

1.3 The policy complies with the School Teachers' Pay and Conditions Document (STPCD) and the accompanying statutory guidance and with national and local pay agreements for support staff and these documents will take priority in any disputes.

1.4 This policy aims to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high quality workforce
- recognise and reward staff for their contribution to school improvement
- ensure that pay and performance appraisal arrangements enable the current and future delivery of the curriculum and school improvement plans
- ensure that pay decisions are made in a fair and transparent way; and
- ensure that available monies are allocated appropriately

2 BASIC PAY DETERMINATION ON APPOINTMENT

2.1 The Academy Governing Board (AGB) has the responsibility to determine the pay range for a vacancy prior to advertising it. On appointment, the AGB will determine the starting salary within that range to be offered to the successful candidate.

2.2 In making such determinations, the AGB will take into account a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context
- (for teachers) any specific restrictions set out in the School Teachers' Pay and Conditions Document
- the need to ensure that staffing costs remain manageable within the capacity of the school's budget

2.3 There is no assumption that any employee, including teachers, will be paid at the same rate as they were being paid in a previous school.

2.4 A teacher transferring roles internally within a school will continue to be paid the same salary on the main pay range (Bands 1 and 2) or the upper pay range (Band 3) as paid in the previous role.

2.5 In exceptional circumstances, the Academy Governing Board may seek agreement to award an additional payment in respect of housing or relocation costs. For teachers in the leadership group this will not be included in the calculation of the

Individual School Range (ISR) or the 25% of basic salary restriction on temporary payments. Any request for such a payment will be considered as an individual case. Exceptional circumstances may include and are not limited to recruitment difficulties and an application by an exceptional teacher or school leader who cannot reasonably take up the post without relocating. Any such additional payment will be made from the school's own budget.

2.6 Lead practitioners

- 2.6.1 Where a Lead Practitioner post(s) is included in the staffing structure, each Lead Practitioner will be paid within the pay range for Lead Practitioners.
- 2.6.2 In setting the specified range, the AGB will determine the number and value of performance pay progression stages within that range.
- 2.6.3 Different Lead Practitioner posts may have a different specified range, having regard to the challenge of the individual post.

2.7 Leadership teacher posts (Headteacher, Deputy and Assistant Headteacher)

- 2.7.1 The pay ranges for the Headteacher, Deputy Headteacher(s) and Assistant Headteacher(s) will be determined in accordance with the criteria specified in the current STPCD.
- 2.7.2 The Academy Governing Board will assign a seven point ISR for the Headteacher and a five point ISR for other leadership group posts. The current ranges are set out in Appendix 1.
- 2.7.3 The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. The amount paid to a previous post holder will not influence the range that may be set for a new appointment.
- 2.7.4 Temporary payments to the Headteacher will be determined in accordance with the provisions of the STPCD and will be reviewed annually.
- 2.7.5 On appointment, the salary of the Headteacher will be within the agreed ISR. The Academy Governing Board may make an offer at any point on the range for an exceptional candidate.
- 2.7.6 Other than in exceptional circumstances, the AGB will ensure that there is no overlap of pay points between the Headteacher and any other leadership post.
- 2.7.7 On appointment, a teacher paid within the leadership range will be appointed according to skills and experience at any point below the maximum of the range.

- 2.7.8 The pay range for teachers paid on the leadership spine will be reviewed where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to maintain consistency across the leadership group.

3 SHORT NOTICE/SUPPLY TEACHERS

- 3.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro- rata.
- 3.2 Agency Workers Regulations Provide for an agency teacher who has worked in the same school for more than 12 weeks to have the right to be paid in accordance with the normal terms and conditions applied by the school for the post undertaken. This will normally be limited to payment within the main pay range as agency teachers will not usually be expected to meet the requirements of an upper pay range teacher.

4 PAY INCREASES DUE TO 'COST OF LIVING' AWARDS AND CHANGES TO THE STPCD

- 4.1 All teachers are paid in accordance with the statutory provisions of the document as updated from time to time. The Academy Governing Board will ensure that all teachers are paid within the statutory ranges set out in the STPCD.
- 4.2 The Academy Governing Board will annually determine the extent of any uplift to teachers within the minimum and maximum amounts of their pay ranges and TLR and SEN allowances. This may see the school apply the uplift that applies to the ranges within the STPCD to each point or set its own percentage increase, or do nothing. There is no obligation on the Academy Governing Board to uplift, or if performance is below expectations, to progress. The exception to this is those staff at the bottom of a range who will as a minimum be uplifted to ensure their pay does not fall outside the relevant range contained within the STPCD.
- 4.3 For non-teaching staff employed on NJC Local Government terms conditions of service any uplift will be applied in accordance with any nationally agreed award.

5 DISCRETIONARY ALLOWANCES AND PAYMENTS

- 5.1 Teaching and Learning Responsibility Payments (TLRs)
- 5.1.1 TLR payments will be awarded to the holders of the posts indicated in the schools' staffing structure.

5.1.2 TLR payments will be awarded to a teacher on the main range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the school's staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable.

i.e. where a post:

- is focused on teaching and learning
- requires the exercise of a teacher's professional skills and judgment
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils
- involves line management, leading, developing and enhancing the teaching practice of others; and
- must be a significant responsibility that is not required of all classroom teachers

5.1.3 In order to qualify for a TLR1 payment, the post holder's role must include line management responsibility for a significant number of people.

5.1.4 The AGB will award TLR payments within the range prescribed in the School Teachers' Pay and Conditions Document. The Trustees have determined that TLR payments will be as set out in Appendix 1.

5.1.5 A teacher is not entitled to be awarded more than one TLR of any value, with the exception of a TLR3.

5.1.6 The Academy Governing Board may award a fixed-term TLR3 to a classroom teacher for clearly time-limited school improvements, or one-off externally driven responsibilities. The annual value of a TLR3 will fall within the range set by the STPCD applicable at the time. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part-time teacher, it must be paid on a pro-rata basis.

5.1.7 There will be no salary safeguarding of any fixed term/temporary TLR payments. TLR1 and TLR 2 payments may not be temporarily added to the structure so will only be applied on a temporary basis to those acting up in the absence of a colleague.

5.2 Special educational needs (SEN) allowances

5.2.1 The Academy Governing Board will award SEN allowances in accordance with the criteria and provisions set out in the current STPCD.

5.2.2 The value of SEN allowances to be paid at the school are set out in Appendix 1.

5.3 Unqualified Teacher Allowance

5.3.1 The Headteacher may determine that an additional allowance be paid to an unqualified teacher who is paid on the Unqualified Teachers' Pay Range where, in the context of its staffing structure, the teacher has:

- taken on a sustained additional responsibility which is:
 - focussed on teaching and learning; and
 - requires the exercise of a teachers' professional skills and judgement
- qualifications or experience which bring added value to the role s/he is undertaking
- consistently demonstrated standards of teaching that are good or better which has resulted in good or better progress for the pupils s/he teachers

5.3.2 The Headteacher will determine the amount of any such allowances having due regard to consistency, fairness and transparency. The costs of any such allowance will be met by the school's own budget.

5.4 Acting allowances

Where a teacher is assigned and carries out the duties of a Headteacher, Deputy Headteacher, or Assistant Headteacher, but has not been appointed in an acting capacity the AGB shall, within four weeks, determine whether an allowance should be paid in accordance with the provisions of the School Teachers' Pay & Conditions Document.

Consideration may be given to backdating any increase to when the additional duties commenced.

5.5 Provision of service to another school(s)

5.5.1 The Academy Governing Board will formally recommend any agreement for the Headteacher to provide services relating to the raising of standards in one or more other school. However, the AGB will be required to authorise any such agreement on behalf of the Trustees. Where such an agreement is authorised, the AGB will determine what, if any, proportion will be paid to the Headteacher and/or other staff, of additional income received by the school as part of the agreement. Any such payments will be in accordance with the terms of the Teachers' Pay & Conditions Document and will be temporary with no entitlement to safeguarding when they cease.

5.5.2 This does not apply to the Headteacher where the Headteacher is appointed as the Headteacher of more than one school, as this responsibility will be reflected in the setting of the ISR or an additional temporary allowance.

5.6 Recruitment and retention incentives and benefits (teachers on MPR and UPR only)

5.6.1 The AGB may, on the advice of the Headteacher, consider the award of a recruitment and retention payment to a teacher where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been or it is considered difficult to fill; or
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill

5.6.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future and would normally be within the range £500 - £3,000.

5.6.3 The duration of the payment will be determined according to the circumstances of the payment. Such payments will be subject to annual review, which may extend the period if appropriate.

5.6.4 Members of the leadership group will not be entitled to a separate recruitment and retention payment, save where it relates to reasonably incurred housing or relocation cost on recruitment.

5.6.5 The AGB may, on the advice of the Headteacher, consider a 'finders fee' payment for any member of staff who through their contacts enables the recruitment of a new colleague outside of the usual agency or advertising arrangements thus saving placement and advertising fees. This payment will take into account the nature of the post across the school structure and be paid upon successful completion of the 6 month probationary period for staff. It would be within the range £500 - £3,000, and a maximum of 4% of the agreed starting salary.

5.7 Salary safeguarding

The Academy Governing Board will operate salary safeguarding arrangements in line with the provisions of the STPCD applicable at the time of safeguarding being applied.

STAFF APPRAISAL

6.1 Appraisal will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve and develop their professional practice, as well as to support the achievement of the Academy aims and priorities.

6.2 In this school all employees can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.

6.3 The appraisal period

6.3.1 For teachers and non-teaching staff the appraisal period will run for twelve months from 1 September to 31 August.

6.3.2 Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

6.4 Appointment of Appraisers

6.4.1 The Headteacher will be appraised by the Academy Governing Board, supported by a skilled and experienced school improvement adviser who has been appointed by the AGB for that purpose.

6.4.2 The task of appraising the Headteacher, including the setting of objectives, may be delegated to a sub-group consisting of two/three members of the AGB.

- 6.4.3 The Headteacher will decide who will appraise other employees.
- 6.4.4 Teaching staff will not be appraised or formally observed by anyone other than an individual holding Qualified Teacher Status (QTS). Support staff may be appraised by a member of the teaching staff.

6.5 Setting objectives

- 6.5.1 The Headteacher's objectives will be set by the Academy Governing Board in consultation and with the agreement of an external adviser. Objectives will be focused on key school priorities and take account of the relevant national standards.
- 6.5.2 Objectives for all employees, including the Headteacher, will be set before, or as soon as practicable after, the start of each appraisal period. In most circumstances it may be possible to set objectives for the upcoming year in the same meeting that objectives are reviewed from the previous year.
- 6.5.3 The objectives set will be linked to the relevant occupational standards for the role undertaken, where applicable, and take account of the individual's job description and person specification for the role.
- 6.5.4 The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the employee may record their comments in writing as an appendix to the appraisal statement.
- 6.5.5 Objectives may be revised if circumstances change.
- 6.5.6 The objectives set for each employee, including the Headteacher, will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school.
- 6.5.7 Objectives should therefore link directly to the school improvement plan and should reflect the school's priorities in terms of pupil progress, teaching and learning, and leadership and management.
- 6.5.8 Agreed continuing professional development (CPD) for individuals should support the achievement of these objectives as well as the successful use and implementation of evidence / data recording devices such as BlueSky.
- 6.5.9 Some roles, such as teachers, have national standards, which form a core expectation of the standards that employees fulfilling those roles will consistently meet. These standards will be considered as part of the review process and must be deemed to have been met for a cycle to be successful. A self-audit and reviewer comparison exercise will be undertaken from time to time to inform employee development needs. New employees to the school may be deemed to benefit from this for example.

6.5.10 Under normal circumstances employees will have a reasonable number of objectives that are relative to the role that they undertake in the school. This will usually be between three and four objectives (or Buckets). However, employees who are found not to be meeting standards at the appropriate level may be given as many additional objectives as are required to ensure that the most appropriate support can be provided.

6.5.11 The senior leadership team will be responsible for ensuring that the appraisal process operates consistently and that there is moderation of staff fulfilling equivalent roles.

6.6 Reviewing performance

6.6.1 Observation

6.6.1.1 The Trust believes that observation of classroom, leadership and work practice as applicable is important both as a way of assessing employee performance in order to identify any particular strengths and areas for development they may have and of gaining useful information, which can inform school improvement more generally.

6.6.1.2 All observation of teachers will be carried out in a supportive fashion by those with QTS. For support staff work scrutiny will be carried out by those with knowledge of the employee's work. Appropriate and timely oral and/or written feedback will be given.

6.6.1.3 Where non-teaching staff are delivering lessons, for cover or supervision purposes for example, lesson observations may be necessary to assess objectives where relevant.

6.6.1.4 School teachers' performance will be regularly observed but the amount and type of formal classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school.

6.6.1.5 The amount of observation that takes place will not normally exceed 3 hours of formal observation in a particular appraisal cycle. Formal observation will usually be with prior notification, most likely agreed as part of objective setting and the School's monitoring cycle (calendared). Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

6.6.1.6 Additional formal observation may be deemed necessary in circumstances where concerns arise where it is felt appropriate to facilitate and monitor the effectiveness of management support. This would usually be explained at the time concerns are raised with an employee.

6.6.1.7 In addition to formal observation, Headteachers or other leaders with responsibility for teaching standards may 'drop in' in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of 'drop in' observations will vary depending on specific circumstances.

Headteachers or other leaders with responsibility for teaching standards will also take other information into account when evaluating the standing of teaching and to check high standards of professional performance are established and maintained; this will include scrutiny of pupils' work and data analysis.

6.6.1.8 Formal observation outlined above excludes school reviews, school improvement adviser visits, Ofsted visits, learning walks with a specific focus e.g. pupil premium provision or a department review. The areas excluded cover circumstances where it is a whole school or department focus rather than an individual focus.

6.6.1.9 Informal drop in observations, walks and wider school or department reviews Will be documented as part of the academy's monitoring process, and the evidence will be made available to form part of a measure against an employee's annual appraisal.

6.6.2 Development and support

Appraisal is a supportive process, which will be used to inform continuing professional development. The school wishes to encourage a culture in which all employees take responsibility for improving their teaching/skills through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual employees as detailed in section 6.4 on "Setting Objectives" above.

6.6.3 Feedback

Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after formal observation has taken place or other evidence has come to light. Feedback will include discussion with the employee, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

If during the review cycle, there are concerns about any aspects of an employee's performance these will be addressed in accordance with section 6.6.

When progress is reviewed mid cycle, if the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

6.7 Transition to Capability

6.7.1 Where standards (such as the national standards for teachers) in line with the school's expectations, are found not to be met at the appropriate professional skills level/behaviour descriptors, special arrangements will be made to ensure that the appropriate support can be provided. It is most likely that in these circumstances a 6 week Support programme is drawn up to provide this support. This may include:

- the appointment of an appraiser from the senior leadership team
- the setting of an appropriate number of additional performance management objectives above the school norm
- further lesson observations, many or all of which may be unannounced
- further reviews and monitoring of role and duties.

6.7.2 Where information comes to light during the course of an appraisal cycle that leads the Headteacher to conclude that national standards are not met at the appropriate professional skills level/behaviour descriptors, these new arrangements (as outlined in 6.6.1 above), which may include a change of appraiser, will come into force as soon as possible after the decision has been made.

6.7.3 Where national standards are identified as not being met at the appropriate career stage expectation level/ behaviour descriptors, performance objectives will be action planned to a much shorter timescale, typically between half a term and a term as the Headteacher decides the situation warrants. At the end of each such period, progress will be reviewed, and a decision made on whether:

- to end the support programme and resume normal appraisal arrangements
- to continue to provide support within appraisal by setting further short- term objectives
- to suspend performance appraisal and move immediately into the formal capability procedure

6.8 Annual Assessment

6.8.1 Where the appraiser indicates that performance is unsatisfactory, they will be able to present evidence previously shared with the member of staff.

6.8.2 Employees and their appraiser will, as a minimum, annually attend a formal appraisal meeting, where their performance will be formally assessed in respect of each appraisal period. The aim of the meeting will be to determine appraisal review outcomes or performance related pay (PRP) outcomes where appropriate, to set objectives for the coming year and to determine any professional development requirements.

- 6.8.3 In assessing the performance of the Headteacher, the AGB will consult the school improvement adviser. The school improvement adviser will inform the Academy Improvement Lead who will provide advice and guidance to the AGB on the management of the Headteacher's performance.
- 6.8.4 Where appraisee and appraiser cannot reach agreement as to appraisal review outcomes or PRP outcomes, the matter will be referred to the Headteacher (or to the member of senior staff with delegated responsibility for the process) who will meet with the appraisee, consider all available evidence, and inform the appraisee of their decision.
- 6.8.5 Disputes concerning appraisal review outcomes or PRP outcomes will be dealt with through the schools' pay appeal process in section 10.
- 6.8.6 This assessment is the end point of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:
- professional dialogue
 - lesson or task observations
 - planning and work scrutiny
 - line management and formal mid-year performance review
 - mid-cycle review meeting with appraiser
 - observation/scrutiny of leadership and management activities where appropriate
 - other feedback obtained during the cycle relevant to the employee's overall performance
 - use of on-line system to store and evaluate progress towards targets (Blue Sky)
- 6.8.7 As soon as practicable following the end of each appraisal period, the employee will receive, and have the opportunity to comment in writing on, a written appraisal report. The appraisal report will include:
- details of the employee's objectives for the appraisal period in question
 - an assessment of the employee's performance of their role and responsibilities against their objectives, the relevant standards, and their job description and person specification
 - an assessment of the employee's training and development needs and identification of any action that should be taken to address them
 - a recommendation on pay progression where that is relevant and in keeping with the relevant terms and conditions of employment
- 6.8.8 The assessment of performance and of training and development needs will inform the planning process for the following appraisal and training period.
- 6.8.9 Recommendations on pay will be referred to the Headteacher before being referred on to the Academy Governing Board.

6.9 Confidentiality

Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Headteacher and/or nominated member of the senior management team and those with line management responsibilities.

6.10 Equality and consistency

6.10.1 The Headteacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The Headteacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team.

6.10.2 The Headteacher will be responsible for reporting regularly to the AGB on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable Governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

6.10.3 The Academy Governing Board is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

6.11 Retention of statements

The Academy Governing Board and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

7 PAY REVIEWS

7.1 The Academy Governing Board will ensure that each teacher's salary is reviewed annually with effect from 1 September and that each teacher is notified of the outcome by no later than 31 October each year or 31 December for the Headteacher, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

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

7.3 Where a pay determination leads or may lead to the start of a period of salary safeguarding, the AGB will give the required notification as soon as possible and no later than one month after the date of the determination.

7.4 Non-teaching staff will also have their reviews undertaken annually in line with the academic year (September – August); notification of the outcome will be given by no later than 31 October each year. Pay determinations will take effect from 1 June each year.

7.5 It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

- 7.6 To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.
- 7.7 Decisions regarding pay progression will be made with reference to performance appraisal reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.
- 7.8 Teachers' performance appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the AGB, having regard to the performance appraisal report and taking into account advice from the senior leadership team. The Academy Governing Board will consider its approach in the light of the school's strategic priorities and ensure that appropriate funding is allocated for pay progression at all levels.
- 7.9 In this school, judgements of performance will be made against objectives met, any relevant standards which apply to the role, and for teachers, the school's skill level/behaviour descriptors/career grade expectations.

8 PAY PROGRESSION BASED ON PERFORMANCE

Non-teaching Staff

- 8.1 Progression of incremental points for non-teaching staff will be subject to a review of their performance set against the annual appraisal review.

Through appraisal the school shall:

- a. award an increment to those who achieve an overall 'Fully Achieved' rating against their objectives.
- b. withhold an increment for employees that are awarded a 'Not Met' or 'Partly Met' rating.
- c. For staff that transferred into the Trust through TUPE that have retained their terms and conditions only: the trust will award additional payments to employees who achieve an overall 'Exceed' rating against their objectives.

For those staff that are not at the top of their scale will increment and receive a non-consolidated one off payment of 1%. Staff at the top of their scale will receive a non- consolidated one off payment of 2%.

Teaching Staff

- 8.2 Progression on the pay range for a member of teaching staff, including members of the leadership group, will be subject to a review of their performance set against the annual appraisal review and the Governors' relevant skills level descriptors, as applicable. Employees will not move from Band 1 to Band 2 or from Band 2 to Band 3 on their range or ISR as appropriate until all the elements of the governors' skills level descriptors applicable to the post for either Band 2 or Band 3 respectively have been met.

- 8.3 The AGB may award one increment for sustained high quality performance against the criteria in section 8.2 above or may award two or more increments where performance has been exceptional and exceeded the expectations set out in section 8.2.
- 8.4 Where performance has not been of a sustained high quality the AGB may decide that there should be no pay progression.
- 8.5 The Trust has determined that a member of the teaching staff appointed to Band 1 on the range would, other than in exceptional circumstances, be expected to have progressed to Band 2 within 2 to 3 years of taking up their post. In circumstances where the employee's performance is not at that level this will be addressed through the school's appraisal, and possibly capability procedure.
- 8.6 Decisions regarding annual pay progression within the relevant ranges will be made with reference to teachers' performance appraisal statements and the pay recommendation they contain. In the case of Newly Qualified Teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.
- 8.7 The Trust expects all teachers to perform at the highest possible level and to continue to improve their professional practice year on year. Performance appraisal objectives will be progressive and developmental, thereby ensuring that good performance is rewarded and that good teachers have the opportunity over a number of years, to progress to the maximum of their respective pay range.
- 8.8 Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher.
- 8.9 A teacher will be eligible for annual performance pay progression where they:
- a. have been assessed as meeting all of the teaching standards, throughout the assessment period
 - b. have had their teaching assessed as at least good overall during the assessment period
 - Upper Pay Range teachers will be expected to demonstrate increasing levels of outstanding teaching overall
 - Lead Practitioners will be expected to demonstrate outstanding teaching overall
 - c. have been assessed as meeting the requirements of their job description/job role
 - d. meet their individual performance appraisal objectives (consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives)
 - e. have demonstrated a personal responsibility for identifying and meeting their CPD needs
 - f. are performing in line with the skill level/behaviour descriptors/career grade expectations

- 8.10 The evidence which will be considered in assessing performance will include the following. Much of this evidence will be stored on Blue Sky, thus supporting how staff can access evidence and monitor their own progress:
- pupil progress data
 - quality of teaching against the Teaching Standards, including observed practice
 - self-assessment
 - professional dialogue
 - received feedback
 - performance appraisal statements
 - CPD records
 - School monitoring evidence

and in the case of Upper Pay Range teachers and Lead Practitioners, evidence of their contribution beyond their own classroom and their impact on the wider school.

- 8.11 Where a teacher has been absent for some or all of the assessment period, an assessment will be based on performance during any periods of attendance and/or prior performance.
- 8.12 Where the performance pay progression criteria are not met, the teacher will not receive any performance pay progression. A decision not to award performance pay progression may be made without recourse to capability procedures. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.
- 8.13 Where a decision not to progress is made, the teacher will be supported through the performance appraisal process to improve their performance.

9 MOVEMENT TO THE UPPER PAY RANGE

9.1 Applications and Evidence

- 9.1.1 Any qualified teacher on the Main Pay Range may apply to be paid on the Upper Pay Range once per year. It is the responsibility of the teacher to decide whether they wish to submit an application.
- 9.1.2 Applications must:
- be made on the appropriate application and submitted to the Headteacher
 - be submitted by the end of the summer term in each year (consideration will be given to accepting late applications where individual circumstances e.g. absence prevent this deadline being met)
- 9.1.3 An application will be successful, if the Headteacher and the Academy Governing Board are satisfied that:
- the teacher is highly competent in all elements of the teaching standards and
 - the teacher's achievements and contribution to the school are substantial and sustained and

- the teacher has fulfilled the school's skills level descriptors/career grade expectations for Band 3.

This means that the teacher has consistently:

- demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period
- been assessed as meeting their performance appraisal objectives over a sustained period

and in addition that;

- teaching has been rated as good overall, with some outstanding, over a sustained period
- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/achievement
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning
- the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice
 - contributing to policy and practice which has improved teaching and learning across the school

9.1.4 Sustained means maintained continuously over a period of at least 2 school years.

9.1.5 The school will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period due to maternity, adoption, shared parental leave or ill health.

9.1.6 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 decision made by another school.

9.2 The application will be assessed: processes and procedures

9.2.1 The Headteacher or another assigned member of the senior leadership team (SLT) will assess all applications to be paid on the Upper Pay Range and their recommendation will be considered by the Pay Committee.

9.2.2 The Headteacher or another assigned member of the SLT will use the evidence contained in the teachers' performance appraisal review paperwork to make their assessment.

9.2.3 A teacher may, if they wish, provide additional evidence to support their application, but is not obliged to do so.

9.2.4 The Headteacher or assigned member of the SLT will discuss their recommendation with the teacher and the Pay Committee will confirm the decision by 31 October.

- 9.2.5 Where the application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1 September (this will in effect be the beginning of the new appraisal year following the submission in the previous appraisal year).
- 9.2.6 Where the application is not successful, the Headteacher will provide feedback and the teacher will be provided with advice and support through the performance appraisal process to develop their skills with a view to them making a future successful application.
- 9.2.7 Teachers have the right to appeal any decision not to move them onto the Upper Pay Range.

10 APPEALS

- 10.1 Pay recommendations will be contained within Performance Appraisal Review Statements and these will be discussed with employees at the review meeting. Where an employee has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the

review statement for consideration by those responsible for making pay decisions.

- 10.2 An employee may make a formal appeal against a decision on pay, which must be submitted in writing within seven calendar days of receipt of written notification of that decision.
- 10.3 The grounds of appeals are that the decision maker(s):
 - incorrectly applied the provisions of the Teachers' Pay & Conditions Document / national / local terms and conditions
 - failed to have proper regard for statutory guidance
 - failed to take proper account of relevant evidence and/or took account irrelevant or inaccurate evidence
 - were biased or
 - otherwise unlawfully discriminated against the employee
- 10.4 Appeals will be heard by a working group of governors from the AGB. The group will consist of no less than three governors.
- 10.5 All appeals will be heard at a meeting, normally within 20 working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or a member of a Professional Association or Trade Union.
- 10.6 Any written submissions relevant to the appeal must be circulated to all parties at least three working days prior to the meeting.
- 10.7 The decision of the appeals' working group will be notified in writing and, where the appeal is rejected, this will include a note of the evidence considered and the reasons for the decision.
- 10.8 The decision of the working group is final and there is no recourse to the staff grievance procedure.
- 10.9 The Headteacher shall be entitled to attend, for the purposes of providing information and advice (except in the case of his/her own salary), all proceedings of the pay appeals working group.
- 10.10 The role of the working group is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and has been made taking proper account of equal opportunities and that correct procedures have been followed.

11 MONITORING THE IMPACT OF THE POLICY

- 11.1 The Academy Governing Board will monitor the outcome and impact of this policy and annually assess its effect and continued compliance with equalities

legislation. The effect of the policy will be assessed particularly with reference to trends in progression across specific groups of teachers and the correlation between this and performance appraisal reviews and outcomes for pupils.

- 11.2 The pay of individual staff will remain confidential, shared only with those responsible for making pay decisions and managing administrative matters.

Appendix 1

HCSS Portal : Teaching TLR & SEN Pay Scales : 2019-2020

1 Sept 2019 to 31

Aug 2020

TLR

Points	Sep 2019 tbc	
1a	8,069	
1b	9,478	
1c	11,252	Head of Faculty allowance
1d	13,654	
2a	2,796	
2b	4,590	Head of Subject / KS lead / Head of Year (teacher) allowance
2c	6,829	
3	555 to 2,757	

SEN

£2,209 – £4,359

Band 1 Teacher

Point 1 £25,543

Point 2 £27,468

Point 3 £29,581

Band 2 – Accomplished Teacher

Point 4 £31,755

Point 5 £34,179

Point 6 £37,152

Band 3 – Expert Teacher (UPR)

Point 7 £38,797

Point 8 £40,189

Point 9 £41,635

Unqualified

UQ1: £18,844

2: £20,898

3: £22,955

4: £25,011

5: £27,067

6 (Max): £29,123

Leadership Spine:

Currently, Senior Leadership posts are within the following ranges (+Fringe)

Associate Assistant Headteacher: L8-12 (£49,940-£54,993)

Assistant Headteacher: L12-16 (£54,993-£60,664)

Deputy Headteacher: L15-19 (£59,118-£65,109)

Senior Deputy Headteacher L 22-25 (£69,989-£75,237)

Headteacher: L33-39 (£91,284-£105,500)

Non-Teaching / Support Staff

HERTFORDSHIRE COUNTY COUNCIL SALARY SCALES
1st April 2019

GRADE/HAY JOB UNITS	SCP	£	GRADE/HAY JOB UNITS	SCP	£	GRADE/HAY JOB UNITS	SCP	£
H8	1	17,364	H6	14	22,462	M3	40	42,683
Job units up to 76			229 – 267	15	22,911	550 – 596	41	43,662
				16 (New)	23,369		42	44,632
				17	23,836		43	45,591
NA	1	17,364		18 (New)	24,313			
77 – 105	2	17,711		19	24,799	M4	43	45,591
						597 – 647	44	46,566
			H7	19	24,799		45	47,543
H1	2	17,711	268 – 313	20	25,295		46	48,531
106 – 116	3	18,065		21 (New)	25,801			
	4	18,426		22	26,317	M5	46	48,531
				23	26,999	648 – 703	47	49,544
H2	3	18,065					48	50,567
117 – 138	4	18,426	H8	23	26,999		49	51,622
	5	18,795	314 – 368	24	27,905			
				25	28,785			
H3	5	18,795		26	29,636			
139 – 163	6	19,171						
			H9	28	31,371			
H4	6	19,171	369 – 432	29	32,029			
164 – 193	7	19,554		30	32,878			
	8	19,945		31	33,799			
	9	20,344						
			M1	32	34,788			
H5	9	20,344	433 – 506	33	35,934			
194 – 228	10	20,751		34	36,876			
	(New)	20,751		35	37,849			
	11	21,166		36	38,813			
	12	21,589						
	13	22,021						
	(New)	22,021	M2	37	39,782			
	14	22,462	507 – 549	38	40,760			
				39	41,675			
				40	42,683			

SCP 27 – £30,507 - Used for career grades only

APPENDIX 2: PROFESSIONAL SKILLS LEVEL DESCRIPTORS

Professional Area	Relevant Standards	Band 1: Teacher			Band 2: Accomplished Teacher			Band 3: Expert Teacher		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
Professional Practice	1.1(1);1.2(2,3,5) 1.3(1,3); 1.4(1,2,3); 1.5 all; 1.6 (1); 1.7(1,2,3); 1.8 (3); 2.1 (2,4); Preamble	Many, but not all, aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
Professional Outcomes	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations		
Professional Relationships	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		
Professional Development	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
Professional Conduct	1.1(3); 1.7(1); 1.8(1); 2.1(all); 2.2; 2.3; Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		