



St Saviour's Church of England

Pay Policy 2025-2026



St Saviour's Church of England Junior School

Policy:	Pay
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The content in Part C and related appendices is based on the guidance which has been issued by the LA

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Version Control

Date	Revisions
Sept 2025	<p>New Policy. Changes from 2024:</p> <p>Reference has been made throughout to include Executive Headteacher/Trustees/the Academy Trust Handbook where appropriate</p> <p>8.2 – new paragraph referencing Executive Headteacher pay</p> <p>8.8 – included reference to pro rata principle for TLR 1 and 2 pay of part time teachers</p> <p>9.1 – included reference to the pro rata principle in the payment of TLR 1 and 2 no longer being mandated from 1st September 2025</p> <p>9.1 – included reference to the pro rate principle for TLR payments being removed from 1st September 2026</p> <p>9.1 – requiring schools to specify how they will be determining TLR 1 and 2 payments from 1st September 2025 in respect of the pro rate principle</p> <p>11.1 – removed reference to aggregated twenty six weeks of service excluding holidays</p> <p>11.3 – removed reference to considering 2 previous appraisal cycles where teacher has been absent</p>

	<p>12.1 – removed reference to the need for 2 appraisal cycles for threshold applications</p> <p>12.2 - removed reference to the need for 2 appraisal cycles for threshold applications</p> <p>12.2 - changed ‘professional standards’ to ‘relevant standards’ to ensure wording in line with STPCD</p> <p>12.3 – removed reference to him/her to make sentence gender neutral</p> <p>Appendix 5 - changed ‘professional standards’ to ‘relevant standards’ to ensure wording in line with STPCD</p> <p>Appendix 5 - removed reference to 2 appraisal reports to evidence sustained performance</p> <p>Appendix 7 – inserted new Appendix to record process for determining Executive pay</p>
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Part A: Policy

1 Policy Statement

This policy sets out the framework for making pay decisions for all Employees of St. Saviour’s Church of England Junior School.

The School understands the importance of ensuring all Employees are appropriately recognised and rewarded for the contribution they make to the performance of the School and to outcomes for pupils.

The Governing Body will determine annually what provision should be made in the school’s budget for pay awards and progression.

Pay determinations will be made within the framework set out in the School Teachers’ Pay and Conditions Document for Teachers and the Kent Scheme Conditions of Service for Support Staff

The School may use the discretions and flexibilities available within these terms and conditions to recruit, reward and retain the highest quality Employees.

Pay on appointment will be determined with reference to the accountabilities of the role and the skills / knowledge required to fulfill the responsibilities of the post.

The School will review the pay of all eligible Employees on an annual basis and all Employees, not already at the top of the range, will have scope to progress through their identified pay range. The amount awarded will be determined annually – with reference to the relevant terms and conditions and pay scales for teaching and support staff.

Pay decisions will be made at the end of the appraisal cycle following the end of year review meeting

Pay determinations for Support Staff will be made with reference performance assessment. Progression is subject to an Employee receiving the requisite 'positive' performance assessments for their grade.

The School will ensure that Employees are informed in a timely manner about any pay determination. Employees may appeal any pay decision that is made and the School will seek to ensure appeals are managed promptly, fairly and objectively.

The School will seek to ensure that all Employees are treated fairly, equitably and that pay determinations are managed in an objective and transparent manner. The School will endeavour to minimise additional workload for School Leaders and Employees in the management of pay determinations.

This policy has been developed to comply with current legislation and the provisions of the School Teachers' Pay and Conditions Documents (STPCD), and for Support Staff, the Kent Scheme Conditions of Service. This policy explains:

- The School's adopted pay framework for Teachers and Support Staff
- The process by which pay determinations / decisions will be made and pay progression awarded
- The role of Governors/Trustees, the Headteacher / Line Manager with regards to pay decisions

2 Scope

This Policy applies to all current Employees of St. Saviour's Church of England Junior School.

3 Adoption Arrangements and Date

This policy was adopted by the Governing Body of St. Saviour's Church of England Junior School and supersedes any previous Pay Policy.

This policy will be reviewed by the Governing Body annually or earlier if there is a need. Where changes are proposed the Governing Body will consult with the recognised unions where there are material changes.

4 Delegation arrangements

In this School, the Governing Body have delegated pay decisions for all Employees (including those related to appointment, pay progression, regrading and the award of allowances), to the Headteacher.

Pay recommendations will be made by the individual Employee's line manager / appraiser for consideration by the Headteacher.

All pay decisions for individuals paid on the Leadership pay range, not including the Headteacher, will be taken by the Headteacher. However, the Governing Body reserves the right to ratify the pay decisions for SLT members.

Pay decisions for the Headteacher will be made by the Pay Committee which is comprised of 2 or more members of the Governing Body.

Pay appeals will be heard by a panel of one or more members of the Governing Body.

Staff Governors will not be appointed to serve on any Committee considering pay or on a pay appeals panel.

The terms of Reference for the Governing Body, Resources Team and Headteacher with regards to pay decisions are at Appendix 1 to this policy.

5 Appeals

An Employee may seek a review of any pay determination.

Prior to making an appeal an Employee is encouraged to speak informally to the Headteacher about any concerns they have with regard to the pay recommendation which has been made.

Pay appeals will be heard by a panel of one or more members of the Governing Body.

The arrangements for pay appeals are set out in Appendix 8.

6 Equality Considerations

The application of this policy will be monitored to ensure pay progression decisions are made consistent, fairly and objectively.

Part B: Pay for Teachers and Leadership Teachers

7 Pay Framework

The School follows the national pay framework set out in the STPCD.

All Teachers will be paid within the pay values appropriate for their pay range as set out in the STPCD.

The School follows the advisory pay points for Main, Upper and Unqualified Teachers as detailed in the STPCD. Pay points for Leadership Teachers are determined locally. Allowance ranges and values are also determined locally.

The School will determine annually with effect from 1st September any uplift to be applied to the Teachers pay ranges, points and allowances. Any increase will be made with reference to the uplifts to the value of the advisory points and pay ranges published annually within the STPCD.

The current pay ranges and pay framework are attached at appendix 2.

8 Pay on appointment

The Headteacher will determine the appropriate pay range for a teaching post prior to advertising. When determining the pay range consideration will be given to the responsibilities of the post and the need to ensure pay is fairly differentiated between roles across the school with differing levels of accountability.

On appointment the Headteacher will determine the starting salary within the pay range to be offered to the successful candidate.

In determining the appropriate starting salary, the following factors will be taken into consideration:

- The nature and responsibilities of the post
- The qualifications, skills and experience required
- The market conditions
- The wider School context

Consideration will be given to ensuring that Teachers returning to the profession following a career break / time out to care for a family are not placed at a disadvantage in terms of pay offered on appointment.

The School will give every regard to the current salary of a teacher who is appointed from another School. A Teacher may be paid a rate equivalent to their current salary, however there is no assumption that a teacher will automatically be paid at the same level or on the same pay range as they were in their previous School.

8.1 Headteacher

The Governing Body will review the Headteacher group size whenever it proposes to appoint a new Headteacher.

The Headteacher group size will be calculated in accordance with the provisions of the STPCD.

The Governing Body will identify a pay range within the group size for the School, the Individual School Range, taking into consideration the permanent accountabilities of the post to which the Headteacher will be appointed.

The Group Size and Individual School Range for this School is detailed at Appendix 2

In determining the pay range consideration will be given to:

- The specific requirements of the post
- The School context and challenge
- The complexity of the post
- The requirement to recruit and retain appropriate candidates
- Affordability and comparable salary benchmarking

However, the Governing Body may consider using its discretion to determine a range up to 25% greater in value than the maximum group size for the School should the circumstances warrant.

Exceptionally the Governing Body may determine a pay range which exceeds the 25% ceiling but only after considering the full business case and seeking external independent advice.

In determining the salary range for the Headteacher, the pay and ranges of other staff will also be taken into account to ensure appropriate differentials are maintained between posts of differing responsibility.

On appointment the Governing Body will determine the appropriate starting salary to be offered to the successful candidate. Consideration will be given to ensuring there is appropriate scope within the range to allow for performance related pay progression over time.

8.3 Deputy and Assistant Headteachers

The Governing Body / Headteacher will determine the appropriate pay range for other Leadership posts within the school prior to advertising.

Consideration will be given to the accountabilities of the role, challenges of the post and any potential recruitment issues when determining the pay range.

The maximum of the Deputy or Assistant's range will not exceed the maximum of the Headteacher range and will only overlap that of the Headteacher in exceptional circumstances.

When determining the pay ranges of Leadership posts, consideration will also be given to the respective levels of accountability and the need to ensure pay is fairly differentiated between Leadership roles across the School with differing levels of responsibility and between teaching and Leadership posts.

On appointment the Governing Body / Headteacher will determine the starting salary to be offered within the identified pay range ensuring there is appropriate scope for performance related pay progression over time.

The Pay Range for Leadership Teachers within this School is detailed at Appendix 2

8.4 Upper Pay Range Teachers

The Headteacher will determine prior to advertising which posts are to be paid on the Upper Pay Range, with reference to the accountabilities of the role.

Where a teacher has been paid on the upper pay range in a previous school or made a successful threshold application in a previous post there is no obligation for the School to honour this assessment, however consideration may be given to this, on appointment, when determining the starting salary or range.

8.5 Early Career Teachers

Early Career Teachers in their first year of teaching will usually be appointed at the minimum of the main pay range, however the Headteacher has discretion to appoint at a higher salary in recognition of prior skills and experience.

Early Career Teachers who start employment with the school before receiving confirmation of their QTS status and completion of the basic skills test will initially be engaged as an Unqualified Teacher and paid within the Unqualified Teacher salary range.

8.6 Leading Practitioners

The School may determine the need to appoint Leading Practitioner posts within the school.

The Headteacher will determine a range for each Leading Practitioner post within the overall range set out within the STPCD which reflects the overall accountabilities of the post.

Leading Practitioners will usually be appointed at the minimum of the identified pay range.

The salary and pay range for a Leading Practitioner post are not transferable between Schools.

The salary range of Leading Practitioners in this School is detailed at Appendix 2

8.7 Unqualified Teachers

Unqualified Teachers may be appointed by the School as:

- trainees working towards qualified teacher status
- instructors with a particular skill, specialist qualification or experience
- as an overseas trained teacher for a maximum of 4 years only

The Headteacher will determine the appropriate starting salary within the Unqualified Pay Range which reflects the accountabilities of the postholder and any prior skills and experience they may have.

An Unqualified Teacher who gains QTS within this School will be appointed on a starting salary that equals or exceeds any previous salary and allowances they received as an Unqualified Teacher.

8.8 Pay on appointment in particular circumstances

Where a Teacher is engaged in 2 schools simultaneously there is no requirement for them to receive the same rate of pay for each employment.

Where a Teacher is appointed on a part time basis their salary, allowances (including TLR1 and TLR2/excluding TLR 1 and TLR2*) and working time will be calculated in accordance with the pro rata principle and with reference to the calculation for directed time as detailed in the STPCD.

Teachers engaged on a supply basis will receive a daily rate equivalent to 1/195 of the annual pay they

would be entitled to if they were engaged on a regular contract.

Supply Teachers who work less than a full day will receive a proportion of the daily rate pro rata to the hours for which they have been engaged.

9 Discretionary Allowances

Discretionary Allowances and additional payments will be determined in accordance with the criteria detailed in the STPCD. The Headteacher may determine on appointment or at any point during employment whether an additional allowance or payment is to be awarded.

9.1 Teaching Learning and Responsibility Payments (TLR)

TLR payments may be awarded to identified posts which require a Teacher to undertake a significant sustained additional responsibility that is not expected of all Teachers and for which they are accountable.

In determining which posts warrant a TLR payment the school will consider the criteria for payment set out in the STPCD namely that the post:

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

In addition, Teachers in receipt of TLR 1 will be expected to have line management responsibility for a significant number of people.

The Headteacher will determine the appropriate value for each TLR post with reference the TLR ranges detailed in the STPCD and the specific additional accountabilities of the post. The current values of TLR payments in this School are specified in Appendix 2.

TLR 1 and 2 will be awarded for additional responsibilities undertaken on a permanent basis.

A TLR 3 payment may be awarded on a temporary basis for clearly time limited School improvement projects or externally driven responsibilities.

Where a TLR is awarded the reason, additional payment, and in the case of a temporary TLR3, duration / reason will be confirmed in writing to the Employee.

From 1st September 2025 the value of new and existing TLR1 and TLR2 payments may be determined based on the proportion of the TLR the teacher is undertaking. Schools are no longer mandated to utilise the pro rata principle when determining the value of a TLR 1 or TLR 2 payment. Therefore a part time teacher undertaking a full TLR could be paid the full TLR value and not have the payment reduced by the pro rata principle, equally a part time TLR may be awarded to a full time teacher where the responsibilities

are shared with another teacher. If the School decides not to use the pro rata principle, they would need to determine the value of any new and existing TLR 1 and TLR 2 payment based on the proportion of the TLR the teacher is undertaking.

From 1st September 2026 it will become a requirement that all existing and new TLR1 and TLR 2 payments be based on the proportion of the TLR the teacher is undertaking i.e. the proportion of the full time equivalent responsibility rather than using the pro rata principle.

Schools should detail below whether they will be using the pro rata principle for the TLR payment of part time teachers for the 1st September academic year.

Full time and part time staff should receive the full value of a TLR3 and they should not be subject to a pro rata calculations.

A Teacher cannot be in receipt of both a TLR1 and TLR2 but can receive a TLR1 or TLR2 in addition to a TLR3.

Where a TLR 1 / TLR2 is withdrawn as a result of organisational change, salary safeguarding will be paid for up to 3 years in accordance with the provisions of the STPCD. No safeguarding will be paid when a TLR 3 payment ends.

A Teacher in receipt of safeguarding which exceeds £500 may be required to undertake reasonable duties commensurate with the value of the safeguarded sum.

A member of the Leadership Group, Leading Practitioner or Unqualified Teacher cannot receive a TLR payment.

9.2 Special Educational Needs Payment (SEN)

SEN Payments may be awarded to eligible teachers where the postholder:

- requires a mandatory SEN qualification and is required to teach pupils with SEN or
- is employed in a special school or unit

The Headteacher will determine the appropriate value for each SEN post with reference the SEN ranges detailed in the STPCD and the specific additional accountabilities of the post and any specific qualifications and expertise required.

The current values of SEN payments in this School are specified in Appendix 2.

9.3 Recruitment and Retention Payments

The Headteacher/Governing Body may, at their discretion, determine additional payments be awarded as an incentive for the recruitment or retention of a Teacher in accordance with the criteria and provisions of the STPCD. Such payments may be made as a lump sum or as a periodic / recurring payment.

Other financial assistance may be awarded at the discretion of the School – for example full or partial reimbursement of travel / relocation costs.

When awarding such additional payments, the reason / duration and end or review date will be confirmed in writing to the Employee.

Members of the Leadership Group and Unqualified Teachers may not receive a recruitment and retention payment with the exception of reasonable housing or relocation expenses incurred by the Leadership Group.

10 Additional Payments

10.1 Additional Payments to Teachers

The Headteacher / the Governing Body may make, at their discretion, additional payments to a Teacher in respect of the following activities:

- Continuing professional development undertaken outside of the School day
- Participation in out of School learning activities
- Additional responsibilities and activities related to the provision of services to raise the educational standards in other Schools
- Activities relating to the provision of initial Teacher training

The amount paid on each occasion will be determined by the Headteacher/ the Governing Body with reference to the nature of the activity and duration.

10.2 Additional Payments to Unqualified Teachers

An Unqualified Teacher may receive an additional allowance where they have:

- taken on sustained additional accountability focused on teaching and learning and which
- requires the application of a teacher's professional skills and judgement

or where they

- possess relevant qualifications or experience which bring added value to the role being undertaken.

The value of any additional payment will be determined by the Headteacher / the Governing Body.

10.3 Additional Payments to Leadership Teachers

10.3.1 Temporary Payments to a Headteacher

The Governing Body may determine that an additional temporary payment be made to a Headteacher for time limited responsibilities / duties additional to the substantive post for which their salary has been determined. This may include circumstances in which a Headteacher is temporarily accountable for the

Leadership of another School.

Any such payment should not exceed 25% of the Headteacher's annual salary. The total of all discretionary payments in any one year should not be more than 25% above the ceiling of the Headteacher group size for the School except in wholly exceptional circumstances and with the agreement of the Governing Body. The Governing Body must seek external independent advice and produce a business case seeking such agreement.

10.3.2 Acting Allowances

An Acting Allowance may be payable to individuals who are assigned to carry out the duties of a Headteacher, Deputy or Assistant Headteacher on a temporary basis.

Payment of an acting allowance will be at the discretion of the Headteacher / the Governing Body. Consideration as to whether to pay an acting allowance will be made within 4 weeks of the start of the additional duties.

Where it is determined that an acting allowance should be paid this will be at a rate no less than the minimum of the pay range of the substantive post holder and will be backdated to the start of the additional duties.

10.3.3 Redetermination of Leadership Ranges

The Governing Body may re-determine the pay range of any in post Leadership Teacher where there has been a significant change in the permanent accountabilities of the post.

This may include circumstances where postholders take on additional accountabilities for more than one school on a permanent basis.

In the case of the Headteacher however, the Governing Body may consider using its discretion to determine a range up to 25% greater in value than the maximum group size for the School should the circumstances warrant.

Exceptionally the Governing Body may determine a pay range which exceeds the 25% ceiling but only after considering the full business case and seeking external independent advice.

Any redetermination of the Leadership range is permanent.

Where the pay range of a Leadership Teacher is reduced as a result of organisational change or changes in pay range for members of the leadership group and following the appropriate consultation with the affected staff, salary safeguarding may be paid for up to 3 years in accordance with the provisions of the STPCD.

A Teacher in receipt of leadership safeguarding which exceeds £500 may be required to undertake reasonable duties commensurate with the value of the safeguarded sum.

11 Pay Progression

11.1 Pay progression and annual pay review

The amount awarded in pay progression will be determined annually by the Headteacher. The School's pay progression arrangements are detailed in Appendix 2.

All teachers will receive regular, constructive feedback about their performance as part of the School's annual appraisal cycle.

The pay of all eligible* teachers and leadership teachers will be reviewed annually following completion of the end of year appraisal review. The end of year review will usually take place no later than 31st October annually for Teachers and 31st December for Leadership Teachers.

Where a teacher has met the performance criteria for pay progression – they will receive pay progression within their pay range. The criteria for pay progression are detailed in Appendix 4.

It should be noted that where performance has not met the required standards, pay progression may be withheld regardless of whether a teacher is subject to the School's formal capability procedure.

In circumstances where a teacher does not receive pay progression, appropriate feedback will be provided explaining the reasons for this decision and how any developmental issues can be addressed.

In the case of Early Career Teachers (ECTs) whose appraisal arrangements are different, pay decisions will be made with reference to evidence from the statutory induction process. ECTs may receive pay progression during their 2-year induction period. It should be noted that ECTs have no automatic entitlement to pay progression on completion of their induction period.

Pay increases awarded for all teachers will be backdated to 1st September. A Teacher may appeal the outcome of their pay determination – please refer to Appendix 8

(* Teachers are eligible for a pay review if they have completed a year of service. This is defined as having been employed for a minimum of one session per week during an aggregated 26 weeks in the preceding academic year up to 1st September. Periods of holiday / sick / maternity / paternity leave also qualify towards this service)

11.2 Notification of Pay Determinations

The Headteacher will confirm in writing the pay determination for teaching staff and notify the School's payroll / HR provider of any salary increase.

In the case of pay decisions relating to the Headteacher – this will be the responsibility of the Chair of Governors or their delegated representative.

11.3 Absence during the pay cycle review

Consideration will be given to adjusting the appraisal and pay review process where a teacher has a significant period of absence due to maternity / family related leave, sick leave or disability related absence.

The length and impact of the absence on the Teacher's ability to achieve his/her appraisal objectives will be taken into consideration when making pay recommendations and determinations.

The end of year review meeting may be brought forward to enable performance to be reviewed prior to a planned period of absence. Any pay recommendation will still be considered in line with the School's usual timescales and pay progression awarded from 1st September.

Where a teacher is not in work at the end of the appraisal cycle or has been absent for some or all of the assessment period, an assessment may be based on performance during any periods of attendance and/or prior performance. Evidence from the appraisal cycles immediately prior to the period of absence may also be considered.

The precise nature of the adjustments will be determined on a case-by-case basis following discussion with the Teacher.

12 Upper Pay Range

12.1 Progression to the Upper Pay Range

All qualified Teachers may apply to be paid on the upper pay range.

It is the responsibility of the Teacher to decide whether they wish to apply to be considered for progression to the upper pay range. All applications must be submitted to the Headteacher using the appropriate school process. All upper pay range applications will be assessed by the Headteacher.

A Teacher may only submit one application in each academic year for progression to the upper pay range. In this School, the deadline for submitting an application 31st October.

In assessing the application, the Headteacher will have regard to the outcome of the most recent appraisal reviews. Teachers who have had significant period of absence from work may submit additional evidence from the appraisal cycle(s) immediately prior to their period of absence to demonstrate how they meet the criteria for progression.

Where a teacher is simultaneously employed at another school(s), they are required to submit separate applications for each employment. The school will not be bound by any upper pay range progression decision made by another school.

12.2 Criteria for Progression to the Upper Pay Range

To progress to the Upper Pay Range a teacher will be required to demonstrate that they have consistently made good progress towards their appraisal objectives over the most recent appraisal cycle,

demonstrating that:

- they are highly competent in all elements of the relevant standards
- their achievements and contributions to the school are substantial and sustained

Wider contribution to the school would be defined as showing elements from both of the following two groups – a and b:

- a)
- Acting as a mentor to another teacher and sharing teaching expertise
 - Delivering two or more staff meetings in an academic year
- b)
- Attending one or more non-directed time Christmas Church services
 - Attending non-directed time weekend sporting fixtures or secondary school prize giving ceremonies

12.3 Assessing Upper Pay Range Applications

Appendix 5 sets out how the school will interpret whether a Teacher meets the criteria to progress to the Upper Pay Range.

The Headteacher will assess the Teacher's application against the school's criteria and advise the teacher verbally and/or in writing within 10 working days whether the application has been successful.

Where the application is successful the Teacher will progress to the minimum value of the upper pay range. Where pay progression is awarded this will take effect from 1st September and may be backdated should the pay decision not have been made by this date.

Where an application is unsuccessful the Teacher will receive feedback verbally and / or in writing on the reasons for the decision from the Headteacher.

A Teacher may appeal against an unsuccessful application by following the School's pay appeal process detailed in Appendix 8

Part C: Pay for Support Staff

13 Pay Framework

The School follows Kent Scheme Conditions of Service and the Kent Scheme for Support Staff.

All support staff will be paid within the pay values appropriate for their grade within the Kent Scheme. An Employee's salary may not progress beyond the ceiling value of their grade.

KCC determines annually in April the increases to be applied to the Kent Scheme grade values. The School will apply these changes with effect 1st April.

The current Kent Scheme Pay Scales are at Appendix 6

14 Pay on Appointment

The Headteacher will determine the grade of a support staff post prior to advertising.

In determining the grade for the post consideration will be given to the scope and accountabilities of the role as detailed in the job description / person specification for the role.

On appointment, the Headteacher will determine the starting salary to be offered within the pay range for the grade.

New starters will normally be appointed at the entry point (minimum) of the pay range for the grade. At the Headteacher's discretion and in exceptional circumstances an Employee may be appointed above the grade minimum.

At the Headteacher's discretion a market premium may be paid to secure candidates for hard to recruit posts. The sum payable will be determined on a case by case basis.

Where a member of support staff joins the School from another School / Academy– there is no obligation for the School to match their current grade or salary.

Where an Employee works part time (i.e. less than 37 hours per week / 52 weeks per year) their salary will be pro rata to the hours and weeks worked. Employees engaged on a term time only basis will receive a payment in respect of their annual leave, including public holidays, incorporated within their annual salary.

15 Annual Pay Review and Pay Progression

Salaries will be uplifted by an annual pay award with effect from 1st April. The value of this increase is determined annually in April by the Local Authority.

In addition, an employee may progress through their pay range to the top of their grade by means of a number of fixed points. Depending on an employee's grade the number of fixed pay points and the number of years of performance it takes to progress to each point may vary.

Progression to these fixed points is based on 'positive' performance assessment on the 'anniversary date.'

The 'anniversary date' is determined as follows:

- For all Employees in post on or before 1st April, the anniversary and review date will be 1st April annually
- For all Employees in post or re-graded after 1st April, the review date will be the anniversary of their start date

- For all Employees on grades KSA and KSB (formerly KR3 and KR4) and who are paid a single salary point, the anniversary and review date will be 1st April
- For all Employees at the top of their grade the review date is re-set to 1st April

An employee will be awarded a 'positive' performance assessment where performance standards are met during the pay / appraisal review cycle.

Progression is subject to receiving the requisite 'positive' performance assessments for their grade. A 'negative' assessment will delay progress through the grade by a year – however where an employee is paid less than the top of the grade they will still receive the annual pay award. An employee at the top of the grade who receives a 'negative' assessment will not receive the annual pay award.

Employees appointed to post higher than the minimum of the grade and between fixed points will receive progression to the next fixed point once they have completed the requisite number of 'positive' reviews for the grade.

The anniversary date and number of years 'positive' performance assessments is specific to the school and is not transferable to another School or KCC directorate or vice versa.

Where an employee has multiple contracts each will be assessed separately and operate their own anniversary date and anniversary count for the purpose of pay progression.

Where an employee changes their role and commences a post on a different grade the anniversary date and count will be re-set to the start date of the new post. Where an employee changes role but remains on the same grade the anniversary date will remain unchanged and positive assessments made in the original role transfer to the new role.

The anniversary count will continue during periods of family leave and sickness absence and a positive assessment is assumed.

Employees within their probationary period are eligible to receive the annual pay award.

16 Additional Payments

16.1 Allowances

Kent Community and Controlled Schools and for other Kent Maintained Schools / Academies which have chosen to follow Kent Scheme Conditions of Service

The following allowances may be paid to eligible staff:

- First Aid Allowance – payable to Employees required to undertake first aid duties and who have an appropriate recognised Emergency First Aid at Work or First Aid at Work qualification
- SENA Allowance – payable to Teaching Assistants working in Special School and Special Units only

The value of these allowances are reviewed annually by the Local Authority with effect from 1st April.

16.2 Overtime

Employees contracted on a part time basis who work additional hours will be paid up to a total of 37 hours per week at plain time.

Overtime for Employees graded KSF (formerly) KR8 or less who work in excess of 37 hours in any week will be paid as follows:

Monday to Friday	Saturday / Sunday	Public Holidays
1.33	X 1.33	X 2

Overtime should only be worked with the prior approval of the Headteacher and all claims must be appropriately authorised.

Extra time of less than half an hour each day will not constitute overtime. Overtime is aggregated for each calendar month and paid in complete half hours. Where less than half an hour overtime is worked in a month this will be paid at plain time.

Overtime will not be paid to staff Graded KSG (formerly KR9) or above. Time off in lieu may be granted with the prior agreement of the Headteacher.

16.3 Cash Awards

The Headteacher / the Governing Body may at its discretion make a cash award to recognise the discretionary effort of an Employee.

Cash awards may be considered in the following circumstances:

- To reward specific performance over and above what is normally expected in a job role
- Upon completion of a special task or project requiring exceptional performance over and above normal expectations
- To recognise the effective handling of additional duties which have not been recognised via other means

In this School cash awards to an individual will not exceed £1,000.

Cash awards will be made via the School's payroll. They are pensionable and are subject to the usual payroll deductions

17. Other pay considerations for Support Staff

17.1 Acting up/Secondments

Where a member of staff takes on additional accountabilities on a temporary basis the Headteacher may determine whether they should move to a higher grade commensurate with the additional responsibilities for a time limited period.

An Employee may also be seconded to a higher graded post to cover the temporary absence of the substantive post holder.

Where an Employee is seconded – their anniversary date and positive anniversary count will be reset to the start of the secondment. The anniversary date in the substantive role will remain unchanged and previous positive assessments will be ‘banked’ On returning to the substantive role the salary should reflect and progression they would have received had they been in post.

17.2 Redetermination of grade

Where it is determined as a result of job review, restructure or other process that there has been a permanent change in the accountabilities of a post, a role may be regraded following a job benchmarking/ evaluation process. Any regrading will be made with reference to the Kent Scheme job evaluation / benchmarking framework.

Written notification will be provided of any change in salary or grade.

Salary increases as a result of re-grading will take effect from the beginning of the month in which the process was initiated and will be based on the bottom of the new grade, or a 2.5% increase to the current salary, whichever is the greater – unless exceptional circumstances exist to justify an alternative approach.

The date of the re-grading will become the new ‘anniversary date’ for the purpose of pay reviews. Following a re-grading the Employee will need to achieve the required number of ‘positive’ reviews for the new grade in order to receive pay progression.

17.3 Salary protection

Employees who are engaged on Kent Scheme terms may be eligible to be paid salary protection for up to 18 months should the grade of their post be reduced or if they are redeployed to a lower graded post as a result of organisational change.

Where the redeployment is to a post which is more than two grades below the Employee’s previous post, the Loss of Earnings compensation will only apply to a maximum of two grades above the grade of the new substantive post.

Salary protection will erode over the 18-month protected period in line with the increase to the Employees salary for their new substantive post.

Changes in hours / weeks worked will not attract salary protection.

Where an Employee is in receipt of salary protection and is placed at the top of their new substantive grade – their anniversary date will be reset to 1st April. The payment of the annual pay award will be dependent on the Employee receiving a positive performance assessment

Appendix 1: Terms of Reference

Model Terms of Reference

Committee Model template for LA Maintained Governing Bodies

2025-2026

Related documents:

- [Monitoring visits policy \(committee model\)](#)
- [Code of Conduct](#)
- [Standing Orders for election of chair/vice chair, appointment of associate members, appointment of co-opted governors, appointment of partnership governors, virtual governance](#)

Outline

Whilst the governing body (known as the board) as a whole remains responsible for the governance function, in this model there are two distinct areas of work delegated by them to a curriculum and learning committee and finance, resources and personnel committees.

The curriculum and learning, and finance, resources and personnel committees focus on the delivery of the annual school improvement plan in their respective areas; they may liaise and consult together where necessary, undertake monitoring and evaluation activities against these priorities and report to the full board. In each case

where a function has been delegated there is a statutory duty to report any findings, actions, or recommended decisions to the board at its next meeting. These reports will in turn inform collective strategic decision making by the board.

The board may consider additional committees i.e., church school boards may want to consider how they ensure the Christian distinctive character of the school is maintained, as part of its annual self-evaluation. When deciding on the number of committees required for the board to be able to undertake its work effectively the wellbeing and workload of staff, headteachers and governors attending meetings must be considered by referring to the [Department for Education \(DfE\) teacher workload reduction toolkit](#).

In addition to committees, the board, to ensure its core functions are fulfilled, will delegate monitoring responsibilities for the DfE identified individual roles and those focused on the priorities of the School Plan.

Terms of reference must be drafted and agreed for any additional committees and incorporated within this document. Items in red are for discussion and decision by the board before adoption. This document can be personalised to suit your board's requirements.

The board must meet at least three times each year to consider reports, committee minutes and recommendations, make decisions and conduct routine business.

This document has been prepared in such a way that tasks may be ticked off once completed. Please note where some actions are required more than once during the academic year the board must manage how tasks are fulfilled.

This document also includes guidance for the statutory link governor roles of SEND, safeguarding, careers and health & safety

Terms of Reference

St Saviours Church of England Primary School

The governing board will always operate in accordance with the requirements of the Education Act; the School Governance Regulations; the Local Authority Scheme for Financing Schools; the Local Authority Financial Regulations and Procedures and all other relevant legislation. These terms of reference will be reviewed at least annually.

These documents were agreed by the board at their meeting held on: 3rd of February 2026

Next review due by: 2nd of February 2027

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Terms of Reference for: St Saviours Church of England Primary School

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance. The board has resolved to conduct its business by adopting the committee model structure and to delegate statutory functions to:

- a curriculum and learning committee, and
- a finance, resources and personnel committee

In addition, the board will appoint the DfE identified individual delegated governor roles of:

- Safeguarding and Attendance
- SEND

Your Local Authority may require the board to also appoint delegated governors for:

- finance
- health and safety

It is recommended by The Education People Governor Services that boards also carefully consider the following link governor positions:

- Pupil Premium/Recovery Premium– as identified in DfE PP statement
- Training and development – DfE recommended for focus on the development needs of the board
- Whole school wellbeing
- Early years
- SIAMS

Having delegated governors does not reduce the collective accountability of the board for all its functions. The board will need to ensure that its agenda and reporting mechanisms enables all board members to have a collective strategic overview for all delegated monitored areas to enable accountability and effective informed decision making.

The board has three strategic core functions:

1. ensuring clarity of vision, ethos, and strategic direction
2. holding leaders/headteacher to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent.

All governors are required to abide by the Board's Code of Conduct and must indicate their acceptance via GovernorHub or the Governance Professional

The main responsibilities to be managed by the board are outlined below (

Items in bold within each section may be delegated and reported back to the board.

Governing Body Operational Business

- To ensure focus on the three strategic core functions.
- To review and revise Instrument of Government at FGB for approval by LA and/or foundation trust
- To review the standing order for election of the chair and vice chair including the length of the term of office – *the end of term of office dates must be recorded in the full governing body (FGB) minutes.*
- Elect (or remove) the chair and vice chair.
- To appoint (or remove) the chair for all committees, or delegate to committee to elect the chair
- To appoint (or dismiss) the governance professional to the full board and its committees
- To hold at least three board meetings each year for school business
- To appoint co-opted governors.
- To appoint any associate members to committees, agreeing any voting rights for such committees, and ensuing details are published on the school website.
- To nominate and appoint the Local Authority (LA) nominated governor
- To suspend or remove/recommend removal of a governor. LA and foundation governors can only be removed by their appointing body or approval body.
- To decide monitoring priorities.
- To assign governors to monitor the priorities of the School Improvement Plan in accordance with the attached terms of reference.
- To appoint the DfE identified individually required roles of safeguarding, SEND, careers (secondary) and LA required roles of finance and health & safety based on skill set and expertise.
- To consider appointment of additional link governor roles, such as Pupil Premium, whole school wellbeing, Early Years
- To receive reports from individuals to whom a delegated or monitoring function has been made and to consider whether any further action or decision by the board is necessary (statutory duty)
- To annually review the delegation arrangements
- To annually review and approve the board monitoring visits policy and monitoring schedule.
- To appoint a recruitment selection panel for headteacher/executive leader/deputy headteacher and ensure at least one member of the panel has completed Safer Recruitment Training.
- To approve or decline decisions of appointed selection panel.
- To recruit new governors as vacancies arise ensuring the board has all the necessary skills to be effective.
- To ensure all governors have an enhanced DBS and section 128 check
- To approve the Board Code of Conduct and ensure all governors abide by its principles.
- To approve and set up a governors' allowances scheme.

- To regulate and agree the board's procedures where not set out in law and record these as standing orders.
- To delegate to the headteacher the functions as described in the Delegation of Functions to Headteacher Standing Order (Section 8)
- To agree and arrange a suitable induction process and mentoring for newly appointed or elected governors which includes safeguarding and child protection (and online safety) and PREVENT training.
- To consider the DfE recommended appointment of a training and development governor to audit individual and collective development needs and from evaluation promote appropriate training.
- To regularly audit and evaluate the impact of governance to inform the structure of the board
- To ensure the headteacher provides such reports as requested by the board to enable it to undertake its role.
- To ensure the relevant governor information is published on the school website, GIAS and LA database as required under statutory duties.

General

- Regularly review the vision and values of the school and ensure that these are shared with all stakeholders.
- To take an active role in school self-evaluation identifying success and areas requiring improvement.**
- To annually approve the School Improvement Plan for priority accuracy; regularly holding the leaders to account against the milestones and monitoring against an agreed board monitoring schedule.
- To determine whether to publish a home-school agreement (no longer a statutory requirement)
- To review regularly how the school is regarded by pupils and parents.**
- To ensure the school has in place all *statutory policies* and to keep these under regular review, consulting with representative stakeholders as appropriate.**
- To approve *statutory policies*, **with those able as instructed by the DfE, delegated to committees for recommendation or approval as appropriate.**
- To ensure there is a process in place for the approval of school trips and the school's procedures for visits ensure the safety and welfare of the pupils, staff and volunteers.
- To approve any school trips overseas; trips involving travel by air or by sea and trips involving one night's absence or more.
- To ensure the school has a board approved, up to date, complaints policy published on the school website, with stakeholders knowing how to raise concerns and make a complaint.
- To have regard to the professional advice given by the clerk as the governance professional
- To ensure that the board complies with all other legal duties placed upon them as shown and updated within the Governance Handbook.
- In VA and foundation schools, to be aware of additional responsibilities eg. employment, premises and admissions

- To ensure the [school food standards](#) are being met

Inclusion and Equality

- To establish and approve a special educational needs (SEND) policy.
- To publish and update at least annually a SEND information report (meeting requirements set out in the Special Educational Needs and Disability Regulations 2014, modified 2017).
- To ensure the board comply with statutory duties from the SEND code of practice and most recent edition of Keeping Children Safe in Education (KCSIE) in respect of pupils with special needs, and having appointed a SEND governor, receive monitoring reports from link governor.
- To abide by the [Equality Act 2010](#) and ensure the school complies with statutory guidance *As public bodies LA maintained schools must comply with the public sector equality duty. This means you must publish:*
 - *details of how your school complies with the public sector equality duty - you must update this every year*
 - *your school's equality objectives - you must update this at least once every 4 years*
- To receive reports on bullying, homophobic and racial incidents.**
- To ensure the school adheres to [statutory guidance](#) in relation to school uniform
- To ensure the accessibility plan is fit for purpose**

Safeguarding

- To ensure statutory compliance with the most recent edition of KCSIE and its associated policies including adopting and reviewing annually the most recent edition of the LA child protection policy and relevant procedures, Ensure Attendance of all Pupils is monitored and supported.
- To ensure the board comply with duties from the most recent edition of KCSIE, and having appointed a DfE identified safeguarding, and SEND governors, receive link governor reports
- To ensure all governors have read *and* understood the relevant parts of the most recent edition of KCSIE
 - *All governors should read part two (and any associated parts and annexes) as a minimum, the chair and the safeguarding governor should read all of KCSIE.*
- To receive confirmation that every member of school staff has read and understood the most recent edition of [KCSIE](#) part 1 or Annex A, as determined by the board in consultation with the headteacher.
 - *Governing bodies should ensure that those staff who do not work directly with children read either Part one or Annex A*
- To have due regard to the need to prevent people from being drawn into terrorism and to oversee the incorporation of the necessary procedures and practices outlined in the Prevent duty within the child protection policy
- To ensure *all* governors have undertaken Safeguarding training, including Prevent training and Child Protection (including online) training regularly.
- To receive the [annual safeguarding report](#) to the board

- To annually review and evaluate the completed [Safeguarding Review](#) toolkit ensuring any follow up actions are monitored and completed.

Curriculum

- Ensure national curriculum is taught to all pupils
- To ensure the curriculum is ambitious and designed for all learners particularly the most disadvantaged and those with SEND or high needs to give them the knowledge and cultural capital they need to succeed in life.
- To ensure the curriculum is broad and balanced by understanding the intent, implementation, and impact.**
- To ensure the British values are embedded within the curriculum, preparing pupils for life in modern Britain
- To consider recommendations from external reviews of the school (e.g., Ofsted, school improvement advisers, Governor Services), reviewing and evaluating any agreed actions to ensure impact.

Budget

- To ensure all financial decisions above those delegated by the board to the headteacher are agreed at board meetings
- To ensure compliance with the LA Scheme for Financing Schools
- To operate within the LA's Financial Regulations, Controls and Procedures
- To annually analyse and approve a three-year budget which shows clear links to the School Improvement Plan.**
- To approve, **monitor** and submit to the LA a recovery plan where revenue deficit rises above 5% on 31 March of any year
- To approve and **review** for impact and delivery, a costed school improvement plan
- To annually in the autumn term, approve and then **regularly review** the financial risk register (template on Kelsi)
- To **annually review** and approve the finance policy and LA recommended levels of delegation.
- To undertake [financial benchmarking](#) and report back to the board.**
- To establish and **annually review** and approve the charging and remissions policy.
- To enter into contracts following agreed financial limits and processes with board approval (in finance policy); for contracts and purchases greater than £8,000 but less than £50,000, three written quotations must be obtained. For contracts and purchases £50,000 and over, no fewer than three competitive tenders must be sought and document in minutes.
- To approve virement criteria and financial limits above which the approval of the governors is required.
- To approve any assets to be written off and disposed of, at a board meeting and document within the minutes.

- To approve debts up to £1000, which are required to be written off, after every effort has been made by the headteacher and governors to recoup the monies, with the decision made and documented in minutes.
- To make decisions in respect of service agreements following agreed delegation of financial limits and insurance limits and document in minutes (scheme for financing schools, p35)
- To **draft**, approve and submit the SFVS by 31 March and ensure remedial actions are cleared within specific deadlines
- To receive six separate budget monitoring reports at board or committee meetings with commentary from the operational business lead, which will include the impact of any change, both positive and negative to the three-year budget plan.
- For the chair and chair of finance to receive monthly budget reports.
- To effectively manage and **review** resources for financial efficiencies and maximise pupil outcomes ensuring value for money.
- To **monitor, audit and evaluate all school policies and procedures related to fraud** and document compliance in board minutes.
- To agree the annual strategic action plan for the pupil premium spend and **monitor how all specialist funding is spent (i.e. PE and sports premium, and the pupil premium and recovery premium).**
- To appoint a finance governor with financial skills
- To ensure financial succession planning within the board.
- To review and take account of any consultations to change the LA Scheme for Financing Schools

Staffing, Appraisal and Performance Management

- To annually determine the staff structure following recommendation from the relevant committee
- To ensure the school meets its statutory and contractual obligations with regards to pay
- To establish, **review** and annually approve the appraisal and pay policies, ensuring they match the Terms of Reference, including the criteria and framework for pay decisions in line with the most recent edition of the School Teachers Pay and Conditions Document
- To determine the annual budget for pay and any uplift to be applied to the school's pay scales for teachers and support staff.
- To determine which functions are to be delegated to the pay panel/headteacher.
- To appoint the headteacher performance management panel (HTPM) (best practice of 3 skilled and trained governors, to include the chair of the board. The chair of the board must not be appointed as the chair of the panel. The vice chair does not sit on this panel alongside side the chair).
- To appoint, in order to assist the panel, an external adviser for advice and support, on the headteacher's appraisal and to consult that adviser on setting objectives for the headteacher (statutory duty, governance handbook, p95)
- To undertake the headteacher appraisal** (best practice before 31 December each year)
- To take into account the headteacher standards for excellence.**

- To appoint the pay panel to undertake the pay panel process (best practice, three skilled and knowledgeable governors, ensuring different governors serve on the pay panel to those that serve on HTPM panel)
- To agree total pay award following recommendation from pay panel.
- To agree any pay award for the headteacher/executive leader following recommendation from the headteacher performance management panel.
- To monitor the application and effectiveness of the pay policy, ensuring pay decisions are linked to evidence of performance and the criteria for pay progression are applied consistently, fairly and objectively**
- To consider structural solutions upon resignation/retirement of executive lead/headteacher.
 - For best practice, seek the advice and support of the LA prior to decision making
- To approve executive leader/headteacher and deputy headteacher appointments and starting salary, subject to necessary checks, following recommendations from the board approved selection panel.
 - For LA maintained community and voluntary controlled schools, this action requires the consideration of LA advice from an LA external adviser.
 - For voluntary aided (VA) and foundation schools – governors should decide whether the director of education/diocesan authority and LA should have advisory rights
- In VA schools, agree staffing policies which provide for governor involvement in the interests of preserving the school’s religious character.
- To establish and **review** procedures for addressing staff discipline, conduct, grievance, bullying and harassment and pay, ensuring that staffing procedures follow equalities legislation
- To establish a governor panel to hear staff appeals against dismissal, redundancy, grievances, bullying and harassment and pay.
- To dismiss the headteacher.**
- To end the suspension of staff or headteacher as determined within the policy.**
- To determine dismissal payments/early retirement.**

Discipline/Suspension and Exclusion

- To establish a statement of behaviour principles on which the school can produce a behaviour policy.
- To review the use of suspension and permanent exclusion and **consider** via an exclusion panel all permanent exclusions and fixed term exclusions where a pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public exam. **(This may be delegated to the chair/vice chair in cases of urgency - see DfE Guidance “[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)”**
- To direct the reinstatement of excluded pupils via the delegated appointed exclusions panel
- To consider the findings of any independent review panel

Premises and Insurance

- To approve and **monitor** a school buildings strategy taking into consideration risks and priorities
 - *With consideration to the most recent LA Asset management planning arrangements*
- To procure and maintain buildings, including a properly funded maintenance plan.
- To **review** and approve business continuity plan
- To **review and approve** accessibility plan to ensure inclusion (*as per [statutory policy](#) guidance*)
- To seek advice from the LA, diocese or foundation trust, where appropriate to ensure adequate levels of buildings insurance and personal liability**
- To receive the annual site report linked to Net Zero.**

Health and Safety

- To **establish** and approve a health and safety policy
- To ensure that health and safety regulations are followed and appropriately prioritised.
- To receive the annual Health and Safety Inspection **report** and agree any actions
- To receive the LA required H&S inspection reports as per H&S policy three times a year**
- To confirm all risk assessments are regularly reviewed and updated.**
- To appoint a health and safety governor

Admissions

- To follow The School Admissions Code statutory guidance when carrying out duties relating to school admissions.
 - For community and VC schools, the LA is the admission authority; for all other schools it is the board.
- To consult annually before setting an admissions policy, notify the LA and publish the arrangements on the school website in accordance with the paragraph 1.47 of the School Admissions Code. (VA, foundation schools only)
 - Admission authorities for schools with a sixth form must ensure they have determined and published admission arrangements for entry into the sixth form if they intend to admit external applicants (VA and foundation secondary school)*
- Set a clear published admission number (PAN), which states the number of applicants they will admit where enough applications are received.
 - A board of a community or VC school can object to the adjudicator if they disagree with their PAN (which will be set by the LA as admission authority)*.
- To establish an Admissions policy (special schools where pupils do not have a statement) in liaison with the LA*
- To establish an Admissions committee to consider all admissions as per paragraph 2.7 of the [Schools Admissions code](#) (VA and foundation schools only)*
- Admissions appeals: To set up independent panels in line with the School Admission Appeals Code. (VA, foundation, and special schools)*.

* include as appropriate

Collective Worship

- To ensure that the school provides teaching of religious education for all pupils in accordance with the agreed syllabus or has informed parents of their right to withdraw their child.
- To ensure the school provides an act of broadly Christian daily collective worship.
 - In some maintained schools without a designated religious character, the family backgrounds of some or all pupils may lead the executive Leader and board to conclude that broadly Christian collective worship is not appropriate. The executive leader can apply to the local Standing Advisory Council on Religious Education (SACRE) to have the broadly Christian requirement disapplied and replaced by collective worship distinctive of another faith and should consult the board before doing so.
 - In voluntary aided schools, VC schools and foundation schools designated with a religious character, the board is responsible for arranging collective worship in accordance with the trust deed or religious designation of the school after consulting the executive leader

School Organisation

- To set [the time of the school sessions](#) and the dates of school terms and holidays
 - Dates of school terms for community and VC schools are set by the LA.
 - For best practice, VA and foundation schools could follow LA guidelines
- To publish proposals to change category of school.
- To propose to alter or discontinue voluntary, foundation or special school status.

Information for Parents

- To ensure that the school keeps parents and prospective parents up to date with school information.
- To adopt and review home school agreements (not statutory, delete if not applicable)

Collaborations and Consideration of Federation and Academisation

- To consider collaborating with another school to aid school improvement or leadership capacity of either school
- To consider forming or joining a group of schools
- To consider forming a federation or joining an existing federation, seeking LA advice and support before completing due diligence
- To consider requests from other schools to join an existing federation and seeking LA advice and support before completing due diligence
- To leave a federation, seeking LA advice and support
- To consider approach and time scale to academy conversion
- To consider forming or joining an existing multi-academy-trust (MAT) and undertake due diligence.

Extended Services

- To decide to offer additional activities and agree what form these should take.
- To cease providing extended services provision.

Membership of the board to comply with the Instrument of Government (IOG)

See attached IoG and current governors in post on the school website, GIAS and GovernorHub

Quorum: one half of the number of governors in post (rounded up)

Terms of reference for Curriculum and Learning Committee

The curriculum and learning committee is expected to work within the following terms of reference with a focus on monitoring the School Improvement Plan. Governors should meet with the lead professionals within the school to gain an understanding of the scope of the curriculum targets and the activities the school is conducting to achieve success. Click on ▲ next to each heading to expand the area

General

- To act on matters delegated by the board
- To consider safeguarding and equalities implications when undertaking all committee functions, ensuring all pupils have equal opportunities.
- To undertake monitoring visits to the school relevant to the committee's role and comply with governor monitoring visits policy linked to the School Development Plan
- Meet regularly, with consideration for timing of board meetings, wellbeing of staff and governors, and timetabled relevant to school data analysis timescales. (best practice 3 time per academic year)
- To ensure minutes and report are included in FGB papers in a timely manner
- To monitor the schools' policies in relation to the curriculum, pupil welfare and behaviour.
- Take an active role in school self-evaluation, monitoring success in all areas and identifying areas requiring improvement.
- To monitor the relevant areas and milestones within the school improvement plan
- To advise the finance, resources and personnel committee on the relative funding priorities necessary to deliver the curriculum.

Curriculum

- To monitor how the agreed curriculum is ambitious and designed for all learners particularly the most disadvantaged and those with SEND or high needs to give them the knowledge and cultural capital they need to succeed in life.
- To ensure the curriculum is broad and balanced by understanding the intent, implementation and impact; ensuring a full curriculum is delivered
- To ensure the British values are embedded within the curriculum.
- Ensure statutory provision of career guidance for years 8-13 by ensuring arrangements are in place to allow a range of education and training providers to access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships (secondary – delete as appropriate)
- To understand the performance data for the school including the vulnerable groupings.
- To ensure the specialist funding for pupil premium, recovery premium and PE/sports premium (primary only) have impact.
- To undertake any necessary training (in or out of school) that is necessary to enable effective monitoring of the agreed school improvement plan and its targets.
- To evaluate the extent of success at the end of the set and agreed timescale.
- To identify and celebrate success

Expectations and Outcomes

- To monitor pupil achievement and progress against expectations, predicted outcomes and school improvement milestones and targets.

- To monitor the impact of any extended services provided against pupil progress and achievement

Membership of the Curriculum and Learning Committee

Quorum:	3		
Chair:	Mrs Emma Priest		
Vice Chair (optional):	Ms Ann Friedlos		
Governors (Insert names in spaces):	1.Mrs Emma Priest	2.Reverend Dawn Watson	3. Mr Nick Bonell
	4.Mr John Arnold	5. Mrs Nicola Manning	6.Mrs Ellen Rowe
Governance Professional	Mrs Sharon Page		

The board have appointed the following Associate Members, **with** voting rights:

Associate Members do not have voting rights at FGB meeting, only at committee to which they are appointed if given rights by the board.

Terms of Reference for Finance, Resources and Personnel Committee

The finance, resources and personnel committee is expected to work within the following terms of reference with a focus on monitoring. Click on ▲ next to each heading to expand the area

General

- To meet at least three times each year in terms pertinent to the [SFVS](#) and budget
- To be strategically actively engaged in monitoring value for money and report back any recommendations to the board to ensure effective financial resources and efficiencies to maximise pupil outcomes.
 - To monitor the impact of the costed school improvement plan in relation to the budget spend.
 - To undertake monitoring visits to the school.
 - To make regular reports to the board, in addition to the chair of the board being in receipt of a monthly finance report
 - To annually in the autumn term review and recommend to the board the financial risk register and regularly review
 - To keep in-school financial procedures under review
- Review compliance audit reports, ensuring the Board follows recommendations and actions.
- To consider safeguarding and equalities implications when undertaking all committee functions
- To ensure that the school is working within the SFVS recommended guidelines ([SFVS](#))
- To ensure compliance with the [LA Scheme for Financing Schools](#) and report to the board
- To act on matters delegated by the board

Budget

- To annually evaluate and recommend the budget for board approval.
- To maintain an up to date 'balanced' three-year budget plan, which shows clear links to the 'school improvement' and 'staffing' plans.

- Reporting any rollover to the board highlighting any significant variances and their impact on the three-year budget plan.
- Evaluating the school budget monitoring sheets in discussion with the school's operational finance lead and reporting to the board, ensuring this is completed six times per year. ([SFVS Q3 requirement](#))
- *Any recovery plan for budget with a deficit must be monitored for implementation and impact.*
- To approve any virement recommendations as set out and agreed in the finance policy (insert amount here), documented in minutes and report decisions to the board.
- Analyse and report on tenders for contract services, ensuring three written quotations in line with Scheme for Financing School.
 - *For contracts and purchases greater than £8,000 but less than £50,000, three written quotations must be obtained. For contracts and purchases £50,000 and over, no fewer than three competitive tenders must be sought and document in minutes. ([For more information on Procurement see Kelsi](#))*
- To produce, with support from the school's operational finance lead, a draft SFVS return for board approval for submission to the LA before the annual deadline.
 - Monitor and report to the board any SFVS remedial actions to ensure they are cleared within specified deadlines.
- To produce a report for the board to show the benchmark of school financial performance against similar schools.
- To make regular reports to the Board and ensure that key financial decisions are recorded correctly in the minutes.
- To monitor the spend of extra funding such as pupil premium, recovery premium, sports premium, ensuring its use has impact.
- To monitor, audit and evaluate all school policies and procedures related to fraud and report to the board
 - Review finance policy; lettings policy; whistle blowing policy; governor allowance policy; charging & remissions policy
- Ensure annual governor financial skills audit is undertaken and evaluated.
- To monitor and evaluate the management of the Voluntary Fund and to receive the audited accounts
- Any additional strategic items which individual boards may wish to include*

Premises and Insurance

- To seek advice from the Local Authority, Diocese, or foundation trust, where appropriate to ensure adequate levels of buildings insurance and personal liability.
- To monitor the implementation of the school buildings strategy plan informing the board of the proposed order of priorities.
- To review the business continuity plan and make recommendation to the board
- To review and approve the accessibility plan and ensure inclusion
- To receive the school asset plan annually
- To monitor the maintenance plan.

Staffing

- To determine the staff complement/structure in consultation with the headteacher and recommend to the board
- To review the pay policy for approval by the board.

- To annually review the appraisal policy, recruitment policy and Early Career Teacher (ECT) policy
- To ensure that staffing procedures follow equalities legislation
- To annually review procedures for dealing with staff discipline and conduct and grievances and make recommendations to the board for approval.
- To monitor the CPD budget against the school improvement plan and staff needs to ensure staff development, progression and raised pupil outcomes.

Health and Safety (H&S)

- To review and recommend the H&S policy to the FGB for approval and adoption
- To monitor the H&S policy.
- To receive confirmation of completion of compliance checks from operational lead as per H&S policy
- To monitor FGB agreed actions from the annual H&S Inspection Report
- To receive the LA required H&S Inspection Reports from the operational lead three times a year as per the H&S policy.
- To ensure H&S governor monitoring visits take place as agreed within the monitoring schedule.
- To receive the written H&S governor monitoring reports in a timely manner.

Membership of the Finance, Resources and Personnel Committee

Quorum:	3		
Chair:	Mr Steve Lancaster		
Vice Chair (optional):			
Governors:	1.Mr Michael Crutchley	2. Andrena Tyler	3. Mr Nick Bonell
	4.Mr John Arnold	5. Mr Jack Bradley	6. Mr Chris Squires
Governance Professional	Mrs Sharon Page		
The board have appointed the following Associate Members, with/without voting rights			
Associate Members do not have voting rights at FGB meeting, only at committee to which they are appointed if given rights by the board.			

Terms of Reference for Individual Delegated Governors

Any individual to whom a governor monitoring responsibility has been delegated is expected to work within the following terms of reference in conjunction with the protocols and procedures set out in the governor monitoring visits for a committee policy and the board code of conduct. It is a statutory duty in legislation to report back at the next meeting following a monitoring visit.

Having delegated governors does not reduce the collective accountability of the board for all its functions. The board will need to ensure that its agenda and reporting mechanisms enables all board members to have a collective strategic overview for all delegated monitored areas to enable accountability and effective informed decision making.

Guiding Principles

Before undertaking any monitoring, governors will read the monitoring policy and board code of conduct. Written reports will be submitted for factual check and comment by the headteacher within one week of the visit, and then be lodged with the clerk for distribution as soon as possible, at least seven days before the next board or committee meeting as appropriate.

It is expected that three monitoring visits will be completed during the year unless school circumstances necessitate more. Not all visits necessarily have to take place during the time when students/pupils are in school and could be just as effective as a meeting between governor(s) and the lead professional at the end of the day as mutually agreed

Responsibilities

- To ensure full understanding of the delegated role.
- To be properly prepared for each visit by reading relevant policies and paperwork
- To meet with the lead professional within the school to gain an understanding of the scope of the area/target and the activities the school is conducting to achieve success.
- To ensure key questions are asked and collective constructive challenge is enabled at the board or committee meetings to hold leaders to account. ([See Governance Handbook for sample questions](#))
- To ensure any board meeting follow up actions are completed and documented.
- To undertake any necessary training (in or out of school) to enable effective monitoring.
- To monitor the progress of school activities towards the priority milestone or statutory duties.
- To evaluate the extent of success at the end of the set timescale.
- To ensure all visits to the school are arranged with reference to the executive lead/headteacher and in accordance with the Governor Monitoring Visits for a Committee policy.

The board have appointed the following individual delegated governors:

Statutory roles:	
Safeguarding (including Child Protection)	Emma Priest/Ellen Rowe
Attendance	Ellen Rowe
SEND	Ann Freidlos
LA required roles:	
Health and safety	Chris Squires
Finance governor	Steve Lancaster/Jack Bradley
Non statutory/best practice:	
Training and development governor	Nicole Mannings
Pupil premium/recovery/other targeted funding	Michael Crutchley/Jack Bradley
Whole school Wellbeing	Ann Friedlos
Early Years Knowledge	Staff Governor (Andrena Tyler) & Linked Governor
Any other governor monitoring roles in accordance with school priorities, add as rows below	
Agreed by the board: 3rd of February 2026	
Review date: 2nd of February 2027	

Guidance SEND Link Governors

All link governors have a statutory duty to report to the full governing body their findings for further discussion and/or decision. The role of the SEND governor is to ensure the board are aware of their statutory responsibilities and to monitor on behalf of the board and report back to the board for further discussion and decision.

This guidance is to support SEND link governor fulfilling their role

Click on ► each link to expand.

- To undertake monitoring visits
- To ensure monitoring visit reports are included in FGB papers in a timely manner
- To monitor the relevant areas and milestones within the school improvement plan relating the pupils with SEND
- To monitor and report to the FGB how the agreed curriculum is ambitious and inclusive, designed for all learners particularly the most disadvantaged and those with SEND or high

needs to give them the knowledge and cultural capital they need to succeed in life. *(in cooperation with the relevant committee)*

- To monitor the impact of high needs funding and progress of pupils with SEND
- To review the special educational needs policy for approval at board level
- To liaise with the SENCo to ensure the SEND information report is reviewed and updated at least annually.
- To monitor compliance with the statutory duties from the SEND code of practice and report back to the board.
- To monitor pupil group achievement and progress against expectations, predicted outcomes and school improvement milestones and targets regarding pupils with SEND. *(in cooperation with the relevant committee)*
- To ensure the accessibility plan is considered and approved. *This could be in collaboration with the H&S link governor*
- To keep up to date with legislative and local guidance in relation to pupils with SEND and inclusion, attending training where necessary and ensure the board is made aware of any changes to their statutory responsibilities.

Guidance for the Safeguarding Link Governor

All link governors have a statutory duty to report to the full governing body their findings for further discussion and/or decision. The role of the Safeguarding governor is to ensure the board are aware of their statutory responsibilities, take strategic leadership responsibility for the safeguarding arrangements and report back to the board in a timely manner.

This guidance is to support safeguarding link governor fulfilling their role

- To undertake monitoring visits to the school.
- To meet with the DSL regularly to review safeguarding arrangements.
- To monitor compliance with the statutory duties from the most recent KCSIE and report back to the board.
- To have read and understood the most recent KCSIE in its entirety.
- To ensure own knowledge of relevant guidance and policy is up to date, ensuring the board is made aware of any changes to their safeguarding responsibilities
- To monitor the Child Protection policy and associated policies to ensure safeguarding is effective and report to the board
- In collaboration with the operational lead, annually review the Safeguarding Review toolkit for submission to the full board and monitor follow up actions
- To monitor the schools' policies in relation to behaviour.

Guidance for the Health & Safety Link Governor

All link governors have a statutory duty to report to the full governing body their findings for further discussion and/or decision. There are no delegated decision-making powers. The role of the H&S link governor is to ensure the board are aware of their statutory responsibilities regarding health & safety and to monitor on behalf of the board

and report back to the board for further discussion and decision. The H&S link governor will not conduct any health and safety checks themselves.

The guidance is to support the health & safety link governor fulfilling their role.

- To undertake monitoring visits to the school.
- To review the business continuity plan and report recommendations to the board
- To monitor the accessibility plan and review for approval. *This could be in collaboration with SEND link governor*
- To monitor the school building strategy/maintenance plan and update board via monitoring report
- To review and recommend the H&S policy to the FGB for approval and adoption
- To monitor the H&S policy.
- To monitor FGB agreed actions from the annual H&S Inspection Report
- To receive the LA required H&S Inspection Reports from the operational lead three times a year as per the H&S policy.
- To ensure H&S monitoring visits take place as agreed within the monitoring schedule and report to the board.

Terms of Reference for Panel Hearings

- To make any decisions under the board's personnel procedures e.g., disciplinary, grievance, capability, bullying and harassment unless delegated to the headteacher.
- To consider any appeals against a decision to dismiss a member of staff or to a decision short of dismissal e.g., disciplinary, grievance or capability.
- To make any determinations on behalf of the board in relation to staff redundancy and redundancy appeals.
- To make any determinations on behalf of the board in relation to any pay appeal.
- To make any determination or decision under the board's School Complaints Procedure.
- To consider any representations by parents in the case of an exclusion (in accordance with the Statutory DfE Exclusions Guidance).
- To consider the appropriateness of any permanent exclusion or fixed term exclusion which totals 15 days or more in one term or where a pupil is denied the chance to take a public examination (in accordance with the Statutory DfE Exclusions Guidance).
- All panels are to be convened by the governance professional/clerk
- All panels will follow the relevant board approved policy, procedure, and guidance.
- All panellists will undergo training to understand their roles and responsibilities
- All panellists will be unbiased and understand the remit of their decision making as described within the relevant policy

Membership: Any three governors from a pool of governors from the full board who are:

Suitably knowledgeable and objective to undertake the role, and not tainted

Available on the date specified

PLEASE NOTE:

- *The headteacher is disqualified from serving in this role.*
- *Any governor having a connection with either a pupil, a member of staff or the incident in question which could affect their ability to act impartially should not serve on the panel.*
- *Any governor who has participated on a panel for a staffing decision, cannot sit on the appeal panel*
- *Staff governors and any members of staff should not sit on panels*

Terms of Reference for Headteacher Performance Management Panel

Guiding principles:

- In following best practice, the headteacher's appraisal will be the first staff appraisal performed to enable headteacher objectives to be reflected within other whole school staff performance management objectives to drive the school forward.
- Is it a statutory requirement that the board appoint an independent external adviser to assist the panel with the headteacher's appraisal, and to consult on setting objectives for the headteacher; this person should be suitably experienced and knowledgeable in school improvement and leadership matters.

Where serious weaknesses are identified in the headteacher's performance then the process should cease, and the issues will be managed within the school's formal capability procedure. The appraisal process will be recommenced when the headteacher's performance has reached the required standard.

Responsibilities:

- To meet annually with the headteacher and a *board appointed*, independent external adviser
- Inform the headteacher of the standards against which their performance will be assessed.
- To review, in consultation, with the external advisor, the performance of the headteacher against the agreed appraisal objectives.
- To consult with the external advisor to set challenging but achievable objectives for the coming year ensuring they are specific, measurable, attainable, relevant, and time-bound (SMART).
 - Objectives should as far as possible be reached by agreement. However, where a joint determination cannot be made the HTPM panel will make the determination, following consultation with the external adviser, with the provision for the headteacher to record any disagreement if required.
- To prepare and agree the headteacher appraisal review statement, and report to the board the completion of the process.
- To determine the recommendation on pay progression for approval by the full board.
- To monitor through the year, including a mid-year review meeting, the performance of the headteacher against the agreed objectives and to ensure appropriate support and development opportunities are provided.

Membership: Three governors, including the chair of the board, though not the vice chair as well.

The chair of the board will not take the role of the panel/committee chair.

PLEASE NOTE:

- Neither the headteacher nor staff governors may serve on this group.
- In voluntary aided/controlled schools, consideration for best practice, for at least one member to be a foundation governor.
- Consideration may need to be given to situations where governors serve on both HTPM and the pay panel.

Governor 1 and chair of panel: Mr Steve Lancaster

Governor 2: Mrs Nicole Mannings

Governor 3: Ms Ann Friedlos or/with the School Improvement Partner

Date agreed for HTPM: December 2025

Date agreed for mid-year review: March 2026

Terms of Reference for the Pay Panel

The board will delegate all pay decisions in accordance with the school's pay policy the pay panel will act in accordance with the pay policy. It is the role of the pay panel:

- To observe all statutory and contractual obligations.
- To determine the pay progression to be awarded to individuals as delegated within the pay policy, having regard for the most recent publication of the School Teachers Pay and Conditions Document
- To apply the criteria set out in the school's pay policy and consider fully the recommendations made by the headteacher regarding an individual's pay.
 - Where pay decisions are made by a pay panel - the headteacher may provide professional advice and guidance to the panel to assist with decision making.
 - To ensure the achievement of all the pay policy objectives and principles in a fair, reasonable and equitable manner
- To ensure all employees are made aware of the outcome of their individual pay review in writing within ten days of the decision making.
- To maintain an *accurate written record of all meetings*, recording the reasons for the pay decisions taken and having due regard to confidentiality.
- To report summary information regarding annual total budget for pay decisions to the board.
- To recommend to the board changes to the policy and to consult with staff and recognised unions on those proposed changes.
- To seek advice from the Local Authority and HR provider where appropriate.

All decisions made by the pay panel will take due account of the appraisal statement and all relevant information available from an appraisal or other review of an employee's skills, abilities, performance and any other factors deemed to be relevant. This will include any recommendation made by an employee's appraiser.

All decisions regarding pay progression for teachers, including the leadership group should be made without undue delay. These should be completed prior to or on 31 October for teaching staff.

Membership [three governors]

- Membership of the pay panel will not be open to anyone who could benefit financially, directly or indirectly from such membership or any of the decisions of the panel.

PLEASE NOTE:

- In voluntary controlled schools at least one member must be a foundation governor.
- In voluntary aided schools, at least two must be foundation governors.
- Neither the headteacher nor staff governors may serve on this group.

Carefully consider the membership of the panel and appeals panels to ensure the right composition. Avoid both the chair and vice chair being members of the pay panel as this will inhibit one of these key senior roles being available for any pay appeals that may arise. Consideration should be given to situations where governors serve on both HTPM and the pay panel

Governor and chair of panel: Mr Jack Bradley

Governor: Mrs Emma Priest

Governor: Ms Ann Friedlos

Delegation of Functions to Headteacher/Executive Leader

The delegation to the headteacher/executive leader ensures a clear separation between strategic non-executive oversight and operational executive leadership. The headteacher/executive leader is expected to work within the following terms of reference, and to provide the board with such reports in connection with their functions as the board requires and to ensure all policies requiring board approval are presented. Click on ► each link to expand

Budget

- To make miscellaneous financial decisions up to an agreed limit of £8000 (primary) £25000 (secondary) as set out in the school finance policy.
 - *LA Scheme for financing schools suggests up to £8000 for primary*
- To make virements as set out and agreed in the school's finance policy £8,000
- To monitor monthly expenditure.
- To make payments.
- To ensure the board receives six separate budget monitoring reports every year
- To ensure monthly budget reports are sent to the chair of governors and chair of finance committee

Staffing, Appraisal and Performance Management

- To appoint teachers and non-teaching staff.
- To establish disciplinary, capability and grievance procedures.
- To suspend staff.
- To initially dismiss staff.
- To produce and maintain a central record of recruitment and vetting checks, to also include those involved in school governance
- To formulate and implement an appraisal policy, recruitment policy and Early Career Teacher policy
- To make pay decisions in line with the pay policy and legal requirements
- To carry out appraisal of other teachers (or delegate to line managers in the school)

Curriculum

- To ensure the national curriculum is taught to all pupils and consider disapplication for pupils as appropriate.
- To establish and implement a curriculum policy.
- To decide which subject options should be taught.
- To be responsible for standards of teaching.
- To be responsible for each individual child's education.
- To agree and **review** the content of any Relationships Education (primary)/Relationships and Sex Education (RSE, secondary)* to ensure it meets statutory requirements, and to approve a written policy for its delivery.
- To ensure the balanced treatment of political issues and to prohibit political indoctrination.
- To promote British values.
- To provide clear guidance on which a strategy for independent careers advice and guidance is developed in line with the Gatsby Benchmarks.* (statutory for secondary)

*Delete as appropriate

Standard Setting

- To set standards and predictions for pupil achievement and progress.
- To annually deliver the School Improvement Plan for approval at FGB

Religious Education and Collective Worship

- To provide religious education in line with school's basic curriculum.
- In schools with a religious character, to provide religious education to the agreed syllabus.
- To ensure, after consultation with the board, that all pupils take part in a daily act of collective worship.
 - In schools with a religious character, to provide collective worship of a denominational character.

Health & Safety

- To ensure that health & safety regulations are followed.
- To ensure the health & safety policy is adhered to and to carry out regular health & safety inspections (at least three times a year) and take remedial action as appropriate.
- To ensure emergency evacuation is practiced at least three times a year and records retained.
- To report to the board at FGB or committee level that compliance checks have been completed.
- To ensure that all risk assessments are regularly reviewed and updated and reported to the board.

Discipline/Suspension and Exclusions

- To draft the content of the school behaviour policy and publicise it to staff, students and parents.

The board of a maintained school must make, and from time-to-time review, a written statement of principles to help the head teacher determine the measures that make up the school's behaviour policy (which must include measures to prevent all forms of bullying among pupils). This duty cannot be delegated. The board must consult the headteacher, other appropriate members of staff, parents, carers and all registered pupils before making or changing this statement of principles

Inclusion and Equality

- To designate a suitably qualified teacher to be responsible for co-ordinating SEND provision (SENCO)
- To appoint a designated teacher for looked after children
- To ensure that PSED statements are compliant and available on the website

School Organisation

- To ensure that the school meets for 380 sessions in a school year within [DfE guidance for school hours](#)
- To ensure that the [national school food standards](#) are met.
- To draft and implement a data protection policy which complies with GDPR and review it at least every two years and register with the Information Commissioner's Office

- To ensure the statutory required information is uploaded to the school website.
- Maintain a register of pupil attendance.
- To publish on the [website](#) the drafted structure and remit of the board, including governor appointment details, term of office and attendance record
- To submit governor information to the DfE database of governors (GIAS)

Information for Parents

- To ensure that the school keeps parents and prospective parents up to date with school information.
- To ensure that free school meals are provided to those pupils meeting the criteria.
- To ensure that parents are aware of their rights to withdraw their child from collective worship, RE and sex and relationship education.
- To ensure that a report on each child's educational achievement is forwarded to parents/guardians
- To ensure the school meets the [statutory requirements in regard to school uniform](#)

Extended Schools

- To put into place the additional services provided.
- To ensure delivery of services provided

Appendix 2: Pay Framework for Teachers and Leadership Teachers

Qualified Teachers

SPINE POINT	1 SEPT 2025 TO 31 AUG 2026
M1 (Minimum) [1]	£32,916
M2	£34,823
M3	£37,101
M4	£39,556
M5	£42,057
M6 (Maximum)	£45,352
U1 (Minimum) [1]	£47,472
U2	£49,232

SPINE POINT	1 SEPT 2025 TO 31 AUG 2026
U3 (Maximum)	£51,048

Unqualified Teachers

SCALE POINT	1 SEPT 2025 TO 31 AUG 2026
1 (Minimum)	£22,601
2	£25,193
3	£27,785
4	£30,071
5	£32,667
6 (Maximum)	£35,259

Leadership Group

SPINE POINT	1 SEPT 2025 TO 31 AUG 2026
L1 [1]	£51,773
L2	£53,069

SPINE POINT	1 SEPT 2025 TO 31 AUG 2026
L3	£54,394
L4	£55,747
L5	£57,137
L6	£58,569
L7	£60,145
L8	£61,534
L9	£63,070
L10	£64,691
L11	£66,368
L12	£67,898
L13	£69,596
L14	£71,330
L15	£73,105
L16	£75,049

SPINE POINT	1 SEPT 2025 TO 31 AUG 2026
L17	£76,772
L18	£78,702
L19	£80,655
L20	£82,654
L21	£84,699
L22	£86,803
L23	£88,951
L24	£91,158
L25	£93,424

Lead Practitioners

SPINE POINT	1 SEPT 2025 TO 31 AUG 2026
1	£52,026
2	£53,332

SPINE POINT	1 SEPT 2025 TO 31 AUG 2026
3	£54,663
4	£56,022
5	£57,418
6	£58,857
7	£60,443
8	£61,836
9	£63,381
10	£65,010
11	£66,695
12	£68,233
13	£69,937
14	£71,682
15	£73,465
16	£75,419

SPINE POINT	1 SEPT 2025 TO 31 AUG 2026
17	£77,150
18	£79,092

Appendix 3: Pay Progression Arrangements for Teachers and Leadership Teachers

Progression for teachers is based on the performance appraisal process. See Performance Appraisal Policy

**Appendix 4: Criteria for Pay Progression for Teachers and Leadership
Teachers (discretionary)**

See Performance Appraisal Policy

Appendix 5: Criteria for Progression to the Upper Pay Range

To progress to the Upper Pay Range a Teacher must meet the following criteria:

- highly competent in all elements of the relevant standards
- their achievements and contributions to the School are substantial and sustained

In this School, this is interpreted as follows:

Highly Competent

- The Teacher demonstrates consistently good teaching and learning with evidence of aspects of outstanding practice
- The Teacher evidences an excellent depth and breadth of knowledge, skill, understanding and application of the Teachers standards
- The Teacher contributes to the professional development of colleagues through coaching / mentoring, demonstrating effective practice and providing advice, guidance and feedback. The Teacher continually develops their practice through effective application of professional development activities

Substantial

• The Teacher plays a critical role in the life of the School outside of their classroom
Wider contribution to the school, outside of their classroom would be defined as showing elements from both of the following two groups – a and b:

a)

- Acting as a mentor to another teacher and sharing teaching expertise
- Delivering two or more staff meetings in an academic year

b)

- Attending one or more non-directed time Christmas Church services
- Attending non-directed time weekend sporting fixtures or secondary school prize giving ceremonies

- The Teacher is making a significant wider contribution to School improvement and pupil outcomes outside of their class
- The Teacher makes a significant contribution to policy and practice which has improved teaching and learning across the School

Sustained

- The Teacher's performance levels should be sustained over the review cycle as evidenced in the appraisal report

Sources of Evidence

- Assessment against Appraisal Objectives
- Assessment against Teachers Standards
- Classroom Observations
- Self-Assessment & Peer Review
- Attendance at events specified above

Appendix 6: Support Staff Pay Framework and Pay Progression Arrangements

Kent Scheme Pay Grade	Entry	Temporary transition point 1	Middle	Temporary transition point 2	Top
KSM	£77,348	£79,671	£81,994	£84,317	£86,639
KSL	£68,295	£72,288	£72,288	£74,284	£76,280
KSK	£60,800	£62,461	£64,122	£65,783	£67,444
KSJ	£52,716	£54,599	£56,481	£58,364	£60,246
KSI	£45,672	£47,127	£48,581	£50,035	£51,489
KSH	£39,355	£40,742	£42,128	£43,514	£44,900
KSG	£34,421	£35,392	£36,363	£37,334	£38,304
KSF	£30,404	£32,078			£33,752
KSE	£27,852	£28,784			£29,716
KSD	£26,393	£27,053			£27,713
KSC	£25,252	£25,757			£26,262
KSB					326,262
KSA					£24,513

Appendix 8: Anniversary Years

Progression to a fixed point within the grade is based on 'positive' performance assessments at the anniversary review date. An Employee will be awarded a 'positive' assessment where performance standards are met during the pay / performance review cycle.

Progression is subject to receiving the requisite 'positive' performance assessments for their grade. A 'negative' assessment will delay progress through the grade by a year.

Please refer to the table below for details of the number of 'positive' anniversary years required to receive pay progression.

Kent Scheme	Years to move from Entry to Top of Grade*			
	Entry	Middle	Top	Total Number of Years to Progress to the Top of the Grade*
KSA (KR3)	Salary for the grade	n/a	n/a	n/a
KSB (KR4)	Salary for the grade	n/a	n/a	n/a
KSC (KR5)	Entry salary for the grade	n/a	2	2
KSD (KR6)	Entry salary for the grade	n/a	2	2
KSE (KR7)	Entry salary for the grade	n/a	3	3
KSF (KR8)	Entry salary for the grade	n/a	3	3
KSG (KR9)	Entry salary for the grade	2	2	4
KSH (KR10)	Entry salary for the grade	2	2	4
KSI (KR11)	Entry salary for the grade	2	2	4
KSJ (KR12)	Entry salary for the grade	3	2	5
KSK (KR13)	Entry salary for the grade	3	2	5
KSL (KR14)	Entry salary for the grade	3	2	5
KSM (KR15)	Entry salary for the grade	3	2	5

Appendix 9: Pay Appeals

Prior to making an appeal an Employee is encouraged to speak informally to the Headteacher about any concerns they have about their pay recommendation which has been made.

If it has not been possible to speak to the Headteacher, or where the Employee continues to be dissatisfied a formal appeal against a decision regarding their pay may be lodged.

Appeals should be made in writing to the Headteacher /Chair of Governors within 10 working days of receipt of written confirmation of the pay decision.

An appeal may be made on the following grounds – that the School has:

- incorrectly applied the School's pay policy
- incorrectly applied any provision of the national or local terms and conditions of service
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence
- taken account of irrelevant or inaccurate evidence
- was biased
- unlawfully discriminated against the Employee

The letter of appeal should include full details of the reasons why the Employee is making an appeal on the stated grounds. The Employee should also include any supporting information they wish to reply on at the appeal hearing. The Employee must submit any supporting information or evidence no later than the deadline for receipt of an appeal.

The School's representative will provide the Employee with copies of any documents which will be referred to during the appeal hearing in advance and usually no later than 5 working days before the appeal hearing.

Appeals will be considered by a panel of one or more governors usually within 20 working days of the receipt of the appeal.

Hearings may take place either in person or virtually, or a combination of both. The admittance to the hearing of any late submission of evidence by either party is at the discretion of the Chair of the panel.

The role of the panel is to review the original pay decision based on the grounds of appeal presented by the Employee.

The outcome may be to:

- To uphold the original pay decision
- To uphold the Employee's appeal
- To refer the matter for reassessment by the Headteacher / Pay Committee who made the original decision or to seek the advice of an additional independent advisor.

The Employee will be advised of the outcome of the appeal hearing, including reasons for the decision, usually within 5 working days of the Committee's decision being made. There is no further right of appeal.

The Employee is entitled to be accompanied at the Appeal Hearing by a workplace colleague or trade union / professional association representative. A postponement of up to 5 working days may be requested to allow the Employee's trade union or workplace colleague of their choice to attend.

Procedure for an Appeal Meeting

- The chair of the appeal panel will introduce those present and their roles, explain the case to be considered, the procedure to be followed and the format of the meeting.
- The Employee or their representative shall put the case in support of the grounds for appeal. This may include referring to written submissions and evidence. The School's representative and panel and their respective advisors may ask questions of the Employee and their representative.
- The School's representative (Headteacher) presents the case for upholding the original pay decision and refers to written documentation. The Employee, their representative and the panel may ask questions of the School's representative.
- The panel will invite both parties to sum up their cases, with the Employee or his/her representative having the final word. The hearing will then be adjourned whilst the panel deliberates over the evidence
- Adjournments may be requested by both parties or by the panel during the appeal hearing. If new evidence is presented the appeal may need to be adjourned while this is investigated.
- The appeal hearing will then be adjourned whilst the panel deliberates over the evidence. If further clarity is required both parties may be recalled and the hearing reconvened so that all parties may hear any additional evidence.
- The appeal hearing is reconvened and the outcome is communicated verbally to the Employee. This should also be confirmed in writing.

On occasion it may not be possible for the panel to reach a decision on the day of the hearing in which case the panel will reconvene without the parties at the earliest opportunity to make a decision and the outcome communicated in writing within 5 working days of the decision being made.

This procedure performs the function of the grievance procedure and therefore pay decisions should not be reopened under the general grievance procedures.