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## St John the Baptist School Pay Policy

### 1. Policy & Purpose

The overall aim of the pay policy is to ensure that all teaching and support staff are valued and receive recognition for their work and contribution to school life.

The purpose of the policy is to:

- a) Enable the Governing Body to manage the remuneration of staff in a non-discriminatory, responsible and transparent way, which complies with current employment law and school policy on the fair and equal treatment of employees and with the principles of public life, namely objectivity, openness and accountability.
- b) Maintain and improve the quality of education provided for pupils in the school by having a whole school pay policy that supports the school improvement plan and reflects the agreed aims of the school.
- c) Support the equitable and objective determination of appropriate pay for staff under the school's appraisal policy.
- d) Provide for a staffing structure that will enable the school to achieve its aims and objectives under the school improvement plan.

The Governing Body is committed to:

- e) Reviewing the pay policy annually against the targets set under the school improvement plan, the confines of the agreed budget and the Governing Body's spending priorities.
- f) Working within framework documents referred to in staff contracts, specifically:
  - a) **For teachers:** The School Teachers' Pay and Conditions Document and statutory regulations affecting the employment and conduct of teaching staff.
  - b) **For support staff:** Surrey Pay
- g) Consulting staff members and local representatives of recognised trade unions as part of the annual review of this Pay Policy and ensuring that members of school staff have ready access to the up-to-date version. Also complying with equalities legislation

### 2. The Pay Committee: Terms of Reference

- a) The Governing Body will annually appoint, from its members, a Pay Committee with the delegated powers described in the following terms of reference.
- b) The Pay Committee will consist of three governors who are not members of staff at the school, and the head teacher in an advisory capacity.

The Pay Committee will have fully delegated powers to:

- c) Implement the Pay Policy with reference to staffing and financial budget plans. If the Committee feels it to be appropriate, any matter may be passed to the full Governing Body for ratification.
- d) Achieve the aims of the Pay Policy in a fair and equitable manner within statutory and contractual obligations.
- e) Apply the criteria of the Pay Policy in determining the pay of each member of staff in the annual review.
- f) Recommend to governors the annual budget needed for the payment of staff.

The Committee shall be required to:

- g) Minute all decisions taken and submit their minutes to be noted by the full Governing Body.
- h) Keep abreast of relevant developments and advise the Governing Body when the Pay Policy needs to be revised.

### **3. Determining Salary for New Appointments**

#### **3.1 Classroom Teachers (All Teachers Other than Leadership Group)**

On behalf of the Governors the Head Teacher will determine the pay range for a vacancy prior to advertising. On appointment, the Head Teacher will determine the starting salary within that range to be offered to the successful candidate.

In determining the salary range for a vacant post within the overall minimum and maximum limits provided for within the School Teachers' Pay and Conditions Document (referred to hereafter as the STPCD), the following may be taken into account among others:

- The nature of the post
- The level of qualifications, knowledge, skills and experience required
- The wider school context at the time of the application.

In determining the specific starting salary for a successful applicant, the selection panel will take into account the applicant's relevant career history, previous salary, skills and qualifications based on the evidence collected through the selection process, including references.

The selection panel may, at its discretion, recognise a teacher's upper pay range status, as awarded by another school, without requiring the teacher to reapply separately through the school's procedure. This is provided there is scope within the established pay range for the post to award a starting salary on the upper pay range and on the condition that there is sufficient evidence collected through the selection process that the teacher meets the relevant criteria (See Appendix 2)

Teachers without Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) will be placed on the Unqualified Teacher Range.

In determining the salary range for a post in which the primary purpose is modelling and leading improvement of teaching skills ('leading practitioners'), an individual post range within the overall pay range for leading practitioners will be determined, having regard to the challenge and demands of the post as well as internal pay relativities.

Additional allowances may be awarded to new appointments where the Governing Body deems this to be appropriate (see Section 6). Specifically, where market conditions are deemed to be a factor, a recruitment allowance may be awarded if the criteria in 6.2 has been met.

### **3.2 Leadership Group**

The salary range for all staff paid on the leadership spine will be determined by reference to the provisions of the STPCD and will include consideration of any broader responsibilities attached to the role.

#### **Head Teacher**

The Individual School Range (ISR) of 7 points for the head teacher will also be determined by reference to the school group size and the appropriate positioning of the pay range of any deputy or assistant head teacher at the school, as specified in the School Teachers' Pay and Conditions Document. The school is currently a Group 8 School. The ISR for the current head teacher extends from point L37 to point L43.

The Governing Body will only re-determine the head teacher's ISR in the circumstances specified in the School Teachers' Pay and Conditions Document.

#### **Deputy Head Teachers and Assistant Head Teachers**

The 5 point salary range for any deputy head teacher and assistant head teacher shall be determined by reference to the STPCD, taking into account the appropriate positioning of the pay range of the head teacher and any other member of the leadership group at the school.

The Governing Body will only re-determine the pay range of any deputy or assistant head teachers in circumstances specified in the STPCD.

Additional allowances may be awarded to new leadership appointments where the Governing Body deems this to be appropriate (see Section 6).

### **3.3 Support Staff**

The appointment of support staff shall be in accordance with provisions set out in the School Staffing (England) Regulations 2009 (as amended) and shall have regard to the DfE document 'Guidance on Managing Staff Employment in Schools'.

The salary gradings for posts shall be based on the job description and on a system of job evaluation as adopted by the Governing Body to cover all support staff having regard to advice provided by the LA. In determining matters of pay and grading, the Governing Body will have particular regard to the provisions set out in the DfE's guidance.

For support staff newly appointed on the Surrey Pay Spine, appointment will normally be made on the minimum of the salary range for the relevant grade. However the appointment can be made on a salary above the minimum of the range where the Governing Body wishes to recognise particular experience and/or qualifications appropriate to the post, the current salary of the appointee where it exceeds the minimum of the range, or any particular recruitment difficulties. In determining the specific starting salary for a successful applicant, the selection panel will base its decision on the evidence collected through the selection process, including references.

Where an employee is promoted or re-graded onto a higher salary he/she must be placed on a salary within the new grade which is at least 2.5% higher than his/her previous salary position. This will often be the minimum of the new salary range. Whilst this is the general position, occasionally other assimilation arrangements will have been agreed or may be more appropriate.

Where an employee is re-graded they will normally be placed on the bottom point of the new scale unless other assimilation arrangements have been agreed or are appropriate.

## **4. Pay Reviews and Progression**

### **All Teachers (Including Leadership Group)**

All teaching staff, including those on the leadership scale, will be provided with a salary statement following any change to their salary. This statement will contain details of the annual salary plus

any allowances or safeguarded sums that are due to the teacher. This will be provided after pay decisions have been ratified by the Governing Body.

All eligible teaching staff will have their pay reviewed annually. The Governing Body will complete annual pay reviews for all eligible teachers, other than the head teacher, by 31 October of the following academic year. The head teacher's annual pay review will be completed by 31 December of the following academic year. Where circumstances cause a delay to pay reviews, these will be completed as soon as reasonably possible after the deadline, ensuring affected teachers are regularly updated. Reviews may also 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 showing revised salary will be given after any review.

### **Main Scale Pay Progression**

Salary determinations effective from 1 September 2013 shall be made in accordance with the provisions of the STPCD 2012. In the case of newly qualified teachers (NQTs), pay decisions will be made by means of the statutory induction process.

Teachers paid on the main scale will usually progress up this scale in six stages, but pay progression is not automatic after September 2014. After this date changes to pay progression within the scale will be based on the previous year's performance management. Teachers will be required to have successfully passed annually set targets within the appraisal system in order to gain a pay increment. The school may award additional payments within the main scale for teachers who have, in the previous 12 months made a significant contribution to the life of the school, having regard to all aspects of their professional duties, but in particular classroom teaching. A significant impact may include, but is not limited to, teachers who have - impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of teachers or other staff; wider contribution to the work of the school. See also details of the National teaching Standards (see Appendix 3)

All teachers are expected to engage fully with this process. The current arrangements for teacher performance are set out in the school's appraisal which should be read in conjunction with this pay policy.

Decisions regarding pay progression will be adjusted where appropriate to take into account special circumstances, for example long-term absence resulting from sick leave or maternity leave. A decision on what adjustments may be necessary will be made on a case-by-case basis depending on the exact circumstances.

The school's scheme for determining pay progression for classroom teachers from September 2014 is contained within Appendix 1

### **Threshold Progression**

There will be no automatic progression onto or within the Upper Pay Range.

### **Leadership Group**

The head teacher, deputy head teachers and assistant head teachers must demonstrate sustained high quality performance, with particular regard to leadership, management and pupil progress at the school and will be subject to an annual appraisal at which performance against objectives will be reviewed before any performance points will be awarded.

Annual pay progression within the range for this post is not automatic. The Governing Body will consider whether to award one or two pay progression points. Two pay progression points will only be awarded in cases of exceptional performance.

### **Support Staff**

Surrey County Council has suspended normal pay progression arrangements until 31<sup>st</sup> March 2014. A two-year pay settlement, effective from 1<sup>st</sup> April 2012, provides for a fixed flat-rate consolidated payment to be made to staff, pro-rata for part-time employees. This payment incorporates both a cost of living award and pay progression within the appointed grade (pay

progression is subject to eligibility and personal 'headroom' being available within the grade). Surrey County Council is seeking to develop a contribution-based pay scheme in the future.

Support Staff have an annual appraisal of their performance in the Autumn Term. If an employee has performed unsatisfactorily reference will be made to the Governing Body's disciplinary/capability procedure.

## **Movement to the Upper Pay Range**

### **5.1 Applications and Evidence**

Any qualified teacher may apply to be paid on the upper pay range and any such application will be assessed in accordance 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 made by the 31 October 2013 will be assessed in accordance with the Round 13 application process outlined in the 2012 STPCD, where the teacher is eligible. Any other applications will be assessed by reference to the process outlined in this section.

Applications should be made by 31 August in each academic year.

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 will include the results of recent appraisals, including any recommendation on pay. The evidence should usually cover at least the previous two year period. Employees who have been absent from work, for example due to maternity leave or extended sickness absence, will be able to use earlier appraisal evidence in support of their application and/or a statement and summary of evidence as outlined below.

In the event that information from appraisals is not applicable or available, a statement and summary of evidence, designed to demonstrate that the applicant has met the assessment criteria, should be presented instead.

Applications should be made initially through discussions with the Head Teacher

#### **Assessment**

An application from a qualified teacher will be successful where the Governing Body is satisfied that the teacher meets the standards as outlined in Appendix 2.

### **5.2 Pay Progression for Successful Applicants**

Successful applicants will be moved onto the upper pay range, with effect from the start of the following academic year. It is the school's policy to place teachers who have successfully applied to access the upper pay range on the minimum of the range except in exceptional circumstances

## **6 Allowances & Other Payments (Teaching Staff)**

### **6.1 Teaching and Learning Responsibility Payments (TLR's)**

#### TLR1s and TLR2s

TLR1s and TLR2s are awarded to the holders of the posts indicated in the school's staffing structure, which is attached to this Pay Policy. The current values of the TLR1s and TLR2s awarded are also indicated on the staffing structure. TLRs are awarded where the Governing Body is satisfied that the additional responsibilities are significant and meet the criteria specified in the STPCD. For the award of a TLR1, the post-holder must also have line management responsibility for a significant number of people.

The annual value of a TLR1 for the academic year 2013/14 must be between £7,397 and £12,517 (FTE) (pay award pending).

The annual value of a TLR2 for the academic year 2013/14 must be between £2,561 and £6,259 (FTE) (pay award pending).

## TLR3s

The Governing Body may award a fixed-term TLR (a TLR3) to a classroom teacher who has been given a time-limited school improvement project or one-off externally-driven responsibilities. To award a TLR3, the Governing Body must be satisfied that the significant responsibility is one not required of all classroom teachers and which is focussed on teaching and learning, requires the exercise of a teacher's professional skills and judgement and has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.

The annual value of a TLR3 for the academic year 2013/14 must be between £505 and £2,525 (FTE).

The duration of the fixed term will be established at the outset and payment will be made monthly during this period. Pay safeguarding will not apply at the end of the fixed period. The award may be removed if performance is not satisfactory.

## **6.2 Recruitment and Retention Allowances**

The Governing Body will, in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where the Governing Body anticipates or encounters recruitment and/or retention difficulties. In determining whether a post will be eligible for a recruitment and retention allowance the Governing Body will take into account the following factors:

- Whether the post is in a nationally recognised shortage subject area;
- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants;
- Whether previous recruitment to posts of a similar nature has proven difficult;
- Whether there has been a high rate of staff turnover;
- Any other relevant circumstance that the Governing Body believes is having a detrimental impact on the recruitment and retention of staff.

Where such an incentive or benefit is awarded the Governing Body will determine:

- Whether the award is for recruitment or retention;
- The nature of the award (e.g. cash sums, travel, housing costs, etc.) and its value;
- When/how it will be paid\*;
- The start date and expected duration of the award (unless it is a one-off award);
- The review date after which the award may be withdrawn;
- The basis for any uplift that may be applied.

(\*Allowances may be paid monthly, paid wholly or in part as a lump sum subject to satisfactory completion of service in the previous year, or paid by a combination of the two methods.)

The Governing Body will conduct regular formal reviews of all recruitment and retention awards and will withdraw awards where the circumstances no longer justify their continued payment.

## **6.3 Provision of Services by the Head Teacher to Other Schools**

Where the Governing Body determines that the head teacher and/or other teachers should receive payment for additional responsibilities or activities due to, or in respect of, the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools, the rate of pay for such activities will be dependent of the level of additional responsibility.

## **6.4 Allowances for Unqualified Teachers**

Unqualified teachers are not permitted to hold TLR allowances.

The Governing Body may, however, exercise its discretion to determine that an additional allowance is payable to an unqualified teacher if they consider that the teacher has:

- A sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or
- Qualifications or experience which bring added value to the role being undertaken.

## **7. Allowances & Other Payments (Support Staff)**

The Governing Body reserves the right to approve payment of honoraria to support staff in recognition of work that goes beyond that normally expected of the post holder.

## **8. Pay Appeals**

### **8.1 All Teachers (Including Leadership Group)**

In the event of a teacher seeking reconsideration of a pay decision he or she should first seek to resolve the matter informally through discussion with the decision-maker (usually either the head teacher or the Chair of the Pay Committee) within 10 working days of the notification of the decision.

Where this is not possible, or the matter is still unresolved, the teacher may put his/her concerns in writing to the Pay Committee within 10 working days of the original decision, or the outcome of the informal discussion. The Pay Committee should convene a hearing within 10 working days to consider the teacher's concerns and afford the opportunity for him/her to make representations in person, accompanied by a trade union representative or work colleague if desired. The teacher should be informed, in writing, of the outcome of the meeting within 5 working days and notified of the right of appeal, where applicable.

If the teacher wishes to appeal against the decision of the Pay Committee he/she should do so within 10 working days of the written notification of the Pay Committee's decision, setting out the grounds for appeal. Any appeal against the decision of the Pay Committee should be heard by a panel of governors who were not part of the original pay decision. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification, giving the teacher at least 10 working days' notice of the date of the appeal.

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

That the person or committee by whom the decision was made:

- Incorrectly applied a provision of the STPCD or this policy;
- Failed to have proper regard for statutory guidance;
- Failed to take proper account of relevant evidence;
- Took account of irrelevant or inaccurate evidence;
- Was biased;
- Otherwise unlawfully discriminated against the teacher.

The appellant also has the right to see all relevant papers and to be accompanied by a trade union representative or a work colleague.

If the appellant wishes to submit any written evidence as part of his/her appeal then he/she must do so at least 5 working days prior to the appeal hearing.

Where an appeal has been submitted by a member of staff other than the head teacher, and they are appealing against the decision of the Pay Committee, it will be for the Chair of that committee to determine whether a representative of the committee and/or the head teacher should be present to defend their decision.

The decision of the appeal committee should be notified in writing to the teacher within 10 working days of the appeal hearing. If the appeal is rejected then the appeal committee should explain the reasons for their decision.

This procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be reopened under the general grievance procedure.

## **8.2 Support Staff**

Where a member of support staff is dissatisfied with any decision relating to his/her pay, this should be raised in accordance with the Governing Body's adopted grievance procedure.

## **9. Access to Salary Records**

Staff may have access to their salary records by giving reasonable notice during term time to the School Business Manager.

## **10. Policy Review**

This policy will be reviewed following the publication of the School Teachers' Pay & Conditions Document 2017 or earlier if required.



## APPENDIX 1

### PAY PROGRESSION FOR CLASSROOM TEACHERS 2014

This appendix explains how pay progression will be determined for classroom teachers with effect from 1<sup>st</sup> September 2014.

#### Pay Structure

The school recognises, and adheres to, the minimum and maximum of the established pay ranges as outlined in the School Teachers' Pay and Conditions Document (STPCD).

For the purposes of determining pay progression, the school uses reference points within the minimum and maximum as outlined in the tables below. These salary figures reflect those applicable for the 2012/13 academic year and will therefore be updated in accordance with the STRB's recommendations on pay for 2013/14, as accepted by the Department for Education.

*(Note that we are awaiting confirmation of how the 2013/14 pay award will affect the pay ranges: this is currently expected late May or early June 2013. Note also that these salaries reflect the **fringe area**)*

Main Pay Range	£*
<b>Minimum</b>	<b>22,626</b>
	23,479
	<b>24,331</b>
	25,267
	<b>26,203</b>
	27,175
	<b>28,146</b>
	29,212
	<b>30,278</b>
	31,433
<b>Maximum</b>	<b>32,588</b>

Unqualified Teachers	£*
<b>Minimum</b>	<b>16,856</b>
	17,776
	<b>18,695</b>
	19,615
	<b>20,534</b>
	21,454
	<b>22,374</b>
	23,294
	<b>24,213</b>
	25,133
<b>Maximum</b>	<b>26,052</b>

Upper Pay Range	£*
<b>Minimum</b>	<b>35,218</b>
	35,851
	<b>36,483</b>
	37,139
<b>Maximum</b>	<b>37,795</b>

## **APPENDIX 2**

### **Standards to be eligible for payment on the Upper Pay Range**

#### **(1) Professional attributes**

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

#### **(2) Professional knowledge and understanding**

##### **Teaching and learning**

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

##### **Assessment and monitoring**

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

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

##### **Subjects and curriculum**

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

##### **Health and well-being**

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

#### **(3) Professional skills**

##### **Planning**

7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

##### **Teaching**

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

##### **Team working and collaboration**

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

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

## APPENDIX 3

### National Teaching Standards

#### **PART ONE: TEACHING**

##### 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.