



# **Staff Pay and Performance Appraisal Policy**

**BEDWELL PRIMARY SCHOOL**

**Bedwell Crescent,  
Stevenage, Herts, SG1 1NJ**

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## 1. OBJECTIVES, SCOPE AND PRINCIPLES

1.1 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.

1.2 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.

1.3 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), non-teaching staff during their probation period, and those who are subject to the formal stages of the schools' capability policy.

1.4 The policy complies with the School Teachers' Pay & 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.

1.5 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 Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

2.2 In making such determinations, the Governing Body 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 & Conditions Document

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 the 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 The Governing Body may, at their discretion, 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.

### 2.6 Lead Practitioners

2.6.1 Where a Lead Practitioner post(s) are 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 Resources Committee 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 & 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 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.

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. Governors reserve the right to make an offer at any point on the range for an exceptional candidate.

2.7.6 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.

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 Governing Body will ensure that all teachers are paid within the statutory ranges set out in the STPCD.

4.2 The Governing Body 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 Governing Body 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 and 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 schools' staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable - ie. 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 TLRs will not generally be awarded in a primary setting for subject coordination, as all teachers, where not otherwise restricted from doing such work, will have the same responsibility and are not therefore eligible for a TLR.

5.1.5 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.

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



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

5.1.8 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.

5.1.9 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 Governing Body 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; or
- qualifications or experience which bring added value to the role s/he is undertaking.

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

#### 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 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.

#### 5.5 **Provision of service to another school(s)**

5.5.1 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 school. 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.

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 & retention incentives & benefits (teachers on MPR & UPR only)**

5.6.1 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;

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.

## 5.7 **Honoraria payments**

5.7.1 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.

5.7.2 Such awards may however be made to non-teaching 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 4 weeks or more.

5.7.3 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 4 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 hay grades.

5.7.4 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.

## 5.8 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.

## 6. STAFF APPRAISAL

6.1 Appraisal in this school 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 their professional practice and to develop.

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 The appraisal period for all staff 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 Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

6.4.2 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.

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 Governing Body after consultation with the 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 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.

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, person specification for the role and the schools' definition of PRI ratings (for non-teaching staff) where appropriate.

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 schools' plans for improving the schools' 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 schools' 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.

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 is relative to the role that they undertake in the school. This will usually be between 3 and 6 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.

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 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.

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 In this 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. 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 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.

6.6.1.8 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.

6.6.1.9 Informal drop in observations and wider school or department reviews covered under sections 6.6.1.7 and 6.6.1.8 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. Anything identified as an issue outside of formal observation will be revisited in accordance with section 6.6.1.5 and 6.6.1.6.

## 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

6.6.3.1 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.

6.6.3.2 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.

6.6.3.3 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 schools' 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. 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.



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 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.

6.8.3 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

6.8.4 Disputes concerning PRI ratings/ appraisal review outcomes or PRP outcomes will be dealt with through the schools' pay appeal process in section 10.

6.8.5 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.

6.8.6 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.

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

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

## 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. The School Business Manager will often take this role for non-teaching staff.

6.10.2 The Headteacher will be responsible for reporting regularly 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 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 Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

## 6.11 **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.

## 7. PAY REVIEWS

7.1 The Governing Body 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 Governing Body 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 have their reviews undertaken annually in line with the academic year; notification of the outcome will be given by no later than 31 October each year. Pay determinations will take effect from 01 June in 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 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 schools' 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 schools' 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. 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.

8.2 An increment and therefore ability to be awarded a non-consolidated bonus will be withheld in the performance cycle in the following circumstances:

- Where an employee is being managed under the formal capability process
- When an employee has a formal performance improvement plan in place
- Where the outcome of the performance review is one of the following ratings: 'Not Met', 'Part Met' and 'No Rating'

8.3 Any withheld increments will not be paid at a later stage.

## Teaching Staff

8.4 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.

8.5 The Governing Body 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.

8.6 Where performance has not been of a sustained high quality the Governing Body may decide that there should be no pay progression.

8.7 The Governing Body has determined that a member of the teaching staff appointed to Band 1 on their 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 employees' performance is not at that level this will be addressed through the schools' appraisal, and possibly capability procedure.

8.8 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.

8.9 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.

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

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

- 1) have been assessed as meeting all of the teaching standards, throughout the assessment period;
- 2) have had their teaching assessed as at least good overall during the assessment period;
  - 2a) Upper Pay Range teachers will be expected to demonstrate increasing levels of outstanding teaching overall
  - 2b) Lead Practitioners will be expected to demonstrate outstanding teaching overall
- 3) have been assessed as meeting the requirements of their job description/job role;
- 4) 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;
- 5) have demonstrated a personal responsibility for identifying and meeting their CPD needs;
- 6) Are performing in line with the skill level/behaviour descriptors/career grade expectations.

8.12 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.

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.

8.13 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.

8.14 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.

8.15 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 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 or not they wish to submit an application.

9.1.2 Applications must:

- be made on the appropriate application and submitted to the Headteacher (See Appendix 6);
- 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 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 schools' skills level descriptors/career grade expectations for Band 3.



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;

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 Resources 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 Resources 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 7 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 the Pay Appeals Committee.

10.5 The 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 3 working days prior to the meeting.

10.7 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.

10.8 The decision of the Governing Body's Pay Appeals Committee 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 Committee.

10.10 The role of the Pay Appeal Committee 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 Governing Body will monitor the outcome and impact of this policy 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 : TEACHING REFERNCE POINTS / SALARY BANDS

The Governing Body agreed to use the leadership pay reference points published to support the School Teachers' Pay and Conditions Document. The specific pay ranges and bands for leadership posts in this school are:

### **Headteacher**

Paid on the Leadership Scale, within the range L17-23

### **Deputy Headteacher**

Paid on the Leadership Scale, within the range L8-13

### **Assistant Headteacher**

Paid on the Leadership Scale, within the range L1-5

### **Teaching and Learning Responsibility Payments**

Paid within the following ranges: TLR 3 - £540 - £2683; TLR 2 - £2,721 - £6.646

### **SEN Allowances**

Paid within the range: £2,149 - £4,242

### **Band 3 - Expert Teacher**

Paid on the Teachers Upper Pay Range, within the range U1-3

### **Band 2 - Accomplished teacher**

Paid on the Teacher's Main Pay Range, within the range M4-6

### **Band 1 - Teacher**

Paid on the Teacher's Main Pay Range, within the range M1-3

### **Unqualified Teacher Pay Range**

Paid on the Unqualified Teacher Scale, within the range: £17,208-£27,216

**APPENDIX 2 : NON-TEACHING STAFF -  
LINKING OVERALL RATINGS TO INCREMENTS**

<b>Overall Rating</b>	<b>Increment Award</b>
No Overall Outcome	No increment. Too early to assess - less than 6 months in post at time of appraisal
Not Met	No increment
Partly Met	No increment
Fully Achieved	1 increment - subject to maximum scale point of the grade
Exceed	1 increment subject to maximum scale point of the grade plus non-consolidated one off payment of 1%
Exceed - already at top of grade	2% non-consolidated one off payment

**Suggested Definitions for determining ratings:**

<b>Rating</b>	<b>PM Objectives</b>	<b>Behaviours - as indicated in person spec/job description</b>
<b>Exceed</b>	All objectives are achieved. Performance is exceptional in all respects and always in excess of the standards required by the job: <b>and</b>	Behaviour regularly exceeds expectations
<b>Fully Achieved</b>	All objectives are achieved ( <i>unless there is good reason why not</i> ). Performance in key tasks meets standards required : <b>and</b>	Behaviour consistently meets required standards
<b>Partly Met</b>	Some objectives were achieved. A number of key tasks may not have been achieved to the standards required: <b>and/or</b>	Behaviour falls short of required standards on some occasions
<b>Not Met</b>	The majority of objectives or requirements of the job were not achieved: <b>and/or</b>	Behaviours are unacceptable

## APPENDIX 3 : PROFESSIONAL SKILLS LEVEL DESCRIPTORS

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



## APPENDIX 4 : TEACHERS' STANDARDS OVERVIEW [AS SET BY DfE]



Department  
for Education

# Teachers' Standards

### PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### PART ONE: TEACHING

A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>



## APPENDIX 5 : WEBSITES TO SUPPORT SPECIFIC ROLES

- [www.coversupervisors.co.uk](http://www.coversupervisors.co.uk)
- [www.thecaretakers.net](http://www.thecaretakers.net)
- [www.data.org.uk](http://www.data.org.uk) [*D & T Technicians*]
- [www.examofficers.org.uk](http://www.examofficers.org.uk)
- [www.napta.org.uk](http://www.napta.org.uk) [*TAs & HLTAs*]
- [www.ncsl.org.uk](http://www.ncsl.org.uk) [*info re CSBM, DSBM and competency framework for Business Managers and administrators*]
- [www.thegrid.org.uk/schoolworkforce/cpd/documents/pri\\_faqs\\_nov11.doc](http://www.thegrid.org.uk/schoolworkforce/cpd/documents/pri_faqs_nov11.doc)

## APPENDIX 6 : APPLICATION TO MOVE TO UPPER PAY RANGE

In order to move to the Upper Pay Range, applicants must complete the form below. Any qualified teacher on the Main Pay Range may apply once per year. It is each applicants decision whether or not to apply, based around the our definition of 'Expert Teacher', as defined in Appendix 3 of the Staff Pay and Performance Appraisal Policy.

Applicants must collate evidence to show that they meet the criteria described in each of the five areas listed below - links are given to relevant Teacher Standards (see Appendix 4) to provide more detail on our expectations. Applications should be submitted to the Headteacher, along with any accompanying evidence by the end of the Summer Term, and will then be reviewed by the Resources Committee.

**Name:**

**Professional Practice: Many aspects of teaching over time are outstanding**

[see Teacher Standards 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) ]

Evidence:

**Professional Outcomes: Significant numbers of pupils exceed school expectations**

[see Teacher Standards 1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) ]

Evidence:

**Professional Relationships: Working relationships with colleagues are characterised by an enthusiastic commitment to helping them to overcome professional challenges**

[see Teacher Standards 1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) ]

Evidence:

**Professional Development: Proactively leads the professional development of others in a way which leads to improved outcomes for pupils**

[see Teacher Standards 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 ]

Evidence:

**Professional Conduct: Meets the standards for professional conduct set out in the Teacher Standards'**

[see Teacher Standards 1.1(3); 1.7(1); 1.8(1); 2.1(all); 2.2; 2.3 ]

Evidence:

**Signed:** .....

**Date:** .....