



Poplar Adolescent Unit Education Provision

Pay Policy

Accepted by the Management Committee	September 2019
Review Date	September 2020

Pay Policy June 2019

There are no changes to this Document for 2019. Schools and Academies will just need to insert their new pay rates.

Following the consultation on the STRB report and the government's response, the School Teachers' Pay and Conditions Order 2019 is due to be laid before Parliament on 11 October 2019 and the document is available here: [STPCD 2019](#).

The pay award is 2.75% on the minima and maxima of all pay ranges and allowances.

The Government has confirmed it will provide a Pay Grant for 0.75% of the increase only.

NB It is for each employer to determine if and how they will apply this award. The only obligation on employers is to ensure that the **minimum** of each of the ranges/allowances in their local pay policy is equal to the national minimum. Above the minimum of each range/allowance, schools are free to determine the values of any points within their Pay Policy.

The [LGA Circular](#) provides details of the award and also contains pay reference points and values (with maximum increases on all points) for the various statutory ranges within the School Teachers' Pay and Conditions Document 2019. As indicated in the circular the LGA (and HR) are not recommending a specific set of point values for 2019.

NB the LGA pay reference points represent maximum increases year on year. Schools should apply their chosen percentage increase to the values in their own 2018 Pay Policies, which may result in different values from the LGA circular if maximum awards have not been applied in previous years.

The Teachers' Pay and Conditions Document provides considerable flexibilities and discretions for employers. This model provides a framework for schools and academies to develop their own pay policies. It is one model, and other models can be explored

This is a model policy/procedure which reflects legislation, any relevant statutory and non-statutory guidance and best practice. The responsibility for setting policy and procedure resides with the Governing Body/Trust and as such the relevant body must be satisfied that the content of the policy/procedure suits their requirements and must consult their staff/local trade union representatives prior to its formal adoption. In this context, Education HR does not negotiate and agree its model policies with the Trade Unions/Professional Associations, although they are consulted and their feedback is considered in the development of the documents.

Pay Policy
A Model for Schools & Academies

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1. INTRODUCTION

1.1 This Policy sets out the framework for making decisions on staff pay.

1.2 Staff pay is affected by legislation, and national and local pay agreements, which give governing bodies' (and management committees) significant flexibility to determine pay levels to meet local circumstances. The policy complies with the School Teachers' Pay & Conditions Document (STPCD) and the accompanying statutory guidance and with national and local pay agreements for support staff and these documents will take priority in any disputes. The Policy will be reviewed annually, in consultation with staff and unions.

1.3 The objective of the policy is to:

- ensure that pay and staffing arrangements enable the current and future delivery the curriculum and school improvement plans;
- support the recruitment and retention of high quality staff;
- recognise and reward staff for their contribution to school improvement;
- ensure that pay decisions are made in a fair and transparent way;
- ensure that available monies are allocated appropriately.

2. ROLES AND RESPONSIBILITIES

2.1 Finance Committee

The Management Committee has established the following committees which have fully delegated powers to make decisions on pay, and (except in relation to the Headteacher's pay) will be advised by the Headteacher as appropriate.

- Finance Committee
- Pay Appeals Committee (which is different to the Finance Committee)

2.1.1 The terms of reference for these committees are attached at Appendix A. Members of the Management Committee will not make judgements about the effectiveness of individual staff. Their role is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and in accordance with the Policy, and that correct procedures have been followed. The Management Committee will monitor the effectiveness of the Performance Management process and ensure that the allocation of pay is consistent with the overall standard of teaching in the school and the outcomes for pupils.

2.1.2 Where the Management Committee collaborates with another governing body or bodies on the appointment of staff, joint Finance Committees may be established between the relevant governing bodies to deal with pay and performance matters of relevant staff.

2.2 Performance Management

Performance Management is a developmental and supportive process designed to ensure that teachers have the skills and support they need to carry out their role and that they continue to improve their professional practice throughout their careers. Performance management reviewers will be responsible for the performance management process, in accordance with the Performance Management Policy. Performance Management objectives will be moderated across the school to ensure consistency and fairness in pay decisions. The Performance Management Review Statement will include a pay recommendation which will be made by:

- The Headteacher for Main Pay Range teachers and support staff
- The Headteacher for Upper Pay Range and Leadership Range teachers
- The Headteacher's Performance Management Review Panel for the Headteacher

2.2.1 Application for the Upper Pay Range

The Headteacher will assess applications from teachers to be paid on the Upper Pay Range in accordance with this policy and will make a recommendation to the Finance Committee on whether the teacher should progress to the Upper Pay Range.

2.3 Staffing Structure

The Finance Committee will, having regard to the advice and recommendation of the Headteacher, determine, monitor and review the school staffing structure. The staffing structure sets out the number and pay ranges for all posts within the school and is at Appendix D.

2.4 Leadership Group and Lead Practitioners

The Headteacher will be responsible for determining the starting salary, and for making pay progression decisions, for posts on the Leadership and Lead Practitioner Pay Ranges. Such decisions will be ratified by the Management Committee Finance Committee.

2.5 Other teachers

The Headteacher will be responsible for determining the starting salary, and for making pay progression decisions, for teachers on the Unqualified, Main and Upper Pay Ranges. Such decisions will be ratified by the Management Committee Finance Committee.

2.6 Support Staff

The Headteacher will be responsible for determining the starting salary, and for making pay progression decisions, for all support staff. These decisions may be ratified by the Management Committee.

3. PAY TIMETABLE

Date	External	Internal
April	Budget set (schools) Inflationary Pay Award for support staff	Complete PM review for support staff. Pay Progression decision effective for support staff
September	Inflationary Pay Award for teachers	Pay Progression decision effective for teachers
Sept/Oct 31 October 31 Dec		Complete PM review for teachers Notify teachers of annual pay review decision Notify Headteacher of annual pay review decision

3.1 Setting and Reviewing Pay

Salaries will be determined only in the circumstances set out below.

3.1.1 An individual salary range and starting salary will be determined where a new appointment is made, in accordance with the relevant sections of this Policy.

3.1.2 The salary of individual posts will be reviewed at such times as appropriate where there are significant changes in the responsibilities or duties of the post which warrant such a review.

3.1.3 The salary of individual posts may be reviewed where, the setting of a salary for a new appointment, or a change of salary in the circumstance set out in 9.1.1, makes such a review necessary to maintain consistency and fairness.

The salary, within the established range, of individual staff will be reviewed annually on or after:

- 1 September, but no later than 31 October (teachers)
- 1 September, but no later than 31 December (Headteacher)
- 1 April (support staff).

3.2 Inflationary increases – Teachers’ and Leadership Pay Ranges

The school will ensure that the values of the minimum point of each pay range in this Policy are in line with the minimum of the corresponding ranges set out in the Teachers’ Pay and Conditions Document. The values of points on the scales above the minimum will be determined annually by the Management Committee. In making its determination the Management Committee will have regard to any national pay award and any requirements set out in Teachers’ Pay and Conditions.

3.2.1 The salaries of individual teachers will increase accordingly.

3.2.2 Inflationary increases – Allowances

The minimum values of TLR1, TLR2 and the SEN Allowance payable to individual teachers will be increased in line with the minimum of the corresponding Allowances set out in the Teachers’ Pay and Conditions Document. The values of Allowances in excess of the minimum will be determined annually by the Management Committee. In making its determination the Management Committee will have regard to any national pay award and any requirements set out in Teachers’ Pay and Conditions.

3.2.3 Support Staff

The values of the salary points on the Local Government Pay Scale will be increased in accordance with the nationally negotiated pay award and applied to individual staff. The values of other salaries will be determined annually by the Management Committee. In making its determination the Management Committee will have regard to any relevant national pay award.

3.3 All staff will be informed in writing of their pay determination and the rationale for it with each year according to the Pay Timetable and at any other time when a salary review takes place.

4. TEACHERS’ PAY

4.1 **Qualified teachers** will be paid on the Main Pay Range or the Upper Pay Range.

The Pay Ranges in this school have been divided into progression stages. Teachers on the Main Pay Range will be paid on the six point scale on the Main Pay Range. Teachers on the Upper Pay Range will be paid on the five point scale on the Upper Pay Range as set out below:

<u>Main Pay Range</u>	<u>Sept 2018 (£)</u>	<u>Sept 2019 (£)</u>
1	23720	24191
2	23824	24902
3	25594	25848
4	25724	26887
5	27652	27927
6	27746	29001
7	29780	30075
8	29907	31260
9	32126	32445
10	32266	33726
11	35008	35356
<u>Upper Pay Range</u>	<u>Sept 2018 (£)</u>	<u>Sept 2019 (£)</u>
UPS 1	36646	37653
UPS 2	37324	38070
UPS 3	38004	38762
UPS 4	38704	39478
UPS 5	39406	40194

4.2 Unqualified Teachers will normally be paid on the Unqualified Pay Range. The Pay Range for Unqualified teachers in this school has been divided into progression stages.

<u>Unqualified Teachers</u>	<u>Sept 2018 (£)</u>	<u>Sept 2019 (£)</u>
1	17378	17552
2	17768	18572
3	18746	19594
4	19720	20612
5	20697	21633
6	21673	22653
7	22650	23675
8	23628	24697
9	24605	25718
10	25581	26738
11	26557	27758

4.2.1 Where an Unqualified Teacher is on a recognised “route into teaching” programme, the Finance Committee may exercise its discretion to pay him/her on the Main Pay Range having regard to his/her skill, qualifications and experience.

4.3 Where a **Lead Practitioner** post(s) is (are) included in the Staffing Structure, each Lead Practitioner will be paid within a specified range, within the Pay Range for Lead Practitioners.

- In setting the specified Range, the Finance Committee will determine the number and value of performance pay progression stages within that range.
- Different Lead Practitioner posts may have a different specified range, having regard to the challenge of the individual post and pay differentials within the school.

5. PAY ON APPOINTMENT

5.1 The salaries of new staff will be set within the Pay Range for the post as set out in the Staffing Structure and in accordance with this pay policy. In determining the starting salaries for individual staff, including the award of any discretionary payments as allowed for within this policy, account will be taken of:

- the skills, experience and relevant qualifications of the individual;
- market conditions;
- any specific restrictions set out in the Teachers’ Pay & Conditions Document;
- the employee’s current salary level;

Newly Qualified Teachers in their first year, will normally be paid on the minimum of the Main Pay Range.

There is no assumption that an employee will be paid the same rate they were being paid in a previous school.

6. PAY PROGRESSION BASED ON PERFORMANCE

Teachers on the Main, Unqualified, Upper and Lead Practitioner Pay Ranges

6.1 Decisions regarding annual pay progression within the relevant ranges set out in 4.1-4.3 above will be made with reference to teachers’ performance management statements and the pay recommendation they contain. In the case of Newly Qualified Teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

The Management Committee expects all teachers to perform at the highest possible level and to continue to improve their professional practice year on year. Performance Management objectives will be progressive and developmental, thereby ensuring that good performance is

rewarded and that good teachers have the opportunity over a number of years, to progress to the maximum of their respective pay range.

6.2 Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher.

A teacher will be eligible for annual performance pay progression where they:

- 1) have been assessed as meeting all of the teaching standards, throughout the assessment period;
- 2) have had their teaching assessed as at least good overall during the assessment period;
 - a) Upper Pay Range teachers will be expected to demonstrate increasing levels of outstanding teaching overall;
 - b) Lead Practitioners will be expected to demonstrate outstanding teaching overall.
- 3) have been assessed as meeting the requirements of their job description/job role;
- 4) meet their individual performance management objectives; Consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives;
- 5) have demonstrated a personal responsibility for identifying and meeting their CPD needs.

The evidence which will be considered in assessing performance will include:

- pupil progress data;
- quality of teaching against the Teaching Standards, including observed practice;
- self-assessment;
- professional dialogue;
- received feedback;
- performance management statements;
- CPD records.

And in the case of Upper Pay Range teacher and Lead Practitioners, evidence of their contribution beyond their own classroom and their impact on the wider school.

Where a teacher has been absent for some or all of the assessment period, an assessment will be based on performance during any periods of attendance and/or prior performance.

6.3 Decision to progress

Where all of the performance pay progression criteria set out in 6.2 above are met, the teacher will move up to the next Performance Pay Progression Stage. Discretion will be applied where not all performance management objectives have been fully met, but significant progress has been made.

6.4 Decision not to progress

Where the performance pay progression criteria in 6.2 are not met, the teacher will not receive any performance pay progression. A decision not to award performance pay progression may be made without recourse to capability procedures. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.

Where a decision not to progress is made, the teacher will be supported through the performance management process to improve their performance.

7. MOVEMENT TO THE UPPER PAY RANGE

7.1 Any qualified teacher on the Main Pay Range, may apply to be paid on the Upper Pay Range once per year. It is the responsibility of the teacher to decide whether or not they wish to submit an application. Applications must:

- be made on the appropriate application and submitted to the Headteacher;

- be submitted by 31 October in each year (consideration will be given to accepting late applications where individual circumstances e.g. absence prevent this deadline being met).

7.2 The Criteria

An application will be successful, if the Headteacher and the Finance Committee are satisfied that:

- the teacher is highly competent in all elements of the teaching standards; and,
- the teacher's achievements and contribution to the school are substantial and sustained.

In this school, this means that the teacher has consistently

- demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period;
- been assessed as meeting their performance management objectives over a sustained period;

and in addition that;

- teaching has been rated as good overall, with some outstanding, over a sustained period;
- the teacher has demonstrated over a sustained period an ability to support some pupils to exceed expected levels of progress/achievement;
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning;
- the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice;
 - contributing to policy and practice which has improved teaching and learning across the school;

Sustained means maintained continuously over a period of at least 3 school years (a year being defined as at least 26 weeks work in any academic year). It is normally expected that this will include at least one year at this school, although discretion will be exercised where there is clear and compelling evidence of consistent performance against the criteria at the teacher's previous school.

The school will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period.

7.3 The Assessment

The Headteacher will assess all applications to be paid on the Upper Pay Range and their recommendation will be considered by the Finance Committee.

The Headteacher will use the evidence contained in the teachers' performance management review paperwork to make their assessment.

A teacher, who has not been at the school for all of the 3 year assessment period, should provide their performance management review statement(s) from their previous employment with their application.

A teacher may, if they wish, provide additional evidence to support their application, but is not obliged to do so.

7.4 Procedure

The Headteacher will discuss their recommendation with the teacher and the Finance Committee will confirm the decision by 31 December.

Where the application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1 September.

Where the application is not successful, the Headteacher will provide feedback and the teacher will be provided with advice and support through the performance management process to develop their skills with a view to them making a future successful application.

Teachers have the right to appeal any decision not to move them onto the Upper Pay Range. The appeals procedure is at section 21 of this policy.

8. ADDITIONAL ALLOWANCES

8.1 Teachers on the Main or Upper Pay Ranges may be paid an additional allowance as follows:

8.1.1 Teaching and Learning Responsibility (TLR) Payments

There are 3 TLR levels: TLR1, TLR2 and TLR3

TLRs may be awarded to teachers on the Main or Upper Pay Range. A teacher may not be in receipt of more than one TLR1 or TLR2 concurrently.

Posts which attract TLR1 and TLR2 Allowances, and the amount of those Allowances, are set out in the staffing structure (see Appendix D).

TLR1 and TLR2 payments are permanent while the employee remains in the same post in the staffing structure.

TLR3 Allowances are paid for a fixed-term period, for delivery of a significant responsibility in relation to a clearly time-limited school improvement or one-off externally driven project.

The Headteacher will determine what projects should attract a TLR3 Allowance and the value of those Allowances having regard to the context, nature and complexity of the responsibility.

The Headteacher will invite teachers to express interest in relevant projects and will allocate TLR3s on the basis of an assessment, through professional dialogue, of which teacher has the relevant skills and knowledge required for the specific project.

In determining the allocation and value of TLR3 payments, due regard will be given to ensuring consistency, fairness, transparency and value for money.

Where a TLR is awarded, written notification will be given to the teacher of:

- the nature of the significant responsibility;
- the level of the payment;
- in the case of TLR3, the date on which the Allowance will end.

8.1.2 Special Needs Allowances

There is one special needs allowance consisting of a minimum and maximum amount.

The Finance Committee will determine which posts will attract an SEN Allowance according to the criteria set out in the Teachers Pay & Conditions Document which relate to teaching SEN pupils, and the amount of the Allowance in each case. Such posts are as set out in the Staffing Structure (see Appendix D).

Where a post attracts an SEN allowance the amount of the allowance will be determined in each case by reference to:

- whether any mandatory qualification is required;

- the qualification and/or expertise of the teacher relevant to the post;
- the relative demands of the post.

In determining the value of an SEN payment, due regard will be given to ensuring consistency, fairness and transparency.

8.2 Unqualified Teacher Allowance

The Headteacher may determine that an additional Allowance be paid to an unqualified teacher who is paid on the Unqualified Teachers' Pay Range where, in the context of its staffing structure, the teacher has:

- taken on a sustained additional responsibility which is:
- focussed on teaching and learning; and
- requires the exercise of a teachers' professional skills and judgement: or
- qualifications or experience which bring added value to the role s/he is undertaking.

The Headteacher will determine the amount of any such allowances having due regard to consistency, fairness and transparency.

9. LEADERSHIP GROUP PAY

Inflationary increases will be applied as set out in section 3.2.

9.1

Option a	Option b	Option c
The Pay Range for Leadership Posts at this school has been divided into Pay Progression Stages as set out in Appendix E and the Salary Range for the Headteacher will be determined as set out in 9.1.2 below and will consist of a range of 7** progression stages and the Salary Range for Deputy and Assistant Headteachers shall consist of 5** progression stages.	The Pay Range for Leadership Posts at this school has been divided into Pay Progression Stages as set out in Appendix E. The Salary Range for each Leadership Post will be determined on a case by case basis as set out in 9.1.2 below and will consist of an appropriate number of progression stages.	The Salary Ranges of Leadership Posts at this school will be determined on a case by case basis as set out in 9.1.2 below and will consist of a minimum and maximum cash salary amount.

9.1.1 The Management Committee will determine the group size of the school with reference to pupil numbers as set out in TPCD and determine appropriate Salary Ranges for each Leadership Post, normally within the Group Size¹.

Where a person is appointed as Headteacher of more than one school on a permanent basis, the group size and Salary Range will be determined by reference to the combined pupil numbers of all the schools and the overall responsibility of the post.

In setting the individual Salary Ranges for Leadership Posts the Management Committee will:-

- take account of all the permanent responsibilities, and challenges that are specific to the role and any other relevant considerations.
- Have regard to appropriate pay differentials with other staff;

The Salary Ranges of Deputy and Assistant Headteachers must not exceed the Group Size of the school.

Where the Management Committee determine a higher than normal salary is warranted for the headship, the Salary Range for the Headteacher may exceed the Group Size of the school, subject to the total salary, including any temporary payment made under 9.1.4 below, not exceeding 25% above the Group Size, other than in exceptional circumstances in which case:

- A business case must be approved by the full Management Committee;
- The Management Committee must seek external independent advice.

9.1.2 When determining the starting salary of a newly appointed member of the Leadership Group, the Management Committee will have regard to the extent to which the candidate meets the requirement of the post and whether this merits a starting salary higher than the minimum of the Range determined in Section 9.1.1. The starting salary will allow for performance progression over time.

9.1.3 Progression within the Salary Range will be subject to the individual demonstrating a sustained high quality of performance having regard to the most recent review carried out under the Performance Management Policy.

Determination of whether there has been “sustained high quality of performance” will be made in accordance with the criteria outlined in Appendix C of this Policy.

Where the Management Committee is satisfied that there has been a sustained high quality of performance, the employee will move up to the next Performance Pay Progression Stage.

Where Performance is considered to be exceptional, the Management Committee may move the employee up two progression stages.

9.1.4 Performance Progression is limited to the maximum of the Salary range as determined in 9.1.1.

Discretion will be applied where not all performance management objectives have been fully met, but significant progress has been made.

9.1.5 Where the employee’s performance is assessed as not being of a sustained high quality, there will not be any performance pay increase. A decision not to award a performance pay increase may be made without recourse to capability procedures. However, those who fail to meet the minimum standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.

Where a decision not to progress is made, the employee will be supported through the performance management process to improve their performance.

10. ADDITIONAL PAYMENTS TO TEACHERS

10.1 Temporary Payments to the Headteacher

The Management Committee may determine that an additional temporary payment be made to the Headteacher for clearly defined responsibilities or duties which are in addition to, and have not previously been taken into account in setting, the permanent Salary Range under 9.1.1.

The total sum of any additional payments set out in this section (and in 9.1.1) will not exceed 25% of the value of the Headteacher’s point on the Leadership Pay Spine. If the Management Committee exceptionally wishes to exceed the limit above, it will seek independent external advice and seek agreement of a business case from the Management Committee before doing so.

Except where specified, the following payments may not be made to members of the Leadership Group. Where relevant, any additional payments to the Headteacher must be made as part of their permanent Salary Range (As set out in 9.1.1 above) or as a temporary payment (as set out in 10.1 above).

10.2 Continuous professional development undertaken outside the school day

Where it is agreed that teachers will undertake CPD activities at the weekend or during school closure periods, they will be paid £25 per half day and £50 per day.

10.3 Activities related to the provision of initial teacher training (ITT)

The Management Committee does not make payments for ITT activities.

10.4 Participation in out of school learning activities

Where a teacher at the school undertakes 1:1 Tuition outside of the school day, they will be paid an out of school learning allowance payment of £25 per hour.

Where a part-time teacher at the school undertakes 1:1 Tuition during the school day they shall be paid their normal hourly rate.

10.5 Provision of service to another school(s)

The Management Committee may authorise teachers, including Leadership Group, to undertake additional responsibilities and activities relating to the raising of standards in one or more other school.

Where such an agreement is authorised, the Management Committee will determine, what, if any, payment should be paid to the teacher and/or to other staff, in recognition of the associated additional responsibility and how much shall be retained by the school to cover associated costs such as administration or supply cover.

Any payment to the Headteacher will be made under 10.1 of this Policy. Payments to other staff may include acting arrangements, temporary TLR3s or such other payment as the Management Committee considers appropriate under Paragraph 26.1 of TPCD.

All such payments are temporary with no entitlement to safeguarding when they cease.

10.6 Recruitment and Retention Payments and Incentive

The Management Committee does not make payment for recruitment or retention purposes.

10.7 Acting Arrangements

Where a teacher is assigned and carries out the duties of a Headteacher, Deputy Headteacher, or Assistant Headteacher, but has not been appointed in an acting capacity the Management Committee shall, within four weeks, determine whether or not an allowance should be paid in accordance with the provisions of the School Teachers' Pay & Conditions Document.

11. PART TIME TEACHERS

Teachers who work less than a full day or week are deemed to be part-time. The proportion of full-time will be calculated in accordance with the Teachers Pay & Conditions Document as follows:

$$\frac{\text{Teacher's timetabled teaching time}}{\text{School's timetabled teaching time}} = \text{part-time percentage}$$

Part-time teachers will be expected to work a corresponding proportion of directed time and will receive a corresponding proportion of a full-time salary.

12. SHORT NOTICE/SUPPLY TEACHERS

Teachers who are engaged directly and work on a day-to-day basis or other short notice basis will have their pay determined in line with the statutory pay arrangements in the same way as other teachers.

Supply teachers working a whole day, including directed time, will initially have their salary calculated as an annual amount; it will then be divided by 195 and multiplied by the number of days worked.

Supply teachers working less than a full day will be hourly paid. The salary will be calculated as an annual amount and then divided by 1265 to determine the hourly rate, which will then be paid for hours worked, including any agreed payment for directed time.

13. SUPPORT STAFF PAY

The salary of support staff is as set out in their contract of employment.

13.1 Starting salary

The salaries of new staff will be set within the range for the post as set out in the Staffing Structure and in accordance with this pay policy. In determining the starting salaries for individual staff, account will be taken of:

- the skills, experience and relevant qualifications of the individual;
- market conditions.

13.2 Pay Progression

Annual progression within any pay range set out in the contract of employment, will be subject to the employee meeting the expectations as determined through the performance management process.

13.3 Part-time staff

Support staff who work less than a full day, week and/or year are deemed to be part-time. The proportion of full-time will be calculated as follows:

Hours per week x weeks per year

37 x 52.14

14. SALARY SACRIFICE SCHEMES

The Management Committee does not operate any Salary Sacrifice Schemes.

15. PENSIONS

15.1 All regular salary payments and additional allowances and payments to staff within this policy, with the exception of some recruitment and retention benefits, are pensionable.

Note: Full-time teachers cannot be members of the Teachers' Pension Scheme for a second job (e.g. 1:1 tuition at another school). They can however join the Local Government Pension Scheme for this secondary employment.

15.2 The Management Committee will not promote staff through the grading systems or use other pay flexibilities to assist in securing an employee's improved pension entitlement on retirement. The Management Committee recognises that, where this to be done, the DfE and/or pension regulator, where appropriate, may use their powers to substitute a notional salary for calculation of pension.

16. SALARY SAFEGUARDING/PROTECTION

The Management Committee will ensure appropriate salary protection/safeguarding for teachers in accordance with the School Teachers' Pay and Conditions Document and for support staff in accordance with the schools' Redundancy and Re-organisation Procedure.

Employees in receipt of safeguarding will be expected to undertake commensurate work.

17. STAFFING BUDGET

The amount of money allocated to implementing the Pay Policy will be determined at the beginning of each financial year through the budget allocation process of the school. The Management Committee will endeavour to ensure that appropriate funding is allocated for performance pay progression at all levels.

18. EQUALITIES

The Management Committee recognises the principle of equal pay for work of equal value in the implementation of this policy. The Management Committee will take into account the salaries payable in comparable establishment, where possible, in setting pay levels.

All pay related decisions will be taken in accordance with relevant equalities legislation, Employment Relations Acts and Part-time Workers and Fixed-term Employees Regulations. Appropriate consideration will be given where staff have been absent for long periods e.g. due to sickness or maternity leave.

19. OVER/UNDER PAYMENTS

The Management Committee shall be entitled to deduct from your salary any money which you may owe to the school at any time.

Support Staff working less than 52 weeks have their annual salary spread evenly over 12 months, whereas their working hours are spread unevenly across the year due to school closure periods. When they leave employment, a calculation will be made to assess any over or underpayment arising from this arrangement, and any over or underpayment will be adjusted in their final pay. Employee will be notified in advance of any adjustment.

Should an overpayment or underpayment occur in other circumstances the employee will be notified in writing of the full amount of the overpayment and agreement will be sought about a reasonable repayment schedule. In the absence of such an agreement the Management Committee will determine a recovery schedule, usually not exceeding 5% of the monthly gross pay, except where the employee is leaving, where the balance owing may be deducted from final salary in the absence of an alternate agreement.

Recovery of overpayments will be pursued in the case of former employees.

In the case of underpayments, the Management Committee will apply appropriate refunds as soon as possible.

Employees are expected to draw to the attention of the Headteacher any overpayment or underpayment as soon as possible. The Employer is expected to draw to the attention of the employee any overpayment or underpayment as soon as possible.

20. MONITORING

The Management Committee will monitor the outcome and impact of this policy annually assess its effect and continued compliance with equalities legislation. The effect of the policy will be assessed particularly with reference to trends in progression across specific groups of teachers and the correlation between this and performance management reviews and outcomes for pupils.

The pay of individual staff will remain confidential – shared only with those responsible for making pay decisions and managing administrative matters.

21. APPEALS PROCEDURE

21.1 Staff have the right to make representations and to appeal about any aspect of their pay or pay progression in accordance with the appeals procedure within the policy, which meets, as a minimum, the statutory requirements on disputes resolution.

Pay recommendations will be contained within Performance Management Review Statements and these will be discussed with employees at the review meeting. Where an employee has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.

21.2 An employee may make a formal appeal against any decision on pay, which must be submitted in writing within 10 working days of receipt of written notification of that decision.

The grounds of appeals are that the decision maker(s):

- incorrectly applied the provisions of the Teachers' Pay & Conditions Document / national / local terms and conditions
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence and/or took account irrelevant or inaccurate evidence;
- were biased; or
- otherwise unlawfully discriminated against the employee.

21.3 Appeals will be heard by the Pay Appeals Committee.

The Appeals will be heard at a meeting, normally within 20 working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or a member of a recognised Trade Union.

The procedure for the conduct of the appeal meeting is at Appendix B.

Any written submissions relevant to the appeal must be circulated to all parties at least 3 working days prior to the meeting.

The decision of the appeal committee will be notified in writing and, where the appeal is rejected, this will include a note of the evidence considered and the reasons for the decision.

The decision of the Management Committee's Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.

The Headteacher shall be entitled to attend, for the purposes of providing information and advice (except in the case of his/her own salary), all proceedings of the Pay Appeals Committee.

The role of the Pay Appeal Committee is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and has been made taking proper account of equal opportunities and that correct procedures have been followed.

22. DATA PROTECTION

22.1 A written record of all meetings conducted under this pay policy, including pay appeals, will be made, either by the person holding the meeting or by an alternative person arranged by the school to take notes.

The school processes any personal data collected as part of the operation of the pay policy/pay appeals procedure in accordance with its data protection policy. The pay of individual staff will remain confidential.

Any data collected is held securely and accessed by, and disclosed to, individuals only for the purposes of making decisions on pay, handling pay appeals or administering any pay

decisions. All data collected will be held in accordance with the school's retention schedule. Inappropriate access or disclosure of employee data including individual staff salaries constitutes a data breach and should be reported in accordance with the school's data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the school's disciplinary procedure.

APPENDIX A: TERMS OF REFERENCE PAY COMMITTEES

Delegation of Function

The Management Committee shall establish a Pay Committee to set the Pay Policy for the school and to implement the approved Pay Policy in respect of the pay for all staff.

Clerking

The meeting of the Pay Committee should not be minuted.

Membership

The Pay Committee shall consist of at least three named members of the Management Committee, none of whom shall be employees.

The Headteacher may attend all proceedings of the Pay Committee for the purpose of providing information and advice, but must withdraw when their own salary is being discussed.

Quorum

Three

Meetings

The Pay Committee shall meet at least once annually, in the Autumn term.

Chair

The Pay Committee shall agree a chair for each meeting.

Decisions

Any decisions shall be made by a simple majority.

Terms of Reference

- To determine the Pay Policy for the school;
- To advise the Management Committee on current and future pay level;
- To ratify appropriate salary ranges and starting salaries in accordance with the Pay Policy;
- To approve annual pay progression for the Headteacher (by 31 December at the latest), taking account of the recommendation made by the Headteacher's Performance Review Panel, following the annual review.
- To determine the application of national inflationary increases as required;
- To monitor and report to the full Management Committee on the annual pattern of performance pay progression at each level and the correlation between pay progression, quality of teaching and outcomes for pupils.

NB Maintained schools may want to refer to Implementing your school's approach to pay (Advice for maintained schools and local authorities)

PAY APPEALS COMMITTEE

Delegation of Function

The Management Committee shall establish a Pay Appeals Committee to deal with all appeals against pay decisions.

Clerking

The meeting of the Pay Appeals Committee should be minuted.

Membership

The Pay Appeals Committee shall consist of at least three named members of the Management Committee, none of whom shall be employees or members of the Pay Committee.

The Headteacher may attend all proceedings of the Pay Appeals Committee for the purpose of providing information and advice (except where the appeal is in respect of his/her own salary, where s/he will attend for the purposes of making his/her case).

Quorum

Three

Meetings

The Pay Committee shall meet on an as required basis.

Chair

The Pay Committee shall agree a chair for each meeting.

Decisions

Any decisions shall be made by a simple majority.

The Pay Appeal Committee's decision will be final, notwithstanding the employee's right in law.

APPENDIX B – PAY APPEALS MEETING PROCEDURE

The meeting should be attended by the employee, his/her colleague or representative if required, a representative of the Pay Committee and the Pay Appeals Committee. The Headteacher should attend to provide information and advice (except where s/he is the appellant).

1. Introductions and opening remarks
2. Member of staff and/or representative to present case
 - School representative to ask questions
 - Pay Appeals Committee to ask questions
3. School to respond

This may include calling on the Performance Management Reviewer and/or a member of the Pay Committee/Headteacher where they are not presenting the case to add any relevant information / answer question (where applicable)

 - Member of staff and/or representative to ask questions
 - Pay Appeals Committee to ask questions
4. Employee or representative to make closing statement
5. School to make closing statement
6. Both parties withdraw to allow Pay Appeals Committee to consider their decision
7. Either both parties invited back to hear decision or the decision will be communicated in writing within 48 hours.

APPENDIX C: PERFORMANCE PAY PROGRESSION - LEADERSHIP

To achieve progression on the Leadership Pay Scale, the School Teachers' Pay and Conditions Document (STPCD) requires individuals to have demonstrated sustained high quality performance. In making judgements against this criterion and in determining whether there should be progression the Management Committee will consider whether the individual has grown professionally by developing their leadership; and (where relevant), teaching, expertise.

In considering whether there has been professional growth, the Management Committee will consider whether the following description of a person on the leadership scale has been met:

- Those on the leadership spine play a critical role in the life of the school.
- They inspire those around them and work with others to create a shared strategic vision which motivates pupils and staff.
- They take a lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others
- They have confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning.

To achieve progression (and for the above to be satisfied), there will need to have been a successful Performance Management Review.

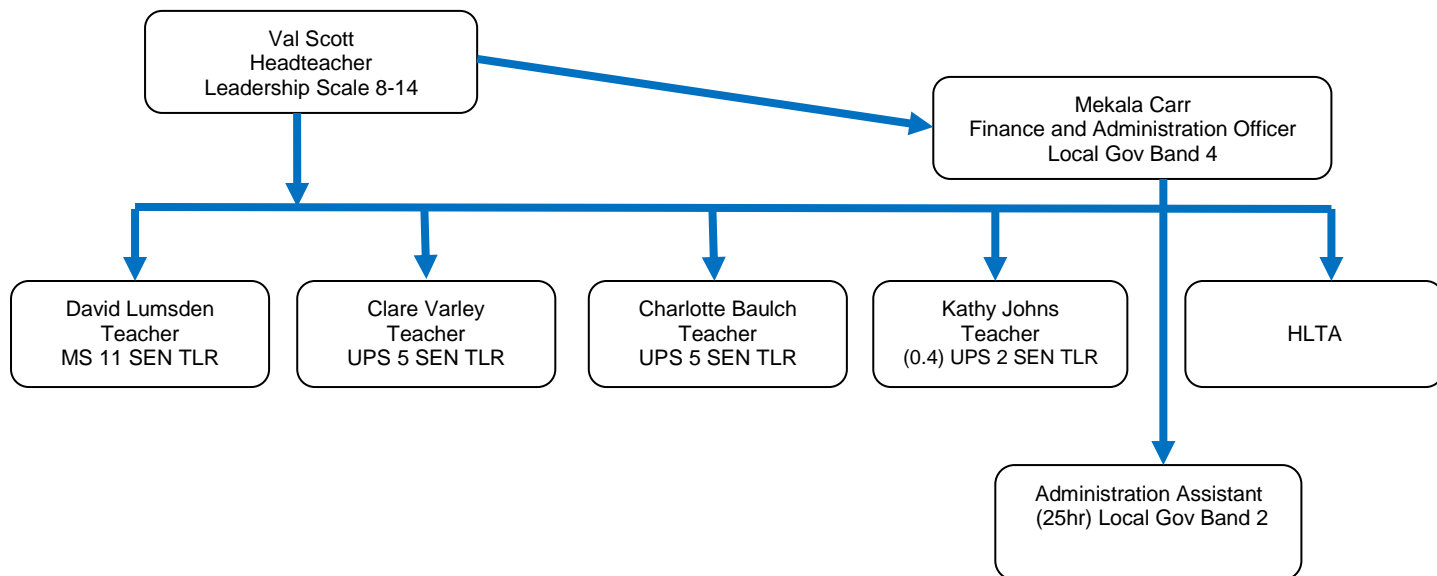
A successful performance management review involves a process of:-

- a. Performance Management objectives, linked to school improvement priorities, pupils outcomes raising levels of achievement and attainment, leaderships and management skills and competencies, personal development;
- b. Performance against the teaching standards including observed practice;
- c. Performance against any other relevant Standards (eg the Headteacher Standards);
- d. Other evidence, including of professional development / growth.

Note: The Management Committee expects that a teacher's performance objectives will define what needs to be achieved to demonstrate that the individual has grown professionally by developing their leadership and (where relevant) teaching expertise.

APPENDIX D: STAFFING STRUCTURE

The Staffing Structure will be kept under regular review and may be amended from time to time, as the Management Committee considers appropriate, following consultation and as set out in the school's Redundancy and Re-organisation Policy.



Responsibilities:

Leadership responsibilities: 2019/2020

	Areas covered	Duties carried out	Additional areas of responsibility
Val	<ul style="list-style-type: none"> MDT handover a.m. Team Meeting (Ward) Referral meetings Management meetings CRMs Phase 1 Phase 2/Key Teachers CPA / Key Teachers School liaison PMRs One to Ones (Supervision) 	<ul style="list-style-type: none"> Attendance register at briefing - SIMS Reviews updated policies from SBM. Updates Child Protection and Safeguarding policies Sets up NGRT and PASS codes for teachers to use. Initial admission assessments. Authorises epyroll changes. Has authority to approve orders on Amazon. Goal setting (when no Phase meeting) Val update CRMs on Excel Keep Risk Assessments up to date on Evolve 	<ul style="list-style-type: none"> Designated Safeguarding Lead Education Visits Co-ordinator

Teaching Staff responsibilities 2019/2020

Post	SEN £	SEN Responsibility	TLR £	TLR Responsibility
DL UPS2	4313 (2020)	SEN2: <ul style="list-style-type: none"> Deployment of support staff Look up new admissions in Mobius. Print Form 1 and Care Plans. Detailed teaching plans Reporting in line with requirements of 'One Planning' process to include comprehensive CRM, IEP, CPA reports and when required EHC plans. 	2766 (2020)	TLR 2.1 <ul style="list-style-type: none"> Responsible for the lead and co-ordination of Maths and song-writing throughout the unit. To create a learning-based environment in your classroom To establish, follow and maintain agreed Schemes of Work within your subject areas, ensuring it is in line with current numeracy specifications.

		<ul style="list-style-type: none"> • Complete weekly CRM reports on shared drive. Print copy for Val • Assess baselines and progression steps for pupils using NGRT, PASS, Ravens, WRAT • Attending reviews and meetings with parents/carers and schools or colleges. • Email parents for feedback. • Request information from schools 6 weeks post discharge and add to spreadsheet. 		<ul style="list-style-type: none"> • To provided stimulating lessons which are varied in the range of teaching strategies used, resources provided and suit the demand of all learners. • Daily monitoring of all students re progress and planning in subject areas. • To review / assess functional assessment of all pupils onto a shared area and to track progress • Maintain up-to-date folder, marking, assessment in line with school policy. • To review / assess academic assessment of all pupils onto a shared area and to track progress. • To maintain high expectations and standards of all students for those you are responsible for. • Act as a positive role model to students and other staff. In a professional capacity make sure that you present the interest / aims of the school at all times in a positive light. To create a learning-based environment in your classroom. • To identify resource needs and order requirements after authorisation to pass this information on to the admin team for ordering through Amazon. • Follow all policies set out by the school. If in doubt, clarify with head teacher. • Work as a team member and ensure that you share resources and ideas within your subjects. • Provided a safe and orderly environment for your learners and conduct necessary risk assessment for lesson, visits as and when needed. Participate in meetings, which relate to school management, curriculum, administration or organisation. • To support all staff in the delivery of maths, song-writing which may be delivered in other curriculum areas. • Daily advice for staff re any maths, or music difficulties. • To liaise with maths, and music advisors and link subject heads in local schools to ensure training and development needs are provided for. • To ensure pupils have equal opportunity to access accreditation and to keep accurate records of qualifications gained. • Establishment and maintenance of OCR functional skills • Overseeing the taking of GCSE exams in the unit. • To ensure pupils have equal opportunity to access accreditation and to keep accurate records of qualifications gained in maths and music • To support and deliver Art and Design/ICT/SRE subjects and link with heads of subjects in local school to ensure training development met for SOW and assessment. • To organise trips for one term each year for the pupils, relating to their needs- to liaises with the rest of the team as to not over duplicated visitors and ensure they are ample visits per term. • To ensure oversight and co-ordination of subject coverage including visit and visitor programme(s). • To review pupil evaluation of services provided with regard to visits and visitors and report for Management Committee. • To develop pupil voice within the school and keep records of this.
CV UPS 5	4313 (2020)	SEN2: <ul style="list-style-type: none"> • Deployment of support staff • Look up new admissions in Mobius. Print Form 1 and Care Plans. • Detailed teaching plans • Reporting in line with requirements of 'One Planning' process to include comprehensive CRM, IEP, CPA reports and when required EHC plans. • Complete weekly CRM reports on shared drive. Print copy for Val • Assess baselines and progression steps for pupils using NGRT, PASS, Ravens, WRAT • Attending reviews and meetings with parents/carers 	2766 (2020)	TLR 2.1 <ul style="list-style-type: none"> • Responsible for the lead and co-ordination of Art and Design/ICT/SRE throughout the unit. • To create a learning-based environment in your classroom • To establish, follow and maintain agreed Schemes of Work within your subjects. • To provided stimulating lessons which are varied in the range of teaching strategies used, resources provided and suit the demand of all learners, three based media – 1 per term. • Daily monitoring of all students re progress and planning in subject areas.

		<p>and schools or colleges.</p> <ul style="list-style-type: none"> • Email parents for feedback. • Request information from schools 6 weeks post discharge and add to spreadsheet. 		<ul style="list-style-type: none"> • To review / assess functional assessment of all pupils onto a shared area and to track progress • Maintain up-to-date folder, marking, assessment in line with school policy. • To review / assess academic assessment of all pupils onto a shared area and to track progress. • To maintain high expectations and standards of all students for those you are responsible for. • Act as a positive role model to students and other staff. In a professional capacity make sure that you present the interest / aims of the school at all times in a positive light. To create a learning-based environment in your classroom. • To identify resource needs and order requirements after authorisation to pass this information on to the admin team for ordering through Amazon. • Follow all policies set out by the school. If in doubt, clarify with head teacher. • Work as a team member and ensure that you share resources and ideas within your subjects. • Provided a safe and orderly environment for your learners and conduct necessary risk assessment for lesson, visits as and when needed • Participate in meetings, which relate to school management, curriculum, administration or organisation. • To support all staff in the delivery of Art and Design/ICT/SRE including that which may be delivered in other curriculum areas. • Daily advice for staff re any English difficulties. • To liaise with Art and Design/ICT/SRE advisors and link subject heads in local schools to ensure training and development needs are provided for. • To ensure pupils have equal opportunity to access accreditation and to keep accurate records of qualifications gained. • Establishment and maintenance of OCR functional skills • Overseeing the taking of GCSE exams in the unit. • To ensure pupils have equal opportunity to access accreditation and to keep accurate records of qualifications gained. • To support and deliver Art and Design/ICT/SRE subjects and link with heads of subjects in local school to ensure training development met for SOW and assessment. • To organised trips for one term for the pupils relating to their needs- to liaises with the rest of the team as to not over duplicated visitors and ensure they are ample visits per term. • To ensure oversight and co-ordination of subject coverage including visit and visitor programme(s). • To review pupil evaluation of services provided with regard to visits and visitors and report for Management Committee. • To develop pupil voice within the school and keep records of this • To maintain training for safeguarding as the safeguarding lead when head teacher not available. • To develop skills around the psychological benefits of the arts
CB UPS 5	4313 (2020)	<p>SEN2:</p> <ul style="list-style-type: none"> • Deployment of support staff • Look up new admissions in Mobius. Print Form 1 and Care Plans. • Detailed teaching plans • Reporting in line with requirements of 'One Planning' process to include comprehensive CRM, IEP, CPA reports and when required EHC plans. • Complete weekly CRM reports on shared drive. Print copy for Val • Assess baselines and progression steps for pupils using NGRT, PASS, Ravens, WRAT • Attending reviews and meetings with parents/carers 	2766 (2020)	<p>TLR 2.1</p> <ul style="list-style-type: none"> • Responsible for the lead and co-ordination of English and Humanities throughout the unit. To include: • To establish, follow and maintain agreed Schemes of Work within your subjects. • To provide stimulating lessons which are varied in the range of teaching strategies used, resources provided and suit the demand of all learners. • Daily monitoring of all students re progress and planning in subject areas. • Maintain up-to-date folder, marking, assessment in line with school policy.

		<p>and schools or colleges.</p> <ul style="list-style-type: none"> Email parents for feedback. Request information from schools 6 weeks post discharge and add to spreadsheet. 		<ul style="list-style-type: none"> To review / assess academic assessment of all pupils onto a shared area and to track progress. To maintain high expectations and standards of all students for those you are responsible for. Act as a positive role model to students and other staff. In a professional capacity make sure that you present the interest / aims of the school at all times in a positive light. To create a learning-based environment in your classroom. To identify resource needs and order requirements after authorisation to pass this information on to the admin team for ordering through Amazon. Follow all policies set out by the school. If in doubt, clarify with head teacher. Work as a team member and ensure that you share resources and ideas within your subjects. Provided a safe and orderly environment for your learners and conduct necessary risk assessment for lesson, visits as and when needed Participate in meetings, which relate to school management, curriculum, administration or organisation. To support all staff in the delivery of English including that which may be delivered in other curriculum areas. Daily advice for staff re any English difficulties. To liaise with English advisors and link subject heads in local schools to ensure training and development needs are provided for. To ensure pupils have equal opportunity to access accreditation and to keep accurate records of qualifications gained. Establishment and maintenance of OCR functional skills Overseeing the taking of English GCSE exams in the unit. To support and deliver Humanities based subject and link with heads of subjects in local school to ensure training development met for SOW and assessment. To organise trips and visitors for one term for the pupils relating to their needs- to liaises with the rest of the team as to not over duplicate visitors and ensure they are ample visits per term. To ensure oversight and co-ordination of subject coverage including visit and visitor programme(s).
KJ UPS 3	2183 (2020)	<p>SEN1</p> <ul style="list-style-type: none"> Deployment of support staff Detailed teaching plans Reporting in line with requirements of 'One Planning' process to include comprehensive CRM, IEP, CPA reports and when required EHC plans. Complete QNIC reports on learning objectives achieved and engagement levels relating to lessons taught. Assess baselines and progression steps for pupils using NGRT, PASS, Ravens, WRAT 	2766 (2020)	<p>TLR 2.1</p> <ul style="list-style-type: none"> To support all staff in the delivery of PSHE, SMSC and science including that which may be delivered in other curriculum areas. Daily advice for staff regarding PSHE, SMSC and science difficulties. To liaise with science, PSHE and SMSC advisors and link subject heads in local schools to ensure training and development needs are provided for. To ensure pupils have equal opportunity to access accreditation and to keep accurate records of qualifications gained. To provide cover in class and teach lessons on ward

Support Staff responsibilities: 2019/2020

Name	Pupil support	Assessment/Evaluation	
HLTA	<ul style="list-style-type: none"> Cover work for Key teachers. Escort up to and from ward and school/college. Ward sessions with work planned by teacher. Goal Setting if - Phase 	<ul style="list-style-type: none"> To support all staff in the delivery of ASDAN, careers and AIG, including that which may be delivered in other curriculum areas. Daily advice for staff regarding ASDAN, careers and AIG difficulties. To liaise with ASDAN, careers and AIG advisors and link subject heads in local schools to ensure training and 	<ul style="list-style-type: none"> Careers/AIG (Training) Maintain up to date reports (St Aubyn's) and share with teachers. Book Andrea and other providers/visitors. Source prospectuses from local colleges Exam invigilating (Training) ASDAN Co-ordinator - (Training)

	<p>meeting.</p> <ul style="list-style-type: none"> • Community meetings Wed and Fri. • Pupil Evaluation of service / visits and visitors. 	<p>development needs are provided for.</p> <ul style="list-style-type: none"> • To ensure pupils have equal opportunity to access accreditation and to keep accurate records of qualifications gained. • Ensures resources for assessment are available for teachers to use: Ravens, WRAT, Assesses up with BPVS, score and enter onto SIMS for the teachers. • Food Tech: Follow lesson plans. Record on QNIC/ Asdan etc. Keeping kitchen stocked up. 	
Name	Role	Duties	
MC	<p>Employed as Finance and Administration Officer –</p> <p>Covered the role as School Business Manager / PA</p>	<p>Business Manager – Employed as Finance & Administration Officer but the job description is that of a School Business Manager / PA</p> <p>Finance - Setting and managing the budget; Dealing with all income and expenditure inc. Petty Cash; Monthly reconciliation; All payroll payments/deductions inc. pension NI and allowances; Process termly CFRs and submit to the LA; Create 5 year budget plan; Add contracts SIMS, check salary payments monthly; Create estimated carry forward and implement virements; Create funding opportunities; Organise DCFG via ECC; Deal with P/P inc and exp and add to website; Attend FINS updates; Deal with all policies and procedures; Ensure best value; Report to the Fin and Management Committees.</p> <p>Administrator - Organise training courses for staff; Answering the phone and taking messages; Managing the minibus and arranging services, damage repairs etc; Organise IT Support; Organise school trips; Complete School Census and School Workforce Census; Create all paperwork for Management Committee which includes Heads Report, Finance Report and arrange documents for discussions as per the Agenda, organise packs ready for all members; Take and type up the minutes for weekly Education Meeting; Provide training on computer systems. Created and now manage the schools website. Implementation of GDPR at the school and send updates regularly. Reorganisation of the admin office to ensure better working conditions.</p> <p>HR - Organise New Employees and Leavers; Control SCR; Implement salary changes; Update all policies and procedures; Report to the Finance and Management Committees.</p> <p>H&S - Manage all H&S issues and contact service providers when required; Ensure school meets all H&S Regs; Arrange insurance; Update any changes to Regulations; Update all policies and procedures; Adhere to Health & Safety Standards.</p> <p>Exams Officer - Working and Managing Exams; Complete transfers; set up room; Arrange Invigilator; provide items for exam; Securely store exams; Complete attendance sheets; Despatch; Destroy unused papers.</p> <p>Clerk - Send Agenda out; arrange paperwork; Supply packs; Take minutes, type and distribute.</p> <p>Team - Admin Assistant / LSA – Ensure timetable is suitable for both roles; check tasks are being completed; Complete PMRs and discuss targets.</p> <p>Admin Apprentice – timetable for work and training; guide; provide and review tasks.</p>	
MT-V	Administration Assistant	<ul style="list-style-type: none"> • New pupil files for VS • Spreadsheet maintained admissions/ discharges for ECC (+other LAs?) enter on SIMS/ Friday for VS • Email those with PR details of Poplar. • Update CPA dates on SIMS diary. Flag 6 week post-discharge date for follow-up (on SIMS) • Archive student files -Scan into SIMS • Set up welcome packs for students • Email schools to advise their student is now with us: CP matters; role of PEP; CTF download to SIMS; key teacher will contact. • Prospectuses from local colleges • • Book Clements Hall once each half-term 6X week blocks. • • Scan Risk Assessment green forms from teachers to Evolve. • • Record and update Mental Health Functioning in Education scores. Self and CRM • Email CRMs to teachers on Thursday. • Monitor temperature of fridge and freezer 	

APPENDIX E: LEADERSHIP PAY STRUCTURE

Leadership scale		
Abbreviation:	LS	
Standard increment	1	
Maximum Point	43	
September inflation	2.00%	
Point	Basic	
	April 2019	Sept 2019

13	53,723	54,797
14	55,063	56,164
15	56,432	57,561
16	57,932	59,091
17	59,263	60,448
18	60,755	61,970
19	62,259	63,504
20	63,804	65,080
21	65,382	66,690