

POLICY DOCUMENT No S04a**DEBENHAM HIGH SCHOOL**

A Church of England High Performing Specialist Academy

**SALARIES POLICY: TEACHING STAFF**

This policy is reviewed ANNUALLY by the Full Governing Body

History of Document

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Issue 16	Simon Martin	Sept 22	4 Oct 2022	National pay award, subject to national agreement

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1. Introduction

Governors recognise that the school's most important resource is its staff. The Governing Body will seek to ensure that all employees at the school receive appropriate remuneration for their work within the terms of the relevant national agreements which determine their pay and conditions of employment and within the financial resources available to the school from its delegated budget share. All decisions about pay will be taken according to the principles set out in this policy and with due regard to the principle of equal pay for work of equal value. Decisions will be taken on an open, equitable and consistent basis.

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

In adopting this policy the academy aims to:

- Maximise the quality of teaching and learning at the school
- Support the recruitment and retention of a high quality teacher workforce
- Enable the school to recognise and reward teachers appropriately for their contribution to the school
- Help to ensure that decisions on pay are managed in a fair, open and just way.

2. Determination of Salary Matters

The Full Governing Body will review policies relating to staff pay and annual pay awards.

The Finance and General Purposes Committee of the Governing Body will agree all matters relating to staff salaries, including the staffing establishment and structure and the remuneration of individuals, and to inform the Governing Body accordingly.

In awarding Teaching and Learning Responsibility points, Governors will be mindful of financial implications and the need to keep within budget limits.

2.1 TLR Criterion

A Teaching and Learning Responsibility payment (TLR) may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's

staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which s/he is made accountable.

2.2 TLR Factors

Before awarding a TLR, the Finance and General Purposes Committee must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, that is focused on teaching and learning and that:

- requires the exercise of a teacher's professional skills and judgment
- 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.

2.3 Teaching and Learning Responsibility Payments (Teachers)

The school's staffing and responsibility structure of pastoral, curricular and management responsibility together with the Teaching and Learning Responsibility (TLR) Payments appropriate to all posts is attached to this policy as Annex A. The detailed responsibilities of posts carrying these payments are set out in individual job descriptions. The precise duties of these job descriptions may be varied from time to time in consultation with the teacher concerned.

Any changes to the school's staffing structure and allocation of Teaching and Learning Responsibility payments must be formally approved by the full Governing Body before implementation. Each year at the annual budget review the Finance and General Purposes Committee will review the TLR payments from September in the light of any increases in the annual Teacher Pay Review.

The pay award for these TLR's is based upon a number of factors, which include

- a) Whether the role means that the post holder is responsible for the line management of any other staff
- b) The amount of student hours that are overseen by that role.
- c) The number of students that post holder oversees
- d) Number of pupils taking GCSE examinations in that subject.

2.4 Recruitment and Retention

The award of allowances for retention will be considered and awarded on a case by case basis by the Finance and General Purposes Committee.

2.5 Fixed term responsibility allowances

The award of allowances, of up to £2,500 per year for fixed-term, time-limited projects will be considered annually by the Finance and General Purposes Committee. These allowances would be linked to areas of development identified within the School Development Plan. Where applicable, these posts would be advertised internally and an interview process used to determine the best candidate for the post.

2.6 Additional payments

The FGPC may award additional payments to a teacher, other than the headteacher, in respect of:

- a) continuing professional development undertaken outside the school day;
- b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- c) participation in out-of-school hours learning activity agreed between the teacher and the headteacher;
- d) additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

3. Principles of Salary Determination

Unless otherwise required by regulation, the salaries of individual employees will be treated as confidential by the Governing Body. The Governing Body will make known to employees and representatives of recognised trade unions the ranges from which salaries are selected and the principles used in determining those salaries, including structures of the distribution of responsibilities and the principles on which any discretions are exercised. Through the Headteacher and teacher governors the Governing Body will consult with staff and their representatives at the school before making amendments to this policy.

Any employee who is dissatisfied with decisions affecting his/her salary or grading may make representations to the Governing Body. Such an appeal should be made to the Appeals Committee of the Governing Body and addressed in the first instance to the Headteacher. The decision of the Appeals Committee will be final.

4. Pay reviews

The Governing Body will ensure that each teachers' salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

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

5. Pay determination on appointment

The Governing Body, following consultation with the Headteacher, will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Governing Body may take into account a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context.

The Governing Body will, where appropriate, endeavour to match the pay scale paid at a previous school. However, each appointment will be considered on an individual basis given the factors above. It is expected that it will be normal for appointments to be made at the previous level.

On appointment of a teacher the Headteacher will have the discretion to award one point for every three years (rounded) for generally relevant experience outside the teaching profession and one point for each year of directly relevant experience.

6. Senior Leadership Team pay progression based on performance

The Governing Body notes that the salary ranges for headteachers, deputy and assistant headteachers are not incremental and do not provide for automatic salary progression. The Finance and General Purposes Committee sets the Individual Salary Ranges (ISR) on the Leadership Pay Scale.

6.1 Headteacher

The pay group for the Headteacher is set using national recommendations based on the size and phase of school. This is set as Group 5. On appointment a salary point will be recommended by the Appointments Panel for approval by the Governing Body. Each November the Headteacher will be set objectives as part of his/her performance management review. The Finance and General Purposes Committee will consider the performance review report when reviewing the Headteacher's salary in November and will determine whether any additional points within the agreed ISR are to be awarded and whether those points are to be permanently incorporated into the salary or subject to further review. Any increase in pay will be backdated to the September of that year.

6.2 Deputy Headteacher

The staffing establishment includes one post of Deputy Headteacher. On appointment the salary will be determined by the Finance and General Purposes Committee. Each September the Headteacher will set objectives for the Deputy Headteacher as part of the performance management review. The Finance and General Purposes Committee will consider the Headteacher's report of the performance management review when

reviewing the Deputy's salary in September and determine any temporary or permanent progression within the agreed ISR.

6.3 Assistant Headteachers

The staffing establishment includes two posts of Assistant Headteacher. On appointment the salary will be determined by the Finance and General Purposes Committee. Each September the Headteacher will set objectives for the Assistant Headteachers as part of their performance management review. The Finance and General Purposes Committee will consider the Headteacher's report on the Assistants' performance management review when reviewing their salary in September and determine further temporary or permanent progression within the ISR if appropriate. In order to allow development of a range to skills to enable personal progression and to best fit the needs of the school the Finance and General Purposes Committee will also determine and review the job descriptions of the Assistant Headteachers as necessary.

7. Qualified teachers pay progression based on performance

The Full Governing Body will review and agree the salary range for qualified teachers as soon as possible after the publication of the STPCD and prior to implementation with effect from 1st September. Any change as a result of this review will be notified in writing to teachers by the Headteacher as soon as practicable after that date.

7.1 Pay scale increments

The academy has adopted a pay scale range including M1 to M6, as progression on the main pay range and U1 to U3, as progression on the upper pay range.

These are:

M1	28000
M2	29800
M3	31750
M4	33850
M5	35990
M6	38810

UPR1	40625
UPR2	42131
UPR3	43685

7.2 Progression based on performance

The academy is committed to ensuring that all teachers receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's performance management policy.

Decisions regarding pay progression will be made with reference to the teachers' Performance Management Review. In the case of ECTs, whose performance management arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure. ECTs will not be negatively affected by the extension of the induction period from one to two years. This extension does not prevent the school from awarding pay progression to ECTs at the end of the first year.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by thorough training for all those involved in the performance management process and the Headteacher will moderate targets set and completion of these.

Teachers' performance management reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Finance and General Purposes Committee (FGPC) of the Governing Body, having regard to the appraisal report and taking into account advice from the Headteacher.

The FGPC will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

If as a consequence it is considered that a teacher is not eligible for a pay progression the teacher will have the right to appeal to the Appeals Committee of the Governing Body. If in the view of the Headteacher a teacher has performed exceptionally during the year and this is borne out by the performance management review, Governors may award more than one increment.

7.3 Measures of performance

In this school judgements of performance will be made against the extent to which teachers have met their individual objectives, the relevant teacher standards and how they have contributed to the school community.

A range of evidence will be used as part of the performance management process. These will be considered holistically and will include: self-assessment, peer review, external examination performance data, tracking current pupil progress, lesson observations, parental and pupil feedback.

It is recognised that a number of factors influence pupil performance, some of which will be beyond the control of the teacher. Measures of performance will consider wider circumstances, where appropriate, and measurements of performance against targets will be relative rather than absolute.

In this school, judgements of performance will be made using the performance management process and teachers will be eligible for pay progression if: they meet all their objectives; are assessed as meeting the teacher standards; and lesson observation evidence throughout the year is at least good. The review of teaching will not be based on a single lesson observation.

7.4 Movement to the upper Pay Range

7.4.1 Threshold application

Any qualified teacher who has taught for at least four years post qualification, may apply to be paid on the upper pay range and any such application will be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications may be made once a year.

The deadline for application for movement to the Upper Pay Scale the following September will be by the end of the academic year (31 July), other than in extraordinary circumstances. Applications should be made by writing to the headteacher stating they wish to be considered for the Upper Pay Scale.

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

All applications should be made in writing to the Headteacher. The Headteacher may ask for further supporting evidence from staff particularly where staff have not been employed at Debenham High School for longer than 2 years prior to application.

An application from a qualified teacher will be successful where the relevant body is satisfied:

- a) that the teacher is highly competent in all elements of the relevant standards; and
- b) that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

Where there has been a break of service in this time this will be considered. Where a teacher has been employed at a different school for the previous two years, performance management evidence will be sought from the school and the previous Headteacher will be consulted as part of the evidence gathered.

For the purposes of this pay policy:

- 'highly competent' means: pupil progress is consistently at least good; lessons are consistently at least good and often outstanding; performance is such that support, coaching and mentoring could be provided to other teachers, giving them advice and demonstrating good teaching practice; a wider contribution is made to the work of the school beyond the classroom; practice is reflective and displays a commitment to personal professional development
- 'substantial' means: of real importance, validity or value to the school; plays a critical role in the life of the school; provides a role model for teaching and learning; makes a distinctive contribution to the raising of pupil standards; takes advantage of

appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning and

- 'sustained' means maintained over at least the last two school years.

The application will be assessed by the Senior Leadership Team and then a recommendation made to the FGPC. Final decisions about whether or not to accept a pay recommendation will be made by the FGPC, having regard to the application and evidence and taking into account advice from the Headteacher.

7.4.3 Progression up the upper pay range

After two years teachers who have successfully passed the Threshold are entitled to be considered to progress to Upper Pay Range 2. No application will be needed to progress to U2 and U3 on the upper pay range. Decisions regarding pay progression will be made with reference to the teachers' Performance Management Review and continued meeting of the criteria set out for initial progression onto the Upper Pay Range.

To ensure that the achievements and contribution continue to be substantial and sustained, the performance review will need to assess that the teacher has:

- continued to meet post-threshold standards; and
- grown professionally by developing their teaching expertise post-threshold.

U3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

7.4.4 Processes and procedures

The assessment will be made by 31 July. The applicant will be informed of the outcome by the 30 September.

If successful, applicants will move to the upper pay range from the start of the academic year.

If unsuccessful, feedback will be provided by 30 September, in writing from the Headteacher. If as a consequence it is considered that a teacher is not eligible for a pay progression the teacher will have the right to appeal to the Appeals Committee of the Governing Body.

If a teacher has recently joined the school and wishes to progress to the Upper Pay Scale, the Headteacher will take into account their previous experience and consult with their previous school before considering their progression.

8. Working Time

Teachers employed full-time will be available to work 195 days a year, or 194 days for the school year beginning in 2021, of which:

- 190 days will be spent teaching pupils and performing other duties, or 189 days for the school year beginning in 2021.
- 5 days will be spent performing other duties only.

The 195 days, or 194 days for the school year beginning in 2021, in which teachers at the school are required to work will be specified by the LA, or by the headteacher if directed.

Teachers employed full-time will be available to perform their duties at such times and places as specified by the headteacher for 1265 hours, or 1258.5 hours for the school year beginning in 2021, which will be allocated reasonably throughout the specified 195 or 194 days of the school year. The amount of time a teacher spends taking their daily break or travelling to and from the school does not count towards their hours or the pro rata equivalent.

Members of the leadership group, employees on the leading practitioner pay range and unattached teachers will not operate on a time-bound contract; therefore, the working time provisions stipulated within the STPCD will not apply to these employees.

All members of teaching staff will be required to work additional hours, within reason, to enable the effective discharge of their professional duties.

In line with their professional duties, teachers are required to supervise, and so far as practicable teach, any pupils where the person timetabled to take the class is not available to do so.

Subject to the STPCD, teachers will only be required to carry out their responsibility outlined in above paragraph rarely, and only in circumstances that are not foreseeable, for example, a teacher is absent without notice. The school defines “rarely” as no more than twice per term

9. Part-Time Teaching Staff

The contribution made by part-time staff is recognised and valued by Governors who are grateful to the staff involved for their commitment to the school.

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school’s timetabled teaching week for a full-time teacher in an equivalent post.

Part-time teachers are bound by the same conditions of employment as full-time teachers, except that the number of hours the teacher must be available for work will be that

proportion of 1265 hours, or 1258.5 hours in the school year beginning in 2021, which corresponds to the proportion of total remuneration the teacher is entitled to be paid.

Part-time staff will be consulted about any special requests before a timetable is constructed. These requests will be considered and met where possible, but clearly the timetable must be constructed for the efficient running of the school and the benefit of the pupils.

The Governing Body will ensure that part-time teachers' pay and working time will be dealt with in accordance with the provisions of the DfE School Teachers' Pay and Conditions Document (STPCD).

Part-time teachers' pay scale position will be assessed on the same basis as full-time teachers.

On appointment part-time teachers will be provided with an individual contract of employment clearly defining the range of contractual working time. Each year, once the timetable is finalised, they will receive a letter stating the proportion of time to be worked in the forthcoming academic year.

PPA time (planning, preparation and assessment), other non-contact time and directed time for non-teaching duties will be allocated proportionally on the same basis as for full-time teachers. See Appendix C.

The proportion of total remuneration will correspond to the number of hours that the teacher is employed in that capacity during the course of the school's timetabled teaching week as a proportion of the total number of hours in the school's timetabled teaching week.

Staff will be expected to attend parental consultation evenings for year groups that they teach, even where these fall on a day that is not one of their usual working days.

Part-time teachers are expected to engage in professional development and their performance will be appraised in the same way as with full-time staff. Part-time teachers will be expected to work a proportion of professional development days and twilight training time in line with their proportional hours.

10. Unqualified Teachers

The Governing Body is committed to appointing qualified teachers for all teaching posts in line with the ESFA funding agreement. Where best endeavours have been taken and yet it has not been possible to appoint a suitable qualified teacher and yet a suitable candidate is available who is unqualified, they may be appointed by the appointment panel of the day.

The pay scale for unqualified teachers is:

UQT1	19340
UQT2	21559
UQT3	23777
UQT4	25733

UQT5 27954
UQT6 30172

11. Short notice/Supply staff

Teachers employed on a day-to-day basis or other short notice basis will be paid on a daily basis. Periods of employment for less than a day will be calculated pro-rata.

12. Salary sacrifice arrangements

Staff may enter into salary sacrifice arrangements, subject to approval by the school, whereby they sacrifice part of their gross salary in return for the school's agreement to provide a benefit-in-kind (exempt from income tax), under any of the following schemes:

- Childcare vouchers
- Cycle scheme
- Purchasing of Electric vehicles

Staff taking part will be made aware that participation may affect their pension contributions, and are advised to seek independent financial advice prior to making a commitment under the scheme.

Participation in a salary sacrifice arrangement has no effect on the determination of any safeguarded sum to which the staff member is entitled under the STPCD.

13. Monitoring the impact of the policy

The Governing Body will monitor the outcomes and impact of this policy annually, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

Annex A - Staffing Structure 2021-22

Leadership Scale

Headteacher	Leadership Scale	L26 - 32
Deputy Headteacher	Leadership Scale	L19 – 23
Assistant Headteacher	Leadership Scale	L14 – 18

Leadership pay spine	Salary	Headteacher Groups							
Minimum	44305								
L2	45414								
L3	46548								
L4	47706								
L5	48895								
L6	50122	G1							
L7	51470								
L8	52659		G2						
L9	53973								
L10	55360								
L11	56796			G3					
L12	58105								
L13	59558								
L14	61042				G4				
L15	62561								
L16	64225								
L17	65699								
L18	67351	G1				G5			
L19	69022								
L20	70733								
L21	72483		G2				G6		
L22	74283								
L23	76122								
L24	78010			G3				G7	
L25	79949								
L26	81927								
L27	83956				G4				
L28	86040								G8
L29	88170								
L30	90365								
L31	92597								
L32	94898					G5			
L33	97256								
L34	99660								
L35	102137						G6		
L36	104666								
L37	107267								
L38	109922								
L39	112601							G7	

L40	115410									
L41	118293									
L42	121258									
Maximum	123057									G8

Teaching and Learning Responsibility Payments 2iv

These posts attract payments of £7368

- Head of English
- Head of Maths
- Head of Science

Teaching and Learning Responsibility Payments 2iii

These posts attract payments of £5381

- Head of Art & Design Technology
- Head of Modern Foreign Languages
- Head of Physical Education
- Special Educational Needs Co-ordinator
- Head of Year (x 5)

Teaching and Learning Responsibility Payments 2ii

These posts attract payments of £4404

- Head of History
- Head of Geography

Teaching and Learning Responsibility Payments 2i

These posts attract payments of £3229

- Head of DT
- Head of ICT
- Head of Music
- Head of PSHE/Citizenship/Enterprise/Work Related Learning
- Deputy Head of English
- Deputy Head of Maths
- Deputy Head of Science
- Head of Religious Education

Annex B - Staff working outside their normal hours

NB Overnight and weekends are not paid for

	School visits	Evening meetings	Break/lunch-time meetings	Clubs	School Detentions	ICT Room cover at Lunchtimes
Full-time teaching staff	No extra payment. Salaried.	No extra payment 1265 hours	No extra payment 1265 hours	Approved club activities: Maximum of £50/lunchtime club & £100/after school club (must be min 10 pupils for min 10 weeks) up to a maximum of £150 per term per staff member	No extra payment 1265 hours	MDS pay
Part-time teaching staff	Paid extra hours if non-teaching day only up to a maximum of 6.5 hours/day. Otherwise salaried.	No extra payment 1265 hours	No extra payment 1265 hours	Approved club activities: Maximum of £50/lunchtime club & £100/after school club (must be min 10 pupils for min 10 weeks) up to a maximum of £150 per term per staff member	No extra payment 1265 hours	MDS pay
Support staff	Paid as Extra Hours beyond end of school day on agreement.	Paid as Extra Hours	Paid as Extra Hours	Approved club activities: Maximum of £50/lunchtime club & £100/after school club (must be min 10 pupils for min 10 weeks) up to a maximum of £150 per term per staff member	N/A	MDS pay

NB Extra hours can be taken as time in lieu by arrangement with SLT

Annex C – Calculation of non-contact lesson allocation for teaching staff

Non-contact lesson allocation

The number of paid non-contact lessons allocated are based on the grid shown below. The minimum amount of non-contact (PPA) time stated in the school teachers' pay and conditions document is 10% of their total working hours. Full time staff have 25 teaching periods and 5 non-contact periods this is 20% of timetabled lessons (not including registration) which works out as 17.8% of the full working hours (inc. registration).

At Debenham the proportion of non-contact time allocated to part time staff is as consistent as possible with that of full time staff. As free time can only be allocated in whole periods the number of free periods is rounded to the nearest whole period.

Contracted Teaching Periods	Non-contact time based on 20% of teaching time	
	%	to nearest period
25	5	5
24	4.8	5
23	4.6	5
22	4.4	4
21	4.2	4
20	4	4
19	3.8	4
18	3.6	4
17	3.4	3
16	3.2	3
15	3	3
14	2.8	3
13	2.6	3
12	2.4	2
11	2.2	2
10	2	2
9	1.8	2

Heads of faculty are allocated one additional non-contact period per week

Heads of year are allocated two additional non-contact periods per week

