



THE VALLEY SCHOOL

PAY AND APPRAISAL POLICY

NOVEMBER 2018 (RESOURCES COMMITTEE)

KEY PRINCIPLES

“Learn to Believe – Learn to Achieve”

“Different for Different”

We are committed to ensuring that staff of The Valley School are able to provide the best learning opportunities for our pupils. Staff development is relevant and focused on pupil needs. We meet the needs of our pupils by providing highly-personalised support for each of them to make progress in their learning, their personal development and their well-being. Our staff are the single most influential factor in how effectively these aims are realised.

Appraisal in this school is a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. This helps to ensure that all staff are able to continue to improve their professional practice and to develop as Teachers, Learning Partners and Support Staff.

We are open and transparent about how our staff are rewarded for the work that they do. All staff are supported to evaluate their own performance, to work towards appropriate objectives and to access training and development opportunities to progress in their careers.

Pay decisions are made according to clear level descriptors. Appraisers are trained and supported to ensure that this is a positive and developmental process where all staff are held accountable for the work that they do and are supported to make ongoing improvements, whatever stage of their career they are at.

KEY STATUTORY REGULATIONS AND SIGNIFICANT LINKS

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740575/School_teachers_pay_and_conditions_document_2018.pdf

APPENDICES:

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KEY RESPONSIBILITIES

The Governing Body has adopted the policy set out in this document to provide a clear framework for the management of pay and appraisal for all staff employed in the school.

The Governing Body recognises the requirement that all pay progression decisions for employees must be linked to annual appraisal of performance; indeed for teachers it is statutory. This policy sets out the framework for a clear and consistent assessment of the overall performance of staff, including the Headteacher, and for supporting their development within the context of the schools' plan for improving educational provision and performance, and the standards expected. It also sets out the arrangements that will apply when staff fall below the levels of competence that are expected of them.

This policy applies to all employees of the school, except the appraisal section for those on contracts of less than one term, those undergoing induction (e.g. NQTs), staff during their probation period, and those who are subject to the formal stages of the schools' capability policy.

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

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 development plans;
- ensure that pay decisions are made in a fair and transparent way; and
- ensure that available monies are allocated appropriately.

KEY PRACTICES

Basic Pay Determination on Appointment

The Headteacher will determine the pay range for a vacancy according to the staffing structure prior to advertising it. On appointment, the Headteacher will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Headteacher and the Governing Body will take into account a range of factors, including:

- the nature of the post;
- the applicant's current career stage and previous pay rate if compatible;
- 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 & Conditions Document.

There is no assumption that any member of staff will be paid at the same rate as they were being paid in a previous school. However, the expectation is that they would be paid at, or above, their previous salary level for a comparable role.

Any member of staff transferring roles internally within the school will continue to be paid the same salary as paid in the previous role, unless the role is determined to be at a higher rate within the staffing structure.

Leadership Teacher Posts (Headteacher, Deputy & Assistant Headteacher)

The pay ranges for the Headteacher, Deputy Headteacher and Assistant Headteacher will be determined in accordance with the criteria specified in the current STPCD.

The Governing Body 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.

The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. Pay ranges are defined in the staffing structure – Appendix 1.

On appointment, the salary of the Headteacher will be within the agreed ISR. Governors reserve the right to make an offer at any point on the range for an exceptional candidate.

Other than in exceptional circumstances, the Governing Body will ensure that there is no overlap of pay points between the Headteacher and any other leadership post.

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.

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.

Short Notice/Supply Teachers

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.

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.

Pay Increases due to 'Cost of Living' Awards and Changes to the STPCD

All teachers are paid in accordance with the statutory provisions of the document as updated from time to time. The Governing Body will ensure that all teachers are paid within the statutory ranges set out in the STPCD.

The Governing Body will annually determine the extent of any uplift to its pay points within the minimum and maximum amounts of the 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 Governing Body to uplift, or if performance is below expectations, to progress. The application of any uplift to teachers will be linked to performance appraisal. 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.

For staff employed on NJC Local Government terms and conditions of service, any uplift will be applied in accordance with any nationally agreed award.

Discretionary Allowances and Payments

Teaching and Learning Responsibility Payments (TLRs)

TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure.

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.

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

The Governing Body will award TLR payments within the range prescribed in the School Teachers' Pay and Conditions Document. In this school, the Governing Body has determined that TLR payments will be as set out in Appendix 1.

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

A TLR payment will not be awarded in respect of teaching duties in Special Educational Needs or pastoral care.

The Governing Body 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.

There will be no salary safeguarding of any fixed-term/temporary TLR payments. TLR1 and TLR2 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.

Special Educational Needs (SEN) Allowances

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

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

Unqualified Teacher Allowance

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 teacher's professional skills and judgment: or
- qualifications or experience which bring added value to the role s/he is undertaking.

The Headteacher will determine the amount of any such allowances, having due regard to consistency, fairness and transparency.

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 Governing Body shall, within four weeks, determine whether or not 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.

Provision of Service to another School(s)

The Governing Body will formally authorise any agreement for the Headteacher to provide services relating to the raising of standards in one or more other schools. Where such an agreement is authorised, the Governing Body 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.

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.

Recruitment and Retention Incentives and Benefits (accomplished and expert teachers only)

The Governing Body 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.

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 of £500 - £3,000.

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.

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.

Honoraria Payments

The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

Such awards may, however, be made to other staff. Such payments will be exceptional in their use rather than the norm. Honoraria payments can be used when an individual is undertaking work that is part, but not all of, a higher-graded position for a period of four weeks or more.

Honoraria payments can also be used to reward additional or onerous tasks or a specific piece of project work at the same grade or lower, for a specific period over four weeks or more. In such circumstances, the payment would not normally exceed the value of the difference of an employee's monthly salary and one or two incremental points higher. This relates to spinal column points, not pay grades.

Where the full duties of a higher grade are undertaken, this will be treated as acting up. The difference in salary between the two posts should be paid in relation to the

percentage of duties of the higher post being undertaken, i.e. if taking on 50% of higher-graded post duties, post will usually be paid 50% of the difference between the two posts.

Safeguarding

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

Staff Appraisal

Appraisal in this school is a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. This helps to ensure that staff are able to continue to improve their professional practice and to develop.

In this school all staff 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.

The Appraisal Period

The appraisal period for all staff will run for twelve months from 1 September to 31 August. 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.

Appointment of Appraisers

The Headteacher will be appraised by the Governing Body, supported by a suitably-skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

In this school, the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three members of the Governing Body.

The Headteacher will decide who will appraise other employees.

Teaching staff will not be appraised or formally observed by anyone other than an individual holding Qualified Teacher Status (QTS). Other members of staff may be appraised by a member of the teaching staff.

Setting Objectives

The Headteacher's objectives will be set by members of the Governing Body after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the relevant national standards.

Objectives for all employees, including the Headteacher, will be set before or as soon as practicable after, the start of each appraisal period. In some circumstances it may be

possible to set objectives for the upcoming year in the same meeting that objectives are reviewed from the previous year.

The objectives set will be linked to the relevant professional standards for the role undertaken, where applicable, and take account of the individual's job description, person specification for the role and the school's definition of PFI ratings for staff where appropriate.

The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the appraisee may record their comments in writing as an appendix to the appraisal statement.

Objectives may be revised if circumstances change.

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 the school.

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, leadership and management and other areas such as resources and facilities.

Agreed continuing professional development (CPD) for individuals should support the achievement of these objectives.

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 routinely as part of the appraisal process to inform employee development needs.

Under normal circumstances, staff will have a reasonable number of objectives that is relative to the role that they undertake in the school. This will usually be between three and six objectives. 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.

The senior leadership team has a key responsibility for ensuring that the appraisal process operates consistently and that there is moderation of staff fulfilling equivalent roles. The Governing Body will be accountable for monitoring the process at least on an annual basis.

Reviewing Performance

Observation

This school 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.

All observation of teachers will be carried out in a supportive fashion by those with QTS. For all other staff, work scrutiny will be carried out by those with knowledge of the

employee's work and should be equally supportive. Appropriate and timely oral and/or written feedback will be given.

Where Learning Partners and other staff who are not qualified teachers are delivering lessons, for cover or supervision purposes for example, lesson observations may be necessary to assess objectives where relevant.

In this school, teachers' and learning partners' performance will be regularly observed but the amount and type of formal classroom observation will depend on the individual circumstances of the member of staff and the overall needs of the school.

The amount of observation that takes place will not normally exceed three 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. All members of staff (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

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.

In addition to formal observation, Headteachers or other leaders with responsibility for teaching standards may informally '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.

Formal observation outlined above excludes school reviews, 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.

Informal drop-in observations and wider-school or department reviews covered under the observations in the paragraph above will not result in formal outcomes being given. These are not documented for an individual employee and do not form part of a measure against an employee's annual appraisal.

Development and Support

Appraisal is a supportive process which is used to inform continuing professional development. The school wishes to encourage a culture in which all employees take responsibility for improving their skills through appropriate professional development. Professional development is linked to school improvement priorities and to the ongoing professional development needs and priorities of individual employees.

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 member of staff, 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 the processes outlined in the policy.

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.

Transition to Capability

Where standards for staff (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 descriptors, special arrangements will be made to ensure that the appropriate support can be provided. These 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.

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 descriptors, these new arrangements, which may include a change of appraiser, will come into force as soon as possible after the decision has been made.

Where national standards are identified as not being met at the appropriate career stage expectation level 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.

Annual Assessment

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

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 PRI ratings/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. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.

Where appraisee and appraiser cannot reach agreement as to PRI ratings/ 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.

Disputes concerning PRI ratings/ appraisal review outcomes or PRP outcomes will be dealt with through the school's pay appeal process.

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;
- Termly meeting with appraiser;
- 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.

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, and PRI requirements.

The assessment of performance and of training and development needs will inform the planning process for the following appraisal and training period.

Recommendations on pay will be referred to the Headteacher before being referred on to the Governing Body.

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.

Equality and Consistency

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 leadership team. The School Business Manager will often take this role for other members of staff.

The Headteacher is responsible for reporting regularly, at least annually, to the Governing Body 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 enables governors to receive an overall general report of the process but does not include specific details relating to individual members of staff.

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

Retention of Statements

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

Pay Reviews

The Governing Body ensure that each staff member's salary is reviewed annually with effect from 1st September/1st June and that recommendations are ready to be put to governors by 31st October. Each staff member is notified of the outcome by no later than 20th November each year or 31st December for the Headteacher.

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.

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

All other members of staff will have their reviews undertaken annually in line with the academic year; notification of the outcome will be given by no later than 31st October each year. Pay determinations will take effect from 1st June in each year.

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

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.

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.

Teachers' performance appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the

Governing Body, having regard to the performance appraisal report and taking into account advice from the senior leadership team. The Governing Body 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.

In this school, judgments of performance will be made against objectives met, any relevant standards which apply to the role, and the school's skill level descriptors and career grade expectations.

Pay Progression based on Performance

Learning Partners and Support Staff

Progression of incremental points for all other members of staff will be subject to a review of their performance set against the annual appraisal review.

PRI will provide the opportunity to either:

- a) award an increment to those who achieve an overall 'Fully Achieved' or 'Exceed' rating against their objectives.
- b) award additional payments to employees who achieve an overall 'Exceed' rating against their objectives. Employees that are not at the top of their scale will increment and receive a non-consolidated one-off payment of 1%. Employees at the top of their scale will receive a non-consolidated one-off payment of 2%.
- c) withhold an increment for employees that are awarded a 'Not Met' or 'Partly Met' rating.

Teaching Staff

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 relevant skills level descriptors, as applicable. Teachers may not move from teacher to accomplished teacher, or from accomplished to expert teacher until all the elements of the skills level descriptors applicable to the post have been met.

The Headteacher may recommend one increment for sustained high-quality performance against the criteria set out in the policy or may recommend two or more increments where performance has been exceptional and exceeded the expectations set out. Incremental rises will not exceed progression beyond one band above that in which a teacher is currently remunerated.

Where performance has not been of a sustained high quality, the Headteacher may recommend that there should be no pay progression.

The Governing Body has determined that a teacher would, other than in exceptional circumstances, be expected to have progressed to "accomplished" within two to three 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.

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.

The Governing Body 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.

Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher.

A teacher will be eligible for annual performance pay progression where they:

- have been assessed as meeting all of the teaching standards throughout the assessment period;
- have had their teaching assessed as at least good overall during the assessment period;
- expert teachers will be expected to demonstrate increasing levels of outstanding teaching overall;
- lead practitioners will be expected to demonstrate outstanding teaching overall;
- have been assessed as meeting the requirements of their job description/job role;
- meet their individual performance appraisal objectives;
- have demonstrated a personal responsibility for identifying and meeting their CPD needs;
- are performing in line with the skill level/behaviour descriptors/career grade expectations.
- Consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives.

The evidence which will be considered in assessing performance will include:

- pupil progress data;
- quality of teaching against the Teaching Standards, including observed practice;
- self-assessment;
- professional dialogue;
- received feedback;
- performance appraisal statements;
- CPD records.
- In the case of expert teachers and lead practitioners, evidence of their contribution beyond their own classroom and their impact on the wider school.

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.

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.

Where a decision not to progress is made, the teacher will be supported through the performance appraisal process to improve their performance.

Movement to Expert Teacher

Applications and Evidence

Any qualified or accomplished teacher may apply to progress to expert teacher once per year. It is the responsibility of the teacher to decide whether or not they wish to submit an application.

Applications must:

- be made in writing and submitted to the Headteacher.
- be submitted by the end of the summer term in each year.

An application will be successful, if the Headteacher and the Resources Committee 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 an expert teacher.

In this school, 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.

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

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.

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.

The Application will be Assessed:

Processes and Procedures

The Headteacher, or another assigned member of the senior leadership team (SLT), will assess all applications to progress to the expert teacher pay range and their recommendation will be considered by the Resources Committee.

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.

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

The Headteacher or assigned member of the SLT will discuss their recommendation with the teacher and the Resources Committee will confirm the decision by 20th November.

Where the application is approved, the teacher will progress to the minimum of the Expert Teacher Pay Range backdated to 1st September (this will in effect be the beginning of the new appraisal year following the submission in the previous appraisal year).

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.

Teachers have the right to appeal any decision not to move them onto the Upper Pay Range.

Appeals

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.

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.

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.

Appeals will be heard by the Pay Appeals Committee.

The Appeals will be heard at a meeting, normally within twenty 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.

Any written submissions relevant to the appeal must be circulated to all parties at least three working days prior to the meeting.

The decision of the Appeal Committee 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.

The decision of the Governing Body's Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.

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 Committee.

The role of the Pay Appeal Committee is not to make judgment 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.

Monitoring the Impact of the Policy

The Governing Body will monitor the outcome and impact of this policy, assess its effect and continued compliance with equalities legislation annually. 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.

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