

THE
NEW GUILD
TRUST

**Whole School Pay Policy
2021 – 2022**

MODEL WHOLE SCHOOL PAY POLICY 2021/2022

For consideration and, if appropriate, adoption by the Relevant Body

1. This policy has been drafted in consultation with recognised Teaching Trade Unions and Professional Associations and representation from LCG Support Staff.
2. The Authority has prepared this model Whole School Pay Policy to illustrate the general areas which it believes should be covered in such a policy and also to recommend detailed points within those general areas. The document suggests ways in which discretion should be used. Where the model goes beyond the requirements of conditions of service, this is identified and the reasons are given.
3. Throughout this document the term “*Relevant Body*” refers to the school’s full Relevant Body, or an appropriate committee with delegated functions. Where decisions relating to an individual’s pay could result in a potential appeal, these should not be taken by the full Relevant Body as this could prejudice the appeal process.
4. Voluntary Aided schools and Academies also have the discretion to apply other reasonable terms and conditions to their staff but variations will require consultation in accordance with the relevant recognition agreement.

ACTION

The Whole School Pay Policy must be:

- a. drawn up in consultation with the staff of the school;
- b. formally adopted by the Relevant Body;
- c. made known to all staff.

This Policy is available to Stoke-on-Trent Schools/Academies as an electronic document.

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SECTION A - GENERAL STATEMENT

1.0 The Relevant Body highly values its teaching and support staff and believes that they should be properly recognised and rewarded for their work, performance and their contribution to the school.

2.0 **AIMS AND PRINCIPLES**

The aims and objectives for the school as a whole are set out in the School Development Plan. This policy aims to support the School Development Plan and underpin the school's appraisal policy by recognising that school staff are its most important resource and by providing a system which will enable the Relevant Body to recruit, retain and motivate staff of the best quality. This policy is based on a 'whole school' approach to pay issues. The relevant body will honour the national pay awards in the setting of salaries.

2.1. **The Relevant Body decisions will be based upon:**

- a) its aim to apply its pay policies in a fair, sensitive and responsible way and act in accordance with the key principles of public life: objectivity, openness and accountability
- b) the statutory requirements of the School Teachers' Pay and Conditions Document. A copy of the latest version may be found in the school office and is also on line at the DfE website.
- c) ensuring equality of opportunity and the statutory requirements of the various Employment, and Equal Pay Acts; Fixed Term Regulations, Part-Time Regulations and Equality Regulations
- d) the need not to exercise pay discretion with the objective of increasing final salary for pension purposes
- e) the requirement that all pay progression decisions for teaching staff must be linked to annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair, equitable and transparent way.
- f) The School's commitment to paying post holders at least at the minimum of the Foundation Living Wage.
- g) The general circumstances in which pay safeguarding applies.

3.0 **ROLES AND RESPONSIBILITIES**

3.1 **Role of Relevant Body**

- a) to approve the whole school pay policy statement
- b) to establish a committee, with appropriate delegation, to implement the policies
- c) to determine what amount should be set aside from the school's budget for discretionary pay awards
- d) to consider recommendations from the Headteacher (or in the absence of a Headteacher the appointed members of the Relevant Body for Performance Management) about what awards should be given on the basis of the policy.
- e) to appoint the Relevant Body to determine the Individual School Range and pay of the Headteacher
- f) to ensure that awards are made without discrimination
- g) to monitor the overall distribution of awards and the impact of the policy on all staff
- h) to inform all staff of the policy adopted
- i) to set the Headteacher's performance objectives, ensuring they are clear, concise, measurable, challenging, and realistic; and review them annually to ensure they are designed to meet the School's needs
- j) to ensure that the maximum of the Headteacher's pay range and any additional payments made under paragraph 5 do not exceed the maximum of the Headteacher group by more than 25% other than in exceptional circumstances; the relevant body must seek external independent advice before providing such agreement and support its decision with a business case.

3.2 Role of the Headteacher

- a) to present the policy for discussion by staff and agreement by the Relevant Body
- b) to recommend staffing structures for teaching and support staff
- c) with the help of other senior staff as appropriate, to review performance information for eligible staff and make recommendations to the Relevant Body
- d) to monitor the impact of the arrangements on teachers and support staff, and to report to the Relevant Body

4.0 APPLICATION OF THE SCHOOL PAY POLICY

- 4.1 The full Relevant Body delegates to the appropriate Relevant Body committee, the power to apply the policies.
- 4.2 The Relevant Body will elect two or three members of the Relevant Body to act as the Appointed Relevant Body to appraise the Headteacher. The Appointed Relevant Body will undertake the review of the Headteacher's performance and may make recommendations to the Relevant Body on pay progression. An Appeal Panel of the Relevant Body will consider any subsequent appeals. (See Appendix 1)
- 4.3 This policy and the position of each member of staff including Deputy and Assistant Headteacher(s) will be assessed/reviewed annually in the Autumn Term, for implementation on 1st September and no later than 31 October each year. The Headteacher will be assessed/reviewed no later than 31 December each year. Decisions on the pay of the Headteacher will be communicated by the Chair of the Governing Body in writing.
- 4.4 The Headteacher is required to make recommendations to the Relevant Body regarding the annual assessment of each teacher (taking account of the school's Appraisal Policy) and a review of the pay position of each member of support staff.

<h2>SECTION B - LEADERSHIP GROUP: DETERMINATION AND REVIEW OF SALARIES</h2>
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In line with the recommendations in the STRB's 31st Report, from 1 September 2021:

- 5.0 The Relevant Body will establish Leadership Posts in accordance with the minimum and maximum points on the leadership group pay range as determined by the School Teachers' Pay and Conditions Document. The STPCD details advisory pay points within the minima and maxima which the relevant body has chosen to adopt, details of these advisory pay points are found in Appendix 3.

HEADTEACHERS

5.1 Determination of Salary

- 5.1.1 When the school needs to appoint a new Headteacher on or after 1 September 2014 or where a Headteacher whose responsibilities have significantly changed (on or after 1 September 2014), the Relevant Body will (in conjunction with Children and Family Services HR/School Governor Services):
 - a) review the school's group size. For mainstream schools, the group size is based on the total unit score. For special schools it is based on the number of pupils and the number of staff
 - b) determine the Headteacher's range

- c) place the new Headteacher on the range
- d) remuneration paid to a Headteacher as a result of the determination of the range should cover the Headteacher's full role including any permanent appointment with responsibility for more than one school.
the maximum of the range must not exceed the maximum of the school's group range. However, the Headteacher's pay range (where determined on or after 1 September 2014) may exceed the maximum where the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment.

5.1.2 In determining the salary of a new Headteacher, the Relevant Body must have particular (but not exclusive) regard to:

- a) All of the permanent responsibilities of the role (this could include consideration of additional responsibilities arising from any reduction in the membership of the Senior Management Team)
- b) The current circumstances within which the School is operating, the challenges facing the Headteacher, and the background of the pupils attending the School.
- c) Where after advertising, the post is proven to be a 'difficult to fill vacancy'.
- d) Scope within the range to allow for performance related progress over time.

5.2 Resetting Salary

The Headteacher's pay range can be changed by the Relevant Body at any time, in particular:

- a) when appointing a new Headteacher
- b) when the school moves into a different group size
- c) in any circumstances in order to attract or retain a Headteacher
- d) in circumstances where the differential between the salary of the Deputy or Assistant Headteacher has been eroded
- e) if the Headteacher becomes responsible and accountable for more than one school on a permanent basis

5.3 Salary Progression and Performance Management

The relevant body must consider annually whether or not to increase the salary of members of the leadership group (Headteachers, Assistant Headteachers and Deputy Headteachers) who have completed a year of employment since the previous pay determination and if so, to what salary within the relevant pay range. The relevant body must decide how pay progression will be determined, subject to the following;

- a) In accordance with statutory requirements, the Relevant Body will nominate 2 or 3 appointed Relevant Body members to review the performance of the Headteacher
- b) Performance objectives relating to school leadership and management and to pupil progress will be agreed or set during the Autumn Term
- c) The appointed Relevant Body will seek to agree Headteacher's performance objectives directly with the Headteacher.
- d) The Headteacher will receive an Annual statement each year confirming his/her range and current salary point
- e) Progression on the range for the Headteacher will be subject to a review of the Headteacher's performance set against the annual appraisal review. The Relevant Body may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the Relevant Body may decide that there should be no pay progression.

- f) A recommendation on pay must be made in writing as part of the individual's appraisal report.

The Ofsted school inspection handbook makes clear that there should be a strong link between appraisal and salary progression and that this should be considered as part of the judgement on the quality of leadership and management of the school. Inspectors are advised that they should look for information about patterns of progression through the different salary ranges and compare this with the overall quality of teaching to determine whether there is a correlation, and if there is none, to find out why.

5.4 Headteachers appointed as Head or Acting Head of more than one school

- a) Where the Headteacher is appointed as a Headteacher of more than one school on a permanent basis the relevant body of the Headteacher's original school must determine the individual school range by the application of the total unit score of all of the schools calculated in accordance with the STPCD. Schools may choose to use a system of seven advisory points within the individual school range as a basis for determining rates of progression. Where formal collaboration arrangements are made (i.e. where the schools are part of a hard federation with a single governing body) the determination must be made by the collaborating body.
- b) Unless sub-paragraph C applies, where the Headteacher is appointed as an acting Headteacher of one or more additional schools the relevant body of the Headteacher's original school must, for the duration of such appointment, determine the individual school range by whichever produces the higher of–
 - (i) the application of the total unit score of all of the schools calculated in accordance with the STPCD; or
 - (ii) the determination of a Headteacher group that is up to two groups higher than the Headteacher group of any of the schools.
- c) Where the Headteacher is appointed as an acting Headteacher of one or more additional schools and the Headteacher group of any of the schools is group 7 or 8, the relevant body of the Headteacher's original school must, for the duration of such appointment, determine the individual school range either by–
 - (i) the application of the total unit score of all of the schools calculated in accordance with the STPCD; or
 - (ii) the application of an uplift of between 5 and 20 per cent to the maximum of the applicable annual salary range specified in the table in the STPCD for the largest school, and the maximum of the individual school range may exceed the highest point on the leadership group pay spine.

5.5 Discretionary payments for Headteachers

- a) Additional payments can be made to the Headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case the relevant body must not have previously taken such reason or circumstance into account when determining the Headteacher's pay range and ensure that such a decision is within the scope of the budget.
- b) In normal circumstances, the total sum of additional payments made to a Headteacher in any school year must not exceed 25% of their basic salary and all discretionary payments received in relation to their role as Headteacher shall count towards the 25% limit.

- c) In exceptional circumstances following a business case to the full Relevant Body a Headteacher can receive additional payment which exceeds 25% of their basic salary. In this situation within a maintained school, approval must be sought from the Assistant Director, Learning Services in exceeding the limit.

6.0 DEPUTY AND ASSISTANT HEADTEACHERS

6.1 Determination of Salary

6.1.1 In determining the salary of a new Deputy/Assistant Headteacher, the Relevant Body must determine the individual salary range, this will be based on a system of five advisory pay points within the individual school range as a basis for determining rates of progression (schools may choose to use more or less advisory points) and must have particular (but not exclusive) regard to:

- a) The responsibilities of the post (this could include consideration of additional responsibilities arising from any reduction in the membership of the Senior Management Team)
- b) The current circumstances within which the School is operating, the challenges facing the Headteacher, and the background of the pupils attending the School
- c) Whether the post is difficult to fill

6.2 Resetting Salary

6.2.1 The Relevant Body may change the salary range of Deputy and Assistant Headteachers at any time, in particular:

- a) when a new appointment is made; or
- b) there is a material change in the responsibilities of the post, e.g. because of restructuring
- c) in any circumstances in order to attract or retain a Deputy or Assistant Headteacher.

Schools may also choose to review the pay of all of their leadership posts under the new arrangements, if they determine that this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2021.

6.2.2 The maximum of the Deputy or Assistant Headteacher's pay range must not exceed the maximum of the Headteacher group for the school. The pay range for a Deputy or Assistant Headteacher should only overlap the Headteacher's pay range in exceptional circumstances.

6.3 Salary Progression and Performance Management

6.3.1 Performance objectives relating to school leadership and management and to pupil progress will be agreed or set for all Leadership Group members during the Autumn Term.

6.3.2 The Headteacher will seek to agree performance objectives with the Deputy/ Assistant Headteacher(s).

6.3.3 All members of the Leadership Group will receive an Annual statement each year confirming their range and current salary point.

6.3.4 Progression on the range for members of the Leadership Group will be subject to a review of performance set against the annual appraisal review. The Relevant Body may decide to award one increment for sustained high quality performance or two

increments where performance has been exceptional. Where performance has not been of a sustained high quality the Relevant Body may decide that there should be no pay progression.

- 6.3.5 A recommendation on pay must be made in writing as part of the individual's appraisal report.
- 6.3.6 Where the relevant body has determined a pay range the maximum of which exceeds the highest salary payable under this document, it must continue to pay any salary determined by reference to that pay range until such time it reassess the pay range for its leadership posts under the provision of this document with due regard to the circumstances in which safeguarding applies.

SECTION C – OTHER TEACHERS

In line with the recommendations in the STRB's 31st Report, from 1 September 2021:

- 7.1 The Relevant Body will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the School Teachers' Pay and Conditions Document.
- 7.2 The STPCD details advisory pay points within the minima and maxima which the relevant body has chosen to adopt, details of these advisory pay points are found below.

The Relevant Body has determined that this should be a range as follows:

Main Pay Range

Point 1	£25,714	Minimum
Point 2	£27,600	
Point 3	£29,664	
Point 4	£31,778	
Point 5	£34,100	
Point 6	£36,961	Maximum

Upper Pay Range:

Point 7	£38,690	Minimum
Point 8	£40,124	
Point 9	£41,604	Maximum

8.0 RECRUITMENT

- 8.1.1 A newly appointed teacher will be appointed at a point, to take into account the teachers relevant skills and experience as determined by the head teacher.
- 8.1.2 The STPCD allows for no assumption that a teacher will be paid at the same rate as they were being paid in a previous school when joining your school/academy, however, pay portability ie when a Teacher's current salary transfers with them to a new role in a different School, may be considered to improve recruitment and retention challenges. However when determining the starting pay for a classroom teacher (if portability is not accepted) the Governing Body will pay the teacher on the pay range and may consider allocating pay points on the following basis (where applicable):
- 8.1.3 One point for each one year of service as a qualified teacher in a maintained school, Academy, City Technology College or Independent school;
- 8.1.4 One point for each one year of service as a qualified teacher in higher education, further education including sixth form colleges, or in countries outside England a school in the maintained sector of the country concerned;
- 8.1.5 One point for each three years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teachers work at the school, and experience with children/young people;
- 8.1.6 One point for each three years of other remunerated or unremunerated, experience including caring for children during a career break.

The Governing Body may also consider the allocation of additional scale points on the above basis to other teachers appointed on the pay range.

When determining the starting pay for a classroom teacher who has previously worked in an LA maintained school or academy in England, the LA recommends that the Governing Body should pay the teacher at a scale point which at least maintains the teachers previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

- 8.2 Upon obtaining qualified teacher status (QTS) an unqualified teacher must be transferred to a salary within the main pay range for teachers. Where the teacher continues to be employed by the same school/Academy within which they were employed before they obtained QTS, the teacher must be paid a salary which is the same as, or higher than, the sum of the salary of an unqualified teacher and any additional allowance paid.
- 8.3 Where a post is proving hard to recruit the school may choose to award a Recruitment Allowance. (See section H).

Salary Progression and Performance Management

- 9.0 The Relevant Body has a statutory duty, under the School Teacher's Pay and Conditions Document, to review on an annual basis the salaries of all qualified teachers at 1 September.
 - 9.1 Individual staff salaries will be reviewed, during the Autumn Term. There is no provision within this policy for salaries to be reduced.
 - 9.2 The pay review will be completed no later than 31st October and any increments will be back dated to 1st September of the same year.
 - 9.3 Each teacher will be given a copy of his/her assessment as detailed in the 'Annual Salary Review Statement'.
 - 9.4 It may be necessary for the Relevant Body to undertake further assessments during the school year to meet particular changes in circumstances e.g. allocation of new or additional responsibilities to a teacher, where a teacher passes the Threshold or at any time where a teacher's salary changes. A written statement will be given after any review and will give information about the basis on which it was made.
 - 9.5 The Ofsted school inspection handbook makes clear that there should be a strong link between appraisal and salary progression and that this should be considered as part of the judgement on the quality of leadership and management of the school. Inspectors are advised that they should look for information about patterns of progression through the different salary ranges and compare this with the overall quality of teaching to determine whether there is a correlation, and if there is none, to find out why. The Relevant Body has agreed appraisal criteria in line with the teaching standards which are detailed in the school's Appraisal Policy.
 - 9.6 Pay progression will be based on the teacher achieving a successful performance appraisal review. If the Relevant Body may decide to award one or more increments for sustained high quality performance. Where performance has not been of a sustained high quality the Relevant Body may decide that there should be no pay progression. Where a teachers performance is not at the required level this should be addressed through the school's appraisal and/or capability procedure. NB: Pay progression can be withheld without any requirement to initiate or consider capability proceedings
10. **Application to be paid on the upper pay range**

10.1. Qualified teachers may apply to be paid on the upper pay range at least once a year in line with the school's pay policy. Relevant bodies shall assess any such application received and make a determination on whether the teacher meets the criteria in line with their pay policy.

Following recommendation by the Headteacher, the relevant body shall assess the teacher against the following criteria;

For teachers on the upper pay range progression to the next point would normally be considered after 2 years of sustained high quality performance or earlier where performance has exceeded school expectations

A teacher being considered for a move onto the upper pay range, or progression within the upper pay range must be able to demonstrate:

- substantial and sustained achievement of objectives, appropriate skills and competence in all elements of the Teachers' Standards; and
- potential and commitment to undertake professional duties which make a wider contribution (which involves working with adults) beyond their own classroom.
- performance as detailed in the Appraisal process.

11.0 UNQUALIFIED TEACHERS

September 2021 pay award

In line with the recommendations in the STRB's 31st Report, from 1 September 2021:

A consolidated award of £250 has been applied to all teachers whose full time equivalent basic earnings are less than £24,000. [Any part-time teacher whose full-time equivalent basic earnings meet the eligibility criteria receive the award on a pro-rata basis according to their working hours.](#)

11.1 Where it has not been possible to recruit suitable qualified teachers, the Relevant Body will appoint unqualified teachers to a salary within the range set out in the School Teachers Pay and Conditions Document.

The STPCD details advisory pay points within the minima and maxima which the relevant body has chosen to adopt, details of these advisory pay points are found below.

11.2 The Relevant Body has determined that this should be a range as follows:

A consolidated award of £250 has been applied to all teachers whose full time equivalent basic earnings are less than £24,000 as set out in the below range:

Point 1	£18,419	Minimum
Point 2	£20,532	
Point 3	£22,644	
Point 4	£24,507	
Point 5	£26,622	
Point 6	£28,735	Maximum

11.3 A newly appointed unqualified teacher will be appointed at a point, to take into account the unqualified teachers relevant skills and experience as determined by the head teacher.

Salary Progression and Performance Management

- 11.4 The Ofsted school inspection handbook makes clear that there should be a strong link between appraisal and salary progression and that this should be considered as part of the judgement on the quality of leadership and management of the school. Inspectors are advised that they should look for information about patterns of progression through the different salary ranges and compare this with the overall quality of teaching to determine whether there is a correlation, and if there is none, to find out why. The Relevant Body has agreed appraisal criteria in line with the teaching standards which are detailed in the school's Appraisal Policy.

Progression within the range will be subject to a review of the unqualified teacher's performance set against the annual appraisal review and the appropriate Teacher Standards. If the Relevant Body may decide to award one or more increments for sustained high quality performance. Where performance has not been of a sustained high quality the Relevant Body made decide that there should be no pay progression. In such circumstances where an unqualified teacher's performance is not at the required level this will be addressed through the school's appraisal and possibly capability procedure.

- 11.5 The pay review will be completed no later than 31 October and any increments back dated to 1st September of the same year.

A person who is not a qualified teacher and who is appointed to give instruction in any art or skill or in any subject or group of subjects, where special qualifications or experience or both are required may carry out specified work (teaching) if the Governing body is satisfied as to his/her qualification or experience or both.

12.0 SUPPLY TEACHERS

- 12.1 Teachers who work less than a full day will have their salary calculated and divided by the length of the school day (e.g. 6.5 hours *insert school day*) and multiplied by the number of hours worked.
- 12.2 A short notice teacher who is employed by the school throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.

SECTION D - CLASSROOM TEACHERS: ALLOWANCES

13.0 SPECIAL EDUCATIONAL NEEDS ALLOWANCES

13.1 An SEN allowance of between £2,270 and £4,479 per annum will be payable to classroom teachers in accordance with 13.2 below.

13.2 The Relevant Body must award an SEN allowance to a classroom teacher who is:

- a) in any SEN post that requires a mandatory SEN qualification;
- b) in a special school;
- c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
- d) in any non-designated setting (i.e. a setting that is not designated as described in c) (including any short stay school in England) that is analogous to a designated special class or unit, where the post –
 - (i) involves a substantial element of working directly with children with special educational needs;
 - (ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within or, in the case of an unattached teacher, the unit or service.

To meet the criteria as described in d) it is intended that the teacher must be working in a class or unit which is not designated as special needs but is comparable to, because of the extra burden created by the number and needs of the children in the class or unit. Those special needs children do not necessarily have to have an Education, Health and Care plan but the extra burden created by meeting their needs must be exceptionally onerous, and well in excess of other teachers in the setting. In making the decision, the Relevant Body need to consider the level of support available from Support staff who can do much to assist teachers in meeting the special needs of children. Also, in the light of remodelling, and the move of administrative tasks from teachers to support staff, the Relevant Body need to ensure that holders of discretionary SEN allowances are not carrying out tasks that would be more appropriately undertaken by support staff.

13.3 SEN allowances are intended to be paid to teachers who are actually teaching children with special education needs, and if teachers have responsibilities that meet the principles for the award of TLR payments then a TLR may be more appropriate. For example a teacher who undertakes the role of Special Educational Needs Co-ordinator (SENCO) but doesn't meet any of the above criteria for an SEN allowance in their teaching role could be rewarded for the SENCO role via a TLR. SEN allowances maybe held at the same time as TLR's.

13.4 Where the Relevant Body deems that an SEN allowance is to be paid, the Relevant Body must determine the spot value of the allowance, taking into account the structure of the school's SEN provision and the following factors:

- a) whether any mandatory qualifications are required for the post;
- b) the qualifications or expertise of the teacher relevant to the post; and
- c) the relative demands of the post

The relevant bodies are asked to consider the extent to which the above three factors apply when making judgements and setting the spot value of the SEN allowance between the minimum and maximum amounts. For example, a teacher who is teaching a special class for which a mandatory qualification is required and who has considerable relevant experience (and who is therefore seen as one of the school's leading professionals in this area) would be more likely to be paid towards the maximum amount compared to a less experienced teacher who is teaching a group of pupils, which includes a number with less specific educational needs, and for whom the school is providing considerable support. In other words, differential values relating to SEN jobs in the school should be established to properly reflect significant differences in job weight so that the different payment levels can be objectively justified.

- 13.5 Where a discretionary SEN allowance is awarded, as well as specifying the amount, the teacher's written notification given at the time of the award should specify the reason for the award.
- 13.6 Where a teacher is in receipt of a SEN allowance awarded under an earlier Document, the Relevant Body must-
- a) determine whether the teacher remains entitled to a SEN allowance in accordance with 13.2, and if so determine the amount of that allowance in accordance with 13.4.

14.0 TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRs)

- 14.1 TLRs will be awarded to the holders of the posts indicated in the School's staffing structure. Guidance regarding TLR ranges can be found in Appendix 4.
- 14.2. Having decided to award a TLR, the relevant body must determine whether to award a first TLR (TLR1) or a second TLR (TLR2) and its value, in accordance with its pay policy, provided that:
- a) the annual value of a TLR1 must be no less than £8,291 and no greater than £14,030;
 - b) the annual value of a TLR2 must be no less than £2,873 and no greater than £7,017.
- 14.3 The relevant body may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of an individual TLR3 must be no less than £571 and no greater than £2,833. The duration of the fixed-term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed-term.

Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

- 14.4 When agreeing a fixed term TLR payment the current workload of the teacher and the time allocated to carry out the duties that the TLR project entails will be given due consideration.

The value of any fixed term TLR will be determined within the above range on an individual basis according to complexity and level of responsibility of the role. The duration of such fixed term TLR payments would normally not exceed 1 year after which time they will be reviewed and may be extended if appropriate.

There will be no safeguarding of any fixed term TLR payments.

15.0 TLRs and part-time working

- 15.1 Part-time teachers can be paid a TLR, but it has to be a proportion of the full time value that corresponds to the teachers working time. For example if the total full-time TLR value is £3000 and the person is 0.5 FTE, they will receive £1500 as a TLR.
- 15.2 If the TLR is required on a full-time basis, the TLR can be shared between part time teachers. For example two 0.5 FTE teachers can share a £3000 TLR and will each receive £1500.
- 15.3 A single TLR cannot be shared between two full time teachers but may be shared between part time teachers as explained in 15.1.

16.0 **Criterion and factors for award of TLRs**

16.1 **Criterion**

A Teaching and Learning Responsibility payment (TLR) may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which he/she is made accountable. Unqualified teachers may not be awarded TLRs.

16.2 **Factors**

Before awarding a TLR, the Relevant Body must be satisfied that the teacher's duties will include a significant responsibility that is not required of all classroom teachers, and that –

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum areas; or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e) involves leading, developing and enhancing the teaching practice of other staff

To award TLR1, the Relevant Body must be satisfied that the significant responsibility includes, in addition, line management responsibility for a significant number of people

SECTION E - ACTING UP ARRANGEMENTS

17.0 Temporary pay arrangements when acting up

The School Teachers' Pay and Conditions Document stipulates that:

- 17.1 In the absence of the Headteacher the Relevant Body may require a Deputy Headteacher to assume all the professional duties of the Headteacher
- 17.2 Assistant Headteachers, Leading Practitioners, and Main Scale teachers (with or without TLRs) may be asked to assume the professional duties of a Headteacher, Deputy or Assistant Headteacher; however they are not *obliged* to undertake such duties
- 17.3 Where a teacher is assigned to carry out the duties of a Headteacher, Deputy Headteacher or Assistant Headteacher, the Relevant Body must consider within 4 weeks whether or not the teacher should be paid an acting allowance
- 17.4 The Relevant Body will consider:
 - a. Any 'knock-on' effects, e.g. whether further Acting Allowances would be payable to other teaching staff
 - b. The appropriate point on the pay range. In the case of a teacher who is undertaking the duties of the Headteacher, this shall not be lower than the minimum of the Individual School Range. Where a teacher is covering for a Deputy or Assistant Headteacher, they must be placed not lower than the minimum point of the absent Deputy/Assistant Headteacher's pay range.

SECTION F – ADDITIONAL PAYMENTS

18.0 The relevant body may make such payments as it sees fit to a teacher, other than a headteacher, in respect of:

- a) Continuing professional development undertaken outside the school day;
- b) Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- c) Participation in out-of-school hours learning activity agreed between the teacher and the headteacher;
- d) 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.

SECTION G – LEADING PRACTITIONERS

19.0 Leading Practitioners

In line with the recommendations in the STRB's 31st Report, from 1 September 2021:

The STPCD details advisory pay points within the minima and maxima which the relevant body has chosen to adopt, details of these advisory pay points are found in Appendix 5.

- 19.1 The Relevant Body may also establish other teaching posts paid above the maximum range for teachers. These posts will carry responsibility for modelling and leading the improvement of teaching skills across the school (where those duties fall outside the criteria for the TLR payment structure).
- 19.2 The pay range for these posts will be within the minimum and maximum of the range for Leading Practitioners contained within the School Teachers' Pay and Conditions Document (see appendix 5), and will be determined by the role and range of responsibility of each post, which may vary across the school.
- 19.3 Each post will have a pay range comprising *5 points* pay points
- 19.4 The starting salary for an appointment to a post on the Leading Practitioner pay range will be determined by the Relevant Body and take account of the teacher's skills and experience.
- 19.5 Progression on the pay range for a member of staff paid on the Leading Practitioner pay range will be subject to a review of performance set against the annual appraisal review. If the Relevant Body may decide to award one or more increments for sustained high quality or exceptional performance. Where performance has not been of a sustained high quality the Relevant Body made decide that there should be no pay progression. Where a teachers performance is not at the required level this will be addressed through the school's appraisal and/or capability procedure. The pay review will be completed by 31st December and any increments back dated to 1st September of the same year.

SECTION H – RECRUITMENT AND RETENTION ALLOWANCE

20.0 Recruitment and Retention

20.1 Where the Relevant Body decides to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly. (These will be subject to a regular formal annual review of all such awards). Such criteria may include;

- required to attract suitable candidates for a post which it has been or it is considered difficult to fill; or
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.
- Recruitment and Retention payments will be reviewed annually

20.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school/academy structure and known staffing changes in the future

20.3 The duration of the payment will be determined according to the circumstances of the payment. Initially this may be for a period of one year but will be subject to review which may extend the period if appropriate after which it may be withdrawn.

20.4 Normally a recruitment or retention payment will be financial, but where appropriate, the Relevant Body may consider other benefits e.g. relocation expenses, health care, sports membership, childcare provision etc. These benefits may be taxable; advice should therefore be sought prior to considering the introduction of such schemes.

20.5 Headteachers, Deputy Headteachers and Assistant Headteachers may not be awarded payments under paragraphs 20.1, 20.2, 20.3 or 20.4 other than as reimbursement of reasonably incurred housing or relocation costs.

SECTION I – PART TIME TEACHERS

- 21.0 Part-time teachers must be paid on a pro-rata basis in accordance with the standard arrangements regarding how to calculate pro-rata salaries for part-time teachers.
- 21.1 The school will calculate the proportion of time a part-time teacher works against the **school's timetabled teaching week (STTW)**. The STTW refers to the school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding: break times; registration; and assemblies.
- 21.2 The STTW of a full-time classroom teacher will be used as the figure for calculating the percentage of the STTW for a part-time teacher at the school.

Example: School day (excluding registration and assembly)

9.00am to 12.15pm (including one 15 minute break), then
1.15pm to 3.30pm (including one 15 minute break)

STTW for the school = (3 hours + 2 hours) x 5 days = 25 hours

Part-time classroom teacher (including teachers and unqualified teachers) employed morning only, 9.00am to 12.15pm.

Calculating percentage of STTW:

3 hours x 5 days = 15 hours.
(STTW for full-time teacher at this school = 25 hours)
STTW for this part-time teacher = $15/25 = 60\%$

Total directed time is calculated using the same percentage, i.e. in this case $60\% \times 1265 = 759$ hours.

For this part-time teacher the directed time required for the STTW across the whole school year is therefore:

15 hours per week x 39 weeks = 585 hours

The remaining directed time available is therefore: 759 hours – 585 hours = 174 hours.

For the purposes of payment, total **contract** would be: $15/25$ (i.e. 60%) and would therefore be paid 60% of the full time equivalent salary.

SECTION J - APPEALS

22.0 An employee may seek a review of any determination in relation to their pay or any other decision taken by the Relevant Body that affects their pay.

22.1 The following list includes the usual reasons for seeking a review of a pay determination;

That the person or committee who made the decision –

- a) Incorrectly applied any provision of the relevant conditions of service;
- b) Failed to have proper regard for statutory guidance;
- c) Failed to take proper account of relevant evidence;
- d) Took account of irrelevant or inaccurate evidence;
- e) Was biased; or
- f) Otherwise unlawfully discriminated against the teacher.

22.2 The order of proceedings is as follows:

- a) The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made
- b) If the employee is not satisfied with the decision, they can:
 - i) Refer this to the Headteacher in the first instance within 10 working days of the decision. The Headteacher may seek to resolve the issue informally, or they may refer it to the decision making body. Should the issue not be resolved to the satisfaction of the employee within five working days the formal process as set out below should be initiated.
 - ii) Instigate the formal appeal process as detailed below
- c) The employee should set down in writing the grounds for questioning the pay decision and send it to the decision making body of the determination, within ten working days of the decision. Should an informal route be sought then the employee would have 10 working days from the initiation of informal discussions.
- d) The decision making body who made the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision. The hearing should consider the written grounds, and provide an opportunity for the employee to make representations in person. The employee will have the right to be represented at the hearing by a trade union official or work colleague. Following the hearing the employee should be informed in writing of the decision and the right to appeal
- e) Any appeal should be heard by a panel of three members of the Relevant Body who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification. The employee will be given the opportunity to make representations in person, and to be represented at the appeal hearing by a trade union official or work colleague. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.
- f) The pay hearings and appeals procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be reopened under general grievance procedures. Appeal decisions do not affect teachers' statutory employment rights.

SECTION K - SUPPORT STAFF

- 23.0 School Support Staff are paid in line with the Single Status agreement terms and conditions (The Single Status agreement does not cover teachers, youth workers, those on Soulbury grades, craft workers and people who are graded Level 15 and above.) The National agreement for Local Government workers requires the Relevant Body to set the grade of each post by reference to the duties and responsibilities attached to it. This approach supports the Governing Body in ensuring that the risk of equal pay litigation is mitigated.
- 23.1 The Relevant Body will have regard to the general recommendations of the Authority on the grading levels in setting the level of each post (including Job Evaluation Advice) as set out in the Support Staff Matrix. If the post established within the school is not a generic role already job evaluated, it is advisable for the Headteacher to follow the procedure set out in the Schools Job Evaluation Policy. N.B. This is mandatory for Maintained schools. In the case of Academies it is highly recommended that the Schools Job Evaluation Policy is used to allow for parity across the schools sector and to also reduce the potential for equal pay claims being brought against the academy.
- 24.0 **Appeals Relating to Job Evaluation Outcomes**
Refer to the separate schools job evaluation policy.
- 25.0 **Working Hours**
Staff will be regarded as working full-time if they work for 37 hours per week over 52 weeks per year. Staff working less than that will be regarded as part-time and salary payments will be made on a pro-rata basis to the full-time equivalent.
- 26.0 **Working Weeks to Pay Weeks Conversion.**
Appendix 7 shows how to convert working weeks to pay weeks for Local Government Services staff who work less than 52 weeks per year.
- 27.0 **Newly Appointed Staff**
Newly appointed staff will normally be placed on the lowest point of the scale except where the member of staff has specific experience or additional qualifications relevant to the post.
- 28.0 Where applicable, increments will be awarded automatically on 1 April, subject to 6 months' satisfactory service in the grade.
- 29.0 **Foundation Living Wage**

For staff appointed to Level 1 point 1 or below the school has committed to paying the postholder at the minimum of the Foundation Living Wage.

APPENDIX 1 – Appeals Procedure

PROCEDURE FOR CONSIDERING APPEALS RELATING TO SALARY

1. Introduction by Chair – explanation of procedure
2. [NAME OF ORIGINAL COMMITTEE] Committee representative, who may be the Headteacher, should present the case for the salary assessment decision.
3. Appellant (or their representative) may ask questions of the [NAME OF ORIGINAL COMMITTEE] representative.
4. Members of the Appeals Committee may ask questions of the [NAME OF ORIGINAL COMMITTEE] representative.
5. Appellant (or their representative) should present their case, explaining their objection to the decision of the [NAME OF ORIGINAL COMMITTEE] Committee.
6. [NAME OF ORIGINAL COMMITTEE] representative may ask questions of the appellant and ask further questions of the [NAME OF ORIGINAL COMMITTEE] representative regarding the case made on behalf of the appellant.
7. The Headteacher to be invited to express her/his views if (s)he has not already done so.
8. The [NAME OF ORIGINAL COMMITTEE] Committee representative to sum up case.
9. Appellant (or representative) to sum up case.
10. Parties to retire.
11. The Appeals Committee to consider the case and notify parties of their decision.

This procedure may be varied by agreement of all parties.

The Appeals Committee may ask a representative of the Director of Children and Family Services to attend to offer them specialist advice.

Appendix 2 – Leadership Pay Group Ranges

	Range	England (excluding the London Area) £
Group 1	L6 – L18	47,735 – 63,508
Group 2	L8 – L21	50,151- 68,347
Group 3	L11 – L24	54,091-73,559
Group 4	L14 – L27	58,135-79,167
Group 5	L18 – L31	64,143-87,313
Group 6	L21 – L35	69,031-96,310
Group 7	L24 – L39	74,295-106,176
Group 8	L28 – L43	81,942-117,197

APPENDIX 3 – Leadership Pay Scale*

Discretionary Advisory Points

E&W (excluding the London Area)

*are the salary figures for Headteachers at, or moving to, the top of the school group ranges only (unless the relevant body has chosen to exercise its discretion to pay a higher salary in accordance with paragraph 5.5)

Point 1	42,195
Point 2	43,251
Point 3	44,331
Point 4	45,434
Point 5	46,566
Point 6	47,735
Point 7	49,019
Point 8	50,151
Point 9	51,402
Point 10	52,723
Point 11	54,091
Point 12	55,338
Point 13	56,721
Point 14	58,135
Point 15	59,581
Point 16	61,166
Point 17	62,570
Point 18*	63,508
Point 18	64,143
Point 19	65,735
Point 20	67,364
Point 21*	68,347
Point 21	69,031
Point 22	70,745
Point 23	72,497
Point 24*	73,559
Point 24	74,295
Point 25	76,141
Point 26	78,025
Point 27*	79,167
Point 27	79,958
Point 28	81,942
Point 29	83,971
Point 30	86,061
Point 31*	87,313
Point 31	88,187
Point 32	90,379
Point 33	92,624
Point 34	94,914
Point 35*	96,310
Point 35	97,273
Point 36	99,681
Point 37	102,159
Point 38	104,687
Point 39*	106,176
Point 39	107,239
Point 40	109,914
Point 41	112,660
Point 42	115,483
Point 43*	117,197

APPENDIX 4 - Teaching and Learning Responsibility Payments 2021

From 1 September 2021

- (a) the annual value of a TLR1 must be no less than £8,291 and no greater than £14,030;
- (b) the annual value of a TLR2 must be no less than £2,873 and no greater than £7,017; and
- (c) there is no longer any prescribed minimum differential between each level of TLR payment in schools.
- (d) the annual value of a temporary TLR3 must be no less than £571 and no greater than £2,833

APPENDIX 5 - 2021 Leading Practitioner Pay Range

Scale point	1 September 2021
	£
LP1	42,402
LP2	43,462
LP3	45,547
LP4	45,657
LP5	46,794
LP6	47,968
LP7	49,258
LP8	50,396
LP9	51,654
LP10	52,980
LP11	54,356
LP12	55,608
LP13	56,998
LP14	58,421
LP15	59,874
LP16	61,464
LP17	62,877
LP18	62,569 64,461

APPENDIX 6 - LGPS Pay Scales

CITY OF STOKE-ON-TRENT National Joint Council (NJC) for Local Government Services
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01.04.2021		
Spinal Column Point	Annual Salary	Hourly Rate 37 Hour Week
	£	£

Level 1

1	17,842	9.25
2	18,198	9.43

Level 2

2	18,198	9.43
3	18,562	9.62

Level 3

3	18,562	9.62
4	18,933	9.81

Level 4

4	18,933	9.81
5	19,312	10.01
6	19,698	10.21
7	20,092	10.41

Level 5

7	20,092	10.41
8	20,493	10.62
9	20,903	10.83
10	21,322	11.05
11	21,748	11.27
12	22,183	11.50

Level 6

12	22,183	11.50
13	22,627	11.73
14	23,080	11.96
15	23,541	12.20
16	24,012	12.45
17	24,491	12.69

Level 7

17	24,491	12.69
18	24,982	12.95
19	25,481	13.21
20	25,991	13.47
21	26,511	13.74
22	27,041	14.02

Level 8

22	27,041	14.02
23	27,741	14.38
24	28,672	14.86
25	29,577	15.33

Level 9

25	29,577	15.33
26	30,451	15.78
27	31,346	16.25
28	32,234	16.71

Level 10

28	32,234	16.71
29	32,910	17.06
30	33,782	17.51
31	34,728	18.00

Level 11

31	34,728	18.00
32	35,745	18.53
33	36,922	19.14
34	37,890	19.64

Level 12

34	37,890	19.64
35	38,890	20.16
36	39,880	20.67
37	40,876	21.19

Level 13

37	40,876	21.19
38	41,881	21.71
39	42,821	22.20
40	43,857	22.73

Level 14

40	43,857	22.73
41	44,863	23.25
42	45,859	23.77
43	46,845	24.28

Level 15

43	46,845	24.28
44	47,810	24.78
45	48,789	25.29
46	49,867	25.85

APPENDIX 7 - Foundation Living wage rate

National Minimum Wage

From April 2021, the new National Minimum Wage will be as follows:

23 and over years old = £8.91per hour

21 to 22 years old = £8.36per hour

18 to 20 years old = £6.56 per hour

Under 18 years old = £4.62 per hour

Foundation Living Wage

£9.25 per hour

Apprentice Rates

From April 2021

Aged 19 and over (within their first Apprentice year) = £4.30 per hour

Aged 19 and over (after the first Apprentice year) = Minimum wage for age

Under 18 = £4.30 per hour

Appendix 8 – Converter to Calculate pay week from working weeks

Working Weeks	Pay Weeks	
	Up to 5 Years	5+ years
	7 weeks leave (27 + 8)	8 weeks leave (32 + 8)
18.0	21.36	21.99
19.0	22.49	23.14
20.0	23.62	24.30
25.0	29.30	30.06
30.0	34.97	35.83
32.0	37.24	38.14
35.0	40.64	41.60
35.2	40.87	41.83
35.4	41.09	42.06
35.6	41.32	42.29
35.8	41.55	42.52
36.0	41.77	42.75
36.2	42.00	42.98
36.4	42.23	43.21
36.6	42.45	43.44
36.8	42.68	43.67
37.0	42.91	43.90
37.2	43.13	44.13
37.4	43.36	44.37
37.6	43.59	44.60
37.8	43.81	44.83
38.0	44.04	45.06
38.2	44.27	45.29
38.4	44.49	45.52
38.6	44.72	45.75
38.8	44.95	45.98
39.0	45.18	46.21
39.2	45.40	46.44
39.4	45.63	46.67
39.6	45.86	46.90
39.8	46.08	47.13
40.0	46.31	47.36
40.2	46.54	47.60
40.4	46.76	47.83
40.6	46.99	48.06
40.8	47.22	48.29
41.0	47.44	48.52
41.2	47.67	48.75
41.4	47.90	48.98
41.6	48.12	49.21
41.8	48.35	49.44
42.0	48.58	49.67
42.2	48.80	49.90
42.4	49.03	50.13
42.6	49.26	50.36
42.8	49.49	50.59

Working Weeks	Pay Weeks	
	Up to 5 Years	5+ years
	7 weeks leave (27 + 8)	8 weeks leave (32 + 8)
43.0	49.71	50.82
43.2	49.94	51.06
43.4	50.17	51.29
43.6	50.39	51.52
43.8	50.62	51.75
44.0	50.85	51.98
44.143	51.01	52.143
44.2	51.07	52.21
44.4	51.30	52.44
44.6	51.53	52.67
44.8	51.75	52.90
45.0	51.98	53.13

Assimilation Table

Old Generic	Level	Assimilates to	New Generic	Level
Primary School Business Manager (H385)	Level 8	→	Business Operations Manager (N166)	Level 8
Site(s) Manager (C832) and Senior Site Supervisor (F1583)	Level 6		Premises Manager (N446)	Level 6
Site(s) Supervisor (C833)	Level 5		Premises Officer (N445)	Level 5
Janitor (C835) and Handyperson (C836)	Level 2 & Level 3		Premises Assistant (N442)	Level 3
Student Progress Chaser (C1178)	Level 5		Family Support Assistant (N362)	Level 5
Clerical Assistant – Schools Meals (C869)	Level 1		Clerical Assistant (N66)	Level 1
Primary/High Clerical Assistant (C865/C871)	Level 3		Administration Assistant (N67)	Level 2
Administrative Assistant – Reception/High (C870/C867)	Level 3		Administration and Finance Assistant (N68)	Level 3
Office Manager (C863)	Level 6		Administration and Finance Officer (N71)	Level 6
Senior Supervisor (C860)	Level 4		Special Needs Midday Activity Supervisor (N2004)	Level 3
Supervisory Assistant (C861)	Level 2		Midday Activity Assistant (N351)	Level 2
Senior Special School Practitioner (C887)	Level 8		Senior Special Education Needs Teaching Practitioner (N429)	Level 8
Special School Practitioner (C1010)	Level 7		Special Education Needs Practitioner (N428)	Level 7
Learning Support Practitioner (C1025)	Level 5		Special Education Needs Support Assistant (N426)	Level 5
Early Years Practitioner (C898)	Level 5		Early Years Practitioner (N433)	Level 5
Senior Cover Supervisor (C1172)	Level 5		Cover Supervisor (N431)	Level 5
Learning Mentor (C959)	Level 5		Learning Mentor (N357)	Level 5
Finance/ IT Officer (C866)	Level 7		Senior Finance Officer	Level 8
Bursar (C862)	Level 6		Finance Officer (N76)	Level 6
Library and Resource Centre Supervisor (C873)	Level 4		Librarian (N398)	Level 4
Science Technician (C1019)	Level 3		Technician (N406)	Level 3
General Technician (C1186)	Level 3		Technician (N406)	Level 3
General Technician (C849)	Level 3		Technician (N406)	Level 3
Senior Science Technician (C841)	Level 5		Senior Technician (N407)	Level 5
Senior CDT Technician (C840)	Level 5		Senior Technician (N407)	Level 5
Primary ICT Technician (C1007)	Level 5		ICT Technician (N392)	Level 5
ICT Technician Secondary (C1008)	Level 6	ICT Network Lead (N395)	Level 7	

<i>Senior Teaching Assistant (C856)</i>	<i>Level 7</i>		<i>Senior Teaching and Learning Practitioner (N419)</i>	<i>Level 7</i>
<i>Classroom Assistant (C858)</i>	<i>Level 2</i>		<i>Teaching and Learning Support Assistant (N414)</i>	<i>Level 3</i>
<i>Inclusion Support Assistant (C1180) Teacher Support Assistant (C857) Cover Supervisor (C1089)</i>	<i>Level 4</i>		<i>Teaching and Learning Assistant (N416)</i>	<i>Level 4</i>
<i>Teaching Assistant (C855)</i>	<i>Level 7</i>		<i>Teaching and Learning Practitioner (N418)</i>	<i>Level 6</i>

APPENDIX 10 – School Support Staff Matrix – PLEASE CONTACT YOUR USUAL HR ADVISOR IF YOU REQUIRE AN ENLARGED VERSION OF THIS MATRIX

Teaching and Learning				Inclusion and Guidance				Administration/ Organisation and Resource Support			
Generic Job Title	Ref	Grade	Nationally determined qualification requirements	Generic Job Title	Grade	Ref	Nationally determined qualification requirements	Generic Job Title	Grade	Ref	Nationally determined qualification requirements
								Executive Business Manager	Level 14	N170	NVQ2/ AC6506
								Cluster Business Manager	Level 12	N166	NVQ2/ OS6506
								Business Manager	Level 11	N158	NVQ2/ OS6506
								Technical Manager	Level 10	N111	NVQ4 or equivalent NOS
								Library Resource Centre Manager	Level 10	N452	Chartered Librarian Status
								ICT Network Manager (secondary)	Level 9	N2056	NVQ2 or equivalent NOS for IT Prof
								Head of Catering Services	Level 9	N1021	NVQ4 or equivalent
								Library Resource Centre Lead	Level 9	N451	Chartered Librarian Status
								Senior Catering Manager	Level 8	N1030	NVQ4 or equivalent
								Facilities Manager	Level 8	N448	NVQ4 or equivalent
								Technical Lead	Level 8	N410	NVQ4 or equivalent NOS
								Library Resource Centre Co-ordinator	Level 8	N450	Chartered Librarian Status
								Business Operations Manager	Level 8	N166	NVQ4/ OS6506
Senior SEN Teaching Practitioner	Level 8	N429	H.T.A Standards	Learning Mentor Co-ordinator	Level 8	N207	NVQ4 or equivalent				
Curriculum Support Lead	Level 8	N423	Professional Standards for H.T.A plus additional prof. dev.	Lead Learning Mentor	Level 8	N200	NVQ4 or equivalent				
Curriculum Support Supervisor	Level 8	N422	Professional Standards for H.T.A plus additional prof. dev.	Family Support Manager	Level 8	N676	NVQ4 or equivalent				
SEN Practitioner	Level 7	N428	H.T.A Standards	Multi Support Mentor	Level 7	N438	NVQ2 or equivalent				
				Behaviour Management Lead	Level 7	N200	NVQ4 or equivalent				
				Senior Learning Mentor	Level 7	N206	NVQ4 or equivalent				
				Senior Family Support Officer	Level 7	N677					
Senior Teaching and Learning Practitioner	Level 7	N419	NVQ2 or equivalent plus additional exp working at H.T.A Standards	Family Support Officer	Level 7	N200					
								Etihad School Manager	Level 7	N1429	
								ICT Network Lead	Level 7	N206	NVQ4 or equivalent NOS for IT Prof
								Senior Admin and Finance Officer	Level 7	N72	NVQ4 or equivalent
								Senior Finance Officer	Level 7	N76	NVQ2 or equivalent
								Catering Manager	Level 7	N1036	NVQ2 or equivalent NOS ** Finance **
Teaching and Learning Practitioner	Level 6	N418	NVQ2 or equivalent plus additional exp working at H.T.A Standards	Midday Play Team Leader	Level 6	N205					
SEN Assistant Practitioner	Level 6	N427	NVQ2 or equivalent					Premises Manager	Level 6	N446	NVQ2 or equivalent
								Senior Communications Officer	Level 6	N175	NVQ4 or equivalent
								Communications Officer	Level 6	N174	NVQ4 or equivalent
								Admin and Finance Officer	Level 6	N71	NVQ4 or equivalent
								Finance Officer	Level 6	N76	NVQ4 or equivalent
								Catering Supervisor (Chef)	Level 6	N1028	NVQ2 or equivalent NOS
								Supervisory Technician	Level 6	N458	NVQ2 or equivalent NOS
SEN Support Assistant	Level 5	N426	NVQ2 or equivalent	Learning Mentor	Level 5	N207					
Early Years Practitioner	Level 5	N423	NVQ2 or equivalent	Family Support Assistant	Level 5	N200	NVQ2 or equivalent				
				Midday Play Leader	Level 5	N204					
				Cover Supervisor	Level 5	N421	NVQ2 or equivalent				
Bi-lingual Teaching Assistant	Level 5	N1410	NVQ2 or equivalent	Subsid Care Club Leader	Level 5	N290					
								Catering Supervisor	Level 5	N1027	NVQ2 or equivalent NOS
								Senior Technician	Level 5	N457	NVQ2 or equivalent NOS
								Premises Officer	Level 5	N445	NVQ2 or equivalent
								ICT Technical Lead	Level 5	N2057	NVQ2 or equivalent NOS ICT
								Senior ICT Technician	Level 5	N2056	NVQ2 or equivalent NOS ICT
								ICT Technician	Level 5	N260	NVQ2 or equivalent NOS ICT
								Finance Administrator	Level 5	N75	NVQ4 or equivalent
								Library Resource Centre Supervisor	Level 5	N269	NVQ2 or equivalent NOS Library Serv
								Senior Administration and Finance Assistant	Level 5	N2023	NVQ2 or equivalent
								Senior Administration Officer	Level 5	N160	NVQ4 or equivalent
SEN Personal Care Support Worker	Level 4	N1416	NVQ2 or equivalent					Catering Assistant (Chef)	Level 4	N1026	NVQ2 or equivalent food prep and cooking
Teaching and Learning Assistant	Level 4	N415	NVQ2 or equivalent	Senior Exam Invigilator	Level 4	N1425					
								Catering Assistant	Level 4	N1025	NVQ2 or equivalent food prep and cooking
								Librarian	Level 4	N266	NVQ2 or equivalent NOS Library Serv
								School Secretary	Level 4	N1418	
								Admin Officer	Level 4	N70	NVQ2 or equivalent
SEN Support Worker	Level 3	N424	NVQ2 or equivalent	Midday Activity Supervisor	Level 3	N202					
Teaching and Learning Support Assistant	Level 3	N414	NVQ2 or equivalent	Special Needs Midday Activity Assistant	Level 3	N204					
								ICT Support Technician	Level 3	N261	NVQ2 or equivalent NOS ICT
								Admin and Finance Assistant	Level 3	N66	NVQ2 or equivalent
								Assistant Finance Administrator	Level 3	N74	NVQ2 or equivalent
								Premises Assistant	Level 3	N442	NVQ2 or equivalent
								Technician (Acc/Design/Food/Offensive)	Level 3	N468	NVQ2 or equivalent NOS
								Senior Cleaner	Level 3	N443	NVQ2 or equivalent
Early Years Assistant	Level 2	N422	NVQ2 or equivalent	Examination Invigilator	Level 2	N1416					
				Subsid Care Club Worker	Level 2	N291					
				Coach Guide	Level 2	N372					
				Midday Activity Assistant	Level 2	N201					
								Kitchen Assistant	Level 2	N1017	Food Hygiene Cert
								Kitchen Assistant (Chef)	Level 2	N1016	Food Hygiene Cert
								Library Resource Centre Assistant	Level 2	N266	NVQ2 or equivalent NOS Library Serv
								Reprographics Assistant	Level 2	N1410	
								Admin Assistant	Level 2	N67	NVQ2 or equivalent
								Cleaner	Level 1	N441	NVQ2 or equivalent
								Communications Assistant	Level 1	N173	NVQ2 or equivalent
								Communications Support Assistant	Level 1	N171	NVQ2 or equivalent
								Finance Assistant	Level 1	N73	NVQ2 or equivalent
								Clerical Assistant	Level 1	N66	NVQ2 or equivalent

Note: TA Profiles and RY Profiles do not include duties relating to supporting pupils with healthcare needs.

Note: Those jobs highlighted in bold are old generic titles which have not been reviewed.

** NOS = National Occupational Standards