



Thameside Primary School: Pay Policy 2022/23

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Contents

1. Introduction	p.3
2. Purpose	p.4
3. Principles Governing Application of the Policy	p.4
4. Equality	p.5
5. Performance-related pay	p.6
6. Monitoring	p.6
7. Job Descriptions	p.6
8. Access to Records	p.7
9. Appraisal for Teaching and Leadership Staff	p.7
10. Salary Budget	p.8
11. Governing Bodies Obligations	p.8
12. Headteacher's Obligations	p.8
13. Staff Obligations	p.9
14. Differentials between job roles	p.9
15. Job Evaluations (Support staff)	p.9
16. Discretionary pay awards	p.9
17. Determining Teaching & Leadership Pay	p.9
18. Annual determination of pay (Teaching staff)	p.10
19. Notification of pay determination (Teaching Staff)	p.10
20. Appeals procedure	p.11
21. Head teacher's pay	p.11
22. Deputy/Assistant Head teacher's pay	p.13
23. Acting Allowance	p.13
24. School Teacher pay rises from September 2022	p.14
25. Main Scale Classroom Teachers' Pay	p.14
26. Applications to be paid on the Upper Pay Range (Threshold)	p.15
27. Upper Pay Scale Range (Post Threshold)	p.17
28. Lead Practitioner role	p.18
29. Unqualified Teachers' Pay	p.18
30. Teaching and Learning Responsibilities (TLR payments)	p.18
31. TLR Payments awarded at Thameside	p.19
32. Special Educational Needs (SEN) Allowance	p.20
33. Support Staff Pay scales	p.21
34. Part time employees	p.22
36. Additional Payments	p.22
37. Salary Sacrifice Arrangements	p.23
Appendices	
A. Criteria for determining the pay range of a leadership group member	p.24
B. Appeals process	p.25
C. Terms of reference for the pay committee	p.27

Policy reviewed by:	Vicki Lucas, School Business Manager
Last reviewed:	November 2022
Key Changes:	This policy is based on the RBC Model Teaching Pay policy and STPCD 2022 issued by Reading Borough Council Human Resources.



Pay scales have been updated in accordance with NJC pay award uplift and STPCD 2022 pay uplifts.

Wording updated throughout.

1. Introduction

This document determines how Teaching and Support Staff will be paid and rewarded in accordance with their respective National pay and conditions of service. The governing body has decided to continue to use pay points across all ranges in accordance with relevant national frameworks on pay and conditions of service. The relevant sections of the pay policy set out the values of those pay points for teaching and non-teaching support staff including pay committee discretionary payments.

The policy should be read in conjunction with the:

- Model Reading Borough Council Teaching Pay Policy and the:
- School Teachers Pay and Conditions document 2022.

Support staff pay is determined by the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) which is reflected in Reading Borough Council's incremental pay/grading system. Performance related pay is reviewed annually on 1 April and subject to performance appraisal reviews in accordance with the LA Appraisal Scheme. Pay awards (cost of living) increases are agreed between the National Employers and the NJC Trade Unions. Rates are negotiated and become applicable from 1 April each year.

Teachers employed at Thameside Primary School are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD September 2022). A copy can be found on-line at www.gov.uk/government/publications/school-teachers-pay-and-conditions. This is a statutory document updated annually for each 1 September.

The school has adopted Reading Borough Council's model Pay Policy for Teaching Staff in Schools last updated in September 2022. This policy has been produced as a framework document that can be adapted by schools to suit their individual circumstances. This policy includes the statutory provisions pertained in the STPCD.

The statutory requirements for teachers' pay and conditions for maintained schools in England are set out in the Document, and schools and local authorities (LAs) must abide by these. The Education Act 2002 (the Act) gives the Secretary of State power to issue guidance on pay and conditions matters, to which those concerned must have regard. LAs and governing bodies are required to have regard to the statutory guidance, and in respect of guidance on procedural matters a court or tribunal may take any failure to do so into account in any proceedings. Broadly speaking, this means that any party not following this guidance would need to have good reason not to do so and would need to be able to justify any departure from it.



All pay-related decisions are made taking full account of the School Development Plan and other key school documents and objectives, and staff and unions have been consulted on this policy. All pay related decisions are taken in compliance with the Equality Act 2010, Employment Relations Acts of 1996, 1999 and 2002 as well as the Part-Time Workers' (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed Term Employees' (Prevention of Less Favourable Treatment) Regulations 2002.

This pay policy links with the School's appraisal scheme for teachers to provide and support a cycle of target setting, performance reviews and reward.

The governing body and Headteacher are guided by the DfE's advisory document Implementing Your School's Approach to Pay 2018, revised March 2019 and as subsequently amended when making pay decisions.

Where timescales are set out in this policy, these will be adhered to where possible. Where timescales are varied, for example because of national consultation periods, staff will be informed.

It is important that this policy is read in conjunction with the following:

- School Teachers' Pay and Conditions Document (STPCD) September 2022
- Local Government Services' Pay Agreement for Support Staff 2022/23-
<https://www.local.gov.uk/our-support/workforce-and-hr-support/local-government-services/green-book-payscales-and-other-7>
- Thameside's Staff Appraisal policy
- Thameside's Capability Managing Poor Performance Policy

2. Purpose

This policy sets out the framework for making decisions on teachers' and support staff pay. The pay policy aims to achieve the following:

- Maximise and assure the quality of learning and teaching at this school
- Support the recruitment and retention of a high-quality teacher workforce
- Recognise and reward teachers and non-teaching staff appropriately for their contribution to the school
- Ensure accountability, transparency, objectivity, and fairness in the decision-making process.

3. Principles Governing Application of the Policy

The governing body recognises that it is bound by the terms of the School Teachers' Pay and Conditions Document; the National Conditions of Service for School Teachers in England and Wales (also known as the "Burgundy Book"); and the Support staff National Joint Council Conditions of service (known as the 'Green Book') along with relevant local collective agreements on pay and conditions of service.

The governing body will use the School Development Plan as the starting point for consideration of pay issues. The governing body will exercise discretion using fair, transparent and objective criteria in



order to secure consistency in pay decisions. Job descriptions will exist for all posts, agreed on appointment, will be kept up to date and will be reviewed annually as part of the appraisal process. The policy will be applied in such a way as to comply with the School's commitment to equal opportunities.

The governing body of Thameside Primary School will act with integrity, objectivity and honesty in the best interests of the school. The school will respect personal confidentiality. At the same time, it will be prepared to be open about the decisions made and the actions taken, and to justify them if appropriate to relevant parties. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness, and accountability.

The operation of the policy will be monitored by the governing body and reviewed annually and amended where necessary due to changes to the teachers' pay structure or changes in governing body policy. The policy will be subject to full consultation with staff and the representatives of the recognised trade unions.

All members of staff will receive a copy of the policy and representatives of the recognised unions will have access to relevant information on the school's budgetary and staffing situation.

The School is committed to equality in the development of staff and the financial recognition of performance.

All staff are expected to engage with the appraisal cycle, to commit to their targets and evidence how they have been met. Decisions about annual pay uplift and pay progression are linked to performance. All individual pay awards need to take account of performance and be objectively justifiable based on evidence. There is no need for the school to award an increase to an individual unless it is merited by performance in accordance with this pay policy. Performance-related pay progression enables schools to recognise and reward a staff performance through an increase in pay. It can act as an incentive for continuous improvement.

Copies of the school's pay policy, appraisal scheme, and the school's pay scales are available from the School Business Manager.

It is recommended that all staff retain pay related paperwork to assist with monitoring pensions, e.g. payslips, P60s, and annual reviews.

4. Equality

The governing body will promote equality in all aspects of school life, particularly regarding decisions on the advertising of posts; appointing, promoting and the remuneration of staff; and training and staff development. See 'governing body obligations' in relation to monitoring the impact of this policy.



5. Performance-related pay

The governing body will ensure its processes are open, transparent and fair. All decisions will be objectively justified, and the minutes of any decisions (and the reasons for them) will be recorded. Adjustments will be made to take account of special circumstances, eg an absence on maternity or disability-related sick leave. The exact adjustments will be made on a case-by-case basis.

The school will do everything in its power to make a performance-related judgement. If little or no performance evidence is available from the relevant appraisal cycle (for example, if a teacher has been away from the school because of pregnancy, maternity leave or disability-related illness), it will use evidence from the previous appraisal cycles.

In the absence of any evidence that the teacher wouldn't have received the increase in pay, the school will make a pay award to avoid discrimination.

For Teachers, the school will review every Teacher's salary with effect from 1st September and no later than 31 October each year (31 December for the Headteacher) and give them a written statement setting out their salary. Where an allowance is awarded, the statement will show why it has been awarded and whether it is permanent or fixed term. For support staff, the school will review a Support Staff's salary with effect from 1st April and no later the 31st May each year usually after completion of a successful performance review.

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.

All pay determinations will be informed by the need for fairness of application. This will be achieved by setting individual performance targets that are linked to the development plan and are challenging but achievable by the member of staff in the set timeframe.

6. Monitoring

The governing body will adopt methods of equality monitoring proportionate with the objective of identifying potential discrimination in workplace policies and procedures.

7. Job descriptions

The head teacher will ensure each member of staff is provided with a job description in accordance with the staffing structure agreed by the governing body. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, to make reasonable changes in light of the evolving needs of the school.



8. Access to records

The head teacher will ensure reasonable access for individual members of staff to their employment records. Personnel records are held securely in a locked cabinet, accessible only to the School Business Manager and Headteacher. Staff must make a request to review their file to the headteacher giving at least 2 working days' notice.

9. Appraisal for Teaching and Leadership Staff

The governing body will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers.

The regulations state appraisal objectives for all teachers, including the leadership group, must be such that if they are achieved, they will contribute to the following:

- (a) Improving the education of pupils at that school
- (b) The implementation of any plan of the governing body designed to improve that school's education provision and performance.

In this school, judgements on performance will be made against the following evidence:

- Teachers' Standards
- Agreed objectives
- Impact of CPD
- Observations and examination results
- Agreed pupils' performance criteria
- External reports (eg LA's visit reports)
- Student tracking data
- Evidence of wider contribution to the school
- Curriculum review documents.

Although the school will establish a firm evidence base in relation to the performance of all teachers, there's a responsibility on individual teachers and appraisers to work together. Teachers should also gather, over time, any evidence they deem is appropriate in relation to meeting their objectives, the Teachers' Standards and any other criteria (ie application to be paid on the upper pay range) so that it can be considered in the review.

The head teacher will moderate objectives to ensure consistency and fairness; the head teacher will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness.

10. Salary Budget

The Governing Body agrees the school budget and will ensure that appropriate funding is allocated for pay progression at all levels and pay scales, including threshold progression for teaching staff onto the



Upper Pay Range. For budget planning, the School Business Manager will include assumptions where staff are eligible to apply for progression, although have not yet been agreed.

11. Governing body's obligations

The governing body will fulfil its obligations to the following employees:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document (STPCD) and the Conditions of Service for School Teachers in England and Wales (commonly known as the Burgundy Book)
- **Support staff:** the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) and the LA pay/grading system.

The governing body will need to consider any updated pay policy and assure themselves that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and their pay decisions can be objectively justified.

The governing body will ensure appraisers, decision makers and any appeal committee governors receive appropriate training to ensure fair and open decision-making.

The governing body will ensure year-end and mid-year reviews are undertaken for teachers and all members of the leadership group.

The governing body will ensure it makes funds available to support the cost of living increases, pay progression and any other pay-related decisions in accordance with this pay policy and the school's spending plan.

The governing body will monitor the outcomes of pay decisions, including the extent to which different groups of teachers progress at different rates, to ensure the school's continued compliance with equalities legislation.

12. Head teacher's obligations

The head teacher will do the following:

- Develop clear arrangements for linking appraisal to pay progression, and consult with staff and school union representatives on the appraisal and pay policies
- Submit updated appraisal and pay policies to the governing body for approval
- Ensure effective appraisal arrangements are in place, and make sure any appraisers have the knowledge and skills to apply procedures fairly
- Ensure year-end and mid-year reviews are undertaken for all teachers, including the leadership group
- Submit written pay recommendations to the governing body, and ensure the governing body has sufficient information on which to make pay decisions
- Ensure all staff are informed about decisions reached, and keep records of recommendations and decisions made.



13. Staff obligations

All staff will do the following:

- Engage with appraisal; this includes working with their appraiser to ensure there's a secure evidence base for an annual pay determination to be made
- Keep records of their objectives, and review them throughout the appraisal process
- Share any evidence they consider relevant with their appraiser
- Ensure they have an annual review of their performance.

14. Differentials between job roles

Appropriate differentials will be created and maintained between posts in the school that recognise accountability, job weighting and the governing body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

For new appointments, the pay range for the post will be agreed before recruitment begins and on appointment the appropriate starting salary will be agreed based on current point and experience.

For support staff, new staff will be expected to start at the bottom of the grade and incremental progression reviewed in accordance with the Probationary & Appraisal Scheme. The governing body shall determine discretionary pay and will require justifiable evidence to appoint on a higher scale point within the grade. In reaching these decisions account will be taken of certain factors, for example the nature of the post, level of qualifications/skills/experience required, market conditions, and the wider school's development plan.

15. Job Evaluations

All non-teaching posts will have a Job Description and Person Specification that has been evaluated against the LA job evaluation scheme. Any amendments to a description of a role will require re-evaluation to determine if the post should be re-graded.

16. Discretionary pay awards

Criteria for the use of pay discretions are set out in this policy, and discretionary awards of additional pay will only be made in accordance with these criteria.

17. Determining Teaching & Leadership Pay (Teachers)

Procedures

The governing body will determine the annual pay budget on the recommendation of the pay committee and consider paragraph 19.2(e) of the STPCD which requires that continued good



performance should give a classroom teacher “*an expectation of progression to the top of their respective pay range*” (para 19.2 (e), section 2, STPCD).

The governing body has delegated its pay powers to the pay committee. Any person employed to work at the school, other than the head teacher, must withdraw from a meeting where their pay and/or the pay or appraisal of any other employee of the school is under consideration. The head teacher must withdraw from that part of the meeting where the subject of consideration is their pay. A relevant person must withdraw where there is a conflict of interest or any doubt about their ability to act impartially.

Best practice indicates that no member of the governing body who is employed to work in the school shall be eligible for membership of the pay committee. It's advised that relevant bodies should only delegate such powers to a committee of the governing body, comprising three non-employee governors, who should carry out determinations of pay in accordance with the pay policy.

The pay committee will be attended by the head teacher in an advisory capacity. When the pay committee has invited either a representative of the LA or the external adviser to attend and offer advice on the determination of the head teacher's pay, that person will withdraw at the same time as the head teacher while the committee reaches its decision. Any member of the committee required to withdraw will do so.

The terms of reference for the pay committee will be determined from time to time by the governing body. The current terms of reference are outlined in appendix C.

The report of the pay committee will be placed in the confidential section of the governing body's agenda and will either be received or referred back. The latter may occur only if the pay committee has exceeded its powers under the policy.

18. Annual determination of pay

All teaching staff members' salaries, including those of the head teacher, deputy head teacher(s) and assistant headteacher(s), will be reviewed annually to take effect from 1 September. The governing body will endeavour to complete teachers' annual pay reviews by 31 October and the head teacher's annual pay review by 31 December. They will, however, complete the process without undue delay.

A member of staff fully meeting their targets can expect one increment on the school's pay scale, unless they are subject to formal capability procedures and, despite support being provided by the school, sufficient progress has not been made to resolve those concerns.

19. Notification of pay determination

Decisions will be communicated to each member of staff by the head teacher in writing in accordance with paragraph 3.4 of the STPCD, and the head teacher will set out the reasons why decisions have been taken. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed or immediately after an appeal has been concluded.



20. Appeals procedure

A teacher may appeal against any determination in relation to their pay. The governing body has an appeals procedure in relation to pay in accordance with the provisions of paragraph 2.1(b). The appeals process and grounds for appeal are set out in appendix B of this pay policy.

21. Head teacher's pay

Pay on appointment

- The pay committee will review the school's head teacher group and the head teacher's pay range in accordance with paragraphs four, five, six and eight (mainstream school), or paragraphs four, five, six, seven and eight (special schools) of the STPCD;
- If the head teacher takes on permanent accountability for one or more additional schools, the pay committee will set a pay range in accordance with the provisions of paragraph 6.6 or 7.9;
- The pay committee will determine a pay range and take account of the full role of the head teacher (part seven), which includes all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2) such as recruitment issues. The pay committee will consider the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully;
- The pay committee will consider using its discretion, in exceptional circumstances only, to exceed the 25% limit beyond the maximum of the group size range when setting the pay range for the head teacher, as set out in paragraph 9.3. However, before doing so, it will make a fully-documented business case and seek external independent advice from an appropriate person or body;
- The pay committee will use pay points within the determined group size pay range;
- At the appointment stage, candidate-specific factors will be considered when determining the starting salary. If necessary, the governing body will adjust the pay range to ensure an appropriate scope of 2 pay points for performance-related pay progression over time
- The pay committee will have regard to the provisions of paragraph 9.4 in particular, and it will also take account of the pay and ranges of other staff, including any permanent payments, to ensure appropriate differentials are created and maintained between posts of differing responsibility and accountability;
- The pay committee will consider whether the circumstances specific to the role or candidate warrant a higher than normal pay range. It will exercise its discretionary powers, where appropriate, in accordance with paragraph 9.3. It will only set a range that exceeds the maximum value of the group range by more than 25% in exceptional circumstances. In such circumstances, it will make a business case to the governing body, and the governing body will seek external independent advice before giving agreement;
- The pay committee will consider whether there is a need for any temporary payments (paragraph 10) for clearly time-limited responsibilities or duties only. (The total sum of the temporary payments must not exceed the annual salary that is otherwise payable to the head by more than 25%; the total sum of salary and other payments made to a head teacher must not exceed the maximum of the head teacher group by more than 25% except in wholly exceptional circumstances);



- The pay committee may determine that temporary or other payments be made to a head teacher that exceed the limit above. These may be made in wholly exceptional circumstances when the committee has made a business case and secured the agreement of the governing body. The governing body will seek external independent advice before providing agreement.

Serving head teachers' pay

- The pay committee will only re-determine the pay range of a serving head teacher (in accordance with paragraph nine) if the responsibilities of the post change significantly; or if the pay committee determines this is required to maintain consistency with pay arrangements for new appointments to the leadership group or with pay arrangements for a member(s) of the leadership group whose responsibilities significantly change (see paragraph four)
- It will also re-determine the pay range if the group size of the school increases, or if the head teacher takes on permanent accountability for an additional school(s) (paragraph nine of section three)
- If the pay committee re-determines the head teacher's pay range, it will take account of all indefinite responsibilities of the post, any specific challenges and all other relevant factors, including retention issues. The pay committee will consider the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully
- The pay committee will consider using its discretion, in exceptional circumstances, to exceed the 25% limit beyond the maximum of the group range, as set out in paragraph 9.3. However, before agreeing to do so, it will make a fully-documented business case and seek external independent advice
- The pay committee will use pay points in the pay range and leave appropriate scope for performance-related pay progression of at least one pay points
- The pay committee will review the head teacher's pay in accordance with paragraph 11 of the STPCD (and paragraph 27 of the statutory guidance), and it will award one pay point when there has been sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations 2012 and any recommendation on pay progression in the head teacher's most recent appraisal report
- When the head teacher's performance is exceptional, the pay committee will award accelerated performance-related pay progression of two pay points and take account of the most recent appraisal and any recommendation on pay
- If the pay committee decides to re-determine the pay range, it will only determine the head teacher's pay range in accordance with paragraph nine and paragraph nine of the section three guidance
- The pay committee will consider the use of temporary payments for clearly temporary responsibilities or duties only, in accordance with paragraph 10
- The total sum of temporary payments made to a head teacher must not exceed the annual salary which is otherwise payable to the head teacher by more than 25%; and the total sum of salary and other payments made to a head teacher must not exceed the maximum of the head teacher group by more than 25% except for in wholly exceptional circumstances
- The pay committee may determine that temporary payments be made to a head teacher which exceeds the limit above in wholly exceptional circumstances and with the agreement of the governing body. The governing body will seek external independent advice before providing agreement.



22. Deputy/assistant head teachers' pay

Pay on appointment

- The pay committee will determine a pay range and take account of the full role of the deputy/assistant head teacher (part two), including all indefinite responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2), such as recruitment issues. The pay committee will consider the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully
- The pay committee will use pay points in the pay range.
- At the appointment stage, candidate-specific factors will be considered when determining the starting salary. If necessary, the governing body will adjust the pay range to ensure an appropriate scope of one pay points for performance-related pay progression
- The pay committee will consider whether the award of any additional payments are relevant, as set out in paragraph 26 of the STPCD and paragraphs 60 to 69 of section three

Serving deputy/assistant head teachers' pay

- The pay committee will review and re-determine the deputy/assistant head teachers' pay range when there has been a significant change in the responsibilities of the serving deputy/assistant head teacher (paragraph 10 of the section three guidance). It will also review and, if necessary, re-determine the pay range to maintain consistency with pay arrangements for new appointments to the leadership group, or maintain pay arrangements for a member(s) of the leadership group whose responsibilities significantly change
- When determining the pay range of a serving deputy/assistant head teacher, the pay committee will take account of all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2), including retention issues. The pay committee will consider the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully
- The pay committee will ensure the maintenance of appropriate differentials between different posts in its staffing structure, but it will note paragraph 9.4
- The pay committee will consider whether the award of any additional payment is relevant, as set out in paragraph 26 of the STPCD and paragraphs 60 to 69 of section three
 - The pay committee will use pay points in the pay range, and it will leave appropriate scope for performance-related pay progression of at least one pay points
- The pay committee will review pay in accordance with paragraphs 11, and it will award one pay point when there has been a sustained high quality of performance having regard to the results of the recent appraisal and any recommendation on pay progression recorded in the deputy/assistant head teacher's most recent appraisal report
- The pay committee will award accelerated performance-related pay progression of up to two pay points if there has been exceptional performance, and it will take account of the results of the most recent appraisal and any pay recommendation

23. Acting allowances



Acting allowances are payable to teachers who are assigned and carry out the duties of the head teacher, deputy head teacher or assistant head teacher in accordance with paragraph 23 of the STPCD. The pay committee will, within a four-week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher who carries out the duties of the head teacher, deputy head teacher or assistant head teacher, for a period of four weeks or more, will be paid on the relevant pay range (eg head teacher's range, deputy head teachers' range or assistant head teachers' range), as the case may be. Payment will be backdated to the commencement of the duties.

24. School Teacher Pay rises from September 2022

Details of the Teachers' Pay Award offer for 22/23 confirmed by James Cleverly, The Secretary of State for Education on 19th July 22:

Full statement can be read here:

<https://questions-statements.parliament.uk/written-statements/detail/2022-07-19/hcws235>

The main pay awards from September 2022:

The STRB, in line with its aspiration to achieve a starting salary for teachers in the Rest of England of £30,000 by 2023, has proposed uplifts of 8.9% to the statutory minimum of the Teacher Main Pay Range (MPR) from September 2022. It then recommends uplifts of between 5% and 8% along the rest of the main pay range. The minimum uplift on all pay and allowance ranges will be 5%.

25. Main Scale Classroom teachers' pay

Pay on appointment

The governing body will maintain the teacher's previous pay entitlement in relation to the main pay range (MPR). The governing body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice

Annual pay determination for Teachers

The pay range for classroom teachers is determined against a minimum and maximum salary value as set out in the School Teachers' Pay and Conditions Document each year. The School applies the reference points as set out in the 2012 document, to give a six-point pay range, with salary values uplifted in line with nationally negotiated increases from time to time.

On the appointment of a class teacher who is already being paid on the main pay range or upper pay range, the starting spinal point will be no less than that teacher's current spinal point, and where an increment was due on 1 September, this increment will be honoured.



From 1 September 2022 the Main Scale Teacher pay range is:

M1 £28,000

M2 £29,800

M3 £31,750

M4 £33,850

M5 £35,990

M6 £38,810

Qualified Teachers returning to teaching

The governing body will consider awarding on a case by case basis consistently, with regard to equal opportunities, fairness and transparency:

One point on the main pay range for each three year period spent outside teaching but working in a related area. This might include industrial or commercial training, time spent in an occupation relevant to the teacher's work at the school, and experience with children/young people.

One point for each three year period of other remunerated or unremunerated experience, which includes caring for children during a career break – to a maximum total of two points.

Appraisal objectives will become more challenging as the teacher progresses up the MPR. Objectives will, however, be such that if achieved, they meet the requirements of the Appraisal Regulations 2012.

To move up the MPR, one annual point at a time, teachers will need to have made good progress towards their objectives and shown they are competent in the Teachers' Standards. The quality of teaching, learning and assessment should be consistently good.

If the evidence shows a teacher has exceptional performance, the governing body will consider the use of its flexibilities to award enhanced pay progression up to the maximum of 2 pay points. The quality of teaching, learning and assessment should be consistently outstanding.

Judgements will only be made on evidence gathered that is related to the formal appraisal process.

Further information, including sources of evidence, is contained in the school's appraisal policy.

The pay committee will take account of the pay recommendation contained in the appraisal report, and it will be able to justify its decisions.

26. Applications to be paid on the Upper Pay Range (Threshold)

Any qualified teacher can apply to be paid on the UPR. If a teacher is simultaneously employed at another school(s) and they wish to apply to be paid on the UPR in that school(s), they may submit separate applications. This school won't be bound by any pay decision made by another school.



All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, including any recommendation on pay. When such information isn't applicable or available, e.g. those returning from maternity leave or sickness absence, a written statement and summary of evidence designed to demonstrate the applicant has met the assessment criteria must be submitted by the applicant.

For the assessment to be robust and transparent, it will be an evidence-based process only. Teachers should ensure they build a mainly paper evidence base to support their application. Those teachers who have been absent, through sickness, disability or maternity, may cite written evidence from previous years in support of their application.

Process

One application may be submitted annually. The closing date for applications is normally *May 31st* 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 as follows:

- Complete the school's application form
- Submit the application form and supporting evidence to the head teacher by the cut-off date of 31st May each year
- Receive notification of the name of the assessor of the application within five working days
- Wait for the assessor to evaluate the application, which will include a recommendation to the pay committee of the relevant body
- Wait for the application, evidence and recommendation to be passed to the head teacher for moderation purposes (if the head teacher is not the assessor)
- Wait for the pay committee to agree on the final decision (advised by the head teacher)
- Receive written notification of the outcome of your application *by the end of the summer term, Where the application is unsuccessful, the written notification will include the areas where it was felt your performance didn't satisfy the relevant criteria set out in this policy (see **assessment** section below)*
- Request verbal feedback from the assessor. Verbal feedback will be given in 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 it will include advice and support on areas for improvement to meet the relevant criteria;
- If successful, move to the minimum of the UPR on 1 September
- If unsuccessful and the applicant disagrees with the outcome, appeal the decision. The appeals process is set out in appendix B of this policy.

Assessment

The teacher will be required to meet the criteria set out in paragraph 15 of the STPCD, namely, the following:

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

In this school, this is interpreted as follows:



“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 classroom, or with their groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupils’ progress and the effectiveness of staff and colleagues.

“Sustained”: in relation to a UPR application only, the teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period (see exceptions, eg maternity/sick leave, in the introduction to this section). They will have been expected to have shown the quality of teaching, learning and assessment are good to outstanding.

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

27. Upper Pay Scale Range (Post Threshold)

Pay on appointment

The governing body will maintain the teacher’s previous pay entitlement in relation to the upper pay range (UPR). The governing body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice

Annual pay determination

The UPR in this school will consist of three points: UPR 1 (minimum), UPR 2 (mid-point), UPR 3 (maximum) as set out in the STPCD. The values for each point are below:

UPR 1 £40,625

UPR 2 £42,131

UPR 3 £43,685

Progression through the UPR will be considered annually, in line with the STPCD.

The pay committee will determine whether there has been continued good performance. In making such a determination, it will consider the following:

- Paragraph 19 and the criteria set out in paragraph 15.2 of the STPCD 2022
- The appraisal report and the pay recommendation of the appraiser
- The appraisal evidence that the teacher has maintained the criteria set out in paragraph 15.2. Namely, that the teacher is highly competent in all elements of the relevant standards and that the teacher’s achievements and contribution to an educational setting or settings are substantial and



sustained. The meaning of these criteria is set out in the section of this policy entitled **applications to be paid on the UPR** above.

Pay progression on the UPR will be clearly attributable to the performance of the individual teacher. The pay committee will be able to justify its decisions objectively.

When it's clear that the appraisal evidence shows the teacher has continued good performance, as set out above, and made good progress towards their objectives, the teacher will move to UPR 2 or if already on the UPR 2, to UPR 3.

When it's clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out above, the pay committee will use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. The quality of teaching, learning and assessment should be consistently outstanding.

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

The pay committee will be advised by the head teacher in making all such decisions.

28. Leading practitioner's role

It is not the intention of the governing body to create a leading practitioner role but the governing body will review the position from time to time. If the school decides to appoint a Leading Practitioner then it shall refer to the pay determination and scale set in the STPCD and guidance set out in the Model RBC Pay Policy for Teaching Staff Sept 22.

29. Early Career Teachers (ECT)

The governing body must determine the early career newly qualified teacher's performance and any pay recommendation in line with the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012(8). The governing body or Headteacher must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year on the Teachers' Main scale. ECTs will be appointed on M1 the bottom of the Teachers' Main scale.

30. Unqualified teachers' pay

It is not the intention of the governing body to employ unqualified teachers but the governing body will review the position from time to time. If the school decides to appoint an unqualified teacher then it shall refer to the pay determination and scale set in the STPCD and guidance set out in the Model RBC Pay Policy for Teaching Staff Sept 22.

31. Teaching and learning responsibility (TLR) payments

Teaching and Learning Responsibilities – are awarded as a TLR1 or TLR2 to recognise sustained additional responsibilities within the school which focus on teaching and learning, require the exercise



of a teacher's professional skills and judgement, requires the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum, have an impact on the educational progress of pupils other than the teacher's assigned class/group, and involves leading, developing and enhancing the teaching practice of other staff. The values paid at each level are determined in accordance with the minimum and maximum values and the criteria set out in the School Teachers' Pay and Conditions Document.

Such allowances are used to recognise responsibilities in a substantive post or that may be being covered as part of an acting-up or cover arrangement.

Fixed term TLR3 allowances can be awarded where a discrete piece of work or responsibility requires it. The minimum and maximum values and the criteria for use are as set out in the relevant School Teachers' Pay and Conditions Document each year. The fixed term of the allowance, and the reason for its award, will be clearly indicated to any teacher awarded such an allowance and shall be determined by the School's Pay Committee. TLR3 allowances are not safeguarded.

2022 ranges TLR1 £ 8,706 - £14,732 (not applicable to Thameside Primary School)
TLR2 £ 3,017 - £7,368
TLR3 £ 600 - £ 2,975 (Fixed Term)

The ranges above are based on 1 FTE. This would be pro rata for part time Teaching staff.

Each school can decide for itself the number of levels of TLR payments within the two bands and the specific values of the TLR payments at each level. There is no longer any prescribed minimum differential between each level of TLR payment in schools.

32. TLR payments awarded at Thameside

It has been determined by the governing body that Thameside shall not have any requirement for a role that would attract a level of responsibility requiring a TLR1 payment to be awarded. The governing body will review its position if a need shall arise in the school's staffing structure.

The Finance and Staffing committee have determined that a TLR2 payment will be awarded to all teaching staff that hold a Phase (Team Leader) position. This payment recognises an individual's sustained additional responsibility to ensure the continued delivery of high-quality teaching and learning across all key phases – EYFS, KS1 and KS2.

Furthermore, the Finance and Staffing committee have agreed that only the TLR2 Minima payment (known as TLR2a) £3,017 shall be awarded to Team/phase leaders. It is not expected that any other teaching post in the school's staffing structure shall attract a TLR2 payment. This amount shall increase annually in accordance with the STPCD national pay award applicable in September each year. Variations between schools on the levels and values of TLR payments will increase inequality within and between schools and complicate the career path for teachers therefore it is decided that Thameside shall remain consistent with other schools in Reading.



Phase/Team Leaders rewarded a TLR2a payment are expected:

- To have a significant responsibility that is not required of all classroom teachers and that is focused on teaching and learning;
- To exercise their professional skills and judgement;
- Lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- To have an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- Be involved in leading, developing and enhancing the teaching practice of other staff.

The pay committee may award a TLR3 of between **£600 and £2,975** for clearly time-limited school improvement projects or one-off externally driven responsibilities as set out in paragraph 20.3. The project/responsibility will focus on teaching and learning, require the exercise of a teacher's professional skills and judgement, and have an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils. The governing body will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. If a TLR3 is awarded to a part-time teacher, the pro rata principle will **not** apply. No safeguarding will apply in relation to an award of a TLR3.

33. Special educational needs (SEN) allowance

Allowances are paid between a minimum and maximum value as set out in the School Teachers Pay and Conditions Document each year, and in accordance with the criteria set out in the Document.

An SEN allowance will be paid for any role where a teacher is wholly or mainly in charge of a designated class with pupils with statements of special educational needs, are hearing impaired, or visually impaired.

An SEN allowance will be paid for any role where the teacher is making a particular contribution to the teaching of pupils with special educational needs, over and above what would normally be expected of a classroom teacher.

An SEN allowance will be paid where a teacher qualifies for an SEN allowance and who holds a recognised special educational needs qualification and has experience relevant to the work.

The pay committee will award a SEN spot value allowance on a range of between **£2,384 and £4,703** to any classroom teacher who meets the criteria as set out in paragraph 21 of the STPCD.

When deciding on the amount of the allowance to be paid, the governing body will consider 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 21.3 of the STPCD). The governing body will also establish differential values in relation to SEN roles in the school to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The governing body will take account of paragraphs 55 to 59 of the section three guidance.



It is determined by the pay committee that the following roles will attract the following SEN allowance:

Assistant SENCO – SEN 1 £3,017 min payment

SEN Classroom Teacher – SEN1 £3,017 min payment

Allowances shall be pro rata for the FTE of the position.

The Inclusion Manager (SENCo role) is paid on the Leadership scale and does not receive additional SEN allowances.

34. Support staff pay scales

The pay committee notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and chapter six of the associated guidance. The Governing Body agrees to pay support staff on grades determined by Reading Borough Council NJC pay structure. The school will determine the pay grade of support staff on appointment based on their job role and evaluation of the role job description currently applicable in relation to employment with the local authority (LA). It is expected that new appointed staff will start on the bottom of the pay grade for their post unless they have previous reckonable school service in a similar school based role, or experience outside the education sector which is considered 'highly relevant' to the role. The starting scale point would not be more than 1 scale point above the bottom of the scale.

Within each pay band there are a number of incremental points to allow pay progression in post. Staff will progress from point to point on an annual basis to the top point in their pay grade (provided their performance is satisfactory and they demonstrate the agreed knowledge and skills appropriate to that part of the pay band or range).

The NJC pay scales, which are local government pay scales resulting from negotiations between the employer and trade union sides of the National Joint Council, have been agreed for the 2022/23 year.

On 1st November 2022, the National Employers agreed to make the following one-year pay deal backdated to 1 April 2022 to 31 March 2023. The 2022/23 Local Government & Schools Pay offer is as follows:

- **with effect from 1 April 2022, an increase of £1,925 on all NJC pay points 1 and above**
This means that everyone on the NJC pay spine with effect from **1 April 2022**, an increase of **£1,925 on all NJC pay points 1 and above (FTE)**. This equates to **10.50%** for **SCP1** and no less than **4.04%** for **SCP43**. (This will be pro rata for part time and term time only workers). For most staff at Thameside this is around a 7 to 10% increase on their current pay dependent on the grade of their post and your current scale point within that grade.
- **with effect from 1 April 2023, there will be an increase of one day to all employees' annual leave entitlement.** This additional day will be factored into weeks paid per year as support staff are paid in lieu of taking annual leave as most support staff are not required to work during the holidays.



Pay scales (RG Reading Grades) and details of the grading system is available from the School Business Manager.

Each role is graded in accordance with the LA job evaluation scheme. Human Resources, Reading Borough Council evaluate Job Descriptions.

35. Part-time employees

Teachers: The governing body will apply the provisions of the STPCD in relation to part-time teachers' pay and working time, in accordance with paragraphs 40, 41 and 43 onwards, and paragraphs 28, 35, 39-44 and 79-87 of the section three guidance.

All staff: The head teacher and governing body will use their best endeavours to ensure all part-time employees are treated no less favourably than a full-time comparator. Support Staff are paid for minimum 38 weeks per year, term time plus 5.6 weeks of annual leave. This is paid as time in lieu of leave as they are not required to work during the holidays. Some staff may be required to work additional weeks, if relevant to their role e.g. to work inset days. This is role specific.

Teachers employed on a short-notice basis

Such teachers will be paid in accordance with paragraph 42 of the STPCD.

36. Additional payments

In accordance with paragraph 26 of the STPCD and paragraphs 60-69 of the section three guidance, the relevant body may make payments as they see fit to a teacher, excluding a head teacher, in respect of the following:

- Continuing professional development is undertaken outside the school day
- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school
- Participation in out-of-school hours learning activity agreed between the teacher and the head teacher
- Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

The pay committee will make additional payments to teachers in accordance with the provisions of paragraph 26 where advised by the head teacher.

Payment will be calculated on a daily basis at 1/195th of the teacher's actual salary. Teachers are required to work 195 days/1265 hours (or equivalent for part time staff) for the school year.

Recruitment and retention incentive benefits



The governing body can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (paragraph 27 of the STPCD and paragraphs 70-72 of the section three guidance).

The pay committee will consider exercising its powers under paragraph 27 of the STPCD when they consider it is appropriate to do so to recruit or retain relevant teachers. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which it may be withdrawn.

The governing body will, nevertheless, conduct an annual formal review of all such awards.

No new awards of recruitment and retention incentive benefits will be made to a head teacher, deputy head teacher or assistant head teacher other than as the reimbursement of reasonably incurred housing or relocation costs. However, where the governing body is already paying such an incentive or benefit, determined under a pre-2014 STPCD and subject to review, it may continue with it at the existing value until such time as the leadership group member moves to the new leadership group pay arrangements, as set out in paragraph 27.3 of the 2020 STPCD.

At that point, all recruitment and retention factors in relation to a leadership group member will be considered when determining the pay range.

37. Salary sacrifice arrangements

Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement, and their gross salary shall be reduced accordingly, in accordance with the provisions of paragraph 28 of the STPCD and paragraph 73 of the section three guidance.

V Lucas, SBM Nov 2022



Appendix A

The statutory provisions of the STPCD 2022 state that when determining the pay range of a leadership group member, the relevant body must consider “all of the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations.” (part two, paragraph 9.2 of the STPCD 2022).

NAHT has determined that these factors below, along with any others that are relevant to your establishment, should be considered when determining pay ranges for the leadership group.

- Social challenge:
 - Number of pupils eligible for the pupil premium/free school meals
 - Number and challenge of children with special needs (NB: pupils with statements or education, health and care plans (EHCP) are considered when calculating the group size of the school¹)
 - Number of 'looked after' children
 - Level of pupil mobility in the area
 - Number of pupils with English as a second language
- The complexity of the pupil population and school workforce
 - Number of staff
 - Variety of school workforce (eg teachers, speech therapists, etc)
 - Small school
 - Rural school
 - Specialist units or centres
- Any specific challenges associated with running more than one school, eg managing geographically split sites
- Contribution to the wider educational development
 - NLE, SLE, LLE responsibilities that don't have a time limit
 - Teaching school status
 - Other relevant issues (eg NQT lead, multi-stakeholders, etc)
- Recruitment and retention issues

¹Section two, paragraph 6.4



Appendix B

Appeals procedure

The STPCD requires schools and LAs to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

As part of the overall appraisal process, a pay recommendation is made by the appraiser/reviewer (normally the line manager) and discussed with the teacher at the review meeting prior to being submitted to the school's pay committee or relevant decision-making body. Written details of and the reasons for the pay recommendation will be given to the teacher.

At this stage of the pay determination process, if the teacher wishes to understand the rationale for the pay recommendation better or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any subsequent appraisal and pay discussion will be informal, and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted, or it may remain the same; the appraisal report will be updated to reflect the discussion.

If a teacher believes the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal appeal hearing procedure. Appeal hearings against pay decisions must satisfy the dispute resolution requirements of employment law (ie part four of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

Appeal hearing procedure

It is the intention that any appeal under this policy will be dealt with promptly, thoroughly and impartially.

Guidance

- When a teacher feels a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider
- Teachers/head teachers should put their appeal in writing to either the head teacher or the governing body, and their appeal should include sufficient details of its basis
- Appeals should be heard without unreasonable delay and at an agreed date, time and place
Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or trade union representative

Appeal procedure: informal stage

As part of the pay determination process, the line manager (the recommendation provider) will make a recommendation to the decision maker (the person or committee responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining a teacher's pay, the



decision maker will write to the teacher advising them of the pay decision and the reasons for it, and confirm their right to appeal the decision to the decision maker.

If the teacher wishes to appeal the decision, they must do so in writing to the decision maker (normally within 10 school working days from the date of the outcome letter or within a mutually agreed alternative timescale). The appeal must include a statement, in sufficient detail, of the grounds of the appeal. If an initial appeal is raised, the decision maker must then arrange to meet with the teacher to discuss the appeal. The recommendation provider should also be invited to the meeting to clarify the basis for the original recommendation.

The decision maker will review their decision through a paper-based process and in the light of the documentation provided to them. They will then write to the teacher to notify them of the outcome of the review and the teacher's right of appeal to the governing body. If the teacher wishes to exercise their right of appeal, they must write to the clerk of the governing body at the earliest opportunity (normally within 10 school working days), including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the formal stage of the appeal procedure.

Appeal procedure: formal stage

On receipt of the written appeal, the clerk of the governing body will establish an appeal committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process. A meeting of the appeal committee should be convened at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both the recommendation provider and the decision maker will be required to attend the meeting.

The chair of the appeal committee will invite the appellant to set out their case. Both the recommendation maker and the decision maker will also be asked to outline to the committee the process that was observed and their contribution to the pay determination process.

Following the conclusion of representations by all relevant parties, the appeal committee will then consider all the evidence in private and reach a decision. The appeal committee will write to the teacher notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the appeal committee is final.

The modified procedure

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

When a teacher has lodged an appeal against a pay decision and then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:



1. The teacher must have set out details of their appeal in writing
2. The teacher must have sent a copy of their appeal to the chair of the governing body
3. The chair of the governing body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

Appendix C

Terms of reference for the pay committee

- To achieve the aims of the whole school pay policy in a fair and equitable manner
- To apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review
- To observe all statutory and contractual obligations
- To minute clearly the reasons for all decisions and then report the fact of these decisions to the next meeting of the full governing body
- To recommend to the governing body the annual budget needed for pay, bearing in mind the need to ensure the availability of monies to support any exercise of pay discretion
- To keep abreast of relevant developments, and to advise the governing body when the school's pay policy needs to be revised
- To work with the head teacher to ensure the governing body complies with the Education (School Teachers' Appraisal) (England) Regulations 2012.