

Pay Policy

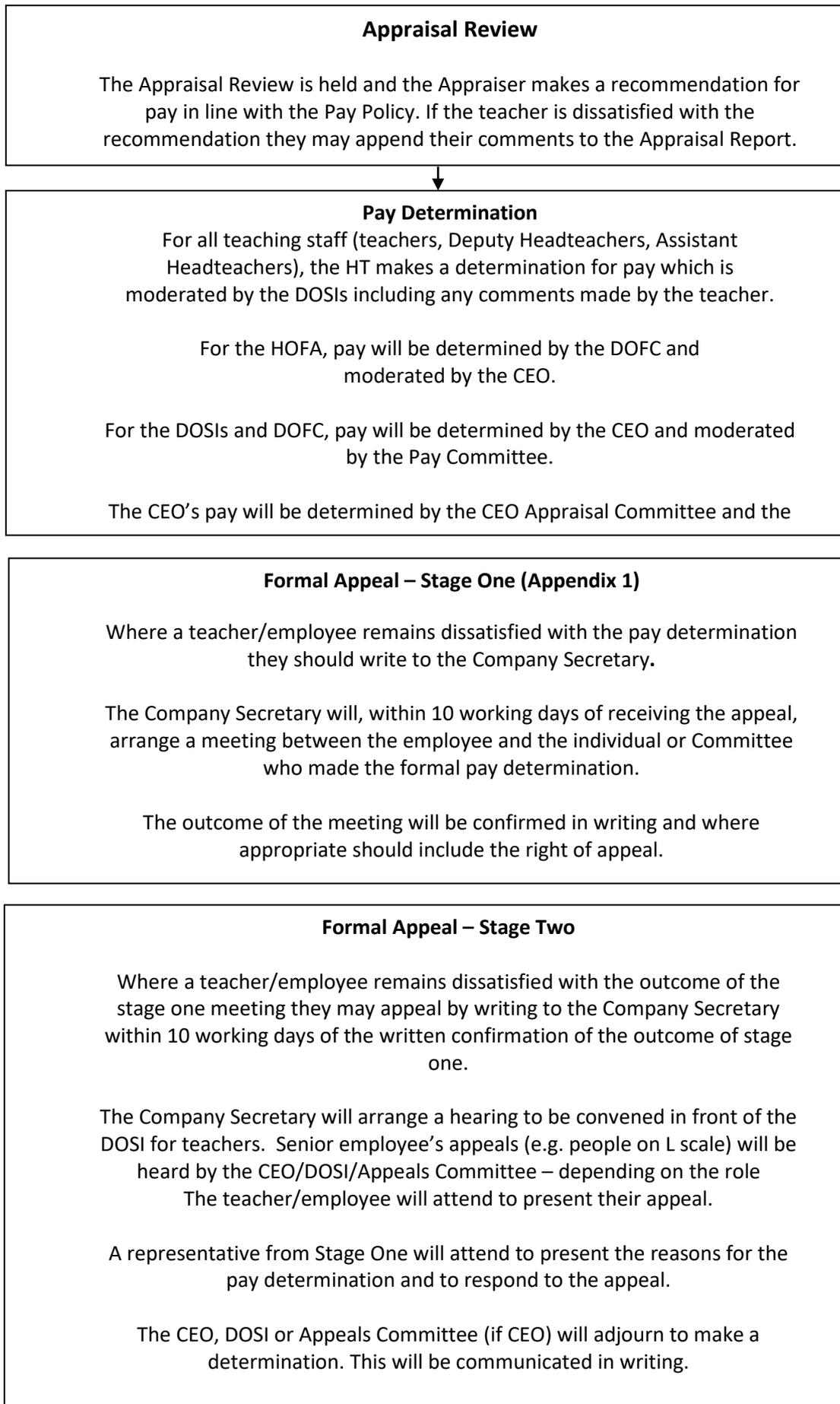
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1 Pay Determination and Appeal Flow Chart



2 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. The relevant body will ensure that their final adopted policy has been through appropriate consultation with both staff and their local representatives.

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 the Trust 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 schools to recognise and reward teachers appropriately for their contribution to the schools
- ensure pay decisions at Ventrus are managed in a fair, just, transparent, and consistent way.

Pay determinations/decisions at Ventrus are always moderated as below:

Role	Decision made by	Moderated by
Teacher, Deputy Headteacher, Assistant Headteacher	Headteacher	Director of School Improvement (DOSI)
Headteacher (including secondary school)	DOSI	Chief Executive Officer (CEO)
Director of School Improvement (DOSI)	CEO	Pay Committee
CEO	CEO Appraisal Committee	Pay Committee
Director of Finance and Commercial (DOFC)	CEO	Pay Committee
Head of Financial Accounting (HOFA)	DOFC	CEO

Moderation enables the Trust to ensure that the Pay policy is applied in a consistent, transparent and fair manner.

2.1 Setting executive pay

The Board of Trustees must ensure its decisions about levels of executive pay (including salary and any other benefits) follow a robust evidence-based process and are a reasonable and defensible reflection of

the individual's role and responsibilities. No individual can be involved in deciding their remuneration. The Board must discharge its responsibilities effectively, ensuring its approach to pay and benefits is transparent, proportionate and justifiable, including:

- process – that the procedure for determining executive pay and benefits, and keeping them proportionate, is agreed by the Board in advance and documented
- independence – decisions about executive pay and benefits reflect independent and objective scrutiny by the Board and that conflicts of interest are avoided
- robust decision-making – factors in determining pay and benefits are clear, including whether educational and financial performance considerations, and the degree of challenge in the role, have been taken into account
- proportionality – pay and benefits represent good value for money and are defensible relative to the public sector market
- commercial interests – ensuring the Board is sighted on broader business interests held by senior executives, and is satisfied that any payments made by the trust to executives in relation to such interests do not undermine the transparency requirements for disclosing pay in accordance with the Academies Accounts Direction
- documentation – the rationale behind the decision-making process, including whether the level of pay and benefits reflects value for money, is recorded and retained
- a basic presumption that executive pay and benefits should not increase at a faster rate than that of teachers, in individual years and over the longer term
- understanding that inappropriate pay and benefits can be challenged by ESFA, particularly in instances of poor financial management of the trust.

2.2 Publication of executive pay

The trust must publish on its website in a separate readily accessible form the number of employees whose benefits exceeded £100k, in £10k bandings, as an extract from the disclosure in its financial statements for the previous year ended 31 August. Benefits for this purpose include salary, other taxable benefits and termination payments, but not the trust's own pension costs. In the case of employees who are Trustees, their salary and other benefits will also be disclosed in £5k bandings in the trust's financial statements, as set out in the model Trustees' remuneration note in the Academies Accounts Direction.

3 Pay Reviews

The process for making decisions on the pay of teachers within the Trust is as follows.

The Pay Committee will ensure that every teacher's salary is reviewed annually with effect from 1 September and no later than 31 October each year (where possible), 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, those affected will receive the required notification as soon as possible and no later than one month after the date of the determination.

4 Pay Determinations on Appointment

The following arrangements will be applicable to any determinations made regarding an appointment from 1 September 2020.

Where a position within the Trust becomes vacant, the CEO (for posts on the leadership scale) and DOSIs (for posts on MPS/UPS scale) will review the existing pay range (if applicable) prior to the advertisement to establish whether this is appropriate for the post in question.

Pay determinations to all posts and/or pay ranges will be made taking the following into consideration: the individual'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

4.1 Pay Range for the Chief Executive Officer

The CEO's Pay Range will be calculated in accordance with paragraphs 4-11 of the 2020 document.

In particular, the CEO's pay will be calculated within the group size for all of the schools within Ventrus. The Trust would currently be calculated as a Group 8 school. The relevant body may, in accordance with the 2020 Document, award up to an additional 25% in excess of the relevant group maximum where the relevant body determines that circumstances warrant a higher payment.

The seven-point range within Group 8 is as follows:

Scale Point	Annual Salary (£)
L37	102,159
L38	104,687
L39	107,239
L40	109,914
L41	112,660
L42	115,483
L43	117,197

On appointment of a CEO, the relevant body will take into consideration the individual's prior knowledge and experience when determining where on the pay range to position them whilst also allowing for performance related progression over time.

4.2 Pay Range for Secondary Headteachers

The Secondary Headteacher's pay range will be within whichever ISR is applicable to the size and nature of the school.

The Secondary Headteacher's Pay Range will be calculated in accordance with paragraphs 4-11 of the 2020 document.

The relevant body may review the pay range for the Secondary Headteacher if this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2020.

The Secondary Headteacher's Pay Range has been set within the leadership scale (Group 7) from the 2020 School Teachers Pay and Conditions document with appropriate pay increases on the scale points from the table below.

The seven-point range within Group 7 is set as follows for Pilton Community College:

Scale Point	Annual Salary (£)
L33	92,624
L34	94,914
L35	97,273
L36	99,681
L37	102,159
L38	104,687
L39	106,176

For information: The pay range for a Secondary Headteacher should only overlap the CEO's pay range in exceptional circumstances.

4.3 Pay Range for Director of School Improvement

The DOSI Pay Range has been set within the leadership scale (Group 5) from the 2020 School Teachers Pay and Conditions document with appropriate pay increases on the scale points from the table below.

The relevant body may review the pay range for the Directors of School Improvement if this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2020.

The DOSI Pay Range has been set within the leadership scale from the 2020 School Teachers Pay and Conditions document with appropriate pay increases on the scale points from the table below.

The seven-point range within Group 5 is as follows:

Scale Point	Annual Salary (£)
L24	74,295
L25	76,141
L26	78,025
L27	79,958
L28	81,942
L29	83,971
L30	86,061

4.4 Pay Range for Secondary Deputy Headteacher, and Secondary Assistant Headteacher

Secondary Deputy and Assistant Headteacher pay ranges will be calculated in line with paragraph 4-11 of the 2020 Document.

The pay range for a Secondary Deputy Headteacher/Secondary Assistant Headteacher 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 pay range for the Secondary Deputy Headteacher has been set at:

Scale Point	Annual Salary (£)
L17	62,570
L18	64,143
L19	65,735
L20	67,364
L21	69,031

The pay range for the Secondary Assistant Headteacher has been set at:

Scale Point	Annual Salary (£)
L12	55,338
L13	56,721
L14	58,135
L15	59,581
L16	61,166

For information: Pay ranges in this section should be reviewed when there is a proposal to appoint a new Secondary Deputy Headteacher or Secondary Assistant Headteacher post or when responsibilities of a post holder have significantly changed, or to ensure pay consistency when a new appointment is made to the leadership team.

* For information: The pay range for a Deputy Secondary Headteacher or Assistant Headteacher should only overlap the Secondary Headteacher's pay range in exceptional circumstances.

4.5 Pay Range for Headteachers (Primary)

The relevant body may review the pay range for Primary Headteachers, if this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2020.

Primary Headteacher pay ranges will be calculated in line with paragraph 4-11 of the 2020 Document.

The Primary Headteacher Pay Range has been set within the leadership scale from the 2020 School Teachers Pay and Conditions document.

Group ranges for individual schools are calculated according to the methodology outlined in the STPCD 2020. The following ISRs are set for the group sizes within the Trust;

Group 1 ISR 6-12

Group 2 ISR 7-13

Group 3 ISR 9-15

Where the Headteacher is appointed as Headteacher of more than one school on a permanent basis, the Trust will calculate the Headteacher group by combining the unit score of all the schools for which the Headteacher is responsible to arrive at a total unit score, which then determines the Headteacher group and the ISR will be set to allow for the complexity of running more than one school.

4.6 Pay Range for Deputy Headteachers, Primary Schools

Deputy Headteacher (primary school) pay ranges will be calculated in line with paragraph 4-11 of the 2020 document.

The pay range for Primary Deputy Headteachers in a primary school 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 relevant body may review the pay range for Primary Deputy Headteachers in a primary school, if this is required to maintain consistency with pay arrangements for new appointments to the leadership team made on or after 1 September 2020.

The Deputy Headteacher Pay Range (primary school) has been set within the leadership scale from the 2020 School Teachers Pay and Conditions document with appropriate pay increases.

Based on the Roll numbers currently at the schools the scale is as follows:

Scale Point	Annual Salary (£)
L3	44,331
L4	45,434
L5	46,566
L6	47,735
L7	49,019

The pay range for the Deputy Headteacher (primary school) has been set at L3 to L7.

* For information: The pay range for a Deputy Headteacher in a primary school should only overlap the Primary Headteacher's pay range in exceptional circumstances.

4.7 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 Ventrus are included at Appendix 2C. A teacher will be paid on the upper pay range where they:

- were employed as a post-threshold (upper pay spine) teacher in the Trust and there has been no break in the continuity of employment; or
- applied to be paid as a post-threshold teacher in Ventrus, that application was successful, and the teacher is still employed at the Trust with no break in their continuity of employment; or
- were employed since 1 September 2000 as a member of the leadership group in Ventrus for an aggregate period of at least one year and has continued to be employed at Ventrus without a break in their continuity of employment; or
- applied to Ventrus to be paid on the upper pay range and their application is successful are defined as a "post-threshold teacher" but was not employed as a post-threshold teacher in Ventrus, or was employed as a post-threshold teacher in Ventrus prior to a break in their continuity of employment;
- applied to another educational setting to be paid on the upper pay range in accordance with paragraph 14 of the Document and that application was successful
- were formerly paid on the pay range for leading practitioners;
- 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.

4.8 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 Ventrus is included at Appendix 2C.

5 Pay Progression Based on Performance

The following arrangements will be applicable to any pay determinations relating to progression effective

on or after 1 September 2020 in any year.

In the Trust 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 appraisals are set out in the Trust's Appraisal Policy.

Decisions regarding pay progression will be made only with reference to the teacher's 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 Trust's Appraisal Policy for further details.

The Trustees recognise their 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 Trust. The Trust's staffing structure supports the improvement plans. The Trustees exercise their discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in the Trust's pay decisions.

In this Trust, judgments of performance will be made by evidence based assessment against objectives and the relevant teacher's 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 Headteacher having regard to the appraisal report and taking into account advice and feedback from the Moderator. Trustees will ensure that appropriate funding is allocated for pay progression at all levels.

In this Trust, teachers will be eligible for pay progression in line with the following:

5.1 Pay Progression for Chief Executive Officer

Pay progression takes into account the totality of performance and not just whether an individual has met appraisal objectives. Progression depends on:

- Successfully meeting and sustaining the relevant Standards
- Demonstration, via the appraisal process, of a sustained level of performance that meets The Trust's expectations for that level of post

The CEO must demonstrate sustained high quality performance in respect of Ventrus leadership and management and pupil progress, and is subject to a review of the totality of their performance as agreed with their appraisers as part of the annual appraisal and before any discretionary pay increases are awarded.

Annual pay progression in group and payments (if any) in excess of the relevant group maximums for this post are not automatic. The appraisal committee award pay progression for sustained, high quality

performance in line with Ventrus' expectations where the above conditions have been met.

5.2 Pay Progression for Directors of School Improvement

Pay progression takes into account the totality of performance and not just whether an individual has met appraisal objectives. Progression depends on:

- Successfully meeting and sustaining the relevant Standards
- Demonstration, via the appraisal process, of a sustained level of performance that meets the Trust's expectations for that level of post

The Directors of School Improvement must demonstrate sustained high quality of performance in respect of Ventrus' leadership and management and pupil progress, and are 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 CEO may decide to award one scale point for sustained, high quality performance in line with Ventrus' expectations where the above conditions have been satisfied. Additionally, the CEO may consider progression of two scale points where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review. This will be moderated by the Pay Committee.

5.3 Pay Progression for Headteachers, including secondary Headteacher

Pay progression takes into account the totality of performance and not just whether an individual has met appraisal objectives. Progression depends on:

- Successfully meeting and sustaining the relevant Standards
- Demonstration, via the appraisal process, of a sustained level of performance via the appraisal process, of a sustained level of performance that meets The Trust's expectations for that level of post

The Headteachers must demonstrate sustained high quality of performance in respect of Ventrus' 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 Directors of School Improvement may decide to award one scale point for sustained, high quality performance in line with Ventrus' expectations where the above conditions have been satisfied. Alternatively, the Directors of School Improvement may consider progression of two scale points where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review. All Headteacher pay determinations are moderated by the CEO.

5.4 Pay Progression for Deputy Headteachers, all schools

Pay progression takes into account the totality of performance and not just whether an individual has met appraisal objectives. Progression depends on:

- Successfully meeting and sustaining the relevant Standards
- Demonstration, via the appraisal process, of a sustained level of performance that meets the Trust's expectations for that level of post

The Deputy Headteachers must demonstrate sustained high quality of performance in respect of Ventrus' leadership and management and pupil progress, and are 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 Headteacher may decide to award one scale point for sustained, high quality performance in line with Ventrus' expectations where the above conditions have been satisfied. Alternatively, the Headteacher may consider progression of two scale points where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review. Pay progression for Deputy Headteachers will be moderated by the Directors of School Improvement.

5.5 Pay Progression for Teachers on the Upper Pay Range

Pay progression takes into account the totality of performance and not just whether an individual has met appraisal objectives. Progression depends on:

- Successfully meeting and sustaining the relevant Standards
- Demonstration, via the appraisal process, of a sustained level of performance that meets the Trust's expectations for that level of post.

For teachers on the Upper Pay Range, progression of one scale point is normally considered after two 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 5.2). In exceptional circumstances, a Headteacher may consider movement on the UPS scale after only one year in exceptional circumstances.

5.6 Pay Progression for Teachers on the Main Pay Range

Pay progression takes into account the totality of performance and not just whether an individual has met appraisal objectives. Progression depends on:

- Successfully meeting and sustaining the relevant Standards
- Demonstration, via the appraisal process, of a sustained level of performance via the appraisal process, that meets The Trust's expectations for that level of post.

Annual pay progression within the pay range for these posts is not automatic. The Headteacher may decide to award progression of one scale point sustained, high quality performance in line with the Ventrus' expectations where the above conditions have been satisfied. Alternatively, the Headteacher may consider progression of two scale points where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review. Pay progression for teachers on the main pay range will be moderated by the Directors of School Improvement.

5.7 Pay Progression for Unqualified Teachers

Pay progression takes into account the totality of performance and not just whether an individual has met appraisal objectives. Progression depends on:

- Successfully meeting and sustaining the relevant Standards
- Demonstration, via the appraisal process, of a sustained level of that meets the Trust's expectations for that level of post

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 Headteacher may decide to award one scale point for sustained, high quality performance in line with Ventrus' expectations where the above conditions have been satisfied. Alternatively, the Headteacher may consider progression of two scale points where performance has exceeded expectations for that level of

post and/or where all objectives have been exceeded as part of the appraisal review. Pay progression for teachers on the main pay range will be moderated by the Directors of School Improvement.

5.8 Pay Progression for Director of Finance and Commercial (non-teaching post)

Pay progression takes into account the totality of performance and not just whether an individual has met appraisal objectives. Progression depends on:

- Successfully meeting and sustaining the relevant Standards
- Demonstration, via the appraisal process, of a sustained level of that meets the Trust's expectations for that level of post

Scale Point	Annual Salary (£)
A24	74,295
A25	76,141
A26	78,025
A27	79,958
A28	81,942
A29	83,971
A30	86,061

The DOFC 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 CEO may decide to award one scale point for sustained, high quality performance in line with Ventrus' expectations where the above conditions have been satisfied. Alternatively, the CEO may consider progression of two scale points where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review. Pay determinations for the DOFC will be moderated by the Pay Committee.

5.9 Pay Progression for Head of Financial Accounting (non-teaching post)

Pay progression takes into account the totality of performance and not just whether an individual has met appraisal objectives. Progression depends on:

- Successfully meeting and sustaining the relevant Standards
- Demonstration, via the appraisal process, of a sustained level of performance that meets the Trust's expectations for that level of post

Scale Point	Annual Salary (£)
A6	47,735
A7	49,019
A8	50,151
A9	51,402
A10	52,723
A11	54,091
A12	55,338

The HOFA 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 DOFC may decide to award one scale point for sustained, high quality performance in line with Ventrus' expectations where the above conditions have been satisfied. Alternatively, the DOFC may consider progression of two scale points where performance has exceeded expectations for that level of post and/or where all objectives have been exceeded as part of the appraisal review. Pay determinations for the HOFA will be moderated by the CEO.

6 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 31 October in the relevant year.

Applications must be submitted to Headteachers for consultation with Directors of School Improvement.

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. The Trust 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 should contain evidence from the previous two years in the form of completed appraisals.

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.

If written applications are required, the Trust will provide a standard form and this can be found at Appendix 3 to this policy.

6.2 The Assessment

An application from a qualified teacher will be successful where the Headteacher is satisfied 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.

For the purposes of this Pay Policy:

- 'highly competent'
means 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 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 maintained continuously over a period of two school years (or other period)

The application will be assessed by the Headteacher and moderated by the Directors of School Improvement.

6.3 Processes and Procedures

From the point of receipt, an application will be assessed within 15 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 10 days of the assessment. Written feedback will be provided by the Headteacher within 15 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 Allowances and Payments

7.1 Safeguarded payments and allowances

Safeguarding will apply for up to a maximum of three years in line with Section 3 of the 2020 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)

TLRs are awarded to the holders in line with the Section 3 of the 2020 document.

Within Ventrus the values of the TLRs to be awarded are set out in Appendix 2D.

The Trust may award a TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The Trust will set out in writing to the teacher the duration of the fixed term, and the amount of the award (in accordance with Appendix 2D) 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 2020 Document are met. The value of the allowance will be in accordance with Appendix 2D.

7.4 Additional Allowances for Unqualified Teachers

The Headteacher 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:
 - is focused on teaching and learning; and
 - 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 [Section 4](#) of the 2020 Document.

7.6 Additional Payments

The CEO in agreement with the Chair of the Pay Committee may make such payments as they see fit to a teacher or leader on L scale (including to a member of the Executive Leadership Team) in respect of:

- continuing professional development undertaken outside of the Trust's working day
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school/establishment
- participation in out-of-hours learning activity agreed between the Teacher and the Executive Leadership Team or, in the case of the CEO, between the CEO and the Trustees
- any 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 Trustees will consider making appropriate payments or provide appropriate financial assistance, support or benefits to a teacher (who is not on the Leadership Scale) as considered necessary as an incentive for the recruitment of new teachers and the retention of existing teachers.

The Trustees will 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 Trustees 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 annually.

8 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 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.

10 Pay Increases Arising from Changes to the Document and Cost of Living rises

All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time. Cost of living increases will be decided on as necessary by the Pay Committee.

11 Pay Policy Relating to Support Staff

The Trust 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.

12 Ventrus' Terms and Conditions of Employment

Certain new posts, which have no comparable Job Evaluation Job Description and therefore have been unable to be matched under the Devon County Council's Job Evaluation Scheme, can be (at the discretion of the Executive Leadership team) assigned to Ventrus' own Terms and Conditions of Employment.

Posts that currently attract Ventrus' own Terms and Conditions of Employment are:

- Director of Finance and Commercial (Pay Range A24 – A30)
- Head of Financial Accounting (A6 – A12)

The Executive Leadership team will review these posts annually.

13 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
September 2017	Revised policy in light of school teachers' pay and conditions changes. Approved SL.	SL	September 2017	June 2018
October 2018	Revised policy in light of school teachers' pay and conditions changes. Approved GC	SS	October 2018	Oct 2020
October 2019	Revised policy in light of school teachers' pay and conditions changes. Approved GC	SS	October 2020	June 2019
August 2020	Revised policy in light of school teachers' pay and conditions changes. Removal of Head of Business and Premises role. To be approved by GC	SS	August 2020 for September 2020 implementation	October 2021

Appendix 1: Pay Appeals Process

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

Where a teacher, 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 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 professional 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 their Headteacher, in writing, within 10 working days of the written decision.

The appeal should be heard by the DOSI who has not been involved in the original determination, normally within 20 working days of the receipt of the written appeal.

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 Business Partner (HRBP)
- 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 the Company Secretary
- 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

Headteacher Groups 01.09.20															
1		2		3		4		5		6		7		8	
6	£47,735	8	£50,151	11	£54,091	14	£58,135	18	£64,143	21	£69,031	24	£74,295	28	£81,942
7	£49,019	9	£51,402	12	£55,338	15	£59,581	19	£65,735	22	£70,745	25	£76,141	29	£83,971
8	£50,151	10	£52,723	13	£56,721	16	£61,166	20	£67,364	23	£72,497	26	£78,025	30	£86,061
9	£51,402	11	£54,091	14	£58,135	17	£62,570	21	£69,031	24	£74,295	27	£79,958	31	£88,187
10	£52,723	12	£55,338	15	£59,581	18	£64,143	22	£70,745	25	£76,141	28	£81,942	32	£90,379
11	£54,091	13	£56,721	16	£61,166	19	£65,735	23	£72,497	26	£78,025	29	£83,971	33	£92,624
12	£55,338	14	£58,135	17	£62,570	20	£67,364	24	£74,295	27	£79,958	30	£86,061	34	£94,914
13	£56,721	15	£59,581	18	£64,143	21	£69,031	25	£76,141	28	£81,942	31	£88,187	35	£97,273
14	£58,135	16	£61,166	19	£65,735	22	£70,745	26	£78,025	29	£83,971	32	£90,379	36	£99,681
15	£59,581	17	£62,570	20	£67,364	23	£72,497	27	£79,958	30	£86,061	33	£92,624	37	£102,159
16	£61,166	18	£64,143	21	£69,031	24	£74,295	28	£81,942	31	£88,187	34	£94,914	38	£104,687
17	£62,570	19	£65,735	22	£70,745	25	£76,141	29	£83,971	32	£90,379	35	£97,273	39	£107,239
18	£63,508	20	£67,364	23	£72,497	26	£78,025	30	£86,061	33	£92,624	36	£99,681	40	£109,914
		21	£68,347	24	£73,559	27	£79,167	31	£87,313	34	£94,914	37	£102,159	41	£112,660
										35	£96,310	38	£104,687	42	£115,483
												39	£106,176	43	£117,197

Appendix 2B: Leadership

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

Appendix 2C

Pay Range	Discretionary Point	01.09.20
Main	1 (minimum)	£25,714
	2	£27,600
	3	£29,664
	4	£31,778
	5	£34,100
	6 (maximum)	£36,961

Pay Range	Discretionary Point	01.09.20
Upper	1 (minimum)	£38,690
	2	£40,124
	3 (maximum)	£41,604

Pay Range	Discretionary Point	01.09.20
Unqualified	1 (minimum)	£18,169
	2	£20,282
	3	£22,394
	4	£24,507
	5	£26,622
	6 (maximum)	£28,735

Appendix 2D

Allowance	01.09.20	
	£pa	
	Minima	Maxima
TLR 1	£8,291	£14,030
TLR 2	£2,873	£7,017
TLR 3	£571	£2,833
Special Needs	£2,270	£4,479

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 2020**.

Appendix 3, Page 2 of 6

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

Appendix 3, page 3 of 6

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.

Appendix 3, page 4 of 6

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.

Appendix 3, page 5 of 6

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.
- 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.