



PAY POLICY

2023-2024

Lead Person: Headmaster

Governing Body Committee: Resources, Staff & Pay

Required by: Legal compliance

INTRODUCTION

The statutory pay arrangements for teachers give significant discretion to Governing Bodies to make pay decisions. The School Teachers' Pay and Conditions Document has since September 2004 placed a statutory duty on schools and LAs to have a pay policy in place which sets out the basis on which they determine teachers' pay, and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge of pay decisions.

The Crypt School, when taking pay decisions, must have regard both to their Pay Policy and to the teacher's particular post within the staffing structure.

This Pay Policy has been agreed by the Governing Body of The Crypt School following consultation with staff for whom the Governing Body has direct responsibility and will apply to all such staff. A copy of the Policy will be made available for reference to all staff.

Where this policy differs from the School Teacher's Pay and Conditions Document, this policy takes precedence.

THE CRYPT SCHOOL – POLICY ON SCHOOL TEACHERS’ PAY

1. BASIC PRINCIPLES

1.1 All teachers employed at The Crypt School are paid in accordance with the statutory provisions of the School Teachers’ Pay and Conditions Document as updated from time to time. Staff agreed changes to performance related pay since 2009, and where these changes conflict with the STPCD, this policy takes precedence. However, this policy now removes the relationship between pay and performance, as the School moves toward a (Teacher) Performance Development Policy which replaces the Performance Management (Appraisal) Policy established in 2009.

1.2 All teachers have an absolute responsibility and must meet the Teaching Standards, failure to do so would be a matter for the Disciplinary and Appeals Policy. Teachers (except members of the Leadership group) will move automatically up the national pay scale (M1-M6) and then onto the UPS pay scale, subject to meeting the threshold standards. Any other pay-related decisions are made taking full account of the revised Teacher Performance Development (formerly PM/Appraisal) Policy and process, The Crypt School Teacher Standards, and the School Improvement Plan. Teachers and unions have been consulted on this policy. All pay related decisions are taken in compliance with [The Equality Act 2010](#), [The Employment Relations Act 1999](#) and [The Employment Act 2002](#), [The Part-Time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#), [The Employment Act 2002 \(Dispute Resolution\) Regulations](#), [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), [The Employment Equality \(Age\) Regulations 2006](#), together with such other relevant existing legislation or new legislation as may be introduced from time to time.

1.3 The process for making decisions on the pay of teachers at the school is as follows. All teachers will automatically progress up the national pay scale, unless subject to a formal capability or disciplinary (see 1.2 above) process. The revised Teacher Performance Development (formally PM/Appraisal) Policy has removed the link between pay progression and performance management to enable a stronger focus on teacher development, training and welfare. Decisions relating to the pay of teachers, other than the automatic incremental increases on the national scale payable each year until a teacher reaches M6, will be made by The Headmaster and Principal Line Managers, based upon evidence collected as per the Performance Development (formally Appraisal) Policy. Pay increases above the one incremental pay rise per year, will be made by The Headmaster who will quality assure every Planning and Review statement undertaken in the Teacher Performance Development (formally PM/Appraisal) process, and judgements made against The Crypt School Teacher Standards are made fairly. The Headmaster will continue to provide an anonymised report to the Resources Staff and Pay Committee on incremental pay increases and additional payments recommended, who may choose to test a sample of decisions to ensure that the policy has been applied correctly. Resources Staff and Pay Governors then make any additional Pay Decisions, on behalf of the Full Governing Body.

1.4 The Crypt School has devised its own set of Teacher Standards (see link below), which must be read in conjunction with this policy and the Teacher Performance Development (formally Appraisal) Policy and which are based on the National Teacher Standards. Expectations for post-threshold teachers are set out in appendix D.

2. Pay Reviews

2.1 The Resources Staff and Pay Committee (“the Committee”) will ensure that every teacher’s salary is reviewed by the Headmaster and Principal Line Managers, as appropriate, with effect from 1 September

each year and in any event by no later than 31 October (except in the case of the Headmaster). The Committee will arrange to provide each teacher with 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 the new award was made.

2.2 Where a pay determination leads or may lead to the start of a period of safeguarding (i.e. an individual being supervised in their role), the Headmaster will give the required notification as soon as possible and no later than one month after the date of the determination.

3. The Resources Staff and Pay Committee

3.1 The Terms of Reference relating to pay for the Committee are as follows:

The Committee has been established by the Governing Body with fully delegated powers to ensure that determinations of pay are made in accordance with the Pay Policy. Decisions of the Committee will be communicated to each member of staff by the Headmaster in writing in accordance with paragraph 4 of the Document. Decisions on the pay of the Headmaster will be communicated by the Chair of the Committee, in writing.

3.2 Organisation

Only Governors of the School shall be members of the Committee. The Membership and the Terms of Reference of the Committee will be reviewed and approved by the Governing Body, annually.

Membership: The Committee shall be comprised a minimum of 5 members being:

- the Chair of the Board of Governors
- and the Headmaster (unless his Terms and Conditions are being discussed)
- and up to four other Governors who shall be nominated and approved by the Board of Governors.

Meetings of the Committee shall be quorate when at least three Governors are present one of which must be the Chair or his/her nominated deputy. The nominated deputy must be one of the other Governors on the Committee.

The Committee will meet a minimum of three times a year, but may hold additional meetings as necessary.

3.3 Responsibilities relating to pay:

- To set Headmaster's Performance Targets for the year
- To assess the Headmaster against set Performance Targets
- To Agree Performance Review and Remuneration
- To formulate agree and review the Pay Policy
- To approve exceptional staff payments
- To form as required;
 - an appeal panel to deal with teachers Terms and Conditions issues;

- to act as an Appeal Panel where The Headmaster or a Principal Line Manager's decisions are challenged. In these circumstances the Appeal Panel must consider whether the Headmaster and / or the Principal Line Manager has acted within the set framework. (The Committee does not have a role in reviewing individual decisions which are consistent with Pay and Reward Policies.)
- To set a framework for Pay and Terms and Conditions which ensure a fair and consistent approach to reward at The School.
- To form a sub-committee to consider performance issues which may, or could, lead to termination of the employment of a teacher, where those issues are outside of day-to-day performance management responsibilities of the Headmaster.

Resources, Staff & Pay Committee Membership (as at 1st June 2023)

Richard James (Chair)
 Nicholas Dyer (Headmaster)
 Ciaran Hollywood
 Virginia Crellin
 Lee Hill (Vice Chair)

Jo Hitchings (in attendance, as Company Secretary and Bursar)

4. Appeals

The arrangements for considering appeals are as follows:

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

4.2 The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination;

That the person or Committee who made the decision -

- a) incorrectly applied any provision of the Document;
- b) failed to have proper regard to any relevant statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

1. The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Headmaster or the Principal Line Manager as appropriate within 10 working days of being notified of the decision.

3. Where this is not possible, or where the employee continues to be dissatisfied, he/she may follow a formal appeal process.
4. The employee must set down in writing, the grounds for questioning the pay decision together with a statement of case and send it to the person (Headmaster / Principal Line Manager) who made the determination. A copy of the appeal papers are to be sent to the Headmaster where the initial decision was taken by the Principal Line Manager. All appeals must be made within 10 working days of either;
 - 4.1 the date of notification to the employee of the decision being appealed against, or
 - 4.2 the outcome of the informal discussion referred to paragraph 2 above.

The appeal hearing will only deal with the written grounds of appeal and the information set out in the statement of case

5. The Headmaster or Principal Line Manager who made the determination, must upon giving reasonable notice to the employee arrange a meeting to hear the appeal within 10 working days of receipt of the written appeal. The employee must be given an opportunity to make oral representations at the appeal hearing. The employee has a right to be accompanied at the appeal hearing by a colleague or his / her professional representative who may speak on behalf of the employee. Within 5 working days following the appeal hearing the employee must be informed in writing;
 - 5.1 of the decision of the Headmaster or Principal Line Manager and the reasons for that decision, and
 - 5.2 of their right to appeal to the Committee together with details of the procedure to be followed if they are unhappy with the decision of the Headmaster or Principal Line Manager.

In the event that the employee is unhappy with the decision of the Headmaster or the Principal Line Manager any appeal to the Committee must be made within 10 working days of the date of notification to the employee of the decision of the Headmaster or Principal Line Manager that is being appealed against.

6. At all times during the appeal process it shall be incumbent on the employee to ensure that his/her written representations contain all the relevant information that they intend to rely upon at an appeal hearing. Adjournments of a hearing to allow the submission of new evidence not contained in the written submissions will only be granted where the new evidence was unavailable to the employee at the time of the original submission through no fault omission or inaction of his/her own.
7. Any appeal to the Committee shall be heard by a panel of three Governors, normally within 20 working days of the receipt of the written appeal notification which shall comprise both the grounds for the appeal and a statement of case including copies of any documentary evidence that is to be relied upon at the Committee appeal hearing. The employee will be given the opportunity to make representations in person and shall have the right to be accompanied by his/her professional representative who may speak on behalf of the employee.

The Committee appeal hearing will only deal with the written grounds of appeal and the information set out in the statement of case.

The decision of the Committee will be given in writing to the employee within 5 working days following the Committee hearing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

Use of discretions in basic pay determination

Pay range for the Headmaster, the senior deputy head, deputy heads and assistant head teachers

The Committee will determine the pay range for the Headmaster, senior deputy, deputies and assistant heads when they propose to make new appointments or where there is a significant change in the responsibilities of serving Headmaster, deputy or assistant heads. They may determine the pay range, at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay, or at any time if they consider it necessary to retain a Headmaster, deputy or assistant head.

The Pay Range and salary values for the Headmaster is as per section 5.3 of the 2022 STPCD, deputy and assistant head teachers is as per section 4.4 of the 2022 STPCD.

8. Pay Range for Classroom Teachers

There are 9 points on the pay range for classroom teachers at The Crypt School, and this pay range is divided into three parts in line with the Crypt School Pay and Career Stage Expectations Document (see link below):

- ECT range, for newly and recently qualified teachers, Main pay scale 1-3
- The main pay range, Main pay scale 4-6,
- The upper pay range, Upper pay Scale 1-3

ECT range, points 1-3. Pay Scale for 2022/23:

Point 1	£28,000
Point 2	£29,800
Point 3	£31,750

Main range, points 4-6. Pay Scale for 2022/23:

Point 4	£33,850
Point 5	£35,990
Point 6	£38,810

Upper range, points 1-3. Pay Scale for 2022/23:

Point 1	£40,625
Point 2	£42,131
Point 3	£43,685

These values will be adjusted in line with any pay award in September each year.

9. Leading Practitioners

The Governing Body has determined that there will not be any Leading Practitioner positions at The Crypt

School at the current time.

10. Discretionary experience points for classroom teachers

When placing a classroom teacher on the main scale, the Committee empowers the Headmaster to consider awarding an extra point or points on the scale in recognition of other relevant experience that would not attract mandatory experience points in the following circumstances:

- One point on the main scale for each year of service as a qualified teacher in an Academy, Local Authority School or an Independent School
- One point on the main scale for each period of 1 year of service as a qualified teacher in an overseas school outside the European Economic Area or Switzerland in the maintained sector of the country concerned.
- One point on the main scale for each period of 1 year of service teaching in further education, including sixth form colleges.
- One point on the main scale for each period of 1 year of service teaching in higher education.
- One point on the scale for each period of 3 years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.

11. Part-time teachers

Teachers employed on an ongoing basis at the School but who work less than a full working day or week are deemed to be part-time. The Headmaster will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements. Part-timers are paid a proportion of the pay that would be appropriate if they were full-time. This does not apply to TLR payments.

NB: the contractual change from September 2005 gives part-time teachers entitlement to PPA time pro-rata to full-time teachers.

12. 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. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.

Teachers who work less than a full day will be paid hourly and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by 6.48 or actual day length to arrive at the hourly rate.

13. Unqualified teachers

The Committee, will empower the Headmaster, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, to take account of any relevant qualifications and experience. Unqualified teachers will be appointed above the minimum in the following circumstances:

Qualifications:

1 point for a recognised overseas teaching qualification.

1 point for a recognised post-16 teaching qualification.

1 point for a recognised qualification relevant to their subject area.

- **Experience**

One point on the unqualified teachers' scale for each period of 3 years of service as an overseas-trained teacher

- One point on the unqualified teachers' scale for each period of 1 year of service teaching in further education, including sixth form colleges.
- One point on the unqualified teachers' scale for each period of 1 year of service teaching in higher education.
- One point on the unqualified teachers' scale for each period of 3 years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.

14. Unqualified teachers' allowance

The Headmaster will pay an unqualified teachers' allowance to unqualified teachers when the Headmaster considers their basic salary is not adequate having regard to their responsibilities, qualifications and experience

The Headmaster will pay an unqualified teacher on one of the employment based routes into teaching on the unqualified teachers' scale.

15. PERFORMANCE PAY and Performance Related Pay Progression

The new Teacher Performance Development Policy has removed the link between performance and pay: every teacher will automatically move up the national pay scale each year, unless they have been placed into a competency framework, when pay decisions will be related to the teacher meeting clear and agreed performance related targets with a decision on pay progression then made by the Headmaster, and reviewed by the RSP Committee.

The Governing Body agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels. The Governing Body recognises that funding cannot be used as a criterion to determine progression.

When determining any additional Performance Related Pay Progression (above the normal annual incremental increase), the full range of duties and responsibilities will be considered. Thus for a teacher with a management responsibility, and for senior leaders, pay progression is based upon their impact in the classroom with their own classes and also their management responsibility and their sustained and substantial contribution to the life of the school.

16. Headmaster

The Headmaster must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the School and will be subject to a review of performance against the Key Performance Indicators before any performance points will be awarded. The clarification of the application of the criteria for Leadership Group progression (annexe B) will be taken fully into account.

Annual pay progression within the range for this post is not automatic. The Committee will usually consider whether to award one or two pay progression points dependant on performance.

The Committee has discretion to set the Headmaster's pay, for example taking into account additional responsibilities such as Teaching School status, National Support School status, NLE work, and MAT responsibilities.

17. Deputies and Assistant Heads

Deputies and Assistant Heads must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any additional performance points will be awarded. The clarification of the application of the criteria for Leadership Group progression (Annexe B) will be taken fully into account.

Annual pay progression within the range for these posts is not automatic. The Headmaster will consider whether to award one or two pay progression points. The circumstances in which two points may be awarded are as follows:

The Headmaster has discretion to move a Deputy or Assistant Head by more than one point (to a maximum of two) based on analysis of performance against set Performance Management targets as determined by the Headmaster. The outcome of the decision to be reported to the Committee.

The Committee has discretion to set a Deputy's or Assistant Head's pay, for example taking into account additional responsibilities such as work with other schools, SLE or NLE work, and MAT responsibilities.

18. Classroom Teachers

Annual incremental pay progression at The Crypt School is automatic as set out above, unless a teacher has been placed into a formal capability process (see above) .

19. Upper Range teachers

Progression on the upper range, UPS 1-3, will be based on two successful Performance Development reviews, taking into account the expected standards as defined in the Crypt School Teachers' Standards. As a minimum, the teacher must demonstrate achievement of the pupil achievement target, such that value added is in line with expectations or better, other than under the exceptional circumstances as provided for in the Document. Other Appraisal targets should also be met, or in the case of targets which may take more than a year to achieve, very good progress towards achieving them must be evident.

Where a teacher is a post-threshold teacher by virtue of the Document, the Headmaster may determine which point on the upper range to place them. When doing so, the Headmaster should consider any pay progression which the teachers has made in their previous employment which was based on an

assessment of standards and contribution comparable to the requirements for progression on the upper pay scale; and should not unreasonably withhold appointment at the equivalent point on the upper pay scale.

20. Application to be paid on the Upper Pay Scale (UPS)

A teacher hoping to progress to the UPS pay range will submit to the Headmaster a short statement setting out why they wish to progress onto the UPS and what additional responsibilities they will take on as a UPS teacher in line with the national standards, The Crypt School Teacher Standards and the Crypt School Pay Scale and Career Stage Expectations document. Subject to the approval of the Headmaster following receipt of the teacher's statement and desire to progress to the UPS, it is expected that progress onto the UPS will be automatic, from M5 to UPS1, and then from UPS 1-2 and 2 to 3 over a period of six years (with two year intervals between each subsequent pay increase on the UPS scale). In exceptional circumstances the committee can agree to a main scale teacher receiving additional pay progression points which may lead to progression to the Upper Pay Range. However, UPS teachers must have and continue to meet the criteria for post-threshold teachers as set out in the national standards.

21. Acting Up Arrangements

In the case of an acting Headmaster, Senior or other Deputy Headmaster or Assistant Headteacher payment will be at the lowest point of the appropriate range if the duties of the post are to be carried out in full or where the teacher is already paid at a point on the range, at least one point higher than the teacher's substantive point.

The period of time for which the post is to be covered before a payment is made is 4 weeks. A payment will then be paid retrospectively from the beginning of the period of absence. Where the Leadership member is not required to fulfil the full range of duties the Governing Body will review the salary of the teacher within 4 weeks of the duties being assigned to the teacher.

22. DISCRETIONARY ALLOWANCES AND PAYMENTS

Teaching and Learning Responsibility Payments (TLRs)

TLRs and their values are awarded to the holders of the posts as indicated in the Staffing Structure appended to this Policy (Annexe A). The Committee may agree to fixed term TLR responsibilities if required to bring swift improvement to an issue identified on the School Improvement Plan.

The Crypt School Teachers' Standards exemplify what is expected as a minimum as a teacher gains experience and progresses up the pay scale. The Crypt School expects that teachers contribute to the life of the school, share departmental development work and so forth. It is not our current culture to pay a teacher for these contributions, and it will not become so.

23. OTHER PAYMENTS

Continuing Professional Development

Teachers (including the Headmaster) who undertake voluntary continuing professional development outside the school day, with the approval of the Headmaster, or in the case of the Headmaster the Chair of Governors, will be entitled to an additional payment of a flat rate payment in line with the teacher's

level of responsibility and size of the commitment. This payment would be applicable for part time teachers engaged in CPD during session beyond their usual contractual hours, with approval by the Headmaster, for training identified in the Appraisal process and not available during normal contractual hours. In the case of the Headmaster, the approval of the Resources Staff and Pay Committee will have to be obtained.

Initial teacher training activities

Teachers who undertake initial teacher training activities will be paid for the additional responsibility that this work requires.

Out-of-school learning activities

Teachers (including the Headmaster) who agree to provide learning activities, not covered by the School Teachers' Pay and Conditions Document and other school policies, outside of the normal school hours and whose salary range does not take account of such activity will be entitled to a flat rate payment as advertised for the activities.

Activities that will attract payment require the professional expertise of a teacher and the approval of the Headmaster. They include Year 11 and Year 13 coursework clinics for example.

Recruitment and retention incentives and benefits

It is the policy of the Governing Body to authorise the Headmaster to pay recruitment or retention awards for a maximum of 3 years in the following circumstances: to those in shortage subjects as defined by the School; or after one/two advertisements have failed to produce a suitable candidate for appointment. Recruitment and retention awards/incentives will be paid up to a maximum of three years. This may be extended in "exceptional circumstances" by the Committee up to a maximum of another 2 years.

The Committee will review the level of payment/benefits annually. Incentives may include a cash sum, percentage uprating of salary, or defined benefits such as child care costs or health care provision.

Rewarding exceptional performance or contribution to the School

It is recognised that all staff at The Crypt work hard to ensure that their pupils receive an outstanding education, achieve highly in their examinations and develop personal skills and qualities, through a programme of enrichment and extra-curricular activities.

All teaching staff are expected to achieve VA with their examination groups and must also contribute to the extra-curricular and enrichment programme, recognised through 5 additional days of holiday each year.

Support staff have a separate performance structure, but they too are entitled to 5 additional day's holiday each year depending on their contracts and time allocations.

However, where pupils have made exceptional progress in their work in a particular area, or when an individual's contribution to school life has gone above and beyond what can reasonably be expected

within the context of the expectations set out above, it is recognised that they should be rewarded within the pay policy by an exception one off payment.

Process

Line managers oversee the performance development of individual staff. Line managers will, in their end of year reviews about their staff's overall performance, development and contribution to the School, also make a recommendation with regards to whether any individual, whom they line manage, should be considered for an exceptional one off payment.

All recommendations for the one off exceptional payment will be brought by the Headmaster to the Governing RSP Committee in October of each year, alongside the Headmaster's report on Performance Development of teachers. The RSP Committee will then determine the merits of each recommendation within the criteria set out below. The Chair of the RSP Committee will write to each member of staff who has been awarded a one off exceptional payment to congratulate them and to inform them of the amount of the one off payment.

Criteria

Recognising exceptional performance – academic

Individual class teachers

Achieving VA which is significantly above the school average across an individual's teaching groups; or examined units of work if groups are shared:

- The teacher's exam groups must achieve a Progress score that is significantly above the school average e.g. ALPs 1 or 2
- The teacher has achieved this by consistent outstanding teaching, as demonstrated through PM lesson observations, the provision of revision and support sessions for exam classes and continued engagement in CPLD

Heads of department

An individual's work as a HoD is likely to have a significant impact on the progress and attainment of the entire examination cohort. Therefore line managers can also recognise the work of Hods in the exceptional one off payment, within the following criteria:

- Departmental results at both A Level and GCSE are above the school average
- The department has shown outstanding results over a three-year period
- The work of the HoD has led to a significant improvement in their departmental area leading to a significant improvement in their academic results

Recognising exceptional contribution to the life of the School:

An individuals' work, and contribution to the life of the School goes beyond what can be expected within the context of existing expectations; this is demonstrated through:

- A member of staff putting in a significant amount of their free time into organising a school event for the benefit of the pupils and/or staff. This will be an event outside the usual regular clubs and societies and staff events for which staff are rewarded through the additional holiday entitlement.

- A member of staff agreeing to go above and beyond their usual contracted terms to assist the school in a period of difficulty such as that caused by a colleague's unforeseen absence or an unscheduled legislative requirement.

Examples are set out in Appendix E

24. Other Paid Work

The Headmaster, or in the case of the Headmaster The Chair of Governors, must give permission if a teacher undertakes other paid work in the course of directed time. The cost of any cover required must be paid by the teacher / Headmaster to the school from the monies earned.

Permission will only be given for work which is of direct relevance to the teaching profession and which enhances the teacher's or Headmaster's abilities to improve outcomes for students.

The Governing Body may approve pay for other work, linked to Teaching School Status, National Support School Status and MATs, if it is deemed appropriate.

25. Paternity leave

Staff at The Crypt School can choose to take either 1 or 2 weeks leave if their partner is having a baby, adopting a child or having a baby through a surrogacy arrangement. Staff taking paternity leave are entitled to 1 or 2 weeks' paid Paternity Leave. For children born on or after 6 April 2024, fathers may take 2 non-consecutive weeks of Paternity Leave; and this may be taken at any point in the first year after the birth or adoption of their child. A minimum of four weeks' notice is required prior to each period of leave.

The statutory weekly rate of Paternity Pay is £172.48, or 90% of your average weekly earnings (whichever is lower). Any money you get is paid in the same way as your wages, for example monthly or weekly. Tax and National Insurance will be deducted.

At The Crypt School, Governors have agreed that any member of staff taking paternity leave will be paid their normal salary for the first week, and receive the statutory payment for the second week (if taken).

The School will follow statutory guidance on any request for shared parental leave.

Appendix A: TLR Pay Scales 2022-2023

Appendix B: Leadership Group Pay Progression Criteria clarification

Appendix C: The Crypt School Teachers' Standards

Appendix E: Examples of excellent performance or contribution

Links

[Teachers' Standards guidance](#)

[The Crypt School - teacher standards, career development and the teacher pay range May 2023](#)

Policy: Approved April 2008

Reviewed October 2010 September 2011 – no major changes made, September 2012, July 2013

(significant changes), June 2014 – no changes, July 2015 – no major changes, July 2016 – no major changes, July 2017 changes to progression, July 2018 – no major changes, May 2019 changes to exceptional payments and paternity pay, January 2020 – no major changes, January 2021 no major changes, June 2022 - minor changes made, **June 2023 major changes made to performance related pay**

Approved by Resources, Staff & Pay Committee and Full Board: September 2023

Review cycle: 1 year

Review Date: June 2024

Appendix A: TLR pay scales 22/23

TLR 1.1 £8,706
TLR 1.2 £10,568
TLR 2.1 £3,017
TLR 2.2 £5,021
TLR 2.3 £7,368
TLR 3.1 £1,765

Appendix B: Application of Leadership Group Pay Progression Criteria – Clarification

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

To achieve progression, the School Teachers’ Pay and Conditions Document (STPCD) requires individuals on the leadership spine to have demonstrated sustained high quality performance. To be fair and transparent judgements must be properly rooted in evidence and there must have been a successful review of overall performance.

A successful performance review, as prescribed by the Regulations, will involve a performance development process of:

- _ performance objectives;
- _ classroom observation (where relevant);
- _ other evidence.

To ensure that there has been high quality performance, the performance review will need to assess that the teacher has grown professionally by developing their leadership and (where relevant) teaching expertise.

Appendix C: The Crypt School Teachers’ Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

<p>PART ONE: TEACHING A teacher must: 1.1. Set high expectations which inspire, motivate and challenge pupils 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect 2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p> <p>1.2. Promote good progress and outcomes by pupils 1. Be accountable for pupils’ attainment, progress and outcomes 2. Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these 3. Guide pupils to reflect on the progress they have made and their emerging needs 4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. Encourage pupils to take a responsible and conscientious attitude to their own work and study. 6. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential. 7. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.</p>	<p>1.6. Make accurate and productive use of assessment 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. Make use of formative and summative assessment to secure pupils’ progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p> <p>1.7. Manage behaviour effectively to ensure a good and safe learning environment 1. 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 2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them 4. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p> <p>1.8. Fulfil wider professional responsibilities 1. Make a positive contribution to the wider life and ethos of the school</p>
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<p>1.3. Demonstrate good subject and curriculum knowledge</p> <ol style="list-style-type: none"> 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 3. 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 4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. <p>1.4. Plan and teach well-structured lessons</p> <ol style="list-style-type: none"> 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children's intellectual curiosity 3. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. Reflect systematically on the effectiveness of lessons and approaches to teaching 5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). <p>1.5. Adapt teaching to respond to the strengths and needs of all pupils</p> <ol style="list-style-type: none"> 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these 3. 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 4. 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. 	<ol style="list-style-type: none"> 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being. <p>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</p> <p>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.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> 2.1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 2.2. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions 2.3. Showing tolerance of and respect for the rights of others 2.4. 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 2.5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. <p>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.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>
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Appendix D: Post Threshold Teacher Standards

Teachers on the Upper Pay Range should be able to demonstrate that they are meeting the Post Threshold Standards as set out below, and that they are continuing to meet the criteria for being paid on the Upper Pay Range, as set out in the STPCD and the School's Pay Policy.

(1) Professional Attributes

Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

Teaching and learning

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3) Professional skills

Planning

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-

matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Appendix E: Examples of excellent performance and contribution

Teacher A's GCSE and A Level results were graded at ALPs 1 and 2 respectively. This teacher provided a significant number of support and revision sessions to both GCSE and A Level candidates, which went well beyond what is normally expected. All this teacher's performance management lesson observations were graded as outstanding. This teacher has also moved their department from satisfactory to outstanding over a three-year period. Departmental results at A Level and at GCSE were the very best in the School in 2018.

Teacher B's contribution to the life of the School went well beyond what can be reasonably expected in the context of the 5 days of commitment to enrichment that forms each teacher's performance management target 4. Hours of time was spent working with a large group of pupils, organising a complex school event.

Support staff member B took over, at short notice, a significant amount of the appeals processes in the summer of 2018, when the admissions officer was unavailable to carry out the appeals. The appeals process took over three weeks to complete and the member of staff worked on the appeals processes, whilst also continuing with her own work. This took a significant amount of the member of staff's own time to complete both their routine work and the additional workload.