11.5 Once the top of the scale is reached, the employee will remain upon that scale point. No further salary increase will be payable, apart from that arising from the annual cost of living review.

## Starting salaries

- 11.6 New starters are appointed at the bottom of the appropriate grade. Exceptions to this must be agreed by the Head Teacher and Governing Body with consideration given to equality and any team relativity issues.
- 11.7 Staff appointed on a casual basis are appointed at the bottom of the relevant grade.

## Pay period

- 11.8 All employees are appointed on monthly pay and are paid in equal monthly instalments. Payment is made directly into a bank or building society account of the employee’s choice on the closest working day to the 18th of the month. Each month’s pay comprises 18 days in arrears and the rest of the month in advance, i.e. the salary paid on 18 March is for the 1 March to the 31 March inclusive.

## Review of grading

- 11.9 All posts are evaluated using the National Joint Council’s job evaluation scheme. If a job has changed substantially since the post was last evaluated and a new job description has been produced, an employee may seek a re-evaluation of the grading of their post in accordance with Bolton Council policy. An employee will have the right of appeal against the grading of their post, if they feel the assessment did not fairly reflect the level of duties and responsibilities of the post.

Note: Information on Bolton Council’s Job Evaluation and Appeals procedure is available in [Appendix G](#), [Appendix H](#) and [Appendix I](#).

## Pay protection

- 11.10 If the grade of an employee’s post is reduced as a result of a re-structure or other organisational change, current earnings are protected for a period of two years. This protection includes contractual enhancements and allowances. During the protection any incremental or annual pay increases will be incorporated in the protection amount until their protected earnings become less than their pay under the revised arrangements, or the protection period expires; whichever is the sooner.

## Promotions

11.11 Where an employee is promoted into a post on a higher grade or where an employee's post is regraded to a higher grade, they will receive either the minimum of the new pay grade or one increment, whichever is the greater.

## Acting up payments

11.12 If an employee is required to undertake the full duties of a higher graded post, they will normally be paid at the minimum of the grade of the higher graded post for the period they are 'acting-up'. If the employee is covering duties at a higher level which are not attached to a substantive post, the job evaluation scheme will be used to determine the level of work and associated remuneration.

11.13 The higher rate of pay is normally applied with immediate effect for employees paid at Grade F and below, who typically work in front line services where immediate cover at the higher level is required.

11.14 The Head Teacher and Governing Body will determine whether acting up payments are appropriate for those at senior levels in the organisation, where undertaking higher level duties may legitimately be regarded as professional development. Payment to staff paid at Grade G and above is not normally made before an individual has been required to act up for a period of 4 weeks, although the Head Teacher and Governing Body have the discretion to make the payment sooner, subject to the exigencies of the service

11.15 Once the qualifying period of four weeks has been satisfied, the higher salary will be paid with effect from the first day on which the higher duties were effective. Payments will be made with salary or after completion of the appropriate period.

11.16 Where there is more than one employee undertaking the additional responsibilities, the Head Teacher must ensure that their decision can be objectively justified, in accordance with equality principles and is fully documented. Evidence should also be available of the individual's competencies to fulfil the role.

11.17 If the duties and responsibilities of a higher graded post are shared between more than one employee, or only part of the duties of the higher graded post are undertaken, the payment made will reflect the proportion and relative importance of the duties undertaken. In such circumstances the additional payments should not normally exceed the total amount payable if one employee undertook the full duties.

## Honorarium payments

11.18 Where an employee undertakes additional duties outside their job description and the requirements of their role, they may be eligible for an honorarium payment.

11.19 Short term honoraria payments are not normally paid for longer than 3 months. The value of any payments must be proportionate to the circumstances and are not normally greater than 10% of salary. Short term honoraria payments may be paid monthly or retrospectively.

11.20 If an individual is required to take on additional temporary responsibility for longer than three months, a temporary job description and person specification should be produced and referred to Corporate HR for evaluation.

11.21 All honoraria payments must be agreed by the Head Teacher and Governing Body, and are subject to consultation and agreement with the School's HR Manager, in line with the school's [Honoraria and Acting-Up Policy](#). All payments are reported to Bolton Councils Executive Management Team ('EMT') and Departmental Joint Consultative Committees ('DJCC'), to monitor consistency of approach and equality of treatment.

## 12 Working arrangements

### Working hours

12.1 The standard working week for all full-time employees is 37 hours. On occasion, staff may be required to work outside normal working hours to support particular school needs. In return for this flexibility, the Head Teacher will work with staff to agree time off in lieu or overtime payments, if appropriate, to a maximum value of time and a half.

### Payments for regular, non-standard working arrangements

12.2 Staff employed on a contract to work Saturday or Sunday only will be paid at plain time.

12.3 This school follows Bolton Council's adopted approach to a single system of remuneration which has been agreed for employees contractually required to work at night time and/or over a 6/7 day period for 10% or more of their working time. It operates as follows;

12.4 Employees in posts which operate between 7am and 10pm (defined as day time) over a 6/7 day period (i.e. shift patterns covering week days and weekends) will receive an allowance equivalent to 7% of basic salary. Note: staff appointed purely to cover weekend work who do not operate during the week will not be eligible for any enhanced payments.

12.5 Employees in posts which operate at night on any day of the week will receive an allowance equivalent to 30% of basic salary for the hours worked during this period. The definition of night time hours is time worked between 10pm to 7am.

12.6 Staff who work both day and night time hours over a 7 day period will receive an allowance of 7% which will be increased to 30% for the hours worked at night.

12.7 The following posts within this school have been identified as attracting additional payment for regular, non-standard working arrangements; {add/delete/amend as appropriate}

Position Name	Payment Value
N/A	

12.8 Employees covered by this arrangement will;



- Receive the appropriate enhancement as part of their normal pay.
- Receive a prorated enhancement for any hours worked that overlap the day/night time rates.
- Receive the enhancement during periods of approved annual leave and properly notified sickness
- Not receive any additional enhancements for planned work at weekends.
- Staff paid at Grade F and below will receive double time and a day off in lieu if rostered to work on a public holiday. Staff paid at or above Grade G will receive double time only.

12.9 Should the school determine that a post needs to transfer to this arrangement; the Head Teacher will provide a written report to the Governing Body for approval. The relevant Trades Unions will be consulted about any such cases.

## **Payments for infrequent or less than 10% non-standard working hours**

12.10 Employees who work at the weekend or at night on an infrequent or ad hoc basis and who are not paid an all-inclusive allowance may claim enhancements to a maximum of time and a half for any hours worked at the weekend or at night.

12.11 Enhancements apply to any hours worked at night or weekend and are not related to the number of working hours per week. Staff who work less than 37 hours per week would, therefore, be entitled to enhancements for time worked at weekend or at night.

## **Public Holidays**

12.12 All employees are entitled to the 8 public (bank) holidays.

12.13 Staff paid at Grade F and below will receive double time and a day off in lieu if rostered to work on a public holiday.

12.14 Staff paid at or above Grade G will receive double time only, with the exception of those roles for which it is a contractual requirement.

## **Overtime**

12.15 Employees with more than one contract across the council will not receive overtime if their total weekly hours exceed 37 unless they work more than 37 hours in this school on one particular contract.

12.16 Employees paid at Grade F and below may receive payment to a maximum value of time and a half should they exceed a 37 hour working week on a planned basis, or take time off in lieu at plain time. Any additional hours up to and including a 37 hour working week are paid at plain time.

12.17 Employees paid at Grade G and above have the option to receive either payment at plain time for any overtime hours worked or to take the equivalent time off in lieu.

## **Car allowances**

### **Essential Car Users ('ECU')**

12.18 From 1 April 2012 the council implemented the Travel Costs Reimbursement Policy, under which a lump sum payment is only made to essential users if the requirements of the role cannot be met without the use of a private vehicle. The allocation of this allowance is subject to an annual review and any changes are subject to DMT and corporate approval.

12.19 Examples of the essential requirement for a private vehicle include;

- The role requires regular travel across and/or outside of the borough, typically at multiple sites within one day, where public transport is not practicable and/or would be more expensive than use of a private car;
- The post holder may often be called out in an emergency, outside of any planned cover arrangements, and requires access to a private vehicle to respond quickly;
- The post holder is regularly required to transport clients or equipment as part of their work.

12.20 Car insurance policies must cover the car for business use. Any mileage claimed will be at the essential user rate.

### **Casual Car Users**

12.21 Should an employee who doesn't receive the essential car user allowance use their vehicle in the course of their duties, a casual car user mileage rate will be paid.

12.22 Car insurance policies must cover the car for business use. Any mileage claimed will be at the casual user rate.

### **Payments to Car Users**

12.23 Allowances are reviewed regularly by the National Joint Council (NJC) and all nationally agreed increases are applied as appropriate. The Essential Car User (ECU) allowance and mileage rates for essential and casual users are in line with bands 1 and 2 of NJC rates.

12.24 If you use a motorcycle or bicycle for business use, then the relevant HMRC rate will be applied.

12.25 Mileage claims should be submitted monthly and all claimants must hold a full, current and valid driving license and have adequate vehicle insurance cover to comply with the Council's requirements. Fraudulent claims may result in disciplinary action taken against the claimant and/or the authorising officer.

### **Car Parking**

12.26 The school does not pay for car parking for staff within the Borough.

## APPENDIX A

# Pay Committee and remit

The Governing Body will establish a Pay Committee (this function may either be performed by a dedicated pay committee or be part of a more wide ranging personnel committee) with delegated responsibility and authority to implement the policy by;

- contributing to the Governing Body's annual review of the pay policy in the provision of information on the previous year's implementation;
- determining which discretionary pay decisions are to be delegated to the Head Teacher;
- applying the statutory elements of the School Teachers' Pay and Conditions Document and the National Conditions of Service for Support Staff;
- ensuring that the implementation of the discretionary elements of the pay policy meets the needs of the school to recruit, retain, develop and motivate staff and also has regard to employment legislation, equal pay and the Governing Body's policy on equal opportunities;
- ensuring that each member of staff is consulted by senior management over the content of their job description and that all pay decisions are properly referenced to job descriptions;
- ensuring that all members of staff have the opportunity to discuss particular concerns regarding their salary with a member of the senior management team or governors as appropriate;
- ensuring that details and further particulars of all vacant posts (including temporary and acting) and opportunities that have additional responsibility payments are made known to all staff;
- reviewing the unit total of the school in accordance with the Teachers' Pay and Conditions Document;
- seeking a balance between pay and other conditions of service, for example: non-contact time for teaching staff;
- maintaining awareness of the pay policies of other schools for benchmarking purposes, seeking advice from the Local Authority and by being aware of the impact of their decisions on other schools e.g. pay and grading review;
- having regard to guidance issued by the Local Authority and Trades Unions as appropriate, and where necessary seeking advice;
- maintaining reasonable pay differentials / relativities as appropriate;
- ensuring that the school structure is attached as an appendix to the pay policy;

## APPENDIX B

# Appeals procedure pay policy decisions

An appeal is appropriate if a member of staff is not satisfied with the decision of the Pay Committee concerning their salary assessment and requires that the basis for the decision be reviewed by an impartial body. The following list includes the usual reasons for seeking a review of a pay determination;

That the person or committee by whom the decision was made;

- incorrectly applied any provision of the Document
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence
- took account of irrelevant or inaccurate evidence
- was biased; or
- otherwise unlawfully discriminated against the teacher

Appellants may wish to seek the support of their Professional Association/Trade Union Representative when presenting their case at an Appeal Hearing. The order of proceedings is as follows;

- i. The Appellant receives written communication of the pay determination and where applicable the basis on which the decision was made.
- ii. If the Appellant is not satisfied then they should seek to resolve this by discussing the matter informally with the decision maker within ten working days of the decision.
- iii. Where this is not possible, or where the Appellant continues to be dissatisfied they may follow a formal appeal process.
- iv. The Appellant should set down in writing the grounds for questioning the pay decision and send it to the person or the committee who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
- v. The Committee or person who made the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the Appellant an opportunity to make representations in person. Any supporting written evidence to be put before the Committee will be exchanged prior to the hearing 5 days in advance whenever possible.
- vi. Following the hearing the Appellant should be informed in writing of the decision and the right to appeal.
- vii. Any appeal should be heard by a panel of three governors (the Appeals Committee) who were not involved in the original determination normally within 20 working days of the receipt of written appeal notification. The Appellant will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

The procedure for the hearing of the appeal will be that the Appeals Committee will meet and conduct a Hearing in the following manner;

### **Those present**

- Chair of the Appeals Committee and Committee members (at least equal in number to the Pay Committee who made the first decision)
- Chair of the Pay Committee
- Appellant
- Professional Association / Trade Union Representative
- Head Teacher (in an advisory capacity unless he/she is the Appellant)
- Children's' Services HR Adviser (in an advisory capacity if invited)

## APPENDIX C

# Appeals hearing procedure

- i. The Chair of the Pay Committee, the Appellant and their representative enter the room together when invited.
- ii. The Chair of the Appeals Committee introduces all parties and outlines the procedure.
- iii. The Appellant or their representative explains in more detail why they are not satisfied with the decision made in respect of his/her pay and details the grounds for the appeal.
- iv. Any questions for clarification from;
  - the Chair of the Pay Committee
  - members of the Appeals Committee (and their advisers)
- v. The Chair of the Pay Committee responds, indicating why the original decision was made and submits evidence he/she feels is appropriate to the original decision.
- vi. Any questions for clarification from;
  - the Appellant or his/her representative
  - members of the Appeals Committee
- vii. Members of the Appeals Committee (and their advisers) have the opportunity to ask questions of both parties
- viii. An opportunity is given to the Chair of the Pay Committee to sum up the case, no new evidence shall be introduced at this stage.
- ix. An opportunity is given to the Appellant or their representative to sum up the case, no new evidence shall be introduced at this stage.
- x. Both parties retire to allow the Appeals Committee to consider the case and to make their decision.
- xi. All parties are recalled to indicate the decision of the Appeals Committee and that the Chair will confirm the decision within 5 working days.

**There is no further right of appeal.**

## APPENDIX D

# Grade descriptors for the quality of teaching, learning and assessment

**Note: Grade descriptors are not a checklist. Inspectors adopt a ‘best fit’ approach that relies on the professional judgement of the inspection team.**

## Outstanding

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils’ common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils’ behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils’ knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school’s policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils’ attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

## **Good**

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

## **Requires improvement**

- Teaching, learning and assessment are not yet good.



## **Inadequate**

**Teaching, learning and assessment are likely to be inadequate if one or more of the following applies.**

- Teaching is poorly planned.
- Weak assessment practice means that teaching fails to meet pupils' needs.
- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

## APPENDIX E

### Teachers Pay Ranges September 2022 TABLE 1: Teachers Pay Ranges 1 September 2022 (Bolton Model)

Pay Scale	Range	SCP	Salary
Unqualified Teachers	Unqualified Range	UQT1	19,340
		UQT2	21,559
		UQT3	23,777
		UQT4	25,733
		UQT5	27,954
		UQT6	30,172
Qualified Teachers	Minimum Range Previously M1	T1	28,000
		T2	29,800
	Established Range Previously M2 – M3	T3	31,750
		T4	33,850
	Enhanced Range Previously main pay scale (M4 – M6)	T5	35,990
		T6	38,810*
		T7	40,625
	Advanced Range Previously upper pay scale (U1 – U3)	T8	42,131
		T9	43,685

Pay Scale	SCP	Annual Salary '22	Range	SCP
Leading Practitioners	P1	44,522		P1
	P2	45,637		P2
	P3	46,776	1	P3
	P4	47,940		P4
	P5	49,135		P5*
	P6	50,367		P6*
	P7	51,722		P7*
	P8	52,916	6	P8*
	P9	54,238		P9*
	P10	55,630		P10*
	P11	57,074		P11*
	P12	58,389		P12*
	P13	59,849	11	P13*
	P14	61,341		P14*
	P15	62,868		P15*
	P16	64,538		P16*
	P17	66,022		P17*
	P18	67,684		P18*

\*Note:

Salary progressions barred at point T6 of Qualified Teachers Pay Range (subject to formal review process as detailed in Paragraph 9.15 of this policy) and at maximum points of each range within the Leading Practitioners Pay Range.

## Leadership Scale

SCP	Salary
L1	44,305
L2	45,414
L3	46,548
L4	47,706
L5	48,894
L6	50,121
L7	51,470
L8	52,658
L9	53,972
L10	55,359
L11	56,795
L12	58,104
L13	59,557
L14	61,042
L15	62,560
L16	64,224
L17	65,699
L18A	66,684
L18B	67,350
L19	69,022
L20	70,732
L21A	71,764
L21B	72,483
L22	74,282
L23	76,122

SCP	Salary
L24A	77,237
L24B	78,010
L25	79,948
L26	81,926
L27A	83,126
L27B	83,956
L28	86,039
L29	88,169
L30	90,364
L31A	91,679
L31B	92,596
L32	94,898
L33	97,255
L34	99,659
L35A	101,126
L35B	102,137
L36	104,665
L37	107,267
L38	109,921
L39A	111,485
L39B	112,601
L40	115,409
L41	118,293
L42	121,257
L43	123,057

Note: Following the differential pay award which was agreed in September 2015, It remains necessary to retain A and B Values for Leadership Grades in accordance with the provisions of the [STPCD 2022](#).

# Bolton Council NJC Pay Scales April 2022

Bolton Council Pay Structure								
1 April 2022								
Pay and Grading Structure	SC P	Annual Salary 1-Apr-21	Annual Salary 1-Apr-22	Salary % Increase	Monthly Salary	Hourly Rate 37 Hours		
Grade A [1]	1	18333	20258	10.5%	1,688.17	10.5003		
	2	18516	20441	10.4%	1,703.42	10.5951		
Grade B [2]	3	18887	20812	10.2%	1,734.33	10.7874		
	4	19264	21189	10.0%	1,765.75	10.9828		
Grade C [3]	5	19650	21575	9.8%	1,797.92	11.1829		
	6	20043	21968	9.6%	1,830.67	11.3866		
Grade D [4]	7	20444	22369	9.4%	1,864.08	11.5944		
	8	20852	22777	9.2%	1,898.08	11.8059		
	9	21269	23194	9.1%	1,932.83	12.0221		
	10	21695	23620	8.9%	1,968.33	12.2429		
Grade E [5]	11	22129	24054	8.7%	2,004.50	12.4678		
	12	22571	24496	8.5%	2,041.33	12.6969		
	13	23023	24948	8.4%	2,079.00	12.9312		
	14	23484	25409	8.2%	2,117.42	13.1702		
	15	23953	25878	8.0%	2,156.50	13.4133		
	16	24432	26357	7.9%	2,196.42	13.6615		
Grade F [6]	17	24920	26845	7.7%	2,237.08	13.9145		
	18	25419	27344	7.6%	2,278.67	14.1731		
	19	25927	27852	7.4%	2,321.00	14.4364		
	20	26446	28371	7.3%	2,364.25	14.7054		
Grade G [7]	21	26975	28900	7.1%	2,408.33	14.9796		
	22	27514	29439	7.0%	2,453.25	15.2590		
	23	28226	30151	6.8%	2,512.58	15.6281		
	24	29174	31099	6.6%	2,591.58	16.1194		
	25	30095	32020	6.4%	2,668.33	16.5968		
	26	30984	32909	6.2%	2,742.42	17.0576		
Grade H [8]	27	31895	33820	6.0%	2,818.33	17.5298		
	28	32798	34723	5.9%	2,893.58	17.9979		
	29	33486	35411	5.7%	2,950.92	18.3545		
Grade I [9]	30	34373	36298	5.6%	3,024.83	18.8142		
	31	35336	37261	5.4%	3,105.08	19.3134		
	32	36371	38296	5.3%	3,191.33	19.8498		
	33	37568	39493	5.1%	3,291.08	20.4703		
	34	38553	40478	5.0%	3,373.17	20.9808		
Grade J [10]	35	39571	41496	4.9%	3,458.00	21.5085		
	36	40578	42503	4.7%	3,541.92	22.0304		
	37	41591	43516	4.6%	3,626.33	22.5555		
	38	42614	44539	4.5%	3,711.58	23.0857		
Grade K [11]	39	43570	45495	4.4%	3,791.25	23.5813		
	40	44624	46549	4.3%	3,879.08	24.1276		
	41	45648	47573	4.2%	3,964.42	24.6583		
	42	46662	48587	4.1%	4,048.92	25.1839		
Grade L [12]	43	47665	49590	4.0%	4,132.50	25.7038		
	44	48681	50606	4.0%	4,217.17	26.2304		
	45	49700	51625	3.9%	4,302.08	26.7586		
	46	50731	52656	3.8%	4,388.00	27.2930		
Grade M [13]	47	51772	53697	3.7%	4,474.75	27.8326		
	48	52815	54740	3.6%	4,561.67	28.3732		
	49	53855	55780	3.6%	4,648.33	28.9123		
Grade N [14]	50	54901	56826	3.5%	4,735.50	29.4544		
	51	55942	57867	3.4%	4,822.25	29.9940		
	52	56989	58914	3.4%	4,909.50	30.5367		
	53	57832	59757	3.3%	4,979.75	30.9736		
							<b>Rates</b>	
							Special Needs	£1,401 per annum £116.75 per month
							Sleep-ins	£39.24
							Stand-by	£31.58
							<b>Living Wage Supplement</b>	
							Bolton Council is committed to paying all staff a living wage.	
[1] denotes previous grade number					<b>2022 increase</b>			
SCP 10, 13, 16, 18, 21 are not currently in use					<b>£1,925 on all scps</b>			

APPENDIX F

# Application for non-teaching staff Post Grading Review

Applicant details	
Name	
School	
Position Name	
Current Grade	Current Spinal Point

Basis for this application
<p>Please make reference to the current job description wherever possible, providing details of;</p> <ul style="list-style-type: none"><li>i. changes to duties (additional and relinquished);</li><li>ii. increased responsibility;</li><li>iii. any other information relevant to the application;</li></ul> <p>Continue on a separate sheet if necessary.</p>

Signed	Date
--------	------

## APPENDIX G

# Procedure for Post Grading Review

- i. The employee must complete [Appendix F](#) and submit this to the Head Teacher.
- ii. The Head Teacher (or nominated representative) will acknowledge receipt of the request and the date it was received.
- iii. Within 10 working days the Head Teacher (or nominated representative) will meet the employee to discuss the information submitted in support of the request.
- iv. Within 20 working days of the above meeting the Head Teacher (or nominated representative) will consider the request and gather any information pertinent to a decision about the request (including advice from the LA on comparable job grades) and write a summary statement of his/her findings and send it to the employee along with the date the Governing Body's Pay Committee will meet to consider it. If a union representative has been identified in support of the employee, he/she will also be sent a copy of the summary statement.
- v. Prior to the meeting, the employee may submit additional information he/she wishes the committee to have regard to.
- vi. The Pay Committee meets to consider the request and to determine whether a re-grade is appropriate, having regard to the information submitted by the employee and the Head Teacher on the matter of increased responsibility, changes to duties and comparable pay information. A copy of the employee's current job description will be made available to the committee.
- vii. The Employee is informed in writing of the decision of the Pay Committee and their right of appeal to an impartial Appeals Committee. [Appendix B](#) details the Appeals process.
- viii. A decision to re-grade a post is backdated to the date the application was lodged i.e. received by the school. The LEA Human Resources Section is informed of the Governor's decision so that personnel and payroll records can be amended.
- ix. In cases where a re-grade is not approved and the right of appeal is exhausted (the original decision is upheld), there is no further right of appeal.
- x. Once the right of appeal has been exercised and exhausted, the decision of the Pay Committee will be notified at the next Governing Body meeting as a matter of information and the minutes of the Pay Committee meeting stored on a confidential basis.

## APPENDIX H

# Standard Job Evaluation pro forma

To be completed by job holder and manager concerned.

Job Holder(s)		
Name (List if multiple)	Assignment Number	Job Title
Department		Section
Date	Signature(s)	
Line Manager		Line Manager Job

Job Evaluation Request		
Current Grade	Unique Job ID	Score
<b>Evaluation Requested by</b> Job Holder <input type="checkbox"/> Manager <input type="checkbox"/> Human Resources <input type="checkbox"/>		
<b>Reason</b> Changes to existing post <input type="checkbox"/> Equivalent post graded or paid more <input type="checkbox"/> New Post <input type="checkbox"/> Other reason (please detail below) <input type="checkbox"/>		
<b>Informed of change</b>	GMB <input type="checkbox"/> <b>Name</b>	<b>Date</b>
	UNISON <input type="checkbox"/> <b>Name</b>	<b>Date</b>
	HR <input type="checkbox"/> <b>Name</b>	<b>Date</b>
<b>Documents enclosed</b> Original JD / PS <input type="checkbox"/> Revised JD / PS <input type="checkbox"/> JE Questionnaire <input type="checkbox"/> Organisation structure with grades <input type="checkbox"/> List of posts for comparison <input type="checkbox"/>		
<p><b>On what basis is the request for a job evaluation being made?</b> Please give a brief summary including a list of increased/decreased duties/responsibilities, list of other posts to compare to etc. The Job Evaluation Questionnaire will need to be completed for each factor requiring evaluation</p>		

Please indicate factors requiring re-evaluation				
All factors <input type="checkbox"/>	Knowledge <input type="checkbox"/>	Mental skills <input type="checkbox"/>	Interpersonal skills <input type="checkbox"/>	Physical skills <input type="checkbox"/>
Initiative & independence <input type="checkbox"/>	Physical demands <input type="checkbox"/>	Mental demands <input type="checkbox"/>		
Emotional demands <input type="checkbox"/>	Responsibility for people <input type="checkbox"/>	Responsibility for supervision <input type="checkbox"/>		
Responsibility for finance <input type="checkbox"/>	Responsibility for physical resources <input type="checkbox"/>	Working conditions <input type="checkbox"/>		

Line Manager		
Name	Signature	Date
Please specify whether you agree or disagree with the evidence provided against the factors requiring re-evaluation to confirm the information is factually correct.		
<b>All factors</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Knowledge</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Mental skills</b> Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Interpersonal skills</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Physical skills</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Initiative &amp; independence</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Physical demands</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Mental demands</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Emotional demands</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Responsibility for people</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Responsibility for supervision</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Responsibility for finance</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Responsibility for physical resources</b> Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Working conditions</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		
<b>Line Manager Comments</b>		

Office Use		
<b>Analyst</b>	<b>Date Received</b>	
<b>Notes</b>		

Please email completed forms and supporting documentation to [hrcorporate@bolton.gov.uk](mailto:hrcorporate@bolton.gov.uk). You will be asked to sign the Job Evaluation Questionnaire on arrival at the interview. Alternatively please post to Corporate HR, 2nd Floor, Town Hall, Bolton, BL1 1RU.



## APPENDIX I

# Job Evaluation Questionnaire

This questionnaire forms part of the job evaluation process which needs to be completed with your Line Manager. When completing the questionnaire, remember;

- It will be important that you answer each question fully (if applicable) and explain the full breadth of duties, demands and responsibilities associated with your job
- To refer to your Job Description and Person Specification to ensure you have covered all aspects of your role
- To seek help from your colleagues in the same job family (if applicable) and trade union representative if required.

Provisional results will be reviewed in consultation with the trade unions. Once agreed, a final Overview with score will be sent to you and your Line Manager. If you feel the Overview does not fully reflect the role and responsibilities of your post will be entitled to the right of appeal (in accordance with the agreed Appeals procedure).

If you have any questions concerning any part of the questionnaire before the interview, please contact Corporate HR on 01204 332634 or via email to [hrcorporate@bolton.gov.uk](mailto:hrcorporate@bolton.gov.uk). Alternatively please get in touch with your departmental HR Teams or trade union representative.

## Key points to completing the job evaluation questionnaire

The scheme measures the skills, demands and levels of responsibility required across 13 factors. Please read through the questionnaire before completing to provide you with a better understanding of what each factor aims to capture;

- Knowledge
- Mental Skills
- Interpersonal Skills
- Physical Skills
- Initiative & Independence
- Physical Demands
- Mental Demands
- Emotional Demands
- Responsibility for People
- Responsibility for Supervision
- Responsibility for Finance
- Responsibility for Physical Resources
- Working Conditions

It is important when completing the JEQ that you include only those duties which are a prerequisite of the post. The job evaluation is an evaluation of the post, not person undertaking the role. Please enclose a copy of your current Job Description and Person Specification, as this will assist the team in understanding the full scope of the role. The Job Analyst's role is to ensure that the outcome of the Job Evaluation is fair and consistent. They will be able to advise and support you through the Job Evaluation process along with your Manager.

## Data Protection

To comply with the Data Protection Act 1998, please read carefully before completing this questionnaire.

This information is being collated by Bolton Council Human Resources. The Information will be used by Bolton Council for the purpose of Job Evaluation.

It will be shared with other employees within the Job Group, Trade Unions, Human Resources and managers of the Job Type being evaluated.

Please note that the data will be entered into an Electronic System and Scored using Weighted Automated Means.

<b>To be completed by the applicant</b>
<b>Job Title</b>
<b>Name of applicant being interviewed</b>
<b>Line Manager or Head Teacher</b>
<b>Department or School</b>
<b>Section</b>
<b>Current Grade</b>

<b>To be completed by the job analyst</b>
<b>Unique ID</b>
<b>Unique Post or Job Family</b>
<b>Job Evaluation Ref</b>

## Knowledge

This factor measures the knowledge required to do your job. It covers all technical, specialist, procedural and organisational knowledge required for the job, including numeracy and literacy; knowledge of equipment and machinery; and knowledge of concepts, ideas, other cultures or languages, theories, techniques, policies, procedures and practices.

<b>Type of knowledge</b>	<b>Knowledge needed and for what purpose</b>	<b>How Normally Acquired</b> e.g. on the job training, 6 months
Literacy / Numeracy (reading and writing / arithmetic calculations)		
Equipment or tools		
Policies, Procedures, Practices relevant to own section/service		
Policies, Procedures, Practices relevant to other/section service		
Any other knowledge (e.g. specialist such as IT or social work)		

## Mental skills

This factor measures the mental skills required for the job. It includes analytical, problem solving and judgmental skills. It also includes creative and developmental skills, whether related to design, handling of people or development of policies and procedures; and planning and strategic skills.

### Problem solving

**Give examples of problems that you encounter regularly and how you solve them e.g. non-delivery of stock, difficult service user, problems with a document etc.**

### Planning

**Do you have to plan ahead? How far ahead do you have to plan?**

**Do you have to schedule future activities of other people? If so how far ahead are the activities you plan for others scheduled?**

## Interpersonal and communication skills

This factor measures the interpersonal and communication skills required for the job. It includes oral, linguistic sign and written communication skills.

**What interpersonal and communication skills do you require for your job?**

<b>Skill</b>	<b>What is this skill used for</b> e.g. oral presentations, advising, guiding or negotiating with others.	<b>With Whom</b>
Oral (Spoken) communication		
Written communication		
Caring or training skills in relation to clients (i.e. people who are dependent on the Authorities services)		
Formal advocacy or counselling (for the purpose of this question, 'advocacy' is pleading the Authority's case in an external, formal setting. Being a witness in these circumstances would NOT qualify.		
Specially developed training, development, leadership or motivational skills (in relation to other staff)		
Do you need to use a language other than English as a requirement of the job?		

## Physical skill

This factor measures the type and level of physical skills required for the job. It includes the manual or finger dexterity, hand eye co-ordination, co-ordination of limbs, sensory co-ordination etc.

<b>Skill</b>	<b>What is this skill used for</b> e.g. typing letters or reports, negotiating documents, driving vehicles, use of ancillary powered tail lifts etc. – setting or use of surveying equipment	<b>Level of speed</b> i.e. Keyboarding may require a speed competency or qualification
Keyboarding Skills Emails, inputting, systems use, typing speed necessary etc.		
Mouse Skills		
Using Equipment and/or Tools and whether they are manual or electronic. e.g. brush, mop or similar, equipment for moving and handling people or equipment, or surveying equipment etc.		
Driving. Is driving an essential requirement of the post i.e. Essential Care User?		
Type of Vehicle e.g. Car, LGV or HGV. Size of the vehicle and if there is any ancillary equipment fitted which you are required to use. Any tight spaces in which the vehicle must be maneuverer?		
Do you need to use a language other than English as a requirement of the job?		



## Initiative and independence

This factor measures the scope allowed to the jobholder to exercise initiative and take independent actions.

### Initiative and independence

**What form of direction, management or supervision do you receive? Give examples of including from whom and how often.**

**Give typical examples of any unexpected problems or situations you have to deal with.**

i.e. unexpected problems or situations are those who's timing or occurrence may come as a surprise but which are actually covered by recognised procedures of which the jobholder should be aware.

**Give typical examples of any unanticipated problems you have to deal with.**

i.e. unanticipated problems or situations are those which have neither occurred before nor been foreseen, and for which there are no recognised procedures or precedents available to the jobholder.



## Physical demands

This factor relates to all forms of bodily effort required within a typical working day. For example, that required for standing and walking, lifting and carrying, pulling and pushing; for working in awkward positions, for example, bending, crouching, stretching, sitting, standing or working in a constrained position; stamina and strength.

<b>Type of Physical Demand</b>	<b>What the skill is used for</b> e.g. pushing or pulling equipment, lifting or carrying equipment or tools, undertaking repairs, driving	<b>Frequency</b> i.e. how long do you typically undertake an activity for and how often during the working day / week
Standing or Walking		
Pushing or Pulling. Type of equipment / tools e.g. Wheelchair/hoist, brush or vacuum cleaner, trolley, wheelie bins etc.		
Lifting or Carrying. What is being lifted and carried e.g. Box of paper, training equipment, tools / equipment etc. Please detail approximate weights. Health & Safety regulations and requirement are assumed to be met.		
Constrained Positions e.g. Driving a vehicle, undertaking repairs in a confined space.		
Awkward Position e.g. unusual bending, crouching or stretching, leaning over, round or under an obstruction etc.		
Applied Physical Effort e.g. heavy duty digging, sawing, scrubbing of floors or surfaces		

## Mental demands

This factor measures the degree and frequency of the mental concentration, alertness and attention required by the job.

### Mental demands

**Which aspects of your job do you consider place the greatest demands on your mental attention? (thinking, calculating, report writing etc.) Give examples.**

**Which aspects of your job do you consider require the greatest degree of Sensory attention? (watching, listening, smelling, touching etc.) Give examples**

**Are you subject to conflicting demands i.e. more than one person requiring a service or assistance at the same time? If yes give examples. How often?**

## Emotional demands

This factor measures the nature and frequency of the emotional demands on the jobholder arising from contacts or work with other people e.g. If the people concerned are terminally ill, very frail, at risk of abuse, homeless or disadvantaged in some other way.

Indicate below, the people, if any, excluding immediate work colleagues, that place emotional demands on you, describe the circumstances in which those demands would arise and indicate how often.

Who?	Circumstances?	How Often?

## Responsibility for people

This factor measures the responsibility of the jobholder for the health, safety and well-being of the recipients of services provided by the authority.

For example; residents of Authority homes, clients of social workers or home carers, clients of childminders who benefit from Authority inspection and registration activities. It does not include employees supervised or managed by the jobholder.

### Responsibility

**Do you undertake any tasks or duties that have a direct impact on the wellbeing of individual, or groups of, people?** e.g. providing a front-line service to people.

**Are any people personally dependent upon the jobholder for their care and welfare? If yes, give examples of who, what their needs are, and what you do for them?**  
e.g. elderly people at home, providing physical care, bathing, dressing, assist with medication.

**Do you implement or enforce any Statutory Regulations that have a direct impact on the health, safety or wellbeing of people?** If yes give examples stating whether you implement and/or enforce, who they have direct impact on and what is the nature of the impact.

## Policy development with responsibility for people

Only a small proportion of jobholders will have a responsibility for policy development or providing advice and guidance in relation to established policies, external regulations or statutory requirements as part of their job roles and responsibilities.

It is not essential to answer these questions if they do not apply.

**Do you have a responsibility for the development of policies and supporting procedures or practices, or for providing advice and guidance on the application of policy or external regulations and legislation; with regard to the wellbeing of people?**

Give examples and identify if the responsibility is sole, shared or contributory.

<b>Development of policy</b> e.g. which policy	<b>Advice and guidance on the application of policy</b> e.g. which policies, to whom	<b>Sole or shared contributory</b>

## Responsibility for the supervision, direction and co-ordination of employees

This factor measures the direct responsibility of the jobholder for the supervision, coordination or management of employees, or others in an equivalent position. It includes work planning and allocation; checking and evaluating the work of others; and training, development and guidance.

**Do you directly supervise, direct, co-ordinate or manage Authority Employees or other people in an equivalent position? Give examples**

e.g. are you responsible for recruitment; discipline or development, regularly give instructions and check work, organization and evaluation or appraisal of work, regular allocation of work.

Job Type or Group	How Many	Responsibility?	How Often

## Policy development with responsibility for the supervision, direction and coordination of employees

Only a small proportion of jobholders will have a responsibility for policy development or providing advice and guidance in relation to established policies, external regulations or statutory requirements as part of their job roles and responsibilities.

It is not essential to answer these questions if they do not apply.

**Are you responsible for developing policies and supporting procedures, or providing advice and guidance, in relation to the management of people to meet changes in the social, economic, political or relevant legal or technical environment?**

Give examples and identify if the responsibility is sole, shared or contributory.

<b>Development of policy</b> e.g. which policy	<b>Advice and guidance on the application of policy</b> e.g. which policies, to whom	<b>Sole or shared contributory</b>

## Responsibility for financial resources

This factor measures the direct responsibility of the jobholder for financial resources, including cash, vouchers, cheques, debits and credits, invoices, budgets and income.

**Do you have a direct responsibility for, or related to financial resources? Give examples of the nature of responsibility and approximate value.**

e.g. income generation, expenditure budget(s), budget setting, budget monitoring, long term financial planning, accounting for expenditure or money (cash, cheques, direct debits, invoices or cash equivalents), handling or processing cash or cheques etc.

Financial Responsibility	Value	Nature of Responsibility



## Policy development with responsibility for financial resources

Only a small proportion of jobholders will have a responsibility for policy development or providing advice and guidance in relation to established policies, external regulations or statutory requirements as part of their job roles and responsibilities.

It is not essential to answer these questions if they do not apply.

**Are you responsible for developing policies and supporting procedures, or providing advice and guidance, related to the authority's financial affairs or well-being to meet changes in external financial regulations or statutory requirements?**

Give examples and identify if the responsibility is sole, shared or contributory.

<b>Development of policy</b> e.g. which policy	<b>Advice and guidance on the application of policy</b> e.g. which policies, to whom	<b>Sole or shared contributory</b>

## Responsibility for physical resources

This factor measures the direct responsibility of the jobholder for physical resources. It is not essential to answer these questions if they do not apply.

Physical resources include;

- **Information or information systems (Manual or Computer)** e.g. Files or records
- **Equipment or tools** e.g. Vehicles, plant or Computers
- **Buildings, premises, external locations** e.g. their Cleaning, maintenance or security
- **Supplies and/or stocks** e.g. Stationery or display of publications
- **Personal possessions of others** e.g. Clothing, pension books artefacts

**Do you have any responsibility for physical resources? Give examples:**

<b>Physical Resource</b> e.g. information or information systems	<b>Nature of responsibility</b> e.g. security, maintenance, purchasing

## Policy development with responsibility for physical resources

Only a small proportion of jobholders will have a responsibility for policy development or providing advice and guidance in relation to established policies, external regulations or statutory requirements as part of their job roles and responsibilities.

It is not essential to answer these questions if they do not apply.

### Are you responsible for the development of policies and supporting procedures or practices, related to the authority's physical resources to meet changes in external regulations, statutory requirements or technological developments?

Give examples and identify if the responsibility is sole, shared or contributory.

Development of policy e.g. which policy	Advice and guidance on the application of policy e.g. which policies, to whom	Sole or shared contributory

## Working conditions

This factor measures exposure to disagreeable, unpleasant, uncomfortable or hazardous working conditions arising from the environment or from work with people. For Example: dust, dirt, temperature extremes and variations, humidity, noise, vibration, fumes and smells, human or animal waste, steam, smoke, grease or oil, inclement weather, lack of privacy or isolation, and the risk of illness or injury arising from exposure to diseases, toxic substances, machinery or work locations. It also covers abuse, aggression and risk of injury from people.

### Responsibility

**Does the job involve any regular exposure to disagreeable, unpleasant or hazardous situations?** e.g. those which are other than 'normal office' conditions (where temperature, light, dirt, odour, noise or safety conforms to Health and Safety standards.

**Does the job involve any regular exposure to disagreeable, unpleasant or hazardous situations?** e.g. those which are other than "normal office" conditions (where temperature, light, dirt, odour, noise or safety conforms to Health and Safety standards.

**Does this job expose the jobholder to any verbal abuse, aggression or other anti-social behaviour from members of the public? Give examples.**

## Declaration

**We confirm that this questionnaire conveys a full and accurate description of the current roles and responsibilities of the job.**

<b>Applicant</b>
<b>Print Name</b>
<b>Signature</b>
<b>Date</b>

<b>Manager</b>
<b>Print Name</b>
<b>Signature</b>
<b>Date</b>

Once the questionnaire is complete please send by email to [hrcorporate@bolton.gov.uk](mailto:hrcorporate@bolton.gov.uk).

You also need to provide a copy of your current Job Description and Person Specification, if you do not have a current copy of these documents please see your HR Adviser.

Provisional results will be reviewed in consultation with the trade unions. Once agreed, a final Overview with score will be sent to you and your Line Manager. If you feel the Overview does not fully reflect the role and responsibilities of your post will be entitled to the right of appeal (in accordance with the agreed Appeals procedure).

If you have any questions concerning any part of the questionnaire before the interview, please contact Corporate HR on 01204 332634 or via email to [hrcorporate@bolton.gov.uk](mailto:hrcorporate@bolton.gov.uk). Alternatively please get in touch with your departmental HR Teams or trade union representative.

## APPENDIX J

# Upper Pay Range Evidence Application

In making an application for progression to the Qualified Teachers Upper Pay Range, you will need to demonstrate that you are highly competent in all elements of the relevant standards and; your achievements and contribution to the school are substantial and sustained.

Please complete the grid below, with examples/evidence from your own practice:

<p><b>1 Set high expectations which inspire, motivate and challenge pupils</b></p>	<p>UPS expectations</p>	<p>Highly competent - your performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role you are fulfilling and the context in which you are working.            Substantial - your achievements and contribution to the school are significant, not just in raising standards of teaching and learning in your own classroom, or with your 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 - you must have had a minimum of two consecutive successful appraisal reports in this school and have made at least good progress towards their objectives during this period. You will have been expected to have shown that your teaching expertise has grown over the relevant period and is consistently good to outstanding.</p>
<p>Establish a safe and stimulating environment for pupils, rooted in mutual respect</p>	<p>The learning environment provides <u>rich</u> opportunities for <u>high</u>-quality learning and wider personal development and well-being.            The learning environment supports and encourages children to be independent, experiment and challenge            Clear systems are established to ensure that all pupils are highly aware of how to keep themselves and others safe            Strong sense of partnership, trust and learning together            Exemplar learning environment that is actively shared with colleagues</p>	
<p>Set goals that stretch and challenge pupils of all backgrounds,</p>	<p>Any targets are successful in challenging, motivating and enthusing all pupils            Consistently high expectations of all pupils            Subtle adaptations for individuals and groups</p>	

abilities and dispositions		
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	<p>Positive attitudes, values and behaviour are consistently and effectively modelled daily</p> <p>Skilled and highly consistent behaviour management makes a strong contribution to an exceptionally positive climate for learning</p> <p>Courteous behaviour is demonstrated and promoted across the whole school</p> <p>Children have ownership of the code of conduct and apply it independently</p>	

<p><b>2 Promote good progress and outcomes by pupils</b></p>	<p>UPS expectations</p>	<p>Highly competent - your performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role you are fulfilling and the context in which you are working.  Substantial - your achievements and contribution to the school are significant, not just in raising standards of teaching and learning in your own classroom, or with your 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 - you must have had a minimum of two consecutive successful appraisal reports in this school and have made at least good progress towards their objectives during this period. You will have been expected to have shown that your teaching expertise has grown over the relevant period and is consistently good to outstanding.</p>
<p>Be accountable for pupils' attainment, progress and outcomes</p>	<p>Rigorous, systematic monitoring and tracking procedures ensure almost all pupils make rapid and sustained progress  Excellent knowledge regarding attainment and progress of all pupils including all vulnerable groups  Frequently use and refer to pupil tracking data and be aware which pupils are on track/not on track. To implement highly effective strategies to address underachievement  To provide a range of evidence including quantifiable evidence to support evaluations  All pupils make expected progress (including 20% who make accelerated progress).</p>	
<p>Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</p>	<p>High quality teaching and learning experiences are planned based upon accurate assessments of pupils' capabilities and prior knowledge  Frequently use and refer to pupil tracking data and be aware which pupils are on track/not on track. To implement highly effective strategies to address underachievement  To provide a range of evidence including quantifiable evidence to support evaluations  All pupils make expected progress in R, W and M (including 20% who make accelerated progress in R, W or M).</p>	



<p>Guide pupils to reflect on the progress they have made and their emerging needs</p>	<p>Pupils' progress is assessed regularly and accurately and pupils are encouraged to reflect on their progress in relation to their targets and identify their next steps Peer and self marking/evaluations are embedded Pupils independently use working walls to scaffold learning</p>	
<p>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p>	<p>Well judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual learning needs accurately Teaching takes into account a range of personalised information about pupils learning and uses this to personalise teaching and learning Plus the ability to refine and adapt techniques that promote personalised teaching and learning</p>	
<p>Encourage pupils to take a responsible and conscientious attitude to their own work and study</p>	<p>Teaching encourages and promotes high levels of resilience, confidence and independence to learning and tackling challenging activities Teaching takes into account cohort specific needs E-learning contracts.</p>	

<b>3 Demonstrate good subject and curriculum knowledge</b>	UPS expectations	Highly competent - your performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role you are fulfilling and the context in which you are working. Substantial - your achievements and contribution to the school are significant, not just in raising standards of teaching and learning in your own classroom, or with your 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 - you must have had a minimum of two consecutive successful appraisal reports in this school and have made at least good progress towards their objectives during this period. You will have been expected to have shown that your teaching expertise has grown over the relevant period and is consistently good to outstanding.
Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	Excellent subject knowledge secures astute planning and challenging tasks set based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding Embedded knowledge of the whole curriculum and national initiatives	
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	Excellent understanding of curriculum developments Actively informs and engages colleagues in curriculum development Model exemplary practice and coach others High level of ambition and drive with a contribution to the improvement of standards across the school Subject Leader role (including modelling the role of subject leader to less experienced colleagues) Subject action plan Leads Professional Development of staff Raises profile of subject within and beyond school	
Demonstrate an understanding of and take responsibility for	Teaching of reading, writing and communication is highly effective and cohesively planned and implemented across the curriculum	

<p>promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p>	<p>Initiates own CPD, organises, arranges and contributes to CPD of others</p>	
<p>If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p>	<p>Excellent subject knowledge and understanding of teaching systematic synthetic phonics          Embedded and exemplary practice          Monitoring and evaluating phonics achievement and planning effective intervention          Effective use of additional adults          Proactively staying abreast of best practice</p>	
<p>If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>	<p>Excellent subject knowledge and understanding of teaching early mathematics          Embedded and exemplary practice          Monitoring and evaluating mathematics achievement and planning effective intervention          Effective use of additional adults          Proactively staying abreast of best practice</p>	

<b>4 Plan and teach well structured lessons</b>	UPS expectations	<p>Highly competent - your performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role you are fulfilling and the context in which you are working.</p> <p>Substantial - your achievements and contribution to the school are significant, not just in raising standards of teaching and learning in your own classroom, or with your 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.</p> <p>Sustained - you must have had a minimum of two consecutive successful appraisal reports in this school and have made at least good progress towards their objectives during this period. You will have been expected to have shown that your teaching expertise has grown over the relevant period and is consistently good to outstanding.</p>
Impart knowledge and develop understanding through effective use of lesson time	<p>Teaching uses well judged and often inspirational and imaginative teaching strategies so that pupils learn exceptionally well across the curriculum</p> <p>Pupils collaborate well to solve problems; debate strategies and agree choices</p> <p>Extremely well paced lessons where time is used very well</p>	
Promote a love of learning and children's intellectual curiosity	<p>A positive climate for learning is created and all pupils are interested and engaged, and motivated to participate</p> <p>Pupils are involved in designing their own learning opportunities</p>	
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	<p>Appropriate homework is set to match individual needs accurately and extend the knowledge and understanding pupils have acquired exceptionally well</p> <p>Curriculum (out of class) provides memorable experiences and rich opportunities for high quality learning to consolidate and extend prior knowledge and understanding</p> <p>Homework planned that inspires, motivates and enthuses pupils</p> <p>All visits/visitors are inspirational</p> <p>Opportunities for outdoor learning are maximised</p> <p>plus teachers are aware of the most impactful homework strategies</p>	

<p>Reflect systematically on the effectiveness of lessons and approaches to teaching</p>	<p>Consistently high quality, critically reflective marking and constructive feedback ensures pupils make rapid and sustained progress  Teacher lesson evaluations show a deep understanding of the effectiveness of the lesson for individual pupils and key groups  Pupils' understanding is systematically and effectively checked throughout the lesson and any intervention notably improves and impacts upon the quality of learning  Questioning promotes reasoning and higher order thinking. Pupils generate their own questions with confidence  Teachers give real value to the time spent reflecting on practice and pedagogy, particularly in light of new initiatives and developments</p>	
<p>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)</p>	<p>Lessons are planned to enable pupils to learn exceptionally well across the curriculum. This enables pupils to deepen their knowledge and understanding, and develop a wide range of skills across the curriculum.</p>	

<b>5 Adapt teaching to respond to the strengths and needs of all pupils</b>	UPS expectations	<p>Highly competent - your performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role you are fulfilling and the context in which you are working.</p> <p>Substantial - your achievements and contribution to the school are significant, not just in raising standards of teaching and learning in your own classroom, or with your 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.</p> <p>Sustained - you must have had a minimum of two consecutive successful appraisal reports in this school and have made at least good progress towards their objectives during this period. You will have been expected to have shown that your teaching expertise has grown over the relevant period and is consistently good to outstanding.</p>
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	<p>Excellent knowledge of when and how effective learning can be differentiated to enable all pupils to be taught very effectively</p> <p>Detailed understanding of pupil analysis</p> <p>Pupil data used to plan consistently and appropriately differentiated learning experiences</p>	
Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	<p>Excellent understanding of how to adapt teaching to overcome potential factors that inhibit pupils' ability to learn</p> <p>Teaching takes into account a range of personalised information about pupils (e.g. home factors, behavioural, self development, language, medical, etc) and uses this to personalize teaching and learning</p> <p>Plus the ability to refine, adapt and select strategies that will have the greatest impact</p>	

<p>Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p>	<p>Imaginative and often inspirational teaching approaches match the pupils' physical, social and intellectual development accurately  Teaching takes into account a range of personalized information about pupils (e.g. home factors, behavioural, self development, language, medical, etc) and uses this to personalize teaching and learning  Plus the ability to refine, adapt and select strategies that will have the greatest impact</p>			
<p>Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</p>	<p>Imaginative and often inspirational teaching approaches that, together with sharply focused and timely support and intervention, match individual needs accurately  Teaching takes into account a range of personalized information about pupils (e.g. home factors, behavioural, self development, language, medical) and their learning and uses this to personalize teaching and learning  plus the ability to refine, adapt and select strategies that will have the greatest impact</p>			
<p>Making/taking the time to listen to and find out about pupils so that we know them inside out: frequent and regular improving of knowledge and understanding about every pupil.</p>				

<b>6 Make accurate and productive use of assessment</b>	UPS expectations	Highly competent - your performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role you are fulfilling and the context in which you are working. Substantial - your achievements and contribution to the school are significant, not just in raising standards of teaching and learning in your own classroom, or with your 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 - you must have had a minimum of two consecutive successful appraisal reports in this school and have made at least good progress towards their objectives during this period. You will have been expected to have shown that your teaching expertise has grown over the relevant period and is consistently good to outstanding.
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Assessments are carried out effectively, and excellent knowledge of statutory assessment is demonstrated plus support colleagues with their assessments Teachers organise and arrange moderation within school	
Make use of formative and summative assessment to secure pupils' progress	Formative and summative assessments are used effectively to secure progress for all pupils Extended writing books	
Use relevant data to monitor progress, set targets, and plan subsequent lessons	Relevant data is used successfully to monitor progress, set challenging targets and plan effective lessons for all pupils	
Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	Marking and constructive feedback from teachers and pupils is frequent and of a consistently high quality, leading to high levels of engagement and interest by pupils Teachers and pupils engage in consistently high quality dialogue	



<p><b>7 Manage behaviour effectively to ensure a good and safe learning environment</b></p>	<p>UPS expectations</p>	<p>Highly competent - your performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role you are fulfilling and the context in which you are working.  Substantial - your achievements and contribution to the school are significant, not just in raising standards of teaching and learning in your own classroom, or with your 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 - you must have had a minimum of two consecutive successful appraisal reports in this school and have made at least good progress towards their objectives during this period. You will have been expected to have shown that your teaching expertise has grown over the relevant period and is consistently good to outstanding.</p>
<p>Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p>	<p>Pupils' behaviour in and outside lessons is almost always impeccable, as pupils are highly adept at managing their known behaviour.  Pupils' pride in the school is shown by their excellent conduct, manners and punctuality  Pupils are familiar with the language of safety  Clear systems are in place to ensure that all pupils are aware of how to keep themselves and others safe  Pupils are calm, orderly and considerate when moving around school  Clear, systematic and consistent approaches are applied  Be Well</p>	
<p>Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p>	<p>Parents, pupils and staff are unreservedly positive about both behaviour and safety  Behaviour management is highly skilled and consistent  Pupils are fully aware of different forms of bullying and actively try to prevent it from occurring  House/Dojo Points  Texting parents  In class rewards – stickers/praise etc</p>	

<p>Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p>	<p>Pupils' attitudes to learning are exemplary, excellent and enthusiastic          Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning          Pupils are highly considerate and very supportive of each other in lessons, with no interruptions          Support is given to colleagues as appropriate</p>	
<p>Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</p>	<p>Positive relationships with pupils contribute to an exceptionally positive climate for learning while maintaining an appropriate level of authority          Positive, fair and valued relationships underpin all decisions</p>	

<b>8 Fulfill wider professional responsibilities</b>	UPS expectations	Highly competent - your performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role you are fulfilling and the context in which you are working. Substantial - your achievements and contribution to the school are significant, not just in raising standards of teaching and learning in your own classroom, or with your 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 - you must have had a minimum of two consecutive successful appraisal reports in this school and have made at least good progress towards their objectives during this period. You will have been expected to have shown that your teaching expertise has grown over the relevant period and is consistently good to outstanding.
Make a positive contribution to the wider life and ethos of the school	Actively seeks to promote the schools mission statement and ethos Liaises effectively with parents, Governors and other members of the school community Fully involved in the life of the school Participate in activities and events beyond the classroom/school day e.g. clubs, PTFA events, residential, social activities etc	
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Develop effective professional relationships with all colleagues Proactively seeks advice and readily offers support to colleagues Acts upon feedback promptly Understand and adhere to the staffing structure and the line management system Regular, frequent and clear communication with colleagues	
Deploy support staff effectively	Support staff are very effectively deployed to target identified pupils, and impact on learning is evident Support staff feedback is an integral part of the assessment process and has a positive impact upon future planning Highly successful partnership between teacher and support staff	

	resulting in accelerated pupil progress	
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Actively seeks advice and feedback and engages positively with professional development meetings and CPD opportunities Adapts own practice as a result of critical self appraisal With a greater emphasis on specificity, plan for CPD opportunities e.g. PE specialist, CPD release time, subject leader release time to improve previously identified areas of development	
Communicate effectively with parents with regard to pupils' achievements and well-being	Highly committed to working in partnership with parents with regard to pupils' achievements and well-being Proactive in developing relationships Complete annual reports for parents/carers Undertake two parents evenings Daily open door policy	