

## Perse School's Teaching Staff Salary Scale for September 2022

The Perse School's salary year runs from 1 September to 31 August. The Perse Salary Scale is set above the maintained sector to recognise the high levels of teaching, pastoral and extra-curricular commitment required of all Perse staff.

### A) Service Scale

Point	In Year	Salary
S1	1	31,377
S2	2	33,188
S3	3	35,600
Threshold 1 apply by end of Term 2 in Year 3		
S4	4	38,228
S5	5	41,193
S6	6	44,388
S7	7	46,983
Threshold 2 apply by end of Term 2 in Year 7		
S8	8	48,108
S9	9	49,789
S10*	10	50,760
Threshold 3 apply by the end of Term 2 in Year 11		
S11*	12	52,537
S12*	14	53,670
S13*	16	55,221

\*There is annual progression for all full and part-time staff subject to threshold criteria assessment up to and including point 10. Thereafter service scale progression is biennial for all full and part-time staff subject to threshold criteria assessment.

All new entrants to the teaching profession will normally start on S1.

Heads have the discretion to award service points on the main scale for relevant experience outside of primary and secondary school teaching e.g. lecturing and tutoring in higher education or previous relevant careers working in other sectors.

**Threshold 1 S3 → S4**

All teachers are expected to meet the DfE Teachers’ Standards at all times. These are shown in Appendix 1 DfE Teachers’ Standards and integrated into Threshold 1 criteria. Meeting the DfE Teachers’ Standards is a requirement for threshold progression. In addition, a portfolio of specific evidence is required as below for threshold progression.

	<b>Criteria</b>	<b>Evidence</b>
T 1	<p>Teachers have excellent knowledge and understanding of the subjects they are teaching, foster and maintain pupils’ interest, developing where appropriate literacy and numeracy and addressing any misunderstandings that might arise in lessons.</p> <p>Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.</p> <p>Promote good progress and outcomes by pupils.</p>	<p>Qualifications</p> <p>Lesson observations</p> <p>Work scrutiny</p>
T 2	<p>Teachers deliver well planned and effective lessons supported by appropriate resources. Imparting knowledge and developing understanding through effective use of lesson time.</p> <p>Teachers promote a love of learning and intellectual curiosity.</p> <p>Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.</p>	<p>Lesson plans</p> <p>Lesson observations</p> <p>Work scrutiny</p>
T 3	<p>Teachers adapt and respond to the strengths and needs of all pupils. Knowing when and how to differentiate appropriately. Teachers have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability; those with English as an additional language; those with disabilities; and be able to use distinctive teaching approaches to engage and support them.</p>	<p>Lesson observations</p> <p>Learning Support adjustments in lesson planning and delivery</p> <p>Work scrutiny</p> <p>Value added analysis (where relevant)</p>
T 4	<p>Teachers set high expectations which inspire, motivate and challenge pupils. Establishing a safe and stimulating environment for pupils, rooted in mutual respect.</p> <p>Setting goals which stretch and challenge and consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils.</p> <p>Managing behaviour effectively to ensure a good and safe learning environment. Have clear rules and routines in classrooms, with high expectations of behaviour being applied consistently and fairly.</p>	<p>Lesson observations</p> <p>Lesson planning</p> <p>Interactions with pupils</p>

T 5	Make accurate and productive use of assessment in line with school/department policy. Make use of formative and summative assessment to secure pupils' progress. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.  Set homework and plan other out-of-class activities to consolidate and extend knowledge and understanding.	Work and assessment scrutiny  Lesson observations
T 6	Teachers write accurate and individual subject/form/tutor reports which clearly summarise pupil progress and identify strategies for improvement. Communicate effectively with parents with regard to pupils' achievements and well-being. Reports are completed to deadlines.	Report scrutiny  Feedback from Heads of Year and Section Heads
T 7	Teachers carry out supervisory duties in a conscientious fashion.	Random checks by Deputy Head
T 8	Teachers make a positive contribution to the wider life and ethos of the school through the extra-curricular programme, being involved in at least one of, sport/music/drama, clubs and societies or through trips and visits.	Staff Evidence
T 9	Contribute to the design and provision of an engaging curriculum with relevant subject areas for Threshold 1.  Taking a leading role in curriculum development for Threshold 2 and 3	Staff Evidence
T 10	Teachers must have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality. All compulsory training modules including those in safeguarding, data protection and IE&D have been successfully completed.	Staff Evidence  HR/TES Direct/Educare training and attendance logs
T 11	Teachers make effective use of ICT for teaching and administration purposes.	Staff Evidence

The threshold assessment will involve 2 lesson observations, a scrutiny of pupil work, and the examination of one set/form of reports. Evidence may be drawn from the appraisal process where this would avoid the duplication of recently completed (within the last 3 months) lesson observations and pupil work scrutiny.

Staff evidence can include any relevant activity completed within the 24 months prior to the threshold application. Teachers with questions about the suitability of evidence for threshold criteria assessment should consult the relevant Deputy Head.

### **Threshold 2 S7 → S8**

**Teachers must continue to meet all the Threshold 1 criteria and the following:**

T 12	Teachers lead and take responsibility for extra-curricular activities and regularly contribute to the wider life of the school – e.g.	Staff Evidence
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	through organising trips, leading a club or society, coaching a sports team, directing a play etc.	
T 13	Teachers play a full role in the school development planning process, (e.g. by attending meetings and contributing to discussions), and make a tangible contribution to the fulfilment of appropriate annual focuses.	Staff Evidence
T 14	Teachers celebrate and promote the achievements of pupils by producing appropriate articles for the school website and other school publications – recording such achievements on pupil tracking systems, and showcasing pupil achievement at open mornings/evenings, taster events and other public occasions.	Staff Evidence
T 15	Teachers contribute to the professional development of other colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.  This could take the form of staff leading internal INSET or professional development seminars; or staff acting as mentors to less experienced teachers.	Staff Evidence

The threshold assessment will involve 2 lesson observations, and the scrutiny of one set/form of pupil work. Evidence may be drawn from the appraisal process where this would avoid the duplication of recently completed (within the last 3 months) lesson observations and pupil work scrutiny.

Staff evidence can include any relevant activity completed within the 24 months prior to the threshold application. Teachers with questions about the suitability of evidence for threshold criteria assessment should consult the relevant Deputy Head.

### **Threshold 3 S10 → S11**

**Teachers must continue to meet all the Threshold 1 and 2 criteria and the following:**

	<b>Criteria</b>	<b>Evidence</b>
T16a or T16b	Teachers have outstanding knowledge and understanding of the subjects they are teaching, <b>(16a)</b> or outstanding pedagogy <b>(16b)</b> .  16a Outstanding subject knowledge and understanding is demonstrated by the award of higher degrees (masters or doctorates), <b>and/or</b> by teaching Oxbridge classes, <b>or</b> preparing pupils for the Extended Project Qualification <b>or</b> other qualifications designed to bridge the school/university divide.  16b Outstanding pedagogic knowledge is shown by the award of a relevant MEd (or equivalent), <b>or</b> recognition by relevant external outside bodies (e.g. as a serving ISI Inspector, IAPS subject specialist, as a best practice lecturer for professional associations such as HMC, IAPS, IPD, or by the acquisition of specialist teaching skills at level 7 e.g. the Diploma in Assessing and Teaching learners with specific learning difficulties.	Qualifications and Staff Evidence

T 17	Teachers work with senior management, taking a leading role in developing, implementing and evaluating policies and practice that contribute to school improvement, e.g. developing pupil tracking systems; revising pastoral structures, developing new teaching approaches; building the virtual learning environment or creating significant extra-curricular opportunities.	Staff Evidence
T 18	Teachers research and evaluate innovative educational practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues. A 3,000 word research report will be written.	Staff Evidence

T16, T17 and T18 may be interrelated with a MEd (T16b) including a research project (T18) which informs school improvement (T17).

Staff evidence can include any relevant activity completed within the 24 months prior to the threshold application. Teachers with questions about the suitability of evidence for threshold criteria assessment should consult the relevant Deputy Head.

### **B) Threshold applications**

Threshold applications must be made through the submission of a portfolio of evidence by the end of July prior to intended threshold progression. It is the responsibility of the teacher to provide supporting evidence where indicated. Lesson observations, pupil work scrutiny, report reviews, visual inspections, and duty checks will be carried out by appropriately trained senior staff.

All Threshold applications are reviewed and determined by a committee which is chaired by the Senior Deputy Head at the Upper and consists of the Deputy Head at The Prep and Pelican. Threshold decisions can be appealed to the Head of the Perse School, and appeals need to be made in writing by 1 September. Once teachers pass through a threshold they cannot be demoted from it.

### **C) Responsibility payments**

Responsibility payments are made to teachers whose duties include a substantive additional responsibility that is not required of all teachers.

Responsibilities can be recognised both in terms of timetable remission and/or responsibility payments. A responsibility that is carried out solely within a timetable allocation will not qualify for an additional responsibility payment.

Responsibility payments are made in units of £335 on a scale that runs from £335 to £20,770.

Responsibility payments are broadly proportionate to the size of the responsibility which can be measured by: pupil numbers, number of staff managed, number of pupil periods, the level of budgetary responsibility, and the impact of the responsibility. Exact placing on the responsibility scale is at the discretion of the relevant Head using the above criteria, **but the total annual cost of responsibility payments must remain within the agreed Pelican/Prep/Upper salary budgets**. A salary budget will be set annually for each school and approved by the Finance & General Purposes Committee.

The maximum value of a single responsibility payment is £17,420, and a combination of responsibility payments £20,770.

All responsibility payments are specifically linked to a defined position for which a job description will be available. Some responsibility allowances may be awarded for a limited period only. Responsibility allowances will be reviewed on an annual basis and adjusted to take account of significant changes in staff expertise and/or changes (up or down) in the extent of responsibility. Responsibility payment bands will apply to certain posts, allowing for progression along the responsibility payment scale within defined parameters.

#### **D) Weekend payments**

All members of staff who take responsibility for a team fixture or other preauthorised School responsibility on a weekend will be paid a Weekend Payment Allowance, termly in arrears. All Sports Fixtures are claimed at the Standard/Enhanced Rate depending on the approximate distance travelled. A table showing the approved school/category is available. Schools that do not appear on the list will be categorised by the Senior Deputy Head. Other activities during term time such as PES camps, drama rehearsals and music rehearsals can be claimed at the following rate : Standard : 1 – 5 hours; Enhanced : over 5 hours. Please consult the Senior Deputy Head if you are uncertain whether an activity would qualify for a payment before it takes place. Weekend payments are not pensionable. Payments are **not** made for school trips in the holidays, school trips that fall in term time which overlap with a weekend (unless they are Outdoor Pursuits camps or include sports fixtures (e.g. national finals), weekday and pre-season fixtures, practices and any contracted Saturdays.

If a member of staff is officiating at a morning and an afternoon fixture or at an all-day tournament, an Enhanced Rate can be claimed. All weekend cricket fixtures that last for more than 5 hours can be claimed at the Enhanced Rate.

Standard Rate : £105 (1 - 5 hours)

Enhanced Rate : £130 (over 5 hours)

#### **E) Research Awards**

Teachers undertaking research which will benefit the school and its pupils may apply for a research award. (This could include research undertaken as part of the Threshold 3 application process.) Research can be academic, pastoral, curricular, extra-curricular or pedagogic in nature but there must be a clear pupil benefit. There will be no timetable remission for the research, and staff are expected to meet the costs of the research from the research award.

Applications for research awards must be made using the appropriate documentation by 1 October in the year of research. Staff cannot apply for research awards in consecutive years.

Decisions will be made by 1 November, and the respective Head's decision is final.

The research must be completed by 1 June. The Research Award is paid on the production of the final research document.

Research Awards are worth £650 and are not pensionable. Eight research awards are available each academic year on a broadly proportionate basis: 5 at the Upper, 2 at the Prep and 1 at the Pelican.

#### **F) Form Tutor Payments**

All Perse teachers are expected to be committed in 3 key areas carrying out teaching, pastoral and extra-curricular duties. This three-dimensional requirement is reflected in Perse salary scales which are significantly above those operating locally in the maintained sector. The form tutor payment is for out of normal school hours pastoral work e.g. attendance at tutorial evening or year group events.

The payments are as follows:

Up to and including 19 pupils	£ 522
20 or more pupils	£ 650

### **G) Part-time Teachers**

All part-time teacher payments are prorated in accordance with the days or periods worked. In the case of periods, part time staff salaries are calculated as fractions of the standard full-time teacher period load. Some responsibility allowances may be paid in full, if an entire responsibility is delivered by a part-time teacher.

### **H) Recruitment & Retention Incentives**

Recruitment and retention incentives may be paid in any of the three schools to obtain/retain suitably qualified and experienced teachers in a competitive market (e.g. for subjects where there is an acute shortage of applicants, or where the state sector offers 'golden hellos'). Such recruitment/retention incentives are paid in units of £335, and can only be paid with the agreement of the Head of the Perse School and Bursar. The terms of any individual recruitment and retention incentive will be specified in writing, and will stipulate the value and duration of the incentive and the basis of any future increases or removal.

### **I) School Payments**

In recognition of evening commitments, residential trips, non-term time activities, preparation for public exam classes and university entry and some market differences, the following additional school payments will apply:

For Prep Staff – an additional £488 per annum  
For Upper staff – an additional £2,000 per annum

School payments are pro-rated for part-time staff.

### **J) Staff Cover**

Short term (one week or less) staff absences are covered by colleagues as part of their standard duties for no additional payment. Longer term absences may be covered internally using existing staff. In these cases any arrangement will be agreed in advance by the teachers concerned and the appropriate Deputy Head/Head. The Perse pays a standard cover rate of £47.45 per forty-minutes of teaching (prorated where necessary to reflect 60/80 minute periods). This includes preparation, assessment and, if appropriate, reporting.

### **K) Relocation expenses**

In accordance with HMRC guidance the Perse offers the following reimbursement for the costs of relocation to move to a new home for a new job within reasonable daily travelling distance of the Perse (details of qualifying expenses can be found at [www.hmrc.gov.uk/guidance/relocation.htm](http://www.hmrc.gov.uk/guidance/relocation.htm)).

Teachers	up to £4,000
Teachers with middle management responsibilities* and above (*defined as having positions with 10 or more RAs)	up to £8,000

Qualifying relocation expenses are currently exempt from tax and national insurance.

Teachers who choose to leave the Perse within one year of relocation will be required to refund 75% of their relocation expenses.

Teachers who choose to leave the Perse within two years of relocation will be required to refund 50% of their relocation expenses.

Teachers who choose to leave the Perse within three years of relocation will be required to refund 25% of their relocation expenses. After three years of service no relocation refunds apply.

If the School decides to end a contract of employment within the three year post relocation period (for example because the probationary period has not been passed) then no repayment of relocation expenses will be required.

*ECE*



## Appendix 1 DfE Teachers' Standards

### PREAMBLE

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

### PART ONE: TEACHING

A teacher must:

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

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

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

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

#### 3 Demonstrate good subject and curriculum knowledge

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

#### 4 Plan and teach well structured lessons

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

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

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

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

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

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

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

#### 8 Fulfil wider professional responsibilities

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

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

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