



# **Bishop Bridgeman Church of England Primary School**

**September 2013**

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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 each 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 (STPCD) and associated guidance documents and as such the STPCD should be used/read in conjunction with this policy. A link to the current STPCD can be found [here](#).
- 1.2 Furthermore, as this Pay Policy has direct links and reference to the appraisal (Performance Management) Policy this should also be read in conjunction with this policy. A link to the current Appraisal Policy can be found [here](#).
- 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 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-ridden. 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;
  - **Blue Text** contained within a box details transitional arrangements from the 2012 STPCD to the revised 2013 STPCD and additional clarity of these provisions
  - **Green Text** details reference points within the STPCD and associated Section 3 guidance and also NJC (Green Book) conditions of service which should be read in conjunction with this policy. These documents can be viewed below;
    - [STPCD and associated Section 3 guidance](#)
    - [NJC \(Green Book\) conditions of service](#)
  - **Black Text** details provisions of the 2013 School Teachers Pay and Conditions Document which must be adhered to from 1<sup>st</sup> September 2013.
  - **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:

- 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, 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.

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.

- 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 no later than 31 October (except in the case of the head teacher, who will have their review held by 31<sup>st</sup> 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 Schools Appraisal (Performance Management) Policy a copy of which is available in school.
- 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 are contained within the STPCD at paragraphs 34.1 to 49.3 and within this policy (Section 2, paragraph 11.11 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 the 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 SCHOOL TEACHERS PAY AND CONDITIONS (STPCD)**

- 8.1 Revised pay progression arrangements come into force with effect from 1 September 2013. September 2013 will be the last time that annual pay increments are awarded to teachers based on the length of their service. Thereafter, decisions about teachers' pay progression will be linked to performance, with their first annual performance-related progression pay increases being made in September 2014.
- 8.2 As such, the first version of this School Model policy contains reference to transitional provisions under both the 2012 STPCD and the revised 2013 STPCD.
- 8.3 Under the revised 2013 STPCD 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;
- **Blue Text** contained within a box details transitional arrangements and additional clarity of these provisions
  - **Green Text** details reference points within the STPCD and associated Section 3 guidance and also NJC (Green Book) conditions of service which should be read in conjunction with this policy. These documents can be viewed below;
    - [STPCD and associated Section 3 guidance](#)
    - [NJC \(Green Book\) conditions of service](#)
  - **Black Text** details provisions of the 2013 School Teachers Pay and Conditions Document which must be adhered to from 1<sup>st</sup> September 2013.
  - **Purple Text** details school flexibilities which must be assessed and completed on a school by school basis

All September 2013 salary determinations relating to salary progression for:

- qualified teachers on the main pay scale;
- qualified teachers on the upper pay scale;
- qualified teachers who were employed as ASTs and/or ETs on 31 August 2013; or
- unqualified teachers on the unqualified pay scale and;
- leadership pay scale

shall be made in accordance with the provisions of the 2012 Document.

Once salary determinations for the September 2013 pay award have been made, paragraphs xx – xx below come into effect and all references to pay increases and pay ranges in this Document shall be read accordingly. The first annual pay award that will take account of paragraphs 9 – 9.14 below will be in September 2014.

## Class Teacher Pay Provision

8.4 All decisions regarding Salary payments will be made in accordance with Paragraphs 14.1- 22.8 of the STPCD.

8.5 There are five main pay ranges for teachers; (see 8.11 for further detail)

- Unqualified Teacher Pay Range (Teachers Pay Band 1)
- Main Pay Range (Teachers Pay Band 2 & 3)
- Upper Pay Range (Teachers Band 4)
- Leading Practitioners Pay Range - *whose primary purpose is to model and lead teaching improvement* (Teachers Pay Band 5)
- Leadership Pay Range

8.6 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.

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

8.8 Any pay increase awarded to a teacher on the unqualified teachers pay range, main pay range or upper pay range (Pay Bands 1-4) remain permanent for as long as the teacher remains within this school.

8.9 Performance related pay decisions relating to the above pay ranges will be made from 1<sup>st</sup> September 2014. Pay decisions as at 1<sup>st</sup> September 2013 will be made in accordance with the provisions laid out in the 2012 STPCD.

8.10 In accordance with the 2013 STPCD a revised Teachers pay framework has been developed to ensure this school is able to link pay progression to performance. With effect from 1<sup>st</sup> September 2013, Bishop Bridgeman CE Primary School will use the following pay framework to determine teachers' pay.

An example of a descriptor model is [here](#).

**TABLE 1**

8.11 Teachers Pay Ranges – 1<sup>st</sup> September 2013 (Bolton Model)

Pay Band	Salary
<b>Teachers Pay Range 1 (Unqualified)</b>	Point A - £15,817 Point B - £17,657 Point C - £19,497 Point D - £21,336 Point E - £23,177 Point F - £25,016
<b>Teachers Pay Band 2 (Entry Band)</b>	Point 1 - £21,588 Point 2 - £23,295 Point 3 - £25,168*
<b>Teachers Pay Band 3 (Accomplished Band)</b>	Point 4 - £27,104 Point 5 - £29,240 Point 6 - £31,552*
<b>Teachers Pay Band 4 (Advanced Band)</b>	Point 7 - £34,181 Point 8 - £35,447 Point 9 - £36,756
<b>Teachers Pay Band 5 (Leading Practitioners)</b>	Band 4a Point 1 - £37,461 Point 2 - £38,400 Point 3 - £39,358*
	Band 4b Point 4 - £40,339 Point 5 - £41,343 Point 6 - £42,379*
	Band 4c Point 7 - £43,521 Point 8 - £44,525 Point 9 - £45,637*
	Band 4d Point 10 - £46,808 Point 11 - £48,024 Point 12 - £49,130*
	Band 4e Point 13 - £50,359 Point 14 - £51,614 Point 15 - £52,900*
	Band 4f Point 16 - £54,305 Point 17 - £55,553 Point 18 - £56,950*

*\* Note – Salary progressions barred at point 6 of Teachers Pay Band 3 (subject to formal review process as detailed in section 9.15 of this policy) and at maximum points of each Band within the Leading Practitioners Pay Range*

## **Transitional Arrangements for Class Teachers employed on Main Pay Range (Teachers Band 1 and 2)**

8.12 The governing body will follow the provisions of the Document **2012** and award a point on the main scale pay range (paragraph 18.1.1), unless the teacher has been notified that their service has been unsatisfactory for the previous academic year. The pay committee will normally exercise this discretion only in the context of a formal capability procedure.

8.13 A teacher employed on Teachers Pay Bands 2 or 3 (Main Pay Range) will continue to receive a salary point as detailed within table 1 (see 8.11)

8.14 2012 Pay rates are detailed in Appendix 6 of this document.

## **Transitional Arrangements for Class Teachers employed on Upper Pay Range (Teachers Band 3)**

8.15 Staff employed on Upper Pay Range as a post threshold teacher in this school prior to 1<sup>st</sup> September 2013 will continue to receive remuneration in accordance with Teachers Pay Band 4 (the ex- Upper Range Pay) detailed in table 1 providing;

- a) the teacher was employed or defined as a post-Threshold teacher in this school under the 2012 or earlier Document; or
- b) the teacher applied to be paid as a post-Threshold teacher in this school under the 2012 Document, that application was successful, and the teacher was due to move onto the upper pay scale on 1 September 2013; or
- c) the teacher was a member of the leadership group, or was employed as an advanced skills teacher or an excellent teacher in this school under the 2012 Document; or
- d) the teacher applies to this school to be paid on the upper pay range and that application is successful and the teacher will not be paid on the pay range for leading practitioners or on the pay spine for the leadership group.

*Note - In the case of teachers who are paid on the upper pay range by virtue of sub paragraphs a), c), and d), the Governing Body will determine where within the pay range (set out in table 1) the teacher's annual salary will be fixed. In the case of teachers who are paid on the upper pay range by virtue of sub paragraph b), payment is to be made on the minimum of the upper pay range.*

8.16 Furthermore, a teacher may be paid on the upper pay range if:

- a) the teacher meets the definition of "post-threshold teacher" in the 2012 Document;
- b) the teacher has previously applied to another school to be paid on the upper pay range in accordance with paragraph 17 of the STPCD 2013 Document and that application was successful; or

- c) the teacher has at any time has been employed as a qualified teacher;
  - i) in an MOD school;
  - ii) by an Education Action Forum;
  - iii) at an academy, city technology college or city college for the technology of the arts;
  - iv) at a non-maintained special school;
  - v) in an establishment maintained by a local authority in the exercise of a social services function; or
  - vi) by a person appointed in accordance with a direction made by the Secretary of State under section 497A of the Education Act 1996 to perform the functions of an authority and who immediately before such employment was employed by that authority and whilst employed as such was successfully assessed against the criteria in paragraph 17 of the STPCD 2013

8.17 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 below;

## **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: (add/delete as appropriate)

- 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.

### **Pay Progression**

9.4 Within this school all pay decisions will be taken by the 'Resources Committee' following advice taken from the Head Teacher.

9.5 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. A copy of the Appraisal (Performance Management) Policy and published Teachers Standards is available in school.

*Note - (Performance Descriptors as defined by OFSTED are attached at appendix 5. Schools may wish to develop their own performance descriptor model to demonstrate how performance will be assessed within their school.)*

- 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 (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.
- 9.9 Decisions regarding pay progression will be made with reference to the Teachers Appraisal Reports and pay recommendations they contain.
- 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
- 9.11 Teachers employed on Teachers Band 2 and 3 (ex - Main Pay Scale) 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 Point 6 (threshold bar).
- 9.12 Teachers, who as part of the appraisal cycle are assessed as making 'outstanding progress' towards their objectives and have demonstrated that they are competent in all elements of the published Teachers Standards 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.

- 9.13 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 (Performance Management) in order to improve their performance in line for the next Appraisal Cycle.

## **Moderation**

- 9.14 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 Schools Senior Leadership Team, prior to being submitted to the Head Teacher who will seek formal approval from the Governing Body.

## **Application to be paid on Teachers Band 3 (Upper Pay Range)**

### **9.15 Round 13 Applications**

If a teacher reached M6 on 1 September 2012 and applies before the 31 October 2013, under Round 13, their applications will be assessed using the Document 2012 (paragraph 20), i.e. against the Teachers' Standards and the post-threshold standards, having regard to the most recent appraisal reviews. Further information on the Threshold Assessment can be found [here](#).

- 9.16 From 1<sup>st</sup> September 2014, any qualified teacher may apply to be paid on Teachers Band 4 (Advanced Teacher Pay Range). Applications for progression to Teachers Band 4 should be made to the Head Teacher by 31<sup>st</sup> October each year, however exceptions will be made in particular circumstances e.g. due to sickness or paternity/maternity leave etc. These should be discussed with the Head Teacher prior to an application being submitted.
- 9.17 It is the responsibility of the Teacher to decide whether or not they wish to apply to be paid on Teachers Band 4. Any applications which are made will be assessed by the Governing Body in accordance with this policy.

**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.*

- 9.18 The process this school follows in relation to applications to progress to Teachers Pay Band 4 is contained at appendix 4 of this policy.

## Assessment of Applications to be paid on Teachers Band 4

9.19 For an application for progression to Teachers Pay Band 4 the teacher will be required to meet the criteria set out in paragraph 17 of the STPCD 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.

9.20 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.

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

## Leading Practitioner Pay Ranges

9.21 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.

9.22 Within this school the following posts have been designated as being remunerated within Teachers Pay Band 4 - Leading Practitioner Pay Range. Salary details are contained in table 1;

Post Title	Grade

9.23 Posts designated as being paid on Teachers Band 4 (Leading Practitioner Pay Range) 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.

- 9.24 Teachers employed on Teachers Pay Band 4 (Leading Practitioners Pay Scale) 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 Band as detailed in table 1 of this document.

*Performance Descriptors as defined by OFSTED are attached at appendix 5. Schools may wish to develop their own performance descriptor model to demonstrate how performance will be assessed within their school.*

### **Unqualified Teacher Pay Ranges**

- 9.25 An Unqualified Teacher employed within this school must be paid a salary as detailed within the Unqualified Teachers Pay Band 1 as shown in table 1
- 9.26 Upon obtaining qualified teacher status under regulations made under section 132 of the Act an unqualified teacher will be transferred to a salary within Teachers Pay Band 2 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.
- 9.27 Unqualified 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 will be awarded a minimum of one incremental point up to a maximum of their Pay Band as detailed in table 1 of this document.

*Performance Descriptors as defined by OFSTED are attached at appendix 5. Schools may wish to develop their own performance descriptor model to demonstrate how performance will be assessed within their school.*

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

- 9.28 **All decisions regarding Leadership Group Pay will be made in accordance with Paragraphs 5.1 – 13.2.5 of the STPCD and paragraphs 11-30 of the associated Section 3 guidance document. Copies of which are attached [here](#).**
- 9.29 Posts established as Leadership posts shall be paid on the Leadership Pay Spine, as detailed in Table 2 below.

**TABLE 2****LEADERSHIP PAY RANGE**

<b>Leadership Grade</b>	<b>Salary</b>	<b>Leadership Grade</b>	<b>Salary</b>
<b>L1</b>	£37,461	<b>L22</b>	£62,811
<b>L2</b>	£38,400	<b>L23</b>	£64,367
<b>L3</b>	£39,358	<b>L25</b>	£67,602
<b>L4</b>	£40,339	<b>L26</b>	£69,275
<b>L5</b>	£41,343	<b>L27</b>	£70,991
<b>L6</b>	£42,379	<b>L28</b>	£72,752
<b>L7</b>	£43,521	<b>L29</b>	£74,554
<b>L8</b>	£44,525	<b>L30</b>	£76,409
<b>L9</b>	£45,637	<b>L31</b>	£78,298
<b>L10</b>	£46,808	<b>L32</b>	£80,244
<b>L11</b>	£48,024	<b>L33</b>	£82,238
<b>L12</b>	£49,130	<b>L34</b>	£84,271
<b>L13</b>	£50,359	<b>L35</b>	£86,365
<b>L14</b>	£51,614	<b>L36</b>	£88,504
<b>L15</b>	£52,900	<b>L37</b>	£90,704
<b>L16</b>	£54,305	<b>L38</b>	£92,948
<b>L17</b>	£55,553	<b>L39</b>	£95,213
<b>L18</b>	£56,950	<b>L40</b>	£97,590
<b>L19</b>	£58,362	<b>L41</b>	£100,028
<b>L20</b>	£59,809	<b>L42</b>	£102,534
<b>L21</b>	£61,288	<b>L43</b>	£105,097

9.30 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.

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

Post Title	Salary Range (ISR)
Headteacher	15 - 21
Deputy Headteacher	10 - 14
Assistant Headteacher	4 - 9

9.32 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.

9.33 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 service management responsibility the post holder has successfully undertaken;
- iii) the outcomes from the appraisal (performance) review.

## Allowances and Additional Payments

### Teaching and Learning Responsibility Payments (TLRs)

9.34 **All decisions regarding TLR payments will be made in accordance with Paragraphs 23 - 26.7 of the STPCD and paragraphs 31-37 of the associated Section 3 guidance document. Copies of which are available in school.**

9.35 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.

9.36 In this school the following roles have been identified as being in receipt of TLR 1 Payments;

*Note: these are between £7,323 and £12,393*

Post Title	TLR 1 Value


9.37 In this school the following roles have been identified as being in receipt of TLR 2 Payments;

*Note: these are between £2,535 and £6,197*

Post Title	TLR 2 Value

9.38 To comply with the 2013 School Teachers' Pay and Conditions Document the Governing Body will ensure that where there is an award of TLRs of different values to two or more teachers at the school the minimum difference in value of each award will be £1,500. Details of the TLRs awarded at the school will depend upon the outcome of the annual review of the staffing structure and the timing of the introduction will be in line with the implementation plan.

9.39 Additionally, the Governing Body at the recommendation of the head teacher may award a fixed-term third TLR (TLR3) to a classroom teacher who is undertaking a clearly time-limited school improvement project(s), or one-off internally/externally driven responsibilities.

9.40 In this school the following roles have been identified as being in receipt of TLR 3 Payments;

*Note: these are between £500 and £2,500*

Post Title	TLR 3 Value	Reason for Payment

9.41 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.

9.42 TLR3 payments awarded to a part-time teacher will be paid on a pro-rata basis.

## Safeguarding of TLR Payments

9.43 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”);

the school will pay the safeguarded sum in accordance with provisions contained within paragraphs 26.1 to 26.7 of the STPCD.

9.44 All TLR3 payments are not subject to safeguarding.

9.45 TLR1 and 2 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 holders return, whichever is the soonest.

9.46 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

**9.47 All decisions regarding SEN payments will be made in accordance with Paragraphs 27.1 – 27.4 of the STPCD and paragraphs 38-43 of the associated Section 3 guidance document. Copies of which are available in school.**

9.48 The pay committee will award an SEN spot value allowance on a range of between £2001 and £3954 to any classroom teacher who meets the criteria as set out in paragraph 27 of the STPCD.

9.49 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 (paragraph 27.3 of the STPCD).

- 9.50 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.
- 9.51 In agreeing SEN Allowances the governing body will take account of paragraphs 38 to 43 of the section 3 guidance.

## **Recruitment and Retention Incentives and Benefits**

**9.52 All decisions regarding Recruitment and Retention Incentives and Benefit payments will be made in accordance with Paragraphs 47.1 – 47.2 of the STPCD and paragraphs 78-81 of the associated Section 3 guidance document. Copies of which are available in school.**

### **Recruitment**

- 9.53 The Governing Body will consider the payment of recruitment awards to class teachers to the value of £1000 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.
- 9.54 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 bands detailed in table 1), or defined benefits such as childcare costs, support for travel costs, care of dependants or health care provision.
- 9.55 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'.

### **Retention**

- 9.56 The Governing Body will consider the payment of retention awards to class teachers to the value of £1000 where there are demonstrable business case to justify this payment being made e.g. evidence locally identified shortages of suitably experienced/qualified staff.
- 9.57 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 bands detailed in table 1), or defined benefits such as childcare costs, support for travel costs, care of dependants or health care provision.
- 9.58 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'.

9.59 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.

9.60 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.

9.61 All Recruitment and Retention payments must be formally reviewed as a minimum every 12 months.

### **Additional Payments**

9.62 **All decisions regarding Additional Allowances will be made in accordance with Paragraphs 45 – 46.2 of the STPCD and paragraphs 67-77 of the associated Section 3 guidance document. Copies of which are available in school.**

## **10. OTHER CONSIDERATIONS**

### **Part Time Staff**

10.1 **All decisions regarding Part Time Staff will be made in accordance with Paragraphs 57-66 of the STPCD and paragraphs 83-91 of the associated Section 3 guidance document. Copies of which are available in school.**

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 44.1-44.2 of the STPCD. Hard copies are available in school.**
- 10.9 For administrative ease, the Governing Body will pay daily basis supply teachers according to the Authority's assessment (on appointment to the supply pool). Salary assessments will be carried out 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: salary divided by 195 days (daily rate) and salary divided by 195x6.5 hours (hourly rate)].

## **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 appendices 2 and 3.

## **Section 2**

### **11. EMPLOYEES COVERED BY NATIONAL JOINT COUNCIL (NJC) CONDITIONS**

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

- 11.1 Bishop Bridgeman CE Primary School has committed to following Bolton Council's pay and grading structure. As such, Bolton Council operates a structure of 14 grades which is based upon the National Joint Council salary spine, extended locally up to point 59. Each grade overlaps the next by one incremental point. 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 grade is detailed in Table 2 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.

#### **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 The 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.

**TABLE 2**

11.8 NJC Pay Scales– 1<sup>st</sup> April 2013

	SCP	£Annual	£Monthly	£Hourly
	5	<b>12,312</b>	1026.00	6.3816
<b>Grade 1</b> (0-243)	6	<b>12,489</b>	1040.75	6.4734
	7	<b>12,787</b>	1065.58	6.6278
	8	<b>13,189</b>	1099.08	6.8362
	9	<b>13,589</b>	1132.42	7.0435
<b>Grade 2</b> (244-287)	10	<b>13,874</b>	1156.17	7.1913
	11	<b>14,733</b>	1227.75	7.6365
	12	<b>15,039</b>	1253.25	7.7951
	13	<b>15,444</b>	1287.00	8.0050
<b>Grade 3</b> (288-331)	14	<b>15,725</b>	1310.42	8.1507
	15	<b>16,054</b>	1337.83	8.3212
	16	<b>16,440</b>	1370.00	8.5213
	17	<b>16,830</b>	1402.50	8.7234
<b>Grade 4</b> (332-375)	18	<b>17,161</b>	1430.08	8.8950
	19	<b>17,802</b>	1483.50	9.2272
	20	<b>18,453</b>	1537.75	9.5647
	21	<b>19,126</b>	1593.83	9.9135
<b>Grade 5</b> (376-419)	22	<b>19,621</b>	1635.08	10.1701
	23	<b>20,198</b>	1683.17	10.4691
	24	<b>20,858</b>	1738.17	10.8112
	25	<b>21,519</b>	1793.25	11.1539
<b>Grade 6</b> (420-463)	26	<b>22,221</b>	1851.75	11.5177
	27	<b>22,958</b>	1913.17	11.8997
	28	<b>23,708</b>	1975.67	12.2885
	29	<b>24,646</b>	2053.83	12.7747
<b>Grade 7</b> (464-507)	30	<b>25,472</b>	2122.67	13.2028
	31	<b>26,276</b>	2189.67	13.6195
	32	<b>27,052</b>	2254.33	14.0218
	33	<b>27,849</b>	2320.75	14.4349
<b>Grade 8</b> (508-551)	34	<b>28,636</b>	2386.33	14.8428
	35	<b>29,236</b>	2436.33	15.1538
	36	<b>30,011</b>	2500.92	15.5555
	37	<b>30,851</b>	2570.92	15.9909
<b>Grade 9</b> (552-595)	38	<b>31,754</b>	2646.17	16.4589
	39	<b>32,800</b>	2733.33	
	40	<b>33,661</b>	2805.08	
	41	<b>34,549</b>	2879.08	
<b>Grade 10</b> (596-639)	42	<b>35,430</b>	2952.50	
	43	<b>36,313</b>	3026.08	
	44	<b>37,206</b>	3100.50	
	45	<b>38,042</b>	3170.17	
<b>Grade 11</b> (640-683)	46	<b>38,961</b>	3246.75	
	47	<b>39,855</b>	3321.25	
	48	<b>40,741</b>	3395.08	
	49	<b>41,616</b>	3468.00	
<b>Grade 12</b> (684-727)	50	<b>42,504</b>	3542.00	

	51	<b>43,394</b>	3616.17
	52	<b>44,294</b>	3691.17
	53	<b>45,203</b>	3766.92
<b>Grade 13</b>	54	<b>46,112</b>	3842.67
(720-771)	55	<b>47,022</b>	3918.50
	56	<b>47,935</b>	3994.58
<b>Grade 14</b>	57	<b>48,844</b>	4070.33
(772- )	58	<b>49,756</b>	4146.33
	59	<b>50,493</b>	4207.75

## Pay Period

11.9 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 18th March is for the 1st to the 31st March inclusive.

## Review of grading

11.10 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 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 the Council's Job Evaluation and Appeals procedure is available in appendices 8 and 9.*

## Pay protection

11.11 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 / 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

11.12 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

11.13 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.

- 11.14 The higher rate of pay is normally applied with immediate effect for employees paid at Grade 6 and below, who typically work in front line services where immediate cover at the higher level is required.
- 11.15 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 7 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.
- 11.16 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.
- 11.17 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.
- 11.18 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**

- 11.19 Where an employee undertakes additional duties outside their job description and the requirements of their role, they may be eligible for an honorarium payment.
- 11.20 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.
- 11.21 If an individual is required to take on additional temporary responsibility for longer than 3 months, a temporary job description and person specification should be produced and referred to Corporate HR for evaluation.
- 11.22 All honoraria payments must be agreed by the Head Teacher and Governing Body, and are subject to consultation and agreement with the Schools HR Business Partner, in line with the Council’s Honoraria and Acting-Up Policy. All payments are reported to Bolton Councils Executive Management Team (EMT) and Departmental

Joint Consultative Committees (DJCCs), 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 and/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. N.B. 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 as appropriate)

Post Title	Value of Payment

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 6 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 7 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 / less than 10% non-standard working hours**

12.10 Employees who work at the weekend or at night on an infrequent/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 the weekend and are not related to the number of working hours per week. Staff who work less than 37 hours per week would, therefore, still be entitled to enhancements for any time worked at the weekend or at night.

### **Public Holidays**

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

12.13 Staff paid at grade 6 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 7 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 6 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 7 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.

### PAY COMMITTEE AND REMIT

The Governing Body of Bishop Bridgeman CE Primary School will establish a Pay Committee (this function will be performed by the Resources 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.

**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 –

- a) incorrectly applied any provision of the Document
- 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) 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:

- The Appellant receives written communication of the pay determination and where applicable the basis on which the decision was made.
- 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.
- Where this is not possible, or where the Appellant continues to be dissatisfied they may follow a formal appeal process.
- 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.
- 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.
- Following the hearing the Appellant should be informed in writing of the decision and the right to appeal.
- 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)

**APPEALS HEARING PROCEDURE**

1. The Chair of the Pay Committee, the Appellant and their representative enter the room together when invited.
2. The Chair of the Appeals Committee introduces all parties and outlines the procedure.
3. 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.
4. Any questions for clarification from
  - i) the Chair of the Pay Committee
  - ii) members of the Appeals Committee (and their advisers)
5. 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.
6. Any questions for clarification from
  - i) the Appellant or his/her representative
  - ii) members of the Appeals Committee.
7. Members of the Appeals Committee (and their advisers) have the opportunity to ask questions of both parties.
8. 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.
9. An opportunity is given to the Appellant or his/her representative to sum up the case, no new evidence shall be introduced at this stage.
10. Both parties retire to allow the Appeals Committee to consider the case and to make their decision.
11. 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.**

## PROCESS FOR THRESHOLD ASSESSMENT

**This section is not complete – further work to be done over next week**

One application may be submitted annually.

The closing date for applications is normally [insert date] each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave.

The process for applications is:

- Complete the school's application form;
- Submit the application form and supporting evidence to the head teacher by the cut-off date of [insert date].
- You will receive notification of the name of the assessor of your application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the pay committee of the relevant body;
- The application, evidence and recommendation will be passed to the head teacher for moderation purposes, if the head teacher is not the assessor;
- The pay committee will make the final decision, advised by the head teacher;
- Teachers will receive written notification of the outcome of their application by [insert date]. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the **date of** notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR on 1 September of the following year.
- Unsuccessful applicants can appeal the decision. The appeals process is set out at the back of this pay policy.

## Ofsted Grade descriptors<sup>1</sup> – Quality of teaching in the school

*Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspection team.*

### **Outstanding (1)**

Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress.

All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.

Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.

The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.

Teachers and other adults generate high levels of engagement and commitment to learning across the whole school.

Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains.

Teachers use well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.

### **Good (2)**

Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils and groups of pupils currently on roll in the school, including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, make good progress and achieve well over time.

Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.

Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.

Reading, writing, communication and mathematics are taught effectively.

Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.

Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.

Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.

<sup>1</sup> *These grade descriptors describe the quality of teaching in the school as a whole, taking account of evidence over time. While they include some characteristics of individual lessons, they are not designed to be used to judge individual lessons.*

**Requires improvement (3)**

Teaching requires improvement as it is not good.

**Inadequate (4)**

Teaching is likely to be inadequate where **any** of the following apply:

As a result of weak teaching over time, pupils or particular groups of pupils including disabled pupils, those who have special educational needs, and those for whom the pupil premium provides support, are making inadequate progress.

Pupils cannot communicate, read, write, or apply mathematics as well as they should.

Teachers do not have sufficiently high expectations and teaching over time fails to engage or interest particular groups of pupils, including disabled pupils and those who have special educational needs.

Learning activities are not sufficiently well matched to the needs of pupils.

**Main pay scale**

	<b>From September 2011</b>	<b>From September 2012</b>
<b>M1</b>	<b>£21,588</b>	<b>£21,588</b>
<b>M2</b>	<b>£23,295</b>	<b>£23,295</b>
<b>M3</b>	<b>£25,168</b>	<b>£25,168</b>
<b>M4</b>	<b>£27,104</b>	<b>£27,104</b>
<b>M5</b>	<b>£29,240</b>	<b>£29,240</b>
<b>M6</b>	<b>£31,552</b>	<b>£31,552</b>

**Upper pay scale**

	<b>From September 2011</b>	<b>From September 2012</b>
<b>U1</b>	<b>£34,181</b>	<b>£34,181</b>
<b>U2</b>	<b>£35,447</b>	<b>£35,447</b>
<b>U3</b>	<b>£36,756</b>	<b>£36,756</b>

## Application for Non Teaching Staff Post Grading Review

Name .....

Post .....

Grade ..... Current Spinal Point .....

### **Basis For Your Application**

Please provide details of:

- i) changes to duties (additional and relinquished);
- ii) increased responsibility;
- iii) any other information relevant to your application.

Please make reference to your current job description wherever possible.

Signed .....

Date.....

Please continue over or on separate sheet(s) as necessary

## **Procedure for Post Grading Review**

1. The employee must complete Appendix D and submit this to the Head Teacher.
2. The Head Teacher (or nominated representative) will acknowledge receipt of the request and the date it was received.
3. Within 10 working days the Head Teacher (or nominated representative) will meet the employee to discuss the information submitted in support of the request.
4. 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.
5. Prior to the meeting, the employee may submit additional information he/she wishes the committee to have regard to.
6. 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.
7. The Employee is informed in writing of the decision of the Pay Committee and his/her right of appeal to an impartial Appeals Committee. Appendix B details the Appeals process.
8. 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.
9. 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.
10. Once the right of appeal has been exercised/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.

## **Job Evaluation Questionnaire**

Thank you for participating in the Bolton MBC Pay and Grading review. The review is being delivered in partnership between Central Human Resources Services and the joint Trades Unions. It is an important piece of work that will determine pay structures and levels for all posts in the Council in the future.

You have been randomly selected to be interviewed on behalf of your job family by a Job Analyst. The purpose of the interview is for us to understand the purpose, content and responsibilities of your post in order that we can ensure it is evaluated at a fair and consistent level in relation to other posts in the Council.

You will be required to attend the interview with your line manager and are also welcome to bring a Trade Union or work colleague with you if you wish. Please note this person will be attending to support you only. They will not be able to answer any questions on your behalf.

The interview should last no more than 2 hours. During this time you will be asked for answers to each of the questions on this questionnaire. The answers you give will be input directly into an electronic database called Gauge. To help speed the process up and ensure you are fully prepared for the interview, you must complete this questionnaire with your line manager beforehand. 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 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.

At the end of the interview, the Job Analyst will run through a “Job Overview” produced automatically by the software they will be using, to ensure you are happy with the answers you have given. The Analyst will not be able to tell you at this stage what the evaluation score for the

post is or whether there will be any changes to pay. This information will only be available at the end of the review which is scheduled to be 2006.

If you have any questions concerning any element of this questionnaire before the interview, please contact the Pay and Grading Review Team on 1215/1218/1202/1180 or [payandgradingteam@bolton.gov.uk](mailto:payandgradingteam@bolton.gov.uk).

Thank you for your time

*The Pay and Grading Review Team*

## **DATA PROTECTION**

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

This information is being collated by Bolton MBC Human Resources.

The Information will be used by Bolton MBC 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.

## **BACKGROUND INFORMATION**

Post No (To be completed by the Job Analyst)	
Job Title	
Name of job holder being interviewed	
Name of manager/supervisor	
Department	
Division	
Section	
Current grade	

Date of Evaluation interview	
---------------------------------	--

**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.

**What type of Knowledge do you require for your post?**

<b>Type of Knowledge</b> E.g. Literacy	<b>Knowledge needed and for what purpose</b>	<b>How Normally Acquired</b> E.g. on the job training, 6 months
<b>Literacy/Numeracy (reading and writing/arithmetic calculations)</b>		
<b>Equipment or tools</b>		
<b>Policies, Procedures, Practices relevant to own section/service</b>		

<b>Policies, Procedures, Practices relevant to other/section service</b>			
<b>Any other knowledge (e.g. specialist such as IT or social work)</b>			

## **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> (Just complete the boxes that apply)	<b>What is this skill used for</b> E.g. Oral presentations, advising, guiding or negotiating with others.	<b>With Whom</b>
<b>Oral (Spoken) communication</b>		
<b>Written communication</b>		

<p><b>Caring or training skills in relation to clients (i.e. people who are dependent on the Authorities services)</b></p>		
<p><b>Formal advocacy or counseling</b> (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.)</p>		
<p><b>Specially developed training, development, leadership or motivational skills</b> (in relation to other staff)</p>		

<b>Do you need to use a language other than English as a requirement of the job?</b>		
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## **INITIATIVE AND INDEPENDENCE**

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

**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 whose 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.*

## **MENTAL DEMANDS**

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

**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.

<b>Who?</b>	<b>Circumstances?</b>	<b>How Often?</b>

## **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.

**Do you undertake any tasks or duties that have a DIRECT impact on the well being 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 in own 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 well being 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 - RESPONSIBILITY FOR PEOPLE**

NB: 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 and/or statutory requirements as part of their job roles and responsibilities. **THEREFORE 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/legislation WITH REGARD TO THE WELL-BEING OF PEOPLE?**

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

<b>Development of Policy</b> <i>E.g. Which policies</i>	<b>Advice &amp; Guidance on the application of policy</b> <i>E.g. Which policies, to whom</i>	<b>Sole/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 and/or development, regularly give instructions and check work, organization and evaluation/appraisal of work, regular allocation of work.*

<b>Job Type/Group</b>	<b>How Many</b>	<b>Responsibility?</b>	<b>How Often</b>

**POLICY DEVELOPMENT - RESPONSIBILITY FOR THE SUPERVISION, DIRECTION AND CO-ORDINATION OF EMPLOYEES**

NB: 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 and/or statutory requirements as part of their job roles and responsibilities. **THEREFORE 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> <i>E.g. Which policies</i>	<b>Advice &amp; Guidance on the application of policy</b> <i>E.g. Which policies, to whom</i>	<b>Sole/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.*

<b>Financial Responsibility</b>	<b>Value</b>	<b>Nature of Responsibility</b>

**POLICY DEVELOPMENT - RESPONSIBILITY FOR FINANCIAL RESOURCES**

NB: 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 and/or statutory requirements as part of their job roles and responsibilities. **THEREFORE 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> <i>E.g. Which policies</i>	<b>Advice &amp; Guidance on the application of policy</b> <i>E.g. Which policies, to whom</i>	<b>Sole/shared/contributory</b>

## **RESPONSIBILITY FOR PHYSICAL RESOURCES**

This factor measures the direct responsibility of the jobholder for physical resources.

*Physical Resources are: **Information or information systems** (Manual or Computer) e.g. Files/Records, **Equipment or tools** e.g. Vehicles/Plant/Computers, **Buildings, premises, external locations** e.g. their Cleaning/Maintenance/Security, **Supplies and/or stocks** e.g. Stationery/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> <i>E.g. Information or information systems</i>	<b>Nature of responsibility</b> <i>E.g. security, maintenance, purchasing</i>

**POLICY DEVELOPMENT - RESPONSIBILITY FOR PHYSICAL RESOURCES**

NB: 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 and/or statutory requirements as part of their job roles and responsibilities. **THEREFORE 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*

<b>Development of Policy</b> <i>E.g. Which policies</i>	<b>Advice &amp; Guidance on the application of policy</b> <i>E.g. Which policies, to whom</i>	<b>Sole/shared/contributory</b>

## **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.

**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 with H&S 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.**

**Post Holder (Print Name):**

.....

**Signature:**

.....

**Manager (Print Name):**

.....

**Signature:**

.....

**Date:**

.....

***Once the questionnaire is complete please send to your Departmental Job Analyst at least two working days before your Job Evaluation Interview by e-mail (if possible) or by post.***

***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 advise your Job Analyst.***

**Knowledge and Skills** - What type of specific knowledge and skill is required by the post holder? (eg caring, communication skills, academic, dexterity, linguistic, literacy, numeracy, supervisory, technical etc).

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If more than one area of knowledge or skill is required, please indicate which are the most important:

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Describe the type of experience required for the post (eg domestic/non-work environment/voluntary work/academic work/other).

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Is there a statutory requirement for a qualification for the post? If 'yes' what is it?

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**Further Observations** - Are there any other points you wish to make which you consider have not been adequately covered in this questionnaire?

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I consider that this questionnaire is a fair and accurate statement of the requirements of the job.

**Signed:** \_\_\_\_\_ **(Manager)**      **Date:** \_\_\_\_\_

**Contact Number:** \_\_\_\_\_

APPENDIX F

Performance Management: Teacher Action Plan example

Agreed objective and date to be met	2. Success criteria	3. Actions and interim milestones including dates	4. Sources of evidence of activity and outcomes	5. Current Governing Body structures that may provide information
<p>Greater commitment by staff to working as an effective team to deliver the schools priorities by September 09</p>	<p>Higher staff morale.</p> <p>Increased staff satisfaction with</p> <ul style="list-style-type: none"> <li>• Meetings</li> <li>• Consultation</li> <li>• Line management</li> <li>• Environment</li> <li>• Other working conditions</li> </ul> <p>Reduced absence through staff sickness</p>	<p>From October 2008 annual questionnaire on staff morale/satisfaction</p> <p>From October 2008 staff morale to appear as item on all SMT and staff meetings</p> <p>From November 2008, counselling/mentoring training for all line managers.</p> <p>By December 2008 scrutinise teachers review</p>	<p>Anonymous questionnaire results</p> <p>Annual report from head teacher to governors and reports from departmental heads to include section on staff morale.</p> <p>Mission statement CPD policy</p> <p>Staff development records Staff</p>	<p>Personnel committee</p> <p>Head teacher's reports to full governing body</p>

	<p>Higher proportion of PM objectives and targets met Increased and improved team working Full attendance at staff/departmen tal. meetings</p>	<p>statements, identify CPD needs and identify any situations where stronger intervention is required</p> <p>By December 2008 revise CPD policy</p> <p>By April 2009 school mission statement to be revised with Governing Body and staff By April 2009 review off staff workload.</p>	<p>attendance audit Recommend ations regarding working practice</p>	
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