



Tomlinscote School and Sixth Form College

Teacher Recruitment Pack 2016 - 2017



*Executive Principal: Mr I M Hylan MA BSC
Tomlinscote Way, Frimley, Surrey GU16 8PY*

Email: Office@tomlinscoteschool.com web: www.tomlinscoteschool.com Tel: 01276 709050 Fax: 01276 709060

*Surrey Heath Education Trust trading as Tomlinscote School & Sixth Form College is a charitable company
limited by guarantee registered in England and Wales (registered number 8621310).*

Registered office: Tomlinscote School & Sixth Form College, Tomlinscote Way, Frimley Surrey GU16 8PY.



Contents

- Letter to applicant
- Information on school
- Person specification
- Job description
- KS3 Leader job profile
- Extract from pay policy

Tomlinscote School Sixth Form College

A Specialist Language College



February 2017

Dear Applicant

Appointment of a Teacher of Science + KS3 Responsibility

Thank you for your interest in this post at Tomlinscote School. The purpose of this letter, and the accompanying school summary, is to give you a flavour of our school and the team you would be joining. I hope that this helps you to understand the opportunity we offer before you commit the time necessary to write a meaningful application; I have no desire to waste your time or mine! You will know that standards, both academic and behavioural, are very high at our school and we are proud of our 'Outstanding' Ofsted judgement, but we are not complacent. Our success means nothing if we do not build upon it to become even more successful. I want you to be confident that what we offer is the challenge you are looking for. Obviously the best way to decide this is to visit the school and if you would like to do so before applying then please email HR at applications@tomlinscoteschool.com to arrange. However, this is not a test! Making such a visit is for your benefit and you will have a tour of the school if called for interview. If you have any subject specific questions, please feel free to contact Dr Chris Wiskin, the Head of Science Faculty at cwiskin@tomlinscoteschool.com

All Science lessons are taught in 13 dedicated teaching laboratories. As a result of having dedicated teaching laboratories the faculty puts a premium on practical work. We have an excellent technician team of five people, who operate out of two well-stocked preparation laboratories. The faculty is very well resourced in terms of equipment for a range of activities. Each teaching laboratory is equipped with a computer and projector for the teacher's use. Some are equipped with an interactive whiteboard. A system for booking science-dedicated laptops is available and are regularly used to enable the curriculum at all key stages to be ICT enriched. Internet access is available to all. All students are provided with e-textbooks at KS3 and at KS4, to use at school and home. The faculty is fully staffed with a good balance of experienced and youthful Science specialists who work well together. We are outward looking and seek to combine the best of contemporary and traditional practice in our teaching. We have written comprehensive Schemes of Work for all year groups that aim to enrich and extend the learning capabilities of all students. Students are assessed each half term, enabling them to develop revision skills to prepare them for internal examinations and public examinations at Key Stage 4 and beyond.

Our results have been good at both GCSE and 'A' level for many years. In 2016, our students achieved the following:

• GCSE Science	70.2% A* - C
• GCSE Additional Science	65.5% A* - C
• GCSE Biology / Chemistry / Physics	98.9% A* - C
• GCE Biology	66.7% A* - C
• GCE Chemistry	67.9% A* - C
• GCE Physics	43.0% A* - C

The team actively seeks to develop new ideas and collaborative working, in order to develop and improve the department as much as possible. Current points of focus include the promotion of “independent learning” and the development of ICT within the science curriculum.

This is an important first-step for an ambitious candidate looking for further leadership promotion in the future. It will provide the appointee with opportunity to lead on the promotion of initiatives within the science faculty. The appointee will develop their skills in carrying out Performance appraisals of other staff. This is a position that will allow a suitable candidate to develop a range of intervention strategies that allow all our Lower School learners to meet their full potential.

Support for staff is strong. The school is fully staffed, partly because staff report that they can concentrate on teaching and are supported by widely shared and regularly reinforced expectations. We have a well-established programme of support for newly appointed staff which enables them to settle into the school routine quickly and effectively. New staff tell us this makes a real difference to them when they first join us.

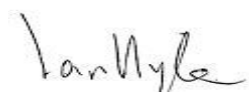
While housing in the immediate locality of the school is expensive, 3 bedroom homes are currently being advertised for significantly less than £230k within a five mile radius of the school; two bedroom apartments are available for less than £200k. Road and rail access is excellent; the M3 junction is two miles away while the main line from Basingstoke to Waterloo stops regularly in Farnborough, 3 miles from the school. The Reading / Guildford / Gatwick railway service stops at Farnborough North station.

As an employee of Tomlinscote School, you can benefit from a range of additional extras including: excellent pension scheme, Employee Assistance Programme, membership to Surrey Rewards, Childcare plus scheme, Free Eye Examination voucher, onsite catering facility including Aroma coffee and discounted membership to the onsite gym. Please contact HR department for further details.

The enclosed Job Description summarises the main responsibilities of the post. I hope the information supplied describes your type of school; if so your application is most welcome. If not, then keep looking and good luck. To apply, please complete the application form and equality monitoring form – C.V.s are not required. Application forms are available via the school website: visit the ‘Our School’ section. Please refer closely to the Person Specification when writing your accompanying ‘Statement of Application’ – generalised statements used in other applications are easy to spot and do you no favours. Use a maximum of two sides of A4 to describe how your knowledge, skills and experience have prepared you for this post. Please give brief examples where possible. Please **return the application form electronically** to applicants@tomlinscoteschool.com by Monday 6th March 2017.

Thank you for your interest in this post and the school. I look forward to reading your application.

Yours sincerely



Ian Hylan

Executive Principal

Recruitment Contact Details

Mrs Anna Finch

HR Manager

applications@tomlinscoteschool.com

01276 709050 ext 233

Tomlinscote School & Sixth Form College

A Specialist Language College



Information about our school 2016

Tomlinscote School and Sixth Form College is a highly successful mixed comprehensive school of approximately 1600 students, with 260 attending our Sixth Form College. We are successful because standards, facilities and learning are excellent. Our GCSE results are consistently high, with a 'significantly positive' value added score, our 'disadvantaged' students outperforming non-disadvantaged across the country and subject results being well above national averages. The most recent Ofsted inspection judged the school to be "Outstanding"; this was also the judgement for Teaching. Inspectors noted that, "Much of the school's success is due to a focus on improving teaching and monitoring students' progress regularly". When asked about strengths of the school, staff say,

you can concentrate on teaching
really happy to come to work
supportive colleagues, welcoming staff

we have good students
consistency with discipline,
opportunities to try something new

These factors combine to make Tomlinscote a marvellous school to work in. If you are a great teacher or successful support colleague, are ambitious and keen to develop your practice, you will find our school a very welcome place to work and immensely rewarding.

Academic Standards

Year 11	Basics, C+ En & Ma	% 5C+ inc En & Ma	Attainment 8	Value Added / Progress 8
2014	75	72	n/a	1009.9
2015	72	68	55.6	1015.4
2016	79	74	54.4	+ 0.14

Note results gained on vocational courses cannot be combined with the A-level below

Year 13	% A*-B	Average points per student	Value Added
2014	44	720	6.3
2015	46	686	0.1
2016	35	697	n/a

What makes Tomlinscote unique

- **We are a Language College.** The emphasis is firmly on the creation of a school culture in which students develop an international perspective whilst studying those subjects which reflect their personal strengths. This development has had considerable curriculum and resourcing benefits for all departments within the school as well as close links with the Goethe Institut. We currently teach German, French, Spanish, Mandarin Chinese and Japanese.
- **IT as a learning tool.** For a number of years, students in the main school have had a personal IT device and access to a site wide wireless network. Students now have an iPad mini for use in school and at home. Teaching staff also have devices.
- **We value Vocational education.** A wide range of courses are available at Key Stage 4, in the sixth form and to the community. These include football coaching, catering, hair, beauty, construction, child care and creative media. These are based in a £3.4M state-of-the-art vocational centre. This superb facility is an integral part of our future.
- Tomlinscote is an Academy and we are actively developing partnerships with other schools. This will open up opportunities for shared learning, including staff working across different sites and phases. This is a very exciting development.

The Curriculum

Departments are organised into curriculum areas with a corresponding responsibility structure. At Key Stage 3 students follow the National Curriculum. In Year 7 students study French or German. They also have a taster of Japanese and Mandarin Chinese. In Years 8 & 9 Spanish is added. Setting is progressively introduced and a group of Year 9 students begin triple science. At Key Stage 4, a traditional core offer includes a Modern Foreign Language for all. Three option choices then allow for different pathways including a range of vocational programmes. The Gifted and Talented programme and the structure of the curriculum (including AS provision) ensures stretch and challenge for the most able.

The Sixth Form is open to students of all abilities who display a positive attitude. A wide range of 'A' level courses are available, some co-taught with a neighbouring school. The vocational offer is rare in a mainstream school with students accessing the wide range of areas described above in the new Vocational Centre. "Students make outstanding progress during their time in the sixth form" – Ofsted. Of particular value is the contributions students make to the community, both within school and externally. The great majority of students leave us annually to go into higher level courses in Further and Higher Education.

Our community

Most of our students live locally and are part of what Ofsted described as a, "Highly cohesive community, where the student voice is listened to carefully". There is a range of mentoring programmes to support our internal community. We work closely with other local schools in a 14-19 network called 'SHAPE' to provide a comprehensive area provision. All Year 10 students take part in an extensive work experience scheme that also benefits many following courses in the Sixth Form. We also have strong links with a number of local businesses and Higher Education institutions. There are many very successful fund raising events for charities and a significant commitment to community service. Many of the initiatives have come from students themselves and have been organised by Sixth Form students, who take an active part in general school life.

Supporting students

Ofsted described this area as, “Immensely effective”. Nine tutor groups make up each year group which is led by a Head of Year. Together with support from a range of specialists, this allows individuals to develop in a secure and constructive environment. The school benefits from Speech, Language and Communication specialist colleagues who work routinely alongside students in lessons. The work of tutors is broadening from the traditional support role to include focussed monitoring of academic progress and, where necessary, intervention.

Professional Development

The key to the improvement at Tomlinscote has been, and will continue to be, the quality of teaching and learning. The school supports a wide range of professional development activities and has an in-house middle leadership programme to support those new to post or aspiring to a leadership role. There are opportunities to develop whole school expertise while the coaching programme offers the opportunity to work alongside colleagues while developing your own practice. These programmes reinforce the importance of continually seeking to improve learning and staff are confident to take considered risks in their classrooms as they try new practice. The school provides placements for trainee teachers (SCITT) and has an extensive programme of peer observation. There are also a number of development leadership roles that supplement the support offered to individuals who are keen to develop their leadership experience.

Facilities

The school is housed on a single, attractive site with extensive playing fields. Most staff have their own classroom and specialist facilities are very good in most areas. The school’s popularity means that outdoor space is limited at social times but the students manage well with this limitation. A proposal is currently being developed to secure an all-weather pitch and associated changing facilities. The school has a substantial sixth form facility while Science, Technology and ICT have all seen significant investment. There is a dual use Sports Centre, with a conditioning room available for staff and student use. More recently the superb £3.6M Vocational Centre opened in October 2011 and The Bee Hive – our school catering facility - in September 2013. The school has a commitment to improving the working conditions for staff and students as part of a rolling programme of works.

Tomlinscote School and Sixth Form College

Person Specification – Subject Teacher

Essential	Desirable	Evidence
1. Education and training		
1.1 Evidence of successful training to be able to teach appropriate aged students	<ul style="list-style-type: none"> Relevant degree and Qualified Teacher Status 	Application form and references
1.2 Professional qualifications relevant to subject – typically a graduate	<ul style="list-style-type: none"> First or second class degree. A-level in relevant subject 	Certificates
2. Teaching Experience		
<p>2.1 Unless a beginning teacher, has a track record of classes achieving examination success across the relevant age range.</p> <p>2.2 The ability to judge the progress of students during a lesson and over time</p> <p>2.3 Knowledge of the subject curriculum and its relationship to the curriculum as a whole.</p> <p>2.4 Ability to recognise and describe the characteristics of high quality learning in the subject and the main strategies for securing good, or better, progress for all.</p> <p>2.5 Evidence of good behaviour management skills resulting in the active participation of all students in a class</p> <p>2.6 Ability to differentiate materials to meet the needs of learners</p> <p>2.7 Successful experience working with young people in a pastoral capacity (eg as form tutor)</p>	<ul style="list-style-type: none"> An experienced teacher will have the ability to consistently teach lessons that are at least good. Ability to teach to A-level 	<p>Verified examination results.</p> <p>Lesson observation</p> <p>Application Form</p> <p>References</p> <p>Interview</p>
3. Professional knowledge & skills		
<p>3.1 An ability to inspire and manage students effectively, thereby developing positive working relationships</p> <p>3.2 Well developed interpersonal and communication skills.</p> <p>3.3 Ability to communicate clearly in writing</p> <p>3.4 Always meets deadlines and has proven administrative abilities</p> <p>3.5 Good ICT skills including use within personal teaching.</p>	<ul style="list-style-type: none"> Evidence of teaching being enhanced by students having the opportunity to use IT to aid learning 	Application form, teaching & Interview

4. Personal qualities		
4.1 A desire to make a difference to the lives of young people 4.2 Belief in the importance of high expectations 4.3 Energy, enthusiasm and creativity 4.4 Able to work as part of a team 4.5 Excellent time management and self-organisation 4.6 Resilient and an ability to work calmly and effectively under pressure	<ul style="list-style-type: none"> Evidence of commitment to working with students outside lesson time. 	Application Form References Interview
5. Safeguarding & promoting welfare of students		
5.1 Motivation to work with students 5.2 Ability to form and maintain appropriate relationships and boundaries with students 5.3 Emotional resilience in working with challenging behaviours 5.4 Attitudes to use of authority and maintaining discipline		References Interview

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, other current education legislation and the policies of the Trust. The teacher shall carry out these professional duties as circumstances may require, under the reasonable direction of the Executive Principal. This document does not aim to specify all the details of the responsibilities and key tasks of the post holder and specific duties are subject to annual review with the line manager / Executive Principal.

All posts within school are subject to an enhanced disclosure.

The purpose of the post: To deliver to students an appropriate high quality educational experience reflecting the policies, aims and values of the school, by enabling every student to achieve his / her maximum potential.

The post holder reports to: the relevant Head of Faculty and Head of Year.

Key Accountabilities

1 – Teaching and learning:
<ul style="list-style-type: none"> a) To undertake an allocated programme of teaching and contribute to the development of schemes of work. b) To prepare, organise and deliver high quality lessons using a variety of methods / resources which will stimulate learning appropriate to student needs and the demands of programmes of study c) To ensure effective setting and marking of work to be carried out by the student in school and elsewhere. d) To assess, record and report on the progress, development, attainment and attendance of students and to keep such records as are required. e) To ensure that ICT, Literacy and Numeracy are reflected in the teaching / learning experience of students f) To maintain good discipline in class and around the school, actively promoting good practice with regard to punctuality, behaviour, standards of work and homework. g) To be proactive in applying school Health and Safety practices and policy
2 – Assessment and Reporting:
<ul style="list-style-type: none"> a) To undertake assessment of students as required by the departmental, school and examination boards b) To adhere to published deadlines relating to assessment and reporting c) To provide, or contribute to, oral and written assessments of individuals and groups of students d) To communicate with parents through established school structure and procedures
3 – Support and guidance:
<ul style="list-style-type: none"> a) As Form Tutor, provide advice and guidance to an assigned group of students on educational and social matters, acting as the first point of contact for colleagues and parents b) To monitor the academic progress of members of the tutor group and provide support where needed c) To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. d) To implement school procedures for tutor time particularly in terms of uniform expectations and regular monitoring of student planners e) To encourage members of the tutor group to participate fully in the life of the school, in order to gain maximum benefit for membership of the school community.
4 – Professional requirements:
<ul style="list-style-type: none"> a) To ensure that students are safe and protected whilst at school and that all suspected child protection incidents are reported to the Designated Safeguarding Lead. b) Establish effective working relationships and set a good example through dress, communication and conduct c) Adhere at all times to the requirements of the school's Code of Conduct for staff and the Teacher Standards. d) To participate in appropriate scheduled departmental, pastoral, staff and parent meetings e) To undertake supervision of students as detailed in the published duty lists f) To take a full and committed part in their own Appraisal in line with school policy g) Take responsibility for their own professional development h) To communicate as necessary with persons or bodies outside the school i) Have a working knowledge of teachers' professional duties and legal liabilities
5 – Other:
<ul style="list-style-type: none"> a) In addition, carry out other duties as reasonably required by the Executive Principal

Job Profile – Lower School Science leader

This job profile recognises the requirements of the current School Teachers Pay and Conditions Document, and reflects the policies established by the Surrey Heath Education Trust. It is supplemented by the job profile of a teacher.

Job Title: Lower School Science Leader: + TLR2b (currently £2,639)

Job Purpose: To be responsible for the Y7, 8 and 9 Science programme.

Accountable to: Head of Science **Accountable for:** No named staff

KEY ACCOUNTABILITIES	KEY TASKS
1. Ensure the progress of students in Y7, 8 and 9 following the science programmes.	<ul style="list-style-type: none">a. Monitor and report on the progress of pupils making use of data available from the Lower School.b. Ensure Lower School pupils are grouped appropriately in line with school and faculty policies taking account of the needs and prior attainment of pupils.c. Promote and encourage a range of enrichment activities for the Lower School.d. Work with the Science Leadership team and the Head of Faculty to use data to monitor progress and set appropriate targets for improvement in the Lower School.
2. To lead, develop and enhance the practice of those teaching science in Y7, 8 and 9.	<ul style="list-style-type: none">a. Provide a role model as a classroom teacher for Faculty staff and to represent the school positively in the public arena.b. Liaise with other teaching staff regarding possible cross-curricular links.c. Support staff to maintain school and faculty expectations with regard to learning, effort and behaviour.d. Liaise with teaching staff in feeder primary schools regarding curricular continuity and progression.
3. To be accountable for the leadership, management and development of Y7, 8 and 9 science.	<ul style="list-style-type: none">a. Ensure the Lower School curriculum within the faculty meets National Curriculum and any other legal requirements.b. Support policies and practices for assessing, recording and reporting on Lower School students' achievement and use this information to recognise achievement and set student targets.c. Assist in the preparation and the management of the faculty development plan to reflect whole school and faculty objectives.d. Maintain and review schemes of work to deliver the curriculum and to provide learning experiences which are appropriate and relevant to the needs of Lower School pupils.

<p>4. To contribute to the line management of staff delivering the science curriculum.</p>	<ul style="list-style-type: none"> a) Ensure that the faculty is represented at appropriate school meetings and provide opportunities for information/ideas to be fed back to and discussed with all faculty staff. b) With other leaders, be responsible for the science work of faculty staff within the Lower School. c) Ensure adequate homework is set and that Lower School pupil's work is regularly and consistently marked in accordance with school policy. d) Assist the Head of Faculty in carrying out the school's Performance appraisal requirements as required.
--	--

Extract from Tomlinscote Pay Policy (Teachers) 2016

All schools are required to have their own pay policies. We thought it would be helpful to include the main points in an attachment for colleagues considering applying for a post with us. Our policy was developed with the support of a group of staff and aims to recognise the fact that salary must reflect cost of living rises but also reward excellence in the classroom.

If you are uncertain about any aspect of this, please feel free to contact me for clarification.

Ian Hylan

Executive Principal.

4 Principles

- 3.1 The Governing Body has resolved that 'cost of living' pay rises should be the first call on finances when the teacher cost element of the Academy budget is set. Changes recommended for the profession as a whole by the STRB report and adopted by the Secretary of State will normally be adopted including the maximum and minimum of all salary ranges and the value of allowances. Any exception would be agreed by the Local Governing Body and reported to the Trust Board.

4 Salary, Teaching & Learning Responsibilities (TLRs) and determining initial salary

- 4.1 There are five salary ranges with the maximum and minimum of each range reviewed annually in the light of STRB reports. The specific details are set out in Appendix 1, which will be updated as required independently of the review of this policy. The Academy does not currently plan to have any 'Leading Practitioner' posts. Should this change, an individual post range will be determined having regard to the challenge and demands of the post as well as internal pay relativities. In summary the salary ranges are:

Unqualified Teacher	Teachers who do not hold Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS). This includes instructors of vocational training. These teachers will be appointed to a spot salary within the appropriate range.
Core Teacher	Teachers who hold QTS / QTLS and are typically in the first two years of their career. These teachers will normally be appointed at the start of the range and receive a fixed salary increase upon successful completion of a probationary year. At the end of a year paid at C2, they move to the next range. If they have had a successful appraisal, they are eligible for a performance related salary rise.
Established Teacher	Core teachers who have demonstrated the standards expected of an established teacher but who have not yet been judged to be an enhanced teacher. These teachers are eligible annually for a performance related salary rise until they reach the maximum of their salary range.
Enhanced Teacher	Established teachers who have applied for, and met, the standards set out for an enhanced teacher. These teachers will be paid at the start of the salary range. Enhanced teachers will biannually be eligible to apply for a performance related salary rise until they reach the maximum of their salary range. If these performance standards are not maintained, then following a warning and a year to again meet these standards, the teacher will revert to the start of the salary range. (This does not apply to teachers paid at U3 on the legacy pay scale. Those at U2 would not fall beneath this salary).
Leadership team	<p>Each post will be advertised with an individual salary range (ISR) reflecting the range of responsibilities of the role. The Chair of the appointment panel will determine the starting point within this range. Leaders are eligible annually for a performance related salary rise until they reach the maximum of their salary range.</p> <p>The ISRs will be reviewed annually in light of any changes to responsibilities, group size of the Academy and factors identified by the relevant STRB report.</p>

- 4.2 TLR 1 and 2 payments are awarded to the holders of the posts indicated in the school's staffing structure. The Executive Principal has delegated authority to vary the staffing structure following consultation with staff. The values of the TLRs are shown in Appendix 2. TLRs are awarded where 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.

A fixed-term TLR (a TLR3) may be awarded to a classroom teacher who has been given a time-limited school improvement project or one-off externally-driven responsibilities. The responsibility will not be one required of all classroom teachers and will be focussed on teaching and learning, requiring the exercise of a teacher's professional skills and judgement. The responsibility will have an impact on the educational progress of students other than the teacher's assigned classes or groups of students. The annual value of a TLR3 is shown in Appendix 2. The specific amount will be determined when publicising the responsibility. 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.

- 4.3 In determining the starting salary for a successful applicant, the Chair of the appointment 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.

Where the successful applicant's current salary is paid on a range analogous to the 'Enhanced Teacher' range described above, the selection panel may, at its discretion, reflect this in the salary offered 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 Enhanced Teacher range and on the condition that there is sufficient evidence collected through the selection process that the teacher meets the relevant criteria. Such salary awards will automatically be conditional to the requirement of 4.1 to continue to meet the required performance standards.

Unqualified	From	To
Teacher:	£17,542	£27,112

Core	C1	C2
Teacher:	£23,547	£25,321

Established	From	To
Teacher:	£27,269	£33,911

Enhanced	From	To
Teacher:	£36,350	£39,331

Teaching and Learning Responsibility payments:

1a	1b	1c	1d		2a	2b
£12,898	£11,136	£9,378	£7,621		£4,397	£2,639

TLR 3 is a fixed term payment, given for a specific project or task.

3a	3b	3c	3d	3e
£2,603	£2,081	£1,560	£1,040	£522

Special Educational Needs Allowances:	4	3	2	1
	£4,116	£3,516	£3,045	£2,085

Senior Leadership

Assistant Principal:	£52,207 to £57,591	Vice Principal:	£64,864 to £71,425
Head of School:	£80,587 to £88,775	Executive Principal:	£119,670 to £138,069

AI allowances for instructors or unqualified teachers:

AI1	AI2	AI3	AI4	AI5	AI6	AI7
£159	£2,179	£4,397	£6,801	£9,539	£10,853	£12,217

In exceptional cases, the stated allowances may be exceeded if authorised by the Executive Principal

5.6 Allowances for teachers who do not hold QTS

This applies to instructors of vocational training and unqualified teachers who are not permitted to hold TLR or SEN allowances. In such circumstances the Academy will exercise its discretion to determine that an additional allowance is payable if 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.

These allowances will only be used once the teacher has been reached the maximum of the unqualified teachers' pay scale. The scale of this allowance is determined with reference to prevailing pay rates for qualified teachers and is set out in Appendix 2. In exceptional cases, the stated allowances may be exceeded if authorised by the Executive Principal