



# **LeAF ACADEMY WHOLE SCHOOL PAY POLICY 2016-17**

**Reviewed and Approved by the Remunerations & Nominations Committee on 6 February 2017**

**Policy to be reviewed annually.**



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## SECTION A – GENERAL INTRODUCTION

### 1. Introduction

- 1.1 This policy sets out the framework for making decisions on employees' pay. It has been developed to comply with current legislation<sup>1</sup>, the requirements of the School Teachers' Pay and Conditions Document (STPCD), the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service ("Green Book") and in accordance with the principles of public life – objectivity, openness and accountability.
- 1.2 In adopting this pay policy the aim is to:
- (a) achieve excellent outcomes for all students;
  - (b) support the recruitment and retention of a high quality workforce;
  - (c) complement the Academies Appraisal Cycle and Capability Policy which is supportive and developmental and ensures employees have the skills and support to do their job effectively;
  - (d) enable us to recognise and reward staff appropriately for their contribution to the Academy;
  - (e) help to ensure that decisions on pay are managed in a fair, just and transparent way;
  - (f) ensure that there is no pay discrimination in decision making and that decisions are based on evidence and can be justified.
- 1.3 Pay decisions at LeAF Academy are made by the Remunerations & Nominations Committee, based on evidence which will be linked to appraisal outcomes and other indicators.

### 2. Review of policy

This policy is reviewed annually by LeAF Academy. We will monitor the application and outcomes of this policy.

## SECTION B – DETERMINING TEACHERS' PAY

### 1. Basic pay determination on appointment

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<sup>1</sup> Including the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

- 1.1 The Academy will determine the pay range for a vacancy prior to advertising it. On appointment, it will determine the starting salary within that range to be offered to the successful candidate.
- 1.2 In making such determinations, the Academy may take into account a range of factors, including:
  - (a) the nature of the post
  - (b) the level of qualifications, skills and experience required
  - (c) market conditions
  - (d) the wider Academy context and strategic priorities

Although there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school, the school will determine the appropriate rate of pay for a teacher joining the school taking account of salary expectations, current salary and the factors set out above.

## **2. Pay reviews**

- 2.1 The Academy will ensure that each teacher's salary is reviewed annually. Pay increases will be backdated to 1 September of the same academic year.
- 2.2 Salary will also be reviewed if a teacher takes up a new post with effect from the date the post commenced or in other circumstances as required, with effect from the relevant date.
- 2.3 All teachers will be notified in writing within 8 weeks of a decision on pay setting out their salary, any payments or other financial benefits awarded, any pay protection arrangements, where a copy of the staffing structure and pay policy may be inspected and any other information required by STPCD.

## **3. Assessment of pay progression**

- 3.1 In this Academy, all teachers will receive regular feedback on their performance and are subject to an annual performance appraisal. The arrangements for teacher appraisal are set out in the Appraisal Cycle 2016 – 2017 documents, which can be found in the staff info area, in addition to the Capability procedure.
- 3.2 Decisions regarding pay progression will be made with reference to the appraisal process. A fair and transparent assessment process will be in place where decisions are based on evidence.
- 3.3 In the Academy, judgements of performance will be made in relation to appraisal outcomes, meeting objectives and, where applicable, the Teachers' Standards.
- 3.4 The evidence we will use may include, but not be limited to appraisals, peer review, tracking pupil progress, lesson observations, the views of pupils and parents.
- 3.5 Teachers' pay recommendations will be made by the Executive Principal and will be moderated across the Academy. These recommendations will be discussed with and presented to the Remunerations & Nominations Committee.

- 3.6 Final decisions about whether or not to accept a pay recommendation will be made by the Remunerations & Nominations Committee, having regard to the pay recommendation and moderation exercise by the Executive Principal, Principal and HR.
- 3.7 Additional progression may be considered in accordance with the criteria set out in this policy.
- 3.8 It will be possible for a 'no progression' determination to be made without recourse to the Capability procedure.
- 3.9 Where teaching, progress or compliance with the Teachers' Standards (where applicable) is not meeting expectations the Principal will determine support and if necessary the Capability procedure will be used. In such situations, there would be no pay progression during that year.
- 3.10 The Academy will consider its approach in the light of the Academy's budget and ensure that appropriate funding is allocated for pay progression at all levels

#### 4. Main pay range for teachers

- 4.1 The main pay range within this Academy is from £22,467 - £32,835 per annum. Within this range the Academy has six reference points which are as follows:

Point	Annual FTE salary
1 (main pay range minimum)	£22,467
2	£24,243
3	£26,192
4	£28,207
5	£30,430
6 (max of range)	£32,835

#### Pay progression for main pay range teachers

- 4.2 Eligible main pay range teachers will be automatically considered for progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process.
- 4.3 Teachers will progress by one point until they reach the top of their range if in the professional judgement of the Executive Principal they can demonstrate and the Remuneration & Nominations Committee is satisfied that there is evidence of:
- (a) Consistently good teaching evidenced throughout the year
  - (b) Pupil progress targets achieved
  - (c) The Teachers' Standards are met in full
- 4.4 Additional progression may be considered for those teachers who in the professional judgement of the Executive Principal that they can demonstrate and the Remuneration & Nominations Committee is satisfied that there is evidence of:

- (a) Consistently “outstanding” teaching
- (b) Progress targets exceeded in the majority of groups or pupils
- (c) Successful leadership of a whole school initiative where impact can be evidenced

## 5. Upper pay range for teachers

- 5.1 The upper pay range within this Academy is from £35,571 - £38,250 per annum. Within this range the Academy has three reference points which are as follows:

Point	Annual FTE salary
1 (upper pay range minimum)	£35,571
2	£36,889
3 (upper pay range maximum)	£38,250

### Application to be paid on the upper pay range

- 5.2 Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.
- 5.3 Applications may be made once a year by no later than 31<sup>st</sup> August.
- 5.4 Applications should contain evidence from the last two years, should be made in writing using the standard form attached at Appendix 3 and be submitted to the Executive Principal/Principal.
- 5.5 An application from a qualified teacher to progress on to the upper pay range will be successful where they can demonstrate that they meet not only the Teachers’ Standards, but are highly competent in all elements of the **standards** and that their achievements and contribution are substantial and sustained. In this Academy, this means that to achieve progression, the Remuneration & Nominations Committee must be satisfied that the teacher meets this criteria and there is evidence from the past two years of:
- (a) Consistently outstanding teaching
  - (b) Evidence of coaching and supporting colleagues to achieve improved student outcomes
  - (c) Acting as a role model for Teaching & Learning
  - (d) A commitment to personal development and CPD focused on improving outcomes for students
  - (e) Highly competent in all areas of the Teachers’ Standards
  - (f) The contribution at this level must be substantial and sustained.
- 5.6 The application will initially be assessed by the Executive Principal/Principal. The Executive Principal will then make recommendations to the Remuneration & Nominations Committee who will make the final decision.
- 5.7 The assessment will usually be made by 31<sup>st</sup> October.
- 5.8 If successful, applicants will move on to the upper pay range. This will be backdated to 1<sup>st</sup> September of that academic year.

5.9 Ordinarily a successful teacher will be placed on the bottom of the upper pay range. In exceptional circumstances the Executive Principal/Principal may recommend a higher salary based on:

- (a) the nature of the post and the responsibilities it entails
- (b) the level of qualifications, skills and experience of the teacher
- (c) market forces

5.10 If unsuccessful, feedback will be provided in writing by the Executive Principal/Principal along with confirmation of the process for appeals.

#### Pay progression for teachers within the upper pay range

5.11 Once a teacher has moved on to the upper pay range, if eligible they will be able to apply to be considered for further progression no more than once every two years. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process.

5.12 Upper pay range teachers will progress by one point, until they reach the top of the range, if they can demonstrate and the Remuneration & Nominations Committee is satisfied that there is evidence from the required period of continuing to meet the criteria at 5.5.

5.13 Additional progression may be considered for upper pay range teachers where performance is judged to be exceptional taking into consideration the criteria at 5.5 and where all objectives have been exceeded.

### **6. Pay range for unqualified teachers**

6.1 The unqualified teacher pay range within this Academy is from £16,461 - £26,034 per annum. Within this range the Academy has six reference points which are as follows:

<b>Point</b>	<b>Annual FTE salary</b>
1 (unqualified teacher pay range minimum)	£16,461
2	£18,376
3	£20,289
4	£22,204
5	£24,120
6 (unqualified teacher pay range maximum)	£26,034

#### Pay progression for unqualified teachers

6.2 Eligible unqualified teachers do not need to formally apply to be considered for further progression. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher's performance with reference to the appraisal process.

- 6.3 Judgements of performance will be made in relation to appraisal outcomes and meeting objectives. The minimum expectation to achieve pay progression is:
- (a) All objectives met
  - (b) Consistently good teaching evidenced throughout the year
  - (c) Pupil progress targets achieved for all groups
  - (d) Teachers standards are met
- 6.4 Additional progression will be considered for unqualified teachers who demonstrate:
- (a) All objectives exceeded
  - (b) Consistently outstanding teaching evidenced throughout the year
  - (c) Progress targets exceeded in the majority of groups or pupils

## **7. Pay ranges for leading practitioner posts**

- 7.1 Leading practitioner posts have the primary purpose of modelling and leading improvement of teaching skills. Within this Academy, they will take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contributes to school improvement. To be appointed to a leading practitioner role, the teacher must:
- (a) be an exemplar of teaching skills,
  - (b) lead the improvement of teaching skills in the Academy
  - (c) carry out the professional responsibilities of a teacher other than a head teacher, including those responsibilities delegated by the Executive Principal/Principal.
- 7.2 The pay range for these posts will be determined individually for each leading practitioner post, which may differ to reflect the different demands and challenges of that post.

### Pay progression for leading practitioners

- 7.3 Eligible leading practitioners do not need to formally apply to be considered for further progression. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the leading practitioner's performance with reference to the appraisal process.
- 7.4 Leading practitioners will progress by one point until they reach the top of their range, if they can demonstrate and the Remuneration & Nomination Committee is satisfied that they continue to effectively carry out the purpose of the role as set out at 7.1 and there is evidence of:
- (a) Consistently outstanding teaching
  - (b) Evidence of coaching and supporting colleagues to achieve improved student outcomes
  - (c) Acting as a role model for Teaching & Learning
  - (d) A commitment to personal development and CPD focused on improving outcomes for students
  - (e) Highly competent in all areas of the Teachers' Standards
- 7.5 Additional progression may be considered for leading practitioners where performance is judged to be exceptional taking in to account the criteria at 7.4 and where all objectives have been exceeded.

## **8. Pay ranges for members of the leadership group**

- 8.1 Pay ranges for Executive Principals, Principals, Vice Principals and Assistant Vice Principals will be determined in line with STPCD for new appointments, where responsibilities significantly change or if this Academy chooses to review pay of leadership posts in line with STPCD. The pay range will take into account all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations including the skills and competencies required. Pay ranges will allow appropriate scope for performance related progression over time.

### Pay progression for members of the leadership group. This includes the Executive Principal.

- 8.2 Eligible members of the leadership group will be automatically considered for further progression and no application will be necessary. However annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the leadership group member's performance with reference to the appraisal process.
- 8.3 Leadership group members will progress by one point until they reach the top of their range if they can demonstrate and the Remuneration & Nominations Committee is satisfied that there is evidence of sustained high quality of performance in the Academy's leadership and management and pupil progress, clearly linked to school improvement priorities and outcomes.
- 8.4 Additional progression may be considered for members of the leadership group where performance is judged to be exceptional taking in to account the criteria at 8.8 and where all objectives have been exceeded.

### Principal

- 8.5 A pay range will be determined for the Principal which will not normally exceed the maximum of the Headteacher group.
- 8.6 Additional payments may be made to a Principal for temporary responsibilities that are in addition to the duties taken into account for the determination at 8.1 and 8.5.

### Deputy Vice Principals and Assistant Vice Principals

- 8.7 A pay range will be determined for any deputy vice principal and assistant vice principal, considering how the role fits within the wider leadership structure of the academy. The pay range will not exceed the maximum of the Headteacher group for the Academy and will not normally overlap with the pay range of the Principal, except in exceptional circumstances.

## **9. Teaching and Learning Responsibility (TLR) payments**

- 9.1 In this Academy we pay TLR1 or TLR2 to a classroom teacher for undertaking a sustained additional responsibility in the context of our 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 is made whilst the teacher

remains in the same post or occupies another post in the absence of a post-holder. The TLR payment will be pro rata for Teachers who work part time.

9.2 Current values are as follows in accordance with the staffing structure:

TLR1            £7,662 - £9,194 per annum

TLR2            £2,640 - £6,035 per annum

## **10. Special Educational Needs (SEN) allowances**

10.1 A SEN allowance will be paid to classroom teachers who meet the criteria set out in STPCD. Where a SEN allowance is to be paid, the value is £2,085 (Full time equivalent). The SEN allowance will be pro rata for Teachers who work part time.

## **11. Newly qualified teachers (NQTs)**

11.1 In the case of NQTs pay decisions will be made by means of the statutory induction process.

## **12. Part time teachers**

12.1 Teachers who work less than a standard working week are deemed to be part time. Their hours and working time obligations will be set out in their contracts of employment and in line with the provisions of STPCD. The pay of part time teachers will be determined in the same way as full time teachers and any increase in pay will be paid pro rata to full time equivalent salary rates.

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

13.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata. They will be paid the agreed rate for the job and are not subject to the appraisal process.

## **14. Pay protection**

14.1 Pay protection arising from changes to pay and structure will be in line with the provisions of STPCD.

## **15. Absence and pay progression**

15.1 Employees who are absent long term (including but not limited to maternity leave and long term sick leave due to a disability) are still eligible to be considered for pay progression.

15.2 The Academy will take into account the criteria set out in this policy, but use the period of time prior to the employee commencing their period of absence. In most cases this will be the preceding year or two years for progression on to the upper pay range. If there is sufficient time for assessment in the current cycle, that period may also be considered.

## 16. Appeals

- 16.1 The steps of the pay appeals process perform the function of the grievance procedure on pay matters and so employees will not be able to raise the complaint under the Academy's Grievance procedure following conclusion of a pay appeal.
- 16.2 Employees may be represented by a recognised trade union official or work colleague at any formal stage of this procedure. The employee is responsible for making these arrangements and for providing their representative with any paperwork they require for the hearing. The teacher should inform the Chair of the Appeals Panel who their chosen companion is, in good time before the hearing and no later than 2 full working days.

### Informal discussion

- 16.3 As part of the normal salary review process, the Executive Principal/Principal will inform the teacher of the pay decision. Upon receipt of written notification of the pay decision, if the teacher is dissatisfied they should first discuss the decision with the Executive Principal/Principal within 5 working days of receipt of the notification.
- 16.4 This discussion gives an opportunity for a teacher to discuss the decision on their pay, to gain an understanding of why the pay recommendation and decision were made and to resolve issues quickly and informally. If this does not resolve an issue, a teacher may follow the formal procedure set out below.

### Stage One

- 16.5 If, following discussion with the Executive Principal/Principal, the teacher remains dissatisfied, they can make a formal appeal in writing within 5 working days of the discussion with the Executive Principal/Principal to the Remuneration & Nominations Committee who made the decision. The possible grounds for appeal are:
- (a) incorrectly applied any provision of the STPCD;
  - (b) failed to have proper regard for statutory guidance;
  - (c) failed to take proper account of relevant evidence;
  - (d) took account of irrelevant or inaccurate evidence;
  - (e) was biased; or
  - (f) unlawfully discriminated against the teacher.
- 16.6 Appeals against pay decisions should be made in writing and addressed to the Chair of the Remuneration & Nominations Committee stating the grounds of their appeal in accordance with 16.5 above.
- 16.7 The panel who made the decision (or a representative) will convene a meeting to consider the appeal as soon as is practically possible. The employee will be invited in writing, giving a minimum of 5 working days' notice and copies of any relevant documents to be considered at the meeting will be enclosed.
- 16.8 The teacher will have the opportunity to make representations to the Remuneration & Nominations Committee or their representative and a school representative will also attend to present the management case. A representative from HR may be present together with a note taker will also be present.

- 16.9 The panel or their representative will review their decision and will confirm the outcome in writing to the teacher within 5 working days.

### Stage Two

- 16.10 If a teacher wishes to appeal against the decision made at Stage One, they may do within 5 working days of the written decision on the grounds that the committee who made the decision:
- (a) incorrectly applied any provision of the STPCD;
  - (b) failed to have proper regard for statutory guidance;
  - (c) failed to take proper account of relevant evidence;
  - (d) took account of irrelevant or inaccurate evidence;
  - (e) was biased; or
  - (f) unlawfully discriminated against the teacher.
- 16.11 Appeals against the decision at Stage One should be made in writing and addressed to the Clerk to the Governing Body at LeAF Academy, Duck Lane, Bournemouth, BH11 9JJ stating the grounds of their appeal in accordance with 16.10 above.
- 16.12 Upon receipt an appeals panel who have not been involved in the original decision will convene a meeting to consider the appeal as soon as is practicably possible. The panel will be supported by a HR advisor. The employee will be invited in writing, giving a minimum of five working days' notice and copies of any relevant documents to be considered at the hearing will be enclosed.
- 16.13 The teacher will have the opportunity to make representations to the appeals panel and a representative of the original decision making panel will also attend. A note taker will also be present.
- 16.14 The decision of the panel will be confirmed in writing to the teacher within 5 working days. The appeal panel's decision is final; there is no further right of appeal.

## **SECTION C – DETERMINING SUPPORT STAFF PAY**

### **1. Pay reviews**

- 1.1 The Academy will ensure that each member of support staff's salary is reviewed annually with effect from 1 April.

### **2. Salary scales**

- 2.1 The salary scales used will be in accordance with the Green Book and LeAF Academy pay scales.

### **3. Job descriptions**

- 3.1 The Executive Principal/Principal in conjunction with the line manager of the role will ensure that an up to date job description is available for each post which identifies the appropriate duties.
- 3.2 The job description will be reviewed as appropriate or when duties or responsibilities have changed and it will be amended to reflect the current role; although it should be recognised that job descriptions are not intended to list all tasks. An employee may request changes to their job description if they feel their duties or responsibilities have changed significantly. Consideration may be given to whether the grade for the post should be re-determined and if appropriate the post holder will be paid the new grade from a date determined by the Executive Principal/Principal.

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

- 4.1 The Academy will determine the grade for a vacancy prior to advertising it. On appointment, the Executive Principal/Principal will determine the appropriate point within the grade to be offered to the successful candidate (which will usually be the bottom point of the grade). However, in making such determinations, this may take in to account a range of factors, including:
- (a) the nature of the post
  - (b) the level of qualifications, skills and experience required
  - (c) market conditions
  - (d) the wider Academy context and strategic priorities

### **5. Incremental progression**

- 5.1 If the employee has more than 6 months' service in their role at 1 April, they may be eligible for an increment subject to satisfactory service. This will be paid annually with effect from 1 April until the employee reaches the top of their scale.
- 5.2 If the employee has less than 6 months' service in their role at 1 April, the first increment will not be paid until six months after their appointment subject to satisfactory service. Subsequent increments will be payable on 1 April in line with paragraph 5.1 of this policy.
- 5.3 Incremental progression is subject to satisfactory service and as such may be withheld if there are concerns about an employee's performance, such as achievement of objectives under the Academy's appraisal policy or wider

performance concerns during the appraisal year. Where concerns arise, these will be discussed with the employee and a support plan put in place. In cases where incremental progression is withheld, the employee will receive confirmation of this in writing including the reasons and informing them of their right of appeal. Pay progression may be refused without recourse to the capability procedure.

## **6. Honoraria**

6.1 An honorarium may be paid on a temporary basis where an employee is offered and agrees to:

- (a) undertake higher level work in addition to their normal duties
- (b) 'act up' for at least four weeks in to a higher graded post which has become temporarily vacant, for example, due to sick leave

6.2 The Executive Principal/Principal will determine the amount of this payment. Where the employee is undertaking higher level work not equivalent to a higher graded post, a fixed sum may be agreed. Where the employee is acting up and if carrying out the full responsibilities of the role, the payment will usually be the difference between the minimum point of the higher graded role and their current salary.

6.3 The employee will return to their substantive post and salary when they are no longer required to undertake the higher-level work or 'act up'.

6.4 This should usually only be a temporary solution and the Executive Principal/Principal should consider whether it may be more appropriate to advertise the post or duties on a fixed term basis.

## **7. Appeals**

7.1 A member of support staff has the right to appeal against a decision that affects their pay. The principles of the appeals process for teachers apply (set out in Section B, paragraph 16) however the Green Book replaces STPCD at 16.5(a) and 16.10(a).

## Support Staff Pay Scales

## Appendix 1

Level	Point	Effective from 01/04/2016	Level	Point	Effective from 01/04/2016
Level 1	1	£ 14,771	Level 7	27	£ 29,854
	2	£ 14,975	SBT 1	28	£ 30,480
	3	£ 15,238		29	£ 31,288
Level 2	4	£ 15,507		30	£ 32,164
	5	£ 15,823		31	£ 33,106
	6	£ 16,191		32	£ 34,196
Level 3	7	£ 16,481	SBT 2	33	£ 35,093
	8	£ 16,772		34	£ 36,019
	9	£ 17,169		35	£ 36,937
Level 4	10	£ 17,547		36	£ 37,858
	11	£ 17,891		37	£ 38,789
	12	£ 18,560	SBT 3	38	£ 39,660
	13	£ 19,238		39	£ 40,619
Level 5	14	£ 19,939		40	£ 41,551
	15	£ 20,456		41	£ 42,474
	16	£ 21,057		42	£ 43,387
	17	£ 21,745	SBT 4	43	£ 44,689
Level 6	18	£ 22,434		44	£ 46,031
	19	£ 23,166		45	£ 47,412
	20	£ 23,935		46	£ 48,834
	21	£ 24,717		47	£ 50,301
	22	£ 25,694	SBT 5	48	£ 51,810
Level 7	23	£ 26,556		49	£ 53,365
	24	£ 27,394		50	£ 54,966
	25	£ 28,203		51	£ 56,616
	26	£ 29,033		52	£ 58,314



## MAIN SCALE COMPETENCY FRAMEWORK

M1-M2 - Emerging Meets the following:	M3-M4 - Established In addition to the competencies in M1-M2, also meets the following:	M5-M6 – Exceeding In addition to the competencies in M1-M4, also meets the following:
<b>SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE &amp; CHALLENGE PUPILS</b>		
<ul style="list-style-type: none"> <li>Establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>Demonstrate consistently the positive attitudes, values and behaviours which are expected of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Is able to set appropriate targets for all groups of pupils and understand how these might vary for different groups</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a secure understanding of how targets must be measured against national and local performance indicators and to reduce any in school variations in performance</li> </ul>
<b>PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS</b>		
<ul style="list-style-type: none"> <li>Be accountable for pupils' attainment, progress and outcomes</li> <li>Be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these</li> <li>Guide pupils to reflect on the progress they have made and their emerging needs</li> <li>Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study</li> </ul>	<ul style="list-style-type: none"> <li>Has a growing understanding of the importance of accurately tracking progress and attainment of vulnerable groups, the most able and those pupils who attract the pupil premium payment. Consistently demonstrates a growing proportion of pupils including the most able and those pupils who attract the pupil premium make good progress</li> <li>Pupils are aware of their targets and the next steps in their learning and can articulate this when asked</li> </ul>	<ul style="list-style-type: none"> <li>Consistently demonstrates that a significant majority of learners including the most able and those pupils who attract the pupil premium make accelerated progress</li> <li>Work scrutiny shows an on-going and meaningful dialogue between pupil and teacher. Pupils clearly understand their responsibility for their own learning and can articulate how marking and feedback has helped take their learning forward</li> </ul>
<b>DEMONSTRATE GOOD SUBJECT &amp; CURRICULUM KNOWLEDGE</b>		
<ul style="list-style-type: none"> <li>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>Planning shows an increasing confidence in creativity and cross curricular links to make learning meaningful for children.</li> <li>High standards are promoted in all subjects and this is evident from work scrutiny, displays and through conferencing children.</li> <li>Can demonstrate planning and or teaching of phase 1-6 that improves outcomes for children</li> </ul>	<ul style="list-style-type: none"> <li>Clear links are evident between high quality English and Maths teaching and the skills demonstrated in the wider curriculum.</li> <li>High quality questioning and assessment for learning show excellent subject knowledge and that children are becoming more reflective learners and critical thinkers across a wide range of subjects and topics.</li> </ul>

<b>PLAN &amp; TEACH WELL STRUCTURED LESSONS</b>		
<ul style="list-style-type: none"> <li>impart knowledge and develop understanding through effective use of lesson time</li> <li>promote a love of learning and children's intellectual curiosity</li> <li>set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	<ul style="list-style-type: none"> <li>Sequences of lessons show demonstrate a secure understanding of how groups of children learn.</li> <li>Planning shows a growing confidence in trying new techniques and structures within the class and these teaching strategies are enabling a growing proportion of children to make good progress.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson time is used to the best effect to show progress for all learners and a range of techniques and structures have been seen over time through lesson observations.</li> <li>AFL is exceptionally well planned in lessons to allow children to reflect on their own learning, acquisition of knowledge and that the pupils have been allowed to comment on the impact of the teaching on their learning.</li> <li>Demonstrates a significant influence on the quality, provision and monitoring of a curriculum area</li> </ul>
<b>ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS</b>		
<ul style="list-style-type: none"> <li>Know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively</li> <li>Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these</li> <li>Demonstrate an awareness of the physical, social and intellectual development of children and how to adapt teaching to support pupils' education at different stages of development</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>5 way differentiation in core subjects is secure and shows differentiation of resource, teacher tie, stimuli and the improved outcomes for key groups such as FSM</li> <li>A wider range of teaching strategies are used with growing confidence and this is recognised in lesson observations which are consistently good over a wide range of subjects</li> <li>The teacher can articulate the needs of all groups within the class and is gaining confidence to devise bespoke programmes to ensure progress and attainment at national levels</li> </ul>	<ul style="list-style-type: none"> <li>5 way differentiation is evident in core subject planning as a minimum. Evidence exists of wider differentiation where barriers to learning or progress have been identified by the teacher and these have improved outcomes for a wide group of students.</li> <li>There is evidence of a secure understanding of a personalised curriculum for all groups of learners</li> <li>There is evidence groups within the classroom are changed on a regular basis to meet the needs of groups and that these changes have a significant impact on outcomes for children leading to good or better progress and attainment.</li> </ul>
<b>MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT</b>		
<ul style="list-style-type: none"> <li>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>Make use of formative and summative assessment to secure pupils' progress</li> <li>Use relevant data to monitor progress, set targets and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a secure knowledge of how to use data to best effect and demonstrates improved outcomes for a range of pupils with growing confidence about how to further shape learning opportunities</li> <li>Marking and feedback is having a good impact on outcomes for children who are making at least expected progress</li> </ul>	<ul style="list-style-type: none"> <li>The majority of pupils make good or accelerated progress</li> <li>Data is used effectively to structure future learning so as to have a striking impact on attainment and progress for all groups of learners</li> <li>Marking and feedback are excellent and work scrutiny sows progress for all groups of learners</li> </ul>
<b>MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD &amp; SAFE LEARNING ENVIRONMENT</b>		
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of the schools framework to support behaviour is used to great effect in the class and is understood by all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils demonstrate a thirst for knowledge and are fully engaged in lessons.</li> <li>There is no low level disruption and all students settle quickly to leaning with a high degree of independence. Good learning behaviours are</li> </ul>

<ul style="list-style-type: none"> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Children respond well to clear instructions given by the teacher and episodes of low level disruption are infrequent and effectively managed.</li> <li>• A wider range of de-escalation strategies are employed to avoid any incident which would have an impact on the learning of others</li> <li>• Relationships with all pupils are strong and there is a demonstrable ethos of respect within the class</li> </ul>	<p>embedded for all groups of learners according to their developmental need.</p>
<b>FULFIL WIDER PROFESSIONAL RESPONSIBILITIES</b>		
<ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• Communicate effectively with parents with regard to pupils' achievements and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of CPD is evident in the improved quality of provision within the classroom.</li> <li>• Feedback from lesson observations and monitoring visits is implemented with support as required.</li> <li>• The work of the Teaching Assistant is securing good outcomes for the majority of learners</li> </ul>	<ul style="list-style-type: none"> <li>• The work and impact of the Teaching Assistant and any additional adults has a striking impact on the quality of provision and outcomes for children.</li> <li>• Acts immediately on feedback from lesson observations and monitoring procedures.</li> <li>• Demonstrates understating of latest national best practice.</li> </ul>

Name:.....Academy: .....

Teacher Standard	Evidence of Meeting Standard
1. Set high expectations which inspire, motivate and challenge pupils.	Fully met/partially met/not met
2. Promotes good progress and outcomes by pupils.	Fully met/partially met/not met
3. Demonstrates good subject and curriculum knowledge.	Fully met/partially met/not met
4. Plan and teach well-structured lessons.	Fully met/partially met/not met
5. Adapt teaching to respond to the strengths and needs of all pupils.	Fully met/partially met/not met
6. Make accurate and productive use of assessment.	Fully met/partially met/not met
7. Manage behaviour effectively to ensure a good and safe learning environment.	Fully met/partially met/not met
8. Fulfil wider professional responsibilities.	Fully met/partially met/not met
9. Personal and professional conduct.	Fully met/partially met/not met

**Teacher Declaration:** I consider that I meet the criteria to progress to the Upper Pay Scale as set out in the Pay Policy and enclose relevant evidence to support this.

Signed: ..... Date: .....

**Principal Declaration:**

I confirm I have seen and enclose the relevant evidence provided. I do/do not recommend progression to the Upper Pay Scale.

Signed: ..... Date: .....

**Note to Principal:**

- The completed application should be forwarded to the Principal/Executive Principal
- Where the standards are met, provide the teacher with oral feedback.
- Where the standards have not yet been met provide the teacher with the reasons for this.



**UPPER PAY COMPETENCY FRAMEWORK**

	<b>UPS1</b> Meets all the competencies in M1-M6 and the following:	<b>UPS2</b> Meets all the competencies in M1-UPS1 and the following:	<b>UPS3</b> Meets all the competencies in M1-UPS2 and the following:
<b>PROFESSIONAL ATTRIBUTES</b>			
Frameworks			Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
<b>PROFESSIONAL KNOWLEDGE &amp; UNDERSTANDING</b>			
Teaching & Learning	Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.	Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.	Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
Assessment & Monitoring	Have an extensive knowledge and well informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.	Have an extensive knowledge and well informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.	Have an extensive knowledge and well informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
Assessment & Monitoring	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
Assessment & Monitoring		Can demonstrate and evidence that they have made an impact on the school beyond their own class, year group and phase over a sustained period of time, including an extensive	Can demonstrate and evidence that they have made an impact on the school beyond their own class, year group and phase over a sustained period of time, including an extensive knowledge of assessment across the school.

		knowledge of assessment across the school.	
Subjects & Curriculum		Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.	Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
Health & Well-being		Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.	Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
<b>PROFESSIONAL SKILLS</b>			
Developing	Has taken a consistent responsibility for identifying and meeting their own CPD and used their learning to improve their own teaching practice and had a positive impact on outcomes for children	Has taken a consistent responsibility for identifying and meeting their own CPD and used their learning to improve their own teaching practice and had a positive impact on outcomes for children.	Has taken a consistent responsibility for identifying and meeting their own CPD and used their learning to improve their own teaching practice and had a positive impact on outcomes for children.
Planning	Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.	Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.	Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
Teaching	Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.	Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.	Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
Team working & Collaboration		Promote collaboration and work effectively as a team member.	Promote collaboration and work effectively as a team member.
Team working & collaboration			Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.

### PRINCIPAL COMPETENCY FRAMEWORK

KEY COMPETENCIES	
EXPERIENCE	<ul style="list-style-type: none"> <li>• Successful and recognised experience of school leadership</li> <li>• Experience in a range of schools</li> <li>• Experience of a commitment to Academy and or collaborative working arrangements</li> <li>• Experience of school to school support</li> <li>• The ability to prove significant and positive impact on raising standards of attainment within a school</li> <li>• Experience of multi-agency work and a commitment to running a fully inclusive school</li> <li>• Experience of leading professional development and training for colleagues</li> <li>• Up to date CPD training and a commitment to safeguarding pupils</li> <li>• Safer recruitment training</li> </ul>
PERSONAL QUALITIES	<ul style="list-style-type: none"> <li>• The enthusiasm, initiative and commitment to ensure that outstanding practice is embedded throughout the school and drive forward the vision and values of LeAF Academy.</li> <li>• The ability, experience and enthusiasm to embrace, implement and manage change effectively</li> <li>• The ability to articulate a clear and coherent educational vision in line with the philosophy of LeAF Academy and demonstrate commitment to the Multi Academy Federation.</li> <li>• The ability to build a collaborative and creative learning culture</li> <li>• A commitment to raising standards across the ability and age range and to have a clear understanding of the performance and improvement measures for named groups within the school.</li> <li>• An ability to work with and communicate effectively with a wide range of stakeholders to ensure the continued success of the school</li> <li>• The ability and the tenacity to tackle difficult issues and take difficult decisions and convey outcomes clearly and sensitively</li> </ul>
STRATEGIC LEADERSHIP	<ul style="list-style-type: none"> <li>• Contribute to the development of the vision for LeAF Academy.</li> <li>• Communicate the vision of LeAF Academy to the children, parents, staff and wider community of the school</li> <li>• Maintain the uniqueness of the school</li> <li>• Translate the vision of LeAF Academy into coherent, achievable and challenging plans to ensure the continued success of the school</li> <li>• Manage the schools' resources effectively and efficiently within the supplementary funding agreement of the Multi Academy.</li> <li>• Secure the confidence and loyalty of the whole school community and the wider Academy.</li> <li>• Lead and unite the staff with authority and sensitivity</li> <li>• Create and lead a united successful management team</li> <li>• Show a commitment to collaborative decision making</li> <li>• Work effectively with the Academy Advisory Committee to provide strong leadership for the school</li> <li>• Enjoy and relish the celebration of success within the school</li> </ul>

PROMOING EXCELLENCE & ACHIEVEMENT	<ul style="list-style-type: none"> <li>• The ability to develop a broad based curriculum that addresses the needs of a diverse cohort</li> <li>• The ability and commitment to achieving excellence and a track record of delivering strategies to raising standards</li> <li>• A track record of effective behaviour management that demonstrates a range of effective behaviour strategies</li> <li>• Good understanding of issues which affect quality in educational achievement including target setting, assessment, diversity and inclusion strategies</li> <li>• Sound experience of handling school performance data; collation, evaluation, reviewing and taking appropriate action</li> <li>• Creativity and rigour in contributing the academy's self-evaluation framework for OFSTED</li> </ul>
DEVELOPING & MANAGING STAFF	<ul style="list-style-type: none"> <li>• Work within and show commitment to staffing structures within the Academy in conjunction with Executive Principal, Special Education and Outcomes &amp; Performance Improvement and the Governors.</li> <li>• Build mechanisms to ensure effective curriculum planning across the Academy as required and ensure the appropriate allocation of resources and sharing and developing good practice</li> <li>• Deploy administration and support staff effectively</li> <li>• Show a commitment to continuous professional development for all staff</li> <li>• Demonstrate experience of managing performance management processes successfully to show impact on outcomes for children and young people</li> <li>• Show the ability to identify and acknowledge excellence and challenge poor performance</li> </ul>
MANAGING THE ACADEMY	<ul style="list-style-type: none"> <li>• The ability to manage day-to-day running of the Academy efficiently and effectively delegating management tasks and monitoring their delivery</li> <li>• Experience of ensuring that the management, finance, structure and administration within the Academy supports the priorities and objectives of the Academy.</li> <li>• Knowledge of the legal framework of education policy and implement it within the Academy</li> <li>• The ability to build a constructive and open relationship with the Academy Advisory Committee, the Executive Principal, Special Education and Outcomes &amp; Performance Improvement</li> <li>• The ability to develop and sustain a safe, secure and health school environment</li> </ul>
PARTNERSHIP & COMMUNITY RELATIONS	<ul style="list-style-type: none"> <li>• An ability and commitment to promoting the Academy, its ethos and achievements to current and prospective parents, carers and other stakeholders</li> <li>• A track record of developing effective relationships with parents, carers, Academy Advisory Committee members, Local Authority and other agencies to enhance the education of all children and young people</li> <li>• To celebrate the contribution of the Academy to the wider community</li> </ul>

**High Expectations – High Achievement**