

ADVICE & GUIDANCE

Pay policy guidance (England) 2017

School Teachers' Pay and Conditions Document 2017

This guidance, and the model pay policy, is for use in maintained schools in England and educational establishments where the School Teachers' Pay and Conditions Document ("the Document") is incorporated into contracts of employment. The model pay policy is based on the Document available via the following link:

<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

The 'relevant body' in a school with a delegated budget is the governing body.

The main changes to the Document 2017 and section three statutory guidance since 2016 make provision for the September 2017 pay award.

It is important to read this guidance in conjunction with our model pay policy. The section below entitled "Model Pay Policy – specific advice/comments" sets out issues that will need to be taken into account before relevant bodies make final decisions about their pay policy.

Please note, where the text is **highlighted in grey** in the pay policy, it means it is important for the relevant body to read that section and the corresponding advice below it. Similarly, where the text in the pay policy is both **highlighted in grey and also in italics**, it indicates a relevant body is required to make a specific choice, or some text may need to be inserted/deleted.

Our model pay policy may not suit all schools or all circumstances, for example, **academies and other non-maintained schools** should note that the Appraisal Regulations 2012 in England do not apply to them. You may have your own appraisal policy and, as a consequence, you will need to adapt this policy.

All members should read the model pay policy carefully and adjust it as necessary to suit their school's circumstances. *Schools should amend their pay and appraisal policies to set objectives as soon as possible in the autumn term 2017. **You should consult staff and school union representatives on the new policies, which should be ratified by the governing body.***

All teachers, including the leadership group, should be clear (as soon as possible to the start of the 2017/18 academic year) about what will be expected of them so they can progress through their pay range on review in 2018.

Summary of changes since 2016: September 2017 pay award

In line with the recommendations in the School Teachers' Review Body's (STRB's) 27th report, from 1 September 2017 the following takes effect:

- I. A two per cent uplift has been applied to the statutory minimum and maximum of the main pay range
- II. A one per cent uplift has been applied to the minima and maxima of all other pay ranges in the national framework (including head teacher groups) and all allowances across all pay ranges; however, for teachers and leaders on the minima of their respective ranges or group ranges, schools must determine – in accordance with their pay policy – how to take account of the uplift to the national framework when making individual pay progression decisions

Members should ensure they read the section three guidance on the application of the uplift. The STPCD now only prescribes pay ranges with minimum and maximum points.

The DfE no longer publishes any pay scale points for reference, either in the STPCD or its advice documents. The STPCD continues, however, to permit the adoption of fixed pay scale points as the basis for teachers' pay progression, including by continuing to use previous STPCD pay scale points uprated as appropriate.

Non-statutory guidance from the DfE in 2016 ('Implementing your school's approach to pay,' page seven) confirms that schools are free to adopt "*whichever system of pay scales, within the statutory pay range, as they see fit – while many schools have retained a traditional six point main and three point upper pay range, others have chosen different approaches...*"

The full non-statutory guidance can be found [here](#).

The STRB recommended a two per cent increase in the statutory minimum and maximum of the main pay range along with an uplift to be applied to the minima and maxima of all other pay ranges and allowances.

We advise that the percentage uplift (either two or one per cent) should apply to all teachers and leaders within the relevant range.

Where a school pay policy includes pay scale points other than those set out here, we jointly advise that such scale points should be similarly increased (i.e. by two per cent for scale points on the Main Pay Range and one per cent otherwise, including TLR payments and SEN allowances).

NAHT is a signatory to a joint union pay scale document, published in conjunction with ASCL, ATL, NUT, UCAC and Voice (*2017-18 pay scale points - national joint advice 2017*). The document is available [here](#).

General

The Document places statutory duties and confers discretionary powers on relevant bodies. Section two contains statutory provision, and the DfE's statutory guidance can be found in section three of the Document. Relevant bodies must take account of it when determining the pay of teaching staff.

Paragraph references from the Document relate to section two unless otherwise stated.

Teaching staff: Part one, paragraph two of the Document places a statutory duty on the relevant body to have a pay policy for teaching staff, including arrangements for pay appeals. The pay policy must set out the basis on which relevant bodies will determine pay and the date by which such determinations will be made.

Support staff: Regulation 17 of the School Staffing (England) Regulations 2009 requires the governing body of community, voluntary controlled, community special and maintained nursery schools to pay in accordance with pay grades used by the LA. Regulation 29 of the Staffing Regulations (foundation, voluntary aided and foundation special schools) allows the governing body to employ support staff, and it is silent on pay scales. Governing bodies may find it more straightforward to use the LA's pay grades; although, under both Regulation 17 and Regulation 29, governing bodies may exercise choice over the particular grading, on appointment only, in light of the circumstances of the school and the advice of the head teacher.

Schools in England and Wales are required to establish an appraisal policy. The lack of an appraisal policy, which is a breach of regulations, does not relieve any relevant body of its duties to review pay under the Document, nor the need to establish a clear pay policy.

The pay policy should be reviewed annually, and staff should be consulted about any pertinent changes made to it (e.g. any uplift to the national framework).

Resourcing

In its 27th report (2017), the STRB states it recognised that “many schools are facing financial pressures that will require them to make difficult decisions about how best to use their funding” and that each school “will have to determine its priorities and set its budget accordingly”. The STRB goes further and states “the supply of effective teachers should be a primary consideration in these decisions” (page 61). It recognises the reality of the hard choices that have to be made and concludes that “implementing a pay uplift of more than one per cent within their current funding allocations may require some school leaders and governing bodies to take difficult decisions”. We recommend that the percentage uplift, as outlined in the above advice, is necessary to begin to address the genuine recruitment, retention and motivation issues schools currently face. Some general advice in respect to generating additional income and applying further value for money initiatives is given in appendix one of this document.

Roles

The Pay Committee: The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013 allows the relevant body to delegate the powers of pay decisions to the head teacher or a single governor. However, it is advised that relevant bodies should only delegate such powers to a committee of the governing body, comprising three non-employee governors, who should carry out determinations of pay in accordance with the pay policy. The pay committee should have at each of its meetings a copy of the Document, a copy of its pay policy and a copy of its appraisal policy. It is imperative that any decisions taken by relevant bodies on pay are carefully minuted to ensure there is a clear audit trail.

Account should only be taken of relevant factors, e.g. performance should be recognised through the award of performance-related pay progression, not by awarding retention payments.

The role of the external adviser (not applicable to academies/non-maintained schools) is to advise the governing body (based on available evidence) when agreeing the head teacher's objectives and reviewing performance against those objectives. Regulations require all schools to secure external advice. However, there is no requirement to buy in such advice from the LA.

The work of the external adviser will normally include the following:

- reading, reviewing and analysing documents supplied
- giving written advice to the appointed governors that reviews the head teacher's progress against objectives and suggests areas for future objectives
- holding pre-review meetings with the head teacher and with the appointed governors attending the review meeting
- carrying out agreed functions from the pre-review meetings
- conducting any agreed post-review work.

Although the external adviser can give a professional judgment that suggests the governors award performance-related pay progression, it is the governing body's responsibility to decide on the pay of the head teacher taking account of section two, part two, and paragraph 11.2 of the Document. It is neither within the external adviser's remit to advise the governing body on the determination of the head teacher's pay range nor that of any other leadership group member.

Model pay policy – specific advice/comments

Please note, the specific comments/advice in this section reflect the corresponding heading(s) in the model pay policy.

Statement of intent

Governing bodies should ensure there are clear audit trails and minutes about pay decisions, and they should be able to justify their decisions. In terms of performance-related pay progression, there must be in place a system that provides a secure evidence base for any pay decisions.

Equalities

Governing bodies and head teachers should note that where they read the phrase “a year of employment” within the Document, this is defined in section two, annex two, paragraph seven. It is important that head teachers and governing bodies read this definition. All teachers, including the leadership group, are entitled to an annual pay review, and any pay award is effective from 1 September each year.

Equalities and performance-related progression

Particular care needs to be taken about pay decisions where a teacher has been absent because of pregnancy, maternity or disability-related sick leave. Such teachers must not be disadvantaged in those circumstances.

The DfE has produced advice on equalities issues, contained in its non-statutory guidance ‘Implementing your school’s approach to pay,’ which can be found [here](#).

Wherever possible, schools need to make adjustments to appraisal objectives, appraisal cycles and pay recommendations/decisions in relation to such teachers. For example, as soon as a teacher returns from maternity or sick leave, it should be a matter of priority to ensure objectives are set or adjusted.

If a teacher is going on maternity leave, there should be a review of their performance before they commence their leave, and if the teacher is not returning before the school’s pay reviews take place, a recommendation on pay should be made at that point. Schools should gather as much performance evidence as possible, within the limited time frame, so a judgment on the teacher’s performance can be determined in line with the school’s appraisal and pay policies.

If circumstances are such that there is little evidence that can be drawn from the current cycle, schools should look at evidence from previous appraisal cycles to make a pay decision. As a consequence, the teacher is neither disadvantaged nor advantaged by their absence on maternity or disability-related sick leave since a decision on pay must be related to performance, albeit the evidence has been gathered from a shorter, or different, appraisal cycle.

To comply with the Appraisal Regulations and the Document 2017, objectives must be set and a review of performance, including a pay recommendation, must be made - even if using evidence from a shorter cycle than normal or previous appraisal cycles. Schools should be flexible and use all reasonable means possible to mitigate possible discrimination.

In the absence of any evidence that the teacher would not have received the increase in pay, the school must make the pay award. This is reflected in the model pay policy.

Monitoring

Governing bodies should regularly assess the impact of their policy, including trends in progression, to ensure continued compliance with equalities legislation as set out under 'Governing Body Obligations' in our model pay policy. For example, by monitoring trends, the governing body may find that, over time, teachers who work part-time do not progress up the relevant pay scale as quickly as full-time staff. The governing body would then need to decide how it would address this particular issue. It could be that insufficient evidence gathering is taking place and a more robust methodology needs to be developed.

We recommend that, if possible, each governing body has an 'equalities champion' who is willing to be trained in equalities issues and can work with the school's personnel/legal provider to assess whether the pay policy remains compliant with relevant equalities legislation.

If a school is going to refuse pay progression from teachers who have been absent because of pregnancy, maternity leave or sick leave, it should take advice from its personnel and legal services provider.

Further information on equalities issues, particularly in relation to pay but also on other aspects of terms and conditions, can be found at:

<http://www.acas.org.uk>

<https://www.equalityhumanrights.com/en>

Appraisals

To ensure consistency of objective setting and assessment of performance, it would be sensible for there to be a moderation process. The highlighted text (*italics*) may need amendments depending on who will undertake the moderation process.

Differentials

All prescribed salary differentials between different posts have been removed from the Document apart from the fact that the pay range for a deputy or assistant head teacher should only overlap the head teacher's pay range in exceptional circumstances¹. In addition, the maximum of a deputy or assistant head teacher's pay range must not exceed the maximum of the head teacher group.

¹ s.2, part 2, para 9.4 STPCD 2017

Obviously, relevant bodies should take account of job weighting when determining pay ranges; we would recommend suitable differentials are maintained to avoid potential challenges and to motivate staff.

Procedures

Schools may wish to assign funds for more rapid progression and the use of any other discretionary payment. We recognise, however, some schools (particularly small schools) will have extremely challenging budgets. If this is the case and can be justified, schools may choose the 'OR' option in the model pay policy. The governing body should regularly review its decision on this matter in the light of any change to the budget.

Leadership group pay – new arrangements brought in by the Document 2014

There is no effective date of change; instead, there will be triggers:

- a) if you move to a leadership post on or after 1 September 2014, or if your responsibilities have significantly altered after that date²
- b) if the relevant body decides to review the pay of all leadership posts to maintain consistency with pay arrangements for new appointments to the leadership team on or after 1 September 2014 or another member of the leadership group whose responsibilities have changed significantly since that date³.

We would recommend that schools consider reviewing all relevant leadership posts at the same time to maintain consistency.

The status quo remains until there is a trigger as set out in (a) or (b) above.

When moving to the new arrangements, the relevant body is *required* to take account of all **“the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations”** when determining the pay range for a leadership group member under the new arrangements⁴.

All mandatory spine points have been removed from the leadership group spine; however, it is possible to use pay points, and we would recommend the leadership group spine points continue to be used. [See 'Summary of changes since 2016: September 2017 pay award' for details around the September 2017 pay uplift.]

The criterion for performance-related pay progression remains the same as previous Documents for all leadership group members, i.e. “sustained high quality of performance having regard to the outcome of the latest appraisal”⁵.

² s.2, part 2, para 4.1 STPCD 2017

³ s.2, part 2, para 4.2 STPCD 2017

⁴ s.2, part 2, para 9.2 STPCD 2017

⁵ s.2, part 2, para 11.2.(e) STPCD 2017

There is no ability to make new awards of retention payments/benefits to leadership group members other than as reimbursement of reasonably incurred housing or relocation costs. However, if a leadership group member is already in receipt of such a payment/benefit, it can continue (subject to review) at its existing value until they 'trigger' (see a and b under 'general' above) the new leadership group pay arrangements. At that point, all recruitment and retention considerations must be taken into account when determining the leadership group member's salary range⁶.

Detailed guidance on leadership group pay is set out in “NAHT guidance on head teacher pay” and “NAHT guidance on deputy and assistant head teacher pay”. We would recommend schools read these guidance documents because it is not possible to cover all aspects of leadership group pay in this guidance accompanying the model pay policy.

Head teachers – pay structures and temporary/additional payments

The group range for head teachers is calculated in the same way as in the past and takes into account pupil numbers. Section two, part two, paragraph five of the STPCD 2017 sets out the minimum and maximum values for each group size of school. A relevant body cannot set the head teacher's pay range below the minimum of the group range; however, in fully justified circumstances, a governing body can set the pay range up to 25 per cent above the maximum value of the group range for head teachers and, exceptionally, beyond the 25 per cent when supported by a business case. Before exceeding the 25 per cent limit, the relevant body must seek external independent advice⁷.

Read the general advice above for the criteria for determining the pay range under the new arrangements.

Temporary payments can only be awarded to head teachers for clearly temporary responsibilities or duties⁸. This effectively means they would have a time limit from the outset, and the duties are in addition to the post for which the head teacher's pay range has been determined. There are percentage limits on the award of temporary and other payments⁹. See our guidance on head teachers' pay.

Deputy and assistant head teachers – pay structures and additional payments

As under previous Documents, the pay range of a deputy or assistant head teacher is not linked to the group size of the school other than a deputy/assistant head teacher's pay range cannot exceed the group range for the school.

⁶ s.2, part 2, para 27.3 STPCD 2017

⁷ s.2, part 2, para 9.3 STPCD 2017

⁸ s.2, part 2, para 10 STPCD 2017

⁹ s.2, part 2, para 10.2 and 10.4 and s.3 paras 13 to 15 STPCD 2017

The pay range for a serving deputy or assistant head teacher can only be reviewed when there is a significant change to the responsibilities of the serving deputy/assistant head teacher, when there's a need to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014, or when a member(s) of the leadership group whose responsibilities significantly change on or after that date.

Read the 'general' advice above for the criteria when determining a pay range under the new arrangements.

Classroom teachers

Pay on appointment and 'pay portability' [all teachers]

Prior to the Document 2013, there was a requirement for the pay of classroom teachers to be portable between schools; a teacher who was paid upper pay scale three could not be paid less than the value of this pay point at any other maintained school. In other words, pay followed the teacher. This requirement has now been removed. The Document 2013 gave relevant bodies the ability to determine starting salaries of teachers new to the school.

It should be noted, however, that many schools have decided they will continue to recognise 'pay portability' i.e. they will honour the existing salary of a new teacher to the school. If this is the case in your school, you should set that out in your pay policy. You may also wish to make the school's 'pay portability' position clear in any advertisement, so you secure the widest possible field of applicants.

We support 'pay portability' in our model pay policy. We believe this minimises any possibility of schools inadvertently applying their policy in such a way that it discriminates against one particular group. For example, those who have been on a career break because of child care. See DfE's non-statutory advice, which contains advice on equalities issues.

If a school chooses not to recognise 'pay portability', it should set out in its pay policy what factors it will take into account when determining starting salary for each post it advertises e.g. the responsibilities and challenges of the post, market conditions and so on.

Annual pay determinations (see separate advice below on UPR progression)

We have opted to continue to use 'pay points' across all pay scales in our model pay policy.

Schools will need to insert the relevant pay points, depending on the appropriate pay scale i.e. England and Wales, Inner London, Outer London, Fringe. As outlined earlier, NAHT is a signatory to a joint union pay scale document ([2017-18 pay scale points - national joint advice 2017](#)).

The text highlighted in grey with italics will need to be removed if the school's budget cannot support accelerated progression. Note the advice contained in 'Procedures' above.

Section two, part three, paragraph 19.2(f) outlines that a decision may be made not to award progression whether or not the teacher is subject to capability proceedings. It is important that teachers who are not performing to the level required by the school, as set out in their pay policy, are given as much support as possible. Schools should conduct mid-term reviews with all teachers; indeed, they may wish to have termly discussions with teachers about their performance. This is particularly important if a teacher is underperforming. Support, training and/or mentoring should be provided in such cases. It is important that there are 'no surprises' at the final review. The DfE has included guidance on appraisal and pay appeals in its non-statutory advice, 'Implementing your school's approach to pay'.

Schools should decide how much they can afford for accelerated pay progression as a result of exceptional performance (see pay policy). This will depend on such matters as affordability. It is, however, important that governing bodies can clearly justify their decisions and treat all teachers, be they full-time or part-time, fairly and consistently.

Applications to be paid on the Upper Pay Range

Read section two, part three, paragraph 15 of the Document and section three, paragraphs 29 to 32.

Governing bodies/head teachers have the choice whether to deal with applications throughout the year or to have a single cut-off date. We suggest the latter may be more convenient. It will, therefore, be necessary for schools to fill in applicable dates that suit the school – refer to the sub-section entitled 'process' in the application to be paid on the Upper Pay Range part of the model pay policy.

Although the relevant body has legal responsibility for the process, it can delegate the receipt and assessment of applications to the head teacher (or person with management responsibility in the case of unattached teachers) in line with the school's pay policy.

Upper Pay Range

Annual pay determinations

It is important to note that the Document states the governing body **must** consider each year whether or not to increase the salary of teachers (including UPR teachers) who have completed a 'year of employment'¹⁰. (All provisions connected to progression every two years in relation to UPR were removed from the Document 2013). The Document goes on to say 'continued good performance, as defined by an individual school's pay policy, should give a ...teacher an expectation of progression

¹⁰ s.2, part 3, para 19.1 STPCD 2017

to the top of their respective pay range'¹¹. Therefore, a teacher on UPR must receive an annual pay review, and if they meet the performance criteria, there is an expectation of pay progression, effective from 1 September each year.

The onus is on the school to ensure UPR teachers receive an annual pay review, and a decision on pay progression is based on performance in line with the Document and your pay policy. For further information, read our advice on the [Upper pay range \("UPR"\) pay progression](#).

The paragraph in highlighted italics will be dependent on school budgets. See the advice under the section entitled 'Procedures' above.

Leading practitioner roles

The policy should contain a statement as to whether or not it is the likely intention of the governing body to create leading practitioner roles. Please note section two, part seven, paragraph 49 of the STPCD 2017, which states the statutory professional responsibilities are those of 'a teacher other than a head teacher' (i.e. a classroom teacher). However, additional duties relevant to their primary purpose of modelling and leading improvement of teaching skills may be included in the individual job description of such teachers¹².

If schools decide to keep their options open in relation to the creation of such posts, they should cover this in their pay policy. If not, they could merely replace the wording in the model pay policy with "It is not the intention of the governing body to create a leading practitioner role at this time, but the governing body will review its position from time to time."

There is total discretion on the length of the pay range for a leading practitioner post in the minimum and maximum of the range¹³. We recommend that it would be no different in length from any deputy or assistant head pay range. The amount will need to be inserted (see highlighted text in italics). And we would suggest that pay points are used.

If schools wish to create such a post(s), they should decide whether the post holder will undertake outreach work (delete highlighted text or not, as appropriate, in the policy).

Schools may wish to consider the creation of such posts carefully. They provide a further career stage for outstanding teachers. In addition, schools could sell the services of their leading practitioner to recoup salary costs and spread good teaching practice with other schools.

¹¹ s.2, part 3, para 19.2(e) STPCD 2017

¹² s.2, part 7, para 49 STPCD 2017

¹³ s.2, part 3, para 16 STPCD 2017

Unqualified teachers

Annual pay determination

The paragraph in highlighted italics will be dependent on school budgets. See the advice under the section entitled 'Procedures' above.

Teacher and learning responsibility (TLR) payments

There are now no statutory differentials between different levels of TLR in the TLR1 and TLR2 bands. In view of the fact that it may be difficult to justify small amounts of money (differentials), we believe the award should be significant and in line with the responsibilities for which the TLR is paid. Indeed, schools may wish to consider using their existing differentials.

If schools decide to change the amount of the variances between different levels of TLR, it will necessitate a review of all TLRs in their school to ensure consistency and fairness and to mitigate against the risk of challenge. If a TLR is removed or reduced, salary safeguarding will be triggered in most circumstances.

Additional payments

Read section two, part four, paragraph 26 and section three, paragraphs 60 to 68 of the guidance. Governing bodies can make new awards under this section to all teachers except head teachers. Where a head teacher takes on a time-limited responsibility or duty (e.g. service provision work), this is rewarded through a 'temporary payment'¹⁴. All indefinite responsibilities of a head teacher posts should be reflected in the pay range.

Recruitment and retention incentive benefits

No new awards of recruitment and retention incentive benefits will be made to a head teacher, deputy head teacher or assistant head teacher other than as reimbursement of reasonably incurred housing or relocation costs. However, where the governing body is already paying such an incentive or benefit, determined under a pre-2014 Document and subject to review, it may continue with it at the existing value until the leadership group member moves to the new leadership group pay arrangements as set out in the Document.

At that point, all recruitment and retention considerations in relation to a leadership group member will be taken into account when determining the pay range.

If you need further advice on the model pay policy or this guidance, contact our specialist advice team on 0300 30 30 333 (option1) or email specialistadvice@naht.org.uk.

¹⁴ s.2, part 2, para 10 STPCD 2017

Appendix 1

Resourcing – A few pointers!

As the gap between available funding and the running costs of a school continues to widen, there is a real and growing need for school leaders to become even more creative and innovative in the ways they approach closing the gap.

Broadly speaking, there are two principal courses of action:

- the generation of additional income
- the application of more value for money measures

Resourcing will no doubt be a regular item on governance and SLT meetings; it's important, however, to make sure it's 'aired' as an issue, in so far as possible, outside of these groups for some good reasons.

Giving context - If other members of the school community are aware of the financial challenges the school faces, they are better placed to understand the context within which decisions are being made.

Getting ideas - The wider the challenge is 'thrown', the greater the potential for generating ideas for raising income or getting better value for money. There is no monopoly on good ideas!

Go with the flow - Members of the school community will want to engage in different ways, so be flexible with the different styles and 'mix and match' communication and approaches e.g. blogs, suggestion boxes, FAQs, social media.

You are not alone! – The temptation in matters as important as resourcing is to simply add the activity to your list of priorities. This is probably one of those areas that you can delegate to a task force that can report to you at agreed intervals.

Keep it simple – As someone once said "It would be very easy to make this difficult!" Start from the basis of keeping any approach simple. Look at some clearly defined headings or categories that the task force can take forward for you. A straightforward model is set out over the page, and to get the process started, we have also populated it with some examples of activities for you to discuss as a management group and to present to the governing body.

While income generation and seeking value for money are critical as priorities, they should not overshadow the educational needs of the pupils and the teaching and learning strategy and ambitions of the school. It's also important to ensure any legal requirements are considered, that your governing body is involved and informed, the ethos of the school is not compromised and the activity fosters and enhances the relationships with the neighbourhood, community and the school's wider stakeholders.

The 4 Ps model

<p>Pupils</p> <p>Can funding linked to pupils and type of educational provision be maximised?</p>	<p>People</p> <p>Are people-based resources being deployed in the most cost-effective way?</p>
<ul style="list-style-type: none"> • More pupils equate to more funding. Is there an effective 'school marketing' strategy in place? • Can all school trips continue to be fully subsidised? • Is there a communication strategy for parents/guardians in place to maximise FSM applications and Pupil Premium income? • Are you charging pupils for undertaking certain non-curriculum activities? 	<ul style="list-style-type: none"> • Can staff based services be shared between schools? For example, finance and HR provision? • Is there scope for flexible working and job shares, and has this been encouraged? • Is there any particular expertise such as financial management, IT skills, prospectus design, training that could be purchased by other schools through a service level agreement? • Could you utilise specialists for particular services? For example, a timetabling consultant or procurement adviser
<p>Premises</p> <p>How can the physical assets the school possesses be utilised to give a better financial return?</p>	<p>Parents</p> <p>How can any latent talents, enthusiasm and generosity of the parent body be maximised?</p>
<ul style="list-style-type: none"> • Is there a clear lettings policy in place for sports halls, classrooms, pitches, theatres and catering facilities? • Is pricing competitive and can established 'clubs' (e.g. five-a-side, badminton) be encouraged to use your premises? • Can any 'extras' boost take up? e.g. 'free' car parking, catering, IT access • Are there 'niche' markets to tap 	<ul style="list-style-type: none"> • Are there ways to strengthen connections with the parent body/PTA and establish fund-raising as an on-going priority? • Do parents have access to services / equipment / facilities or machinery that could be made available to the school? For example grass cutting / snow clearance plant? • Can you establish regular events run by the PTA? For example bank holiday boot sales?

<p>into? For example, could buildings be suitable film locations, wedding venues?</p> <ul style="list-style-type: none"> • Is there scope for developing alternative energy supplies? For example, are solar panels feasible to generate electricity and gain revenue from potential buy back? 	<ul style="list-style-type: none"> • Are there large scale DIY projects that can foster community spirit? • Are there one-off promotions / sales that could be organised?
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