

## Pay Policy 2017 – explanatory cover sheet

### Important note concerning consultation

This policy has been consulted on with the regional trade union and professional association representatives. Should a particular option or text be adopted where the # symbol is used in this policy further consultation with local representatives will be required as this symbol denotes an option or text which is unsupported at regional representative level.

This template policy has been developed to support schools and academies to adopt a policy which reflects their requirements. It provides suggested text, areas to insert names of responsible officers/committees, and suggested options which may be adopted.\*

\* For ease of completion, the generic term of 'school' has been used throughout this document. The policy is designed to be updated locally with the name of the school / academy. In some cases a more generic use of terms such as 'the trust' or 'the federation' may be used as required.

The term 'relevant body' is also used throughout this document. This can be substituted as necessary, to for example - 'governing body', 'directors', 'trustees'.

Schools will need to review this policy and make necessary alterations to tailor the locally agreed options before publishing as a final version. This will require completion of Appendix 2 to retain/remove the tables as appropriate dependent on the preferred options chosen by the relevant body and to complete the text accompanying these tables.

The following should be considered when reviewing this policy:

- Text coloured grey denotes a section of the policy where a decision needs to be made as to the preferred option or the suitability of this text to the school/academy. Such text should be amended and confirmed to reflect the agreed arrangements of the school/academy/service and/or removed accordingly.
- All of the options for pay ranges within the Appendix 2 can be supported by HR ONE payroll services. Devon County Council has identified their adopted structure for centrally employed teachers. Where other pay structures are adopted sufficient notice will be required to administer this change and where this requires system changes an administrative change may occur.
- Text in **[bold]** should be substituted with the relevant details of the arrangements, e.g. name of responsible parties, monetary amounts or adopted timescales.
- Any text which is irrelevant or not applicable to the final policy should be deleted. This includes any text marked 'for information'.
- Text marked 'for example' may be used but the wording 'for example' should be removed.

### Important note concerning the 2017 pay award

A 1% uplift has been applied to the minima and maxima of all pay ranges other than the Main Pay Range where a 2% increase has been applied to the minima and maxima of the range.

For schools continuing to recognise discretionary incremental points, tables of discretionary reference points for each pay range are included at Appendix 2.

In schools where the school teachers pay and conditions is statutorily applied, where a teacher (including those in leadership roles) is paid on the minimum of their range, their salary must be uplifted to the new minimum of the applicable range. For all other teachers, schools must determine how to apply the uplift.

### **Important - For schools which purchase the HR ONE payroll service**

Unless notification is provided otherwise to the payroll mailbox ([payroll@devon.gov.uk](mailto:payroll@devon.gov.uk)) **by 26 September 2017**, a pay award of 2% will be applied to ALL teachers on the main pay scale (i.e. option one in Appendix 2C) and 1% to all other teacher salaries and allowances for the October pay run onwards. This will include back pay for an increase with effect from 1 September 2017. Where schools choose a different approach, there may be an administrative charge and a delay to the pay award.

## Pay Policy

**September 2017**

For further advice & guidance in relation to this policy, please contact HR ONE at [hrdirect@devon.gov.uk](mailto:hrdirect@devon.gov.uk) or on 01392 385555.

**This policy was adopted by .....School  
Governing Body on  
..... (date)**

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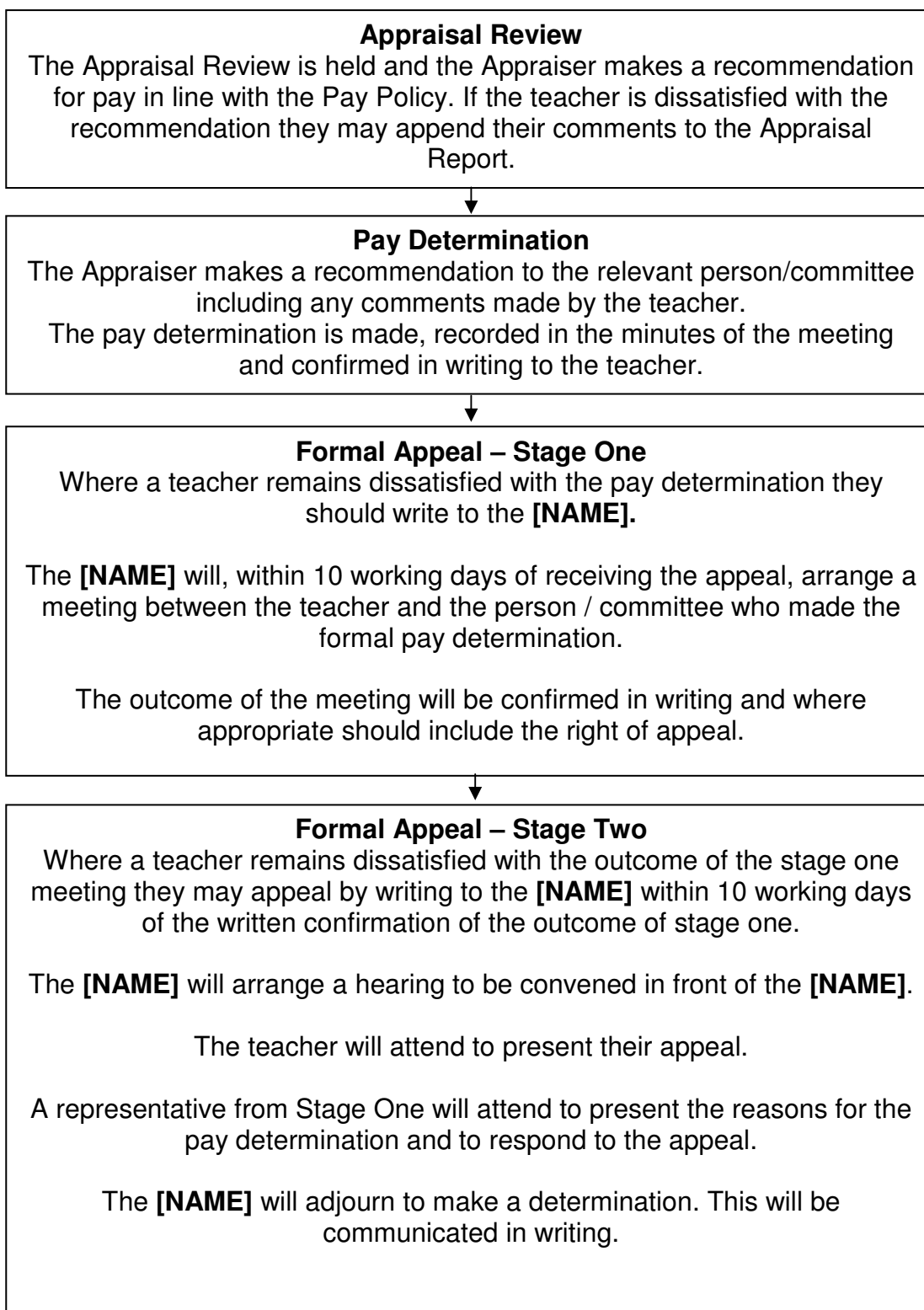
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## Pay Determination and Appeal Flow Chart



## 1.0 Introduction

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) ('the Document') and statutory guidance.

This policy will be used in conjunction with the adopted Appraisal Policy and with the Document and guidance. In the event of any inadvertent contradictions, the Document and guidance will take precedence.

This policy will be reviewed each year, or when other changes occur to the Document, to ensure that it reflects the latest legal position.

The recognised Trade Unions/Professional Associations have been consulted on this policy at regional level.

All procedures for determining pay will be consistent with the principles of public life - objectivity, openness and accountability. All pay related decisions are taken in compliance with the [Equality Act 2010](#), [The Employment Rights Act 1996](#), [The Employment Relations Act 1999](#) and [The Employment Act 2002](#), as well as [The Part-time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#), [The Employment Act 2002 \(Dispute Resolution\) Regulations](#) and [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#).

In adopting this policy, the aim of **[Name of School]** is to:

- maximise the quality of teaching and learning
- support the relevant improvement/development plan and recent self-evaluation.
- support the recruitment and retention of a high quality teacher workforce
- enable the school to recognise and reward teachers appropriately for their contribution to the school
- ensure that decisions on pay are managed in a fair, just and transparent way.

Pay decisions at **[Name of School]** will be made by **[NAME(s)]** Suggested text - Governing Body / Pay Committee or other equivalent].

## 2.0 Pay Reviews

The process for making decisions on the pay of teachers within the **[school]** is as follows.

The **[Governing Body / Committee / other]** will ensure that every teacher's salary is reviewed annually with effect from 1 September and no later than 31 October **[other dates could be used # ]** each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Where a pay determination leads to or may lead to the start of a period of safeguarding,

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those affected will receive the required notification as soon as possible and no later than one month after the date of the determination.

### **3.0 Pay Determinations on Appointment**

The following arrangements will be applicable to any determinations made regarding an appointment from 1 September in each year.

Where a position within the [school] becomes vacant the [Governing Body / Committee / other] will review the existing pay range (if applicable) prior to the advertisement to establish whether this is appropriate for the post in question.

[Name of school/academy/service or the Governing Body / other] will apply the principle of pay portability in making pay determinations for all new appointees (insert further details, for example: unless the post holder was previously employed in a Leadership post or as an Excellent Teacher or Advanced Skills Teacher. The values of previous TLR allowance payments are not portable).

### **OR**

Pay determinations to all posts and/or pay ranges will be made taking the following into consideration: (remove any which will not be considered)

- the teacher's existing pay point, though this will not automatically be matched if joining from another school
- the nature and/or requirements of the post
- the level of qualifications, skills and experience required for the post
- the level of qualifications, skills and/or experience gained
- market conditions
- the wider school/college/service context

### **3.1 Pay Range for the Headteacher (including Executive Headteacher or Principal)**

The Headteachers Pay Range will be reviewed whenever there is a proposal to appoint a new Headteacher, where it becomes necessary to amend the Headteachers Group (because of a change in pupil numbers or where a Headteacher becomes responsible or accountable for more than one school on a permanent basis), or where it is necessary in order to reflect a significant change in responsibilities of the post.

The Headteacher Pay Range(s) are stated in Appendix 2A.

### **3.2 Pay Range for Deputy Headteachers and Assistant Headteachers**

The pay range for Deputy and Assistant Headteachers will be reviewed where there is a proposal to make a new appointment, where there are significant changes in the responsibilities of the post holder, or where there is evidence that it is difficult to retain or recruit to a position. The Deputy and Assistant Headteachers Pay Ranges are stated in in Appendix 2B

### 3.3 Main Pay Range for Teachers and Upper Pay Range for Teachers

For information - since 1 September 2013, each relevant body has been free to determine its own pay range so long as the prescribed minimum and maximum rates for the ranges are adhered to. Each relevant body should determine and detail the agreed pay structure for main pay range teachers in their establishment(s).

The main and upper pay ranges within this **[school]** are included at Appendix 2C. A teacher will be paid on the upper pay range where they: For information text in grey is for local discretion

- a) were employed as a post-threshold (upper pay spine) teacher in this **[school]** and there has been no break in the continuity of employment; or
- b) applied to be paid as a post-threshold teacher in this **[school]**, that application was successful, and the teacher is still employed at this **[school]** with no break in their continuity of employment; or
- c) were employed since 1 September 2000 as a member of the leadership group in this **[school]** for an aggregate period of at least one year and has continued to be employed at this **[school]** without a break in their continuity of employment; or
- d) applied to the **[school]** to be paid on the upper pay range and their application is successful;
- e) are defined as a “post-threshold teacher” but was not employed as a post-threshold teacher in this **[school]**, or was employed as a post-threshold teacher in this **[school]** prior to a break in their continuity of employment;
- f) applied to another educational setting to be paid on the upper pay range in accordance with paragraph 15 of the Document and that application was successful;
- g) were formerly paid on the pay range for leading practitioners;
- h) were previously applied to be paid on the upper pay range, as an unattached teacher (either to an educational setting or to an authority) and that application was successful.

and the teacher will not be paid on the pay range for leading practitioners or on the pay spine for the leadership group.

### 3.4 Pay Range for Leading Practitioners

For information - either remove this paragraph where it is not the intention to have a Leading Practitioner role(s) in the staffing structure or alternatively insert the following wording - It is not the intention of the **[Governing Body / Committee / other]** to create a leading practitioner role at this time but the **[Governing Body / Committee / other]** will keep this under review

The individual post range for Leading Practitioners will be set in accordance with the range stated in Appendix 2D.

### 3.5 **Pay Range for Unqualified Teachers**

For information - with effect from 1 September 2013, each relevant body is free to determine its own pay range so long as the prescribed minimum and maximum rates are adhered to. Each relevant body should determine and detail the agreed pay structure for unqualified teachers in their establishment(s).

The pay range for Unqualified Teachers within this **[school]** is included at Appendix 2C

### 4.0 **Assimilation to the New Pay Ranges**

For information - remove this paragraph if there are no amendments to the Pay Range Structures

The **[Governing Body / Committee / other]** have agreed the following assimilation arrangements for teachers moving onto the new pay structure.

After any progression awarded as a result of a pay recommendation through the adopted appraisal process, the teacher will move to the nearest reference point or discretionary point ensuring that the teacher does not incur a detriment as a result of assimilation.

Or

# After any progression awarded as a result of a pay recommendation through the adopted appraisal process, the teacher will move to the nearest reference point or discretionary salary point. Should this result in a reduction in salary, the amount of reduction will be safeguarded in line with section 7.1 of this Policy.

### 5.0 **Pay Progression Based on Performance**

The following arrangements will be applicable to any pay determinations relating to progression effective on or after 1 September in any year.

In this **[school]** all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the **[school]**'s Appraisal Policy.

Decisions regarding pay progression will be made only with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

Pay progression is not automatic and it will be possible for a 'no progression' determination to be made without recourse to the capability policy. However, those subject to formal capability proceedings during the appraisal review period will be deemed unsatisfactory performers and will not therefore meet the requirements for pay progression.

To be fair and transparent, assessments of performance will be properly rooted in evidence. Please see the **[school]** Appraisal Policy for further details.

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The **[Governing Body / Committee / other]** recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Relations Act 1999, the Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, and ensures that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.

Pay decisions take account of the resources available to the **[school]**. The **[school]** staffing structure supports the improvement plans. The **[Governing Body / Committee / other]** exercises its discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in **[school]** pay decisions.

In this **[school]**, judgments of performance will be made by evidence based assessment against objectives and the relevant teachers' standards.

The evidence that will be used to inform pay progression or otherwise is detailed in the Appraisal Policy.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether to accept a pay recommendation will be made by the **[Governing Body / Committee / other]** having regard to the appraisal report and taking into account advice from the **[Headteacher / Principal and/or Senior Leadership Team]**. The **[Governing Body / Committee / other]** will ensure that appropriate funding is allocated for pay progression at all levels.

In this **[school]** teachers will be eligible for pay progression in line with the following:

### **5.1 Pay Progression for Headteacher / Executive Headteacher / Principal**

For information - insert expectations and/or criteria for progression

For example:

The Headteacher must demonstrate sustained high quality of performance in respect of **[school]** leadership and management and pupil progress, and is subject to a review of the totality of their performance as agreed with their appraiser(s) as part of their annual appraisal before any discretionary pay increases can be awarded.

Annual pay progression within the pay range for this post is not automatic. The **[Governing Body / Committee / other]** may decide to award one reference point [or set a new discretionary value where only a range of values is recognised #] for sustained, high quality performance in line with the **[school]**'s expectations where the above conditions have been satisfied. Alternatively the **[Governing Body / Committee / other]** may consider progression of more than one reference point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.

### **5.2 Pay Progression for Deputy Headteachers and Assistant Headteachers** (remove if not applicable)

For information - insert expectations and/or criteria for progression

For example:

The Deputy Headteacher/Assistant Headteacher must demonstrate sustained high quality of performance in respect of **[school]** leadership and management and pupil progress, and is subject to a review of the totality of their performance as agreed with their appraiser as part of their annual appraisal before any discretionary pay increases can be awarded.

Annual pay progression within the pay range is not automatic. The **[Governing Body / Committee / other]** may decide to award one reference point [or set a new discretionary value where only a range of values is recognised **#**] for sustained, high quality performance in line with the **[school]**'s expectations where the above conditions have been satisfied. Alternatively the **[Governing Body / Committee / other]** may consider progression of more than one reference point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.

### **5.3 Pay Progression for Leading Practitioners** (remove if not applicable)

For information - insert expectations and/or criteria for progression

For example:

Leading Practitioners must demonstrate sustained high quality of performance in respect of their agreed performance objectives and will be expected to have a leading role in coaching, developing and/or mentoring other colleagues and will deliver consistently outstanding teaching.

Annual pay progression within the pay range for these posts is not automatic. Any progression will normally be by one point, but the **[Governing Body / Committee / other]** may consider movement by more than one point in exceptional circumstances, where all objectives have been exceeded or where performance has exceeded expectations as part of the appraisal review.

### **5.4 Pay Progression for Teachers on the Upper Pay Range**

For information - insert expectations and/or criteria for progression

For example:

For teachers on the Upper Pay Range, progression of one reference point [or the setting of a new discretionary value **#**] is normally considered after two [or other period **#**] successful appraisals which demonstrate that the teacher is highly competent in all elements of the relevant standards; and the teacher's achievements and contribution to the school are substantial and sustained (see paragraph 6.2 'The Assessment' for appropriate definition of these terms).

Pay progression within the pay range for these posts is not automatic. The **[Governing Body / Committee / other]** may consider progression of more than one reference point and/or progression after one year where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.

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## 5.5 Pay Progression for Teachers on the Main Pay Range

For information - insert expectations and/or criteria for progression

For example:

Pay progression takes into account the totality of a teacher's performance and not just whether s/he has met appraisal objectives. Progression depends on:

- Successfully meeting and sustaining the relevant Teacher Standards
- Demonstrating sustained good performance via the appraisal process, of a sustained level of performance that meets the **[school]**'s expectations for that level of post.

Annual pay progression within the pay range for these posts is not automatic. The **[Governing Body / Committee / other]** may decide to award progression of one reference point [set a new discretionary value where this option is used **#**] for sustained, high quality performance in line with the **[school]**'s expectations where the above conditions have been satisfied. Alternatively the **[Governing Body / Committee / other]** may consider progression of more than one reference point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.

## 5.6 Pay Progression for Unqualified Teachers

For information - insert expectations and/or criteria for progression

For example:

Unqualified teachers must demonstrate sustained high quality of performance in respect of their agreed performance objectives and relevant standards.

Annual pay progression within the pay range for these posts is not automatic. The **[Governing Body / Committee / other]** may decide to award one reference point [or set a new discretionary value where this option is used **#**] for sustained, high quality performance in line with the **[school]**'s expectations where the above conditions have been satisfied. Alternatively the **[Governing Body / Committee / other]** may consider progression of more than one reference point where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review.

## 6.0 Movement on to the Upper Pay Range

### 6.1 Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications for movement on to the upper pay range will only be accepted once a year. The deadline for receipt of applications is **[Insert date]** in the relevant year.

Applications must be submitted to **[insert name]**.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This **[school]** will not be bound by any pay decision made by another school.

All applications should include the results of reviews or appraisals, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). Applications must contain evidence from the previous two years [or other period #] in the form of completed appraisals.

For information - identify here the protocol which will be adopted for any teachers who have been absent to ensure they are treated equitably.

For example - Teachers who have been on long term absence will be considered for progression on to the upper pay range on the basis of the evidence that does exist, even though that may not be from consecutive review periods, provided it is sufficient to meet the criteria above.

For information - If written applications are required, specify here whether the school will provide a standard form – this can be inserted as an appendix 3 to this policy.

## 6.2 The Assessment

An application from a qualified teacher will be successful where the **[Assessor]** is satisfied that:

- (a) The teacher is highly competent in all elements of the relevant standards; and
- (b) The teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this Pay Policy:

- 'highly competent' means **[insert school definition]**  
For example - performance which is not only good but demonstrates that the teacher is able to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice;
- 'substantial' means **[insert school definition]**  
For example - of real importance, validity or value to the school; plays a critical role in the life of the school; able to be a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; and
- 'sustained' means **[insert school definition]**  
For example - maintained continuously over a period of two school years. (or other period #)

The application will be assessed by **[the Headteacher/Principal/other]** and the final ratification will be by the **[Governing Body / Committee / other]**.

### **6.3 Processes and Procedures**

From the point of receipt, an application will be assessed within 10/15/20 working days.

If successful, the applicant will receive a response to their application within 20 working days of the assessment and will move to the upper pay range from 1 September in the relevant year.

If unsuccessful, verbal confirmation of the decision will be given within 5/10/15 days of the assessment. Written feedback will be provided by **[the Headteacher/Principal/other]** within 10/15/20 working days of the decision.

Any appeal against a decision not to move the teacher to the upper pay range will be considered in line with the Pay Appeal Procedure in Appendix 1 of this policy.

## **7.0 Allowances and Payments**

### **7.1 Safeguarded payments and allowances**

Safeguarding will apply for up to a maximum of three years in line with Part 5 of the 2017 Document.

Where the safeguarded sum exceeds £500, the relevant body will review the teacher's duties and allocate responsibilities appropriate and commensurate with the safeguarded sum.

### **7.2 Teaching and Learning Responsibility Payments (TLRs)**

For information - remove any information in this section which is not applicable.

TLRs are awarded to the holders in line with the paragraph 20 of the 2017 document.

Within this **[school]** the values of the TLRs to be awarded are set out in Appendix 2E:

The **[school]** may award a TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The **[school]** will set out in writing to the teacher the duration of the fixed term, and the amount of the award (in accordance with Appendix 2E) which will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

### **7.3 Special Educational Needs Allowance**

The relevant body will award an SEN Allowance to a classroom teacher where the conditions detailed in paragraph 21 of the 2017 Document are met. The value of the allowance will be in accordance with Appendix 2E.

#### **7.4 Additional Allowances for Unqualified Teachers**

The **[Governing Body/Committee/other]** may determine an additional allowance as it considers appropriate, where in the context of its staffing structure and Pay Policy a teacher has:

- a) taken on a sustained additional responsibility which:-
  - (i) is focused on teaching and learning; and
  - (ii) requires the exercise of a teacher's professional skills and judgement; or
- b) qualifications or experience which bring added value to the role being undertaken.

Where an unqualified teacher is in receipt of an additional allowance awarded under a previous document, the relevant body must re-determine that allowance in accordance with the above criteria.

Unqualified Teachers may not hold a TLR or SEN allowance.

#### **7.5 Safeguarding for Unqualified Teachers**

Any safeguarded sum applied to an unqualified teacher will be paid in accordance with Part 5 of the 2017 Document.

#### **7.6 Additional Payments**

The **[Governing Body / Committee / other]** may make such payments as they see fit to a teacher, including the Headteacher, in respect of:

- a) continuing professional development undertaken outside of the **[school]** day
- b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school/establishment
- c) participation in out-of-hours learning activity agreed between the Teacher and the Headteacher or, in the case of the Headteacher, between the Headteacher and the relevant body
- 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.

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

The **[Governing Body / Committee / other]** will/will not consider making appropriate payments or provide appropriate financial assistance, support or benefits to a teacher as considered necessary as an incentive for the recruitment of new teachers and the retention of existing teachers.

The **[Governing Body / Committee / other]** will/will not consider a reimbursement or reasonably incurred housing or relocation costs made to those appointed to positions on the Leadership Scale. All other recruitment and retention incentives (including non-monetary benefits) will be taken into account when determining the pay range for each leadership post. [Where a recruitment and retention allowance has been awarded to an individual on the leadership range, this can be continued until such time that their pay range has been reviewed to take this into consideration]

The **[Governing Body / Committee / other]** will specify clearly the basis on which such incentives may be paid, the duration of the payment and the review date after which it may be withdrawn.

A review of such payments will be made **[insert timescale – suggested text - annually]**.

## **7.8 Residential Duties**

For information - remove this paragraph if not applicable

Insert here circumstances in which payment will be made and level of payment. Identify if the school is allied to the Joint National Council for Teachers in Residential Establishments.

Teachers working in residential special schools are normally entitled to be paid for residential duties in accordance with national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments.

Where a Headteacher receives a payment in respect of residential duties which are a requirement of the post that amount does not count towards the 25 per cent limit on discretionary payments.

Teachers appointed within the following roles will receive an allowance as stipulated below for residential duties associated with their employment based at **[Insert establishment(s)]**

## **8.0 Part Time Teachers**

Teachers employed on an on-going basis but who work less than a full working day or week are deemed to be part time. The standard mechanism used to determine their pay will be based on the pro-rata comparison with the **[school]**'s timetabled teaching week for a full-time teacher in an equivalent post.

## **9.0 Short Notice / Supply Teachers**

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. The calculation will assume that a full working year will consist of 195 working days. Therefore remuneration for those engaged to work less than a day will be paid pro-rata.

Teachers engaged on short notice or supply within the same authority throughout a 12 month period (beginning August or September) must not be paid more by way of remuneration in respect of that period than they would have been paid had the teacher been in regular employment throughout the year.

## **10.0 Pay Increases Arising from Changes to the Document**

All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

## **11.0 Pay Policy Relating to Support Staff**

[Academies are invited to confirm that they recognise and have adopted the principles of Devon County Council's job evaluation scheme and include the following wording amended to meet the needs of the academy (including where appropriate documentation

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can be sourced)]

**[Name of School]** pays and rewards support staff in accordance with the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service.

### 11.1 Job Evaluation

Job Evaluation (JE) was implemented in Devon Local Authority Maintained schools in April 2007 to pay equal pay for work of equal value and to ensure that pay and grading is fairly and appropriately implemented.

**[Name of School]** applies Devon County Council's JE procedure. The Job Evaluation scheme used is the GLPC (Greater London Provincial Council) scheme. (N.B. Community and Voluntary Controlled Schools **must** use the Job Evaluation Scheme. Voluntary Aided and Foundation Schools' Governing Bodies are the employers of their staff and are free to determine whether to implement job evaluation within their school.

### POLICY HISTORY

Policy Date	Summary of change	Contact	Version/ Implementation Date	Review Date
September 2013	Revised policy in light of school teachers' pay & conditions changes. Date of consultation with recognised Trade Unions – July 2013	HR ONE	July 2013 for September 2013 implementation	June 2014
September 2014	Revised policy in light of school teachers' pay & conditions changes. Date of consultation with recognised Trade Unions – 1 September 2014	HR ONE	August 2014 for September 2014 implementation	June 2015
September 2015	Revised policy in light of school teachers' pay & conditions changes. Date of consultation with recognised Trade Unions – September 2015	HR ONE	July 2015 for September 2015 implementation	June 2016
September 2016	Revised policy in light of school teachers' pay & conditions changes. Date of consultation with recognised Trade Unions – September 2016	HR ONE	September 2016 for September 2016 implementation	June 2017

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September 2017	Revised policy in light of school teachers' pay & conditions changes. Date of consultation with recognised Trade Unions – September 2017	HR ONE	August 2017 for September 2017 implementation	August 2017
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## Pay Appeals Process

Any recommendations regarding pay will be clearly communicated and recorded on the Appraisal Report.

Where a teacher, including a Headteacher and/or any other teachers paid on the leadership scale (referred to as a 'teacher' for the purpose of the section) is dissatisfied with their pay recommendation, they should seek to resolve this by discussing the matter as part of the Appraisal Review process.

A record of this discussion will be made and appended to the teacher's Appraisal Report and this record will be provided to any party responsible for making the formal pay determination.

The timescales quoted in the following process can be varied by mutual agreement.

Where possible the timescales should allow for the appeals to be fully heard within and before the end of term.

### **Formal Appeal Process**

#### **Stage One**

A teacher may seek a review of any determination in relation to their pay or any other decision that affects their pay.

A formal pay appeal may be lodged for the following reasons:

- incorrect application of any provision of the STPCD or NJC terms and conditions (insert any other relevant pay and conditions for the establishment)
- failure to have proper regard for statutory guidance
- failure to take proper account of relevant evidence
- failure to take account of irrelevant or inaccurate evidence
- biased or otherwise unlawful discrimination against the teacher.

The teacher should set down in writing the grounds for requesting an appeal within 10 working days of the notification of the pay determination decision.

The person(s) who made the determination should convene a meeting, within 10 working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person.

A teacher's request to be accompanied by a work colleague or recognised Trade Union/Professional Association representative will not be unreasonably refused. A Human Resources Adviser may be present to provide professional guidance to the decision maker(s).

The timing and location of the formal meeting must be reasonable.

Following the meeting the teacher will be informed in writing of the decision and their right of appeal.

## **Stage Two**

If a teacher wishes to appeal against the decision made at Stage One, they must notify **[NAME or POSITION]**, in writing, within 10 working days of the written decision.

The appeal should be heard by a **[NAME or POSITION]**, who has not been involved in the original determination, normally within 20 working days of the receipt of the written appeal. Where it is determined that this will be a committee of governors, the school may wish to confirm the minimum amount of governors who can make such determination [here](#)

The teacher will be given the opportunity to present their appeal in person. A teacher's request to be accompanied by a work colleague or recognised Trade Union/Professional Association representative will not be unreasonably refused.

The timing and location of the formal meeting must be reasonable. Five working days' notice should be given of the appeal hearing. The notification of the appeal hearing will include:

- the date, time and place of the hearing
- the name(s) of the person(s) who will hear the case, and where appropriate the details of their Human Resources Adviser (HRA)
- who will respond to the appeal (the person or representative of the Committee who made the original decision)
- copies of documents and any other written material or evidence that is relevant
- the names of any witnesses to be called
- confirmation of the teacher's right to call witnesses
- the teacher's right to submit any documentation within three working days prior to the appeal hearing, to **[NAME or POSITION]**
- a copy of the Pay Policy
- the fact that the appeal hearing may take place in the teacher's absence if they are unable to attend without a satisfactory explanation
- other than in exceptional circumstances, a teacher unable to attend due to illness, should arrange representation at the appeal hearing and/or provide written submissions to the appeal hearing.

An accurate account of the hearing must be made.

During the hearing, either side will be entitled to request an adjournment for consultation. Any reasonable request should be allowed. Witnesses will attend only for the part of the hearing where they are required to give evidence and answer questions.

No conclusion should be reached until representations from all parties have been taken into account. The decision will be given in writing and include detail of the evidence considered and the reasons for the decision.

## Appendix 2A: Headteacher Ranges

### Option One

Table 1.1

Headteacher Grades 01.09.17															
1	2	3	4	5	6	7	8								
6	£44,544	8	£46,799	11	£50,476	14	£54,250	18	£59,857	21	£64,417	24	£69,330	28	£76,466
7	£45,743	9	£47,967	12	£51,639	15	£55,600	19	£61,341	22	£66,017	25	£71,053	29	£78,359
8	£46,799	10	£49,199	13	£52,930	16	£57,077	20	£62,863	23	£67,652	26	£72,810	30	£80,310
9	£47,967	11	£50,476	14	£54,250	17	£58,389	21	£64,417	24	£69,330	27	£74,615	31	£82,293
10	£49,199	12	£51,639	15	£55,600	18	£59,857	22	£66,017	25	£71,053	28	£76,466	32	£84,339
11	£50,476	13	£52,930	16	£57,077	19	£61,341	23	£67,652	26	£72,810	29	£78,359	33	£86,435
12	£51,639	14	£54,250	17	£58,389	20	£62,863	24	£69,330	27	£74,615	30	£80,310	34	£88,571
13	£52,930	15	£55,600	18	£59,857	21	£64,417	25	£71,053	28	£76,466	31	£82,293	35	£90,773
14	£54,250	16	£57,077	19	£61,341	22	£66,017	26	£72,810	29	£78,359	32	£84,339	36	£93,020
15	£55,600	17	£58,389	20	£62,863	23	£67,652	27	£74,615	30	£80,310	33	£86,435	37	£95,333
16	£57,077	18	£59,857	21	£64,417	24	£69,330	28	£76,466	31	£82,293	34	£88,571	38	£97,692
17	£58,389	19	£61,341	22	£66,017	25	£71,053	29	£78,359	32	£84,339	35	£90,773	39	£100,072
18	£59,264	20	£62,863	23	£67,652	26	£72,810	30	£80,310	33	£86,435	36	£93,020	40	£102,570
		21	£63,779	24	£68,643	27	£73,876	31	£81,478	34	£88,571	37	£95,333	41	£105,132
										35	£89,874	38	£97,692	42	£107,766
												39	£99,081	43	£109,366

In accordance with table 1.1:

The post of [insert post title] will be remunerated on Group [insert group number 1-8] points [insert minima] to [maxima].

The post of [insert post title] will be remunerated on Group [insert group number 1-8] points [insert minima] to [maxima].

The post of [insert post title] will be remunerated on Group [insert group number 1-8] points [insert minima] to [maxima].

### Option Two#

Table 1.1

Headteacher Grades 01.09.17								
	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Minima	£44,544	£46,799	£50,476	£54,250	£59,857	£64,417	£69,330	£76,466
Maxima	£59,264	£63,779	£68,643	£73,876	£81,478	£89,874	£99,081	£109,366

In accordance with table 1.1:

The post of [insert post title] will be remunerated on Group [insert group number 1-8] from [£xxx] to [£xxx].

The post of [insert post title] will be remunerated on Group [insert group number 1-8] from [£xxx] to [£xxx].

The post of [insert post title] will be remunerated on Group [insert group number 1-8] from [£xxx] to [£xxx].

## Appendix 2B

### Option One

Table 1.2

Leadership							
1	£39,374	13	£52,930	25	£71,053	37	£95,333
2	£40,360	14	£54,250	26	£72,810	38	£97,692
3	£41,368	15	£55,600	27	£74,615	39	£100,072
4	£42,398	16	£57,077	28	£76,466	40	£102,570
5	£43,454	17	£58,389	29	£78,359	41	£105,132
6	£44,544	18	£59,857	30	£80,310	42	£107,766
7	£45,743	19	£61,341	31	£82,293	43	£109,366
8	£46,799	20	£62,863	32	£84,339		
9	£47,967	21	£64,417	33	£86,435		
10	£49,199	22	£66,017	34	£88,571		
11	£50,476	23	£67,652	35	£90,773		
12	£51,639	24	£69,330	36	£93,020		

In accordance with Table 1.2:

The post of [insert post title] will be remunerated on points [insert minima] to [maxima].

The post of [insert post title] will be remunerated on points [insert minima] to [maxima].

The post of [insert post title] will be remunerated on points [insert minima] to [maxima].

The post of [insert post title] will be remunerated on points [insert minima] to [maxima].

### Option Two #

Table 1.2

Leadership	
Minima	£39,374
Maxima	£109,366

The post of [insert post title] will be remunerated on points [£xxx] to [£xxx].

The post of [insert post title] will be remunerated on points [£xxx] to [£xxx].

The post of [insert post title] will be remunerated on points [£xxx] to [£xxx].

The post of [insert post title] will be remunerated on points [£xxx] to [£xxx].

## Appendix 2C

### Option One

Pay Range	Discretionary Point	01.09.17	Increase of ..
Main	1	£22,917	2%
	2	£24,728	2%
	3	£26,716	2%
	4	£28,772	2%
	5	£31,039	2%
	6	£33,824	2%

Upper	1	£35,927	1%
	2	£37,258	1%
	3	£38,633	1%

Unqualified	1	£16,626	1%
	2	£18,560	1%
	3	£20,492	1%
	4	£22,426	1%
	5	£24,361	1%
	6	£26,295	1%

### Option Two#

Pay Range	Discretionary Point	01.09.17	Increase of ..
Main	1	£22,917	2%
	2	£24,486	1%
	3	£26,454	1%
	4	£28,490	1%
	5	£30,735	1%
	6	£33,492	1%

Upper	1	£35,927	1%
	2	£37,258	1%
	3	£38,633	1%

Unqualified	1	£16,626	1%
	2	£18,560	1%
	3	£20,492	1%
	4	£22,426	1%
	5	£24,361	1%
	6	£26,295	1%

### Option Three#

Pay Range	Discretionary Point	01.09.16	Increase of ..
Main	1	£22,917	2%
	2	£24,486	1%
	3	£26,454	1%
	4	£28,490	1%
	5	£30,735	1%
	6	£33,824	2%

Upper	1	£35,927	1%
	2	£37,258	1%
	3	£38,633	1%

Unqualified	1	£16,626	1%
	2	£18,560	1%
	3	£20,492	1%
	4	£22,426	1%
	5	£24,361	1%
	6	£26,295	1%

### Option Four#

Pay Range	Discretionary Point	01.09.17	Increase of ..
Main	minima	£22,917	2%
	maxima	£33,824	2%
Upper	minima	£35,927	1%
	maxima	£38,633	1%
Unqualified	minima	£16,626	1%
	maxima	£26,295	1%

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## **Appendix 2D**

Table 1.4

<b>Leading Practitioners</b>	
	<b>01.09.17</b>
Minima	£39,374
Maxima	£59,857

The post of [*insert post title*] will remunerated at [£xxx] to [£xxx] per annum.

The post of [*insert post title*] will remunerated at [£xxx] to [£xxx] per annum.

## **Appendix 2E**

Table 1.5

	<b>01.09.17</b>	
<b>Allowance</b>	<b>£pa</b>	
	Minima	Maxima
TLR 1	£7,699	£13,027
TLR 2	£2,667	£6,515
TLR 3	£529	£2,630
Special Needs	£2,106	£4,158

The post of [*insert post title*] will provided with a [allowance] remunerated at [£xxx] per annum.

The post of [*insert post title*] will provided with a [allowance] remunerated at [£xxx] per annum.

The post of [*insert post title*] will provided with a [allowance] remunerated at [£xxx] per annum.

The post of [*insert post title*] will provided with a [allowance] remunerated at [£xxx] per annum.

## Appendix 3

**Movement to the Upper Pay Range – Template Application Form** This form is a template only. Schools are free to use their own form

# Request for Movement to the Upper Pay Range

**This form should be handled in confidence at all times**

### Eligibility criteria

- In order to be assessed you will need to:
  - hold Qualified Teacher Status on the date of your request; and
  - be statutorily employed under the STPCD.
- In this form the term 'school' should be taken as including all such settings. Teachers not working in schools should substitute 'service manager' or 'line manager' wherever 'head teacher' is used.
- All those wishing to become Upper Pay Range teachers will need to meet the Teachers Standards and eligibility as stated in the Pay Policy.
- Please enclose copies of your appraisal reports and/or planning and review statements that relate to the **[2 years]** immediately prior to the date on which you submit your request.
- Print, sign and date the form, keeping a copy and pass it to your Headteacher by **31 October 2017**.



# Part 1: Teacher details

To be completed by the teacher

## Personal details

Surname

First name(s)

Previous surname (if applicable)

DfE teacher reference number  
(this must be seven digits including zeros)

 / 

Please give details if you are submitting appraisal reports from another school

Name and address of school/LA	Date(s) of employment	Name of head teacher/ service manager

## Declaration by the teacher

I confirm that at the date of this request I meet the eligibility criteria and I submit appraisal reports and/or performance management statements covering the two year period prior to this request for assessment.

Signed

Date

## Part 2: Actions for the [Assessor] \*N.B This form assumes the Headteacher is the assessor

Check that the teacher is eligible to be assessed.

- Before assessing whether the teacher can be assessed for Upper Pay Range the Headteacher must first be satisfied, on the basis of the evidence contained in the appraisal reports and planning and review statements, that the teacher meets the Teachers' Standards. If the Teachers' Standards are not met, you must not proceed with the assessment, and must write to the teacher setting out the rationale for the judgement.
- If the Teachers' Standards are met the Headteacher then goes on to assess whether the teacher has met the requirements to progress to the Upper Pay Range, i.e. that the teacher is 'highly competent' in all elements of the standards and that the teacher's achievements and contribution to the school are 'substantial' and 'sustained' as defined in the school's Pay Policy, having regard to the evidence contained in the appraisal report and/or planning and review statements, and expectations as laid out in the Pay Policy.
- Complete the Headteacher's statement
- Sign, date and copy the form.
- Promptly inform the Governing Body/Trustees of this decision, or the LA in the case of an unattached teacher, and inform the teacher, and notify the appropriate body that deals with payroll matters for the school/Academy.
- Inform the teacher of the outcome in writing within 20 working days of the decision.
- Notify the teacher in writing of the outcome of the Upper Pay Range assessment where the standards have *not yet been met*.
- Where the standards *have been met*, provide the teacher with verbal feedback.

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## To be completed by the Headteacher

Name of teacher

School/Academy/LA service

Please record your overall judgements below.

### Teachers' Standards

To be successful, the Headteacher must be satisfied that the teacher is 'highly competent' in all elements of the relevant standards and that the teacher's achievements and contribution to the school are 'substantial' and 'sustained'. The assessment may not proceed where the teacher does not meet the Teachers' Standards. You should provide a detailed explanation below why the Teachers' Standards have not been met.

Where the standards have not been met, further areas of professional development should be noted.

Summary of the teacher's performance against the Teachers' Standards and overall assessment

Signature

*Please paste in electronic/scanned signature above if submitting the application form electronically.*

Print name

School name

Date

**NB** This page should be passed back to the teacher where either the Teachers' Standards have not been met or the post-Threshold standards have not yet been met.

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# Teachers' Standards

## PART ONE: TEACHING

### A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

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## **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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