



Pay Policy

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1. INTRODUCTION

- 1.1. This policy establishes how the Trust Board will determine all employees' salaries and the procedure for any appeals from staff.
- 1.2. Pay decisions for all staff are made by the Trust Board which has delegated certain responsibilities and decision making powers to Local Governing Board Pay Committees. A Pay Committee has full authority to take pay decisions in accordance with this policy. The headteacher is responsible for advising the Pay Committee on its decisions.
- 1.3. The Trust Board will determine staffing structures and any changes as part of the annual budget approving cycle
- 1.5. The Trust will pay due regard to the Teacher's Pay and Conditions Document and Local Government Services National Agreement on Pay and Conditions of Service
- 1.6. The Trust Board is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation including the Equality Act 2010, Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.
- 1.7. This policy will be reviewed annually by the Trust Board.

2 THE PAY COMMITTEE

- 2.1. Responsibility for implementation of this policy will be delegated to each school's Local Governing Body, who will appoint a Pay Committee, that will:
 - 2..1.1 Apply the pay policy in a fair and reasonable manner without discriminating on the basis of protected characteristics
 - 2..1.2 Apply the pay policy and assess the levels of salary of all staff annually
 - 2..1.3 Recommend discretionary pay considerations including recruitment and retention incentives.
- 2.2. It is recommended that the Pay Committee is made up of at least three Local Governors plus the Headteacher. The Pay Committee should minute all pay related decisions and ensure all matters are treated in strict confidentiality. The Trust Board will ratify pay awards and progression.

3 PAY REVIEWS FOR TEACHING STAFF

- 3.1. The Pay Committee will ensure that salaries are reviewed with effect from 1 September and no later than 31 October (except in the case of the Headteacher, for whom the deadline is 31 December) each year. Teaching staff will be given a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of year to reflect any changes in circumstances or job description that lead to a change in the basis

for calculating pay. A written statement confirming the outcome of a pay review will be provided within one month of a pay review.

3.2 A teacher may submit written representations to the Pay Committee by an individual in advance of a pay review if there are particular factors or there is information the individual want the Pay Committee to be aware of when reviewing pay.

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

4 PAY REVIEWS FOR SUPPORT STAFF

4.1. In determining pay levels for support staff, regard needs to be made to the Trust's role profiles, the relevant body should also ensure these are set in accordance with the school's staffing structure. A copy of the school's staffing structure should be attached to the pay policy.

4.2 The Trust will use the Green Book Job Evaluation Scheme to ensure grades for jobs are decided objectively and fairly and applied to all support staff. It is important to grade jobs appropriately to maintain morale among colleagues and to avoid unnecessary expenditure of school budgets, loss of valued employees and the risk of equal pay claims.

4.3 It is recommended that job descriptions are reviewed annually as part of the employee's performance review or at other times where there are changes to the role. If there are significant changes to the duties of the job, a re-evaluation of the grade should be carried out through the Job Evaluation Scheme.

4.4 Where a pay determination through job evaluation or redeployment leads to the start of a period of safeguarding, the relevant body will give the required notification as soon as possible and no later than one month after the date of the determination.

Appendix 1 Guidance -

Pay Progression for Teachers, Leadership Scale and CEO

1. Classroom teachers on the main scale

1.1 The Local Governing Body will determine the starting salary and/or pay range for a vacancy prior to advertising it, having regard to:

1.1.1 the specific nature of the post

1.1.2 the level of specialist knowledge, qualifications, skills and experience required for the post

1.1.3 the wider school context

1.1.4 market conditions and any other external relevant factors at the time

1.2 The Trust Board will, if necessary, use its discretion to award a recruitment and incentive benefit to secure the candidate of its choice as recommended by the Local Governing Body. If any such incentive is to be awarded, they must retain minutes of the decision and reasons for making the decision to award the incentive.

1.3 Pay portability is not recognised at this trust. The Local Governing Body will determine the starting salary and/or pay range and the starting salary of any appointment will be based on the requirements of the school.

1.4 The pay scale for main pay range teachers in this academy is:

MPS Scale Points 2020-21	
MPS Point	September 2020
1	£25,714
2	£27,600
3	£29,664
4	£31,778
5	£34,100
6	£36,961

1.5 Teachers will move up the main pay range, one annual point at a time, providing they have achieved/made good progress towards the objectives set in their appraisal, and they can

evidence that teaching is good and that they are competent in all elements of the *Teachers Standards*. Appendix 5

1.6 The Pay Committee will have regard to the pay recommendation contained in a teacher's performance report and in light of the evidence presented during the performance management process. Such evidence might include:

1.7.1 an increasing positive impact on pupil progress;

1.7.2 An increasing positive impact on wider outcomes for pupils;

1.7.3 improvements in particular areas of practice such as behaviour management or lesson planning;

1.7.4 work with external bodies and agencies;

1.7.5 An increasing positive impact on the effectiveness of staff and/or colleagues;

1.8 If a teacher presents evidence of exceptional performance, the Pay Committee can consider exercising its discretion to award enhanced pay progression. Enhanced pay progression of a further point will only be awarded where there is evidence that teaching is consistently exceptional.

1.9 In your induction year teachers will be awarded pay progression on the successful completion of induction.

Threshold - moving to the upper pay range

2.0 Threshold Payments

2.1 If a teacher wishes to be considered for progression to the upper pay range they should submit their application to the Headteacher by 31 August who will consider it against the performance threshold standards as set out in the School Teachers' Pay and Conditions Document. All applications will be reviewed and ratified by the Trust Board if appropriate. If an application is successful, the teacher will be placed on point 1 of the upper pay scale from 1 September in the following school year. A teacher can only make one application per year within the Trust.

2.2 If an application is unsuccessful the teacher will be provided with written reasons, detailing which standards have been met and those which have not yet been achieved within 5 days of the decision. If a teacher wishes to appeal against this decision they should follow the procedure set out in the Horizon Grievance Policy.

2.3 An application will be successful if the Pay Committee are satisfied that:

2.3.1 The teacher is highly competent in all elements of the *Teaching Standards* and

2.3.2 The teacher's achievements and contribution to the school are substantial and sustained.

2.4 This means that a teacher will have consistently:

- 2.4.1 Had performance assessed as meeting the objectives set as part of an appraisal process over a sustained period of time
- 2.4.2 Demonstrated and applied an understanding of the *Teachers Standards* in the particular role they are fulfilling and the context in which they are working
- 2.4.3 Demonstrated over a sustained period that they have enabled certain pupils to exceed expected levels of progress/achievement
- 2.4.4 Demonstrated that they have made an impact on the school beyond their own classroom over a sustained period. Examples could include enabling other teachers to improve their performance by demonstrating best practice and/or improving teaching and learning across the school

3.0 Moving up the upper pay range

- 3.1 Teachers will need to have spent at least one year on MPS 6 before being able to apply for consideration to move to the Upper Pay Range.
- 3.2 The Pay Committee will make recommendations to the Trust Board if a teacher should move up the upper pay scale, progression is not automatic. A teacher will need to evidence that they have made a substantial and sustained contribution to the school and that they have achieved/made good progress towards the objectives set in their appraisal.
- 3.3 It is expected that a teacher will ordinarily spend two years on each upper pay scale point before progressing. However, if they can present evidence of exceptional performance the Pay Committee may exercise its discretion to recommend progression after one year.
- 3.4 UPS Pay Scale:

UPS Scale Points 2020-21	
UPS Point	September 2020
1	£38,690
2	£40,124
3	£41,604

4.0 Part-time teachers

- 4.1 If a teacher is employed on a part-time basis, they are entitled to PPA time at the pro-rata equivalent to full-time teachers. The same calculation will be applied to any allowances they

are entitled to. If they undertake additional hours at the request of the Headteacher they will be paid for these based on their hourly rate or at an agreed rate.

5.0 Leading practitioner posts

5.1 If a teacher is appointed to a leading practitioner role their additional duties will be set out in their job description. These additional duties may include; a leadership role, implementing and evaluating practices within the school which result in whole school improvement, improving teaching within the school and or developing colleagues which could include mentoring or coaching.

6.0 Unqualified teachers

6.1 The Pay Committee will determine which point to place an appointee on the unqualified teachers' pay scale, taking account of any relevant qualifications and experience.

6.2 The Pay Committee will determine if they should progress up the unqualified teacher range. You will need to evidence that they have made a substantial and sustained contribution to the school and that they have they have achieved/made good progress towards the objectives set in their appraisal.

6.3 Pay Range of Unqualified teacher

Unqualified teacher Scale Points 2020-21	
UNQ point	September 2020
1	£18,169
2	£20,282
3	£22,394
4	£24,507
5	£26,622
6	£28,735

7.0 Leadership Group

7.1 The Trust Board will determine the pay ranges for the CEO, Headteacher, Deputy Headteachers and Assistant Headteachers based upon the Individual School Range (ISR).

7.2 Leadership Scale Points:

Leadership Scale Points 2020-21					
Leadership Spine point	1 Sept 2020	Leadership Spine point	1 Sept 2020	Leadership Spine point	1 Sept 2020
L1	£42,195	L19	£65,735	L37	£102,159
L2	£43,251	L20	£67,364	L38	£104,687
L3	£44,331	L21	£69,031	L39	£107,239
L4	£45,434	L22	£70,745	L40	£109,914
L5	£46,566	L23	£72,497	L41	£112,660
L6	£47,735	L24	£74,295	L42	£115,483
L7	£49,019	L25	£76,141	L43	£117,197
L8	£50,151	L26	£78,025		
L9	£51,402	L27	£79,958		
L10	£52,723	L28	£81,942		
L11	£54,091	L29	£83,971		
L12	£55,338	L30	£86,061		
L13	£56,721	L31	£88,187		
L14	£58,135	L32	£90,379		
L15	£59,581	L33	£92,624		
L16	£61,166	L34	£94,914		
L17	£62,570	L35	£97,273		
L18	£64,143	L36	£99,681		

- 7.3 The ISR for Headteacher will be 7 points and for a Deputy Head and Assistant Head 3-5 points
- 7.4 The ISR may be re-calculated at any time if this is deemed necessary to retain a Headteacher.
- 7.5 Deputy Headteachers and Assistant Headteachers should be paid on individual pay ranges.
- 7.6 There should be differences in responsibility levels between the:
 - 7.6.1 The Headteacher and Deputy Headteachers
 - 7.6.2 The Deputy Headteacher and Assistant Headteachers
 - 7.6.3 The Deputy Headteachers and/or Assistant Headteachers and the highest paid classroom teacher in the school.

8.0

CEO pay

- 8.1 The CEO's pay will be considered by the Trust Board following a recommendation from a panel of at least two Trustees who will undertake an annual review of the CEO's performance.
- 8.2 Performance points will only be awarded if the CEO can evidence that he/she has achieved/made good progress towards the objectives set in her/his appraisal. The CEO must also be able to evidence sustained high quality performance.
- 8.3 The CEO may submit written representations Trust review panel in advance of his/her pay review if there are particular factors or there is information he/she wants them to be made aware of when reviewing his/her pay. If evidence of exceptional performance is presented, the HPPC can consider exercising it's discretion to recommend to the Trust Board to award enhanced pay progression.

9.0

Headteachers pay

- 9.1 The Headteacher's pay will be considered by the Trust Board with participation from the Local Governing Body following a recommendation from a panel of at least 2 Local Governors and the CEO (Headteacher Pay and Performance Committee - HPPC) who will undertake an annual review of the Headteacher's performance. The panel undertaking the review cannot include any staff Governors.
- 9.2 Performance points will only be awarded if the Headteacher can evidence that he/she has achieved/made good progress towards the objectives set in her/his appraisal. The Headteacher must also be able to evidence sustained high quality performance.
- 9.3 The Headteacher may submit written representations to the CEO in advance of his/her pay review if there are particular factors or there is information he/she wants them to be made aware of when reviewing his/her pay. If evidence of exceptional performance is presented, the HPPC can consider exercising it's discretion to recommend to the Trust Board to award enhanced pay progression.
- 9.4 The Trust Board may make discretionary additional payments to the Headteacher providing that the amount does not exceed 25% of the maximum of the Headteacher's pay range. However, payments can be made above this figure in exceptional circumstances and would need Trust Board approval following evidence from the HPPC.

10.0

Deputy Headteachers and Assistant Headteachers pay

- 10.1 The pay of Deputy Headteachers and Assistant Headteachers will be considered by the Pay Committee following a recommendation from the Headteacher who will undertake an annual review of their performance.
- 10.2 Performance points will only be awarded if the Deputy or Assistant Headteacher can evidence that he/she has achieved/made good progress towards the objectives set in her/his appraisal. The Deputy or Assistant Headteacher must also be able to evidence sustained high quality performance.
- 10.3 The Deputy or Assistant Headteacher may submit written representations to the Pay Committee in advance of his/her pay review if there are particular factors or there is information

he/she wants the Pay Committee to be aware of when reviewing his/her pay. If evidence of exceptional performance is presented, the Pay Committee can consider exercising its discretion to award enhanced pay progression.

11.0 Acting allowances for leadership roles

11.1 Where a teacher who is assigned and carries out the duties of a Headteacher, Deputy Headteacher or Assistant Headteacher, but has not been appointed to that role, the Pay Committee will consider paying to the teacher an amount which the Pay Committee considers to be appropriate. The Pay Committee should make such a determination within four weeks of the teacher undertaking the additional duties and the amount must be at least at the minimum leadership spine point payable in the school for the post in which the teacher is acting.

12.0 Allowances

12.1 **SEN Allowance** the Pay Committee may recommend an SEN allowance if a teacher teaches pupils in one or more designated special classes or units in this school, if they are employed in a SEN role which requires a mandatory SEN qualification and involves teaching pupils with SEN, or if they teach in a non-designated setting (including a pupil referral unit) that is analogous to a designated special class or unit and the role:

12.1.1 involves a substantial element of working directly with children with SEN

12.1.2 requires the exercise of a teacher's professional skills and judgment in the teaching of children with SEN; and

12.1.3 has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school.

12.2 The Pay Committee will review all such recommendations and award additional SEN allowances taking into account experiences, qualifications and the contribution you make to pupils with SEN.

12.3 The Pay Committee may make such payments as they see fit, other than to a Headteacher in respect of:

12.3.1 continuing professional development undertaken outside the school day

12.3.2 activities relating to the provision of initial teacher training as part of the ordinary conduct of the school

12.3.3 participation in out-of-school hours learning activity agreed between the teacher and the Headteacher

12.3.4 additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools

13.0 Teaching and learning responsibility payments (TLRs)

13.1.1 Pay Committee may recommend TLR payments to a classroom teacher for undertaking a sustained additional responsibility, for the purpose of ensuring the continued development of high-quality teaching and learning. Unqualified teachers may not be awarded TLRs.

13.2 The Pay Committee may recommend a fixed-term TLR3 to a classroom teacher for a clearly time-limited school improvement project or one-off externally driven responsibility. No safeguarding (pay protection) will apply to the award of a TLR3.

13.3 Pay range for TLR3 will be between £571 and £2,833

13.4 Any TLR recommendations will be reviewed and ratified by the Trust Board who will be satisfied that your duties include a significant responsibility that is not required of all classroom teachers, and that:

- is focused on teaching and learning
- requires the exercise of a teacher’s professional skills and judgement
- requires you 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 leading, developing and enhancing the teaching practice of other staff.

13.5 Any TLRs awarded to part-time teachers will be paid pro rata at the same proportion as the teachers’ part time contract.

13.6 Before awarding a TLR2b or above, the Trust Board must be satisfied that the sustained additional responsibility includes the line management responsibility for a significant number of people.

13.7 The ranges for each of the TLRs are as follows:

TLR Points 2020-21	
TLR Point	September 2020
Fixed Term TLR3 min	£571
Fixed Term TLR3 max	£2,833
TLR2a	£2,873

TLR2b	£4,736
TLR2c	£7,017
TLR1a	£8,291
TLR1b	£11,160
TLR1c	£14,030

12.8 Awards of TLR will necessitate clear defined expectations of the role and will be subject to annual review

13. Recruitment and retention incentives and benefits

13.1 The Pay Committee may consider recommending such payments as it considers to be necessary as an incentive for the recruitment of new teachers and the retention of existing teachers.

13.2 The Trust Board will review and award any such recommendation and confirm in writing at the outset:

13.2.1 the expected duration of any incentive or benefit

13.2.2 the review date after which the award may be withdrawn

14.0 Safeguarding

14.1 If a teacher is entitled to a safeguarded sum pursuant to the STPCD, the Trust Board will write to the teacher confirming:

14.1.1 the reason for the decision

14.1.2 the date on which the decision will take effect

14.1.3 the value of the pre-safeguarding salary and any allowances to which they were previously entitled

14.1.3 the amount of the safeguarded sum

14.1.4 the date on which the safeguarded period will end

14.2 A safeguarded sum will be payable for a maximum period of three years.

14.3 If a teacher is entitled to a safeguarded sum in excess of £500, their duties will be reviewed and they will be allocated such additional duties as the Trust Board considers necessary.

Appendix 2 Guidance -

1. Pay progression for support staff (including holiday entitlement)

- 1.1 Salary grades consist of three or four points. It is usual practice for a new employee to commence at the bottom point of the grade, moving incrementally each year, until the top of the grade is reached. Increments normally occur automatically each April, together with any annual inflationary award, where agreed. A new employee has to have been in employment for at least six months before an increment occurs.
- 1.2 Once the top of the grade is reached, automatic progression ceases.
- 1.3 An increment can only be withheld as a result of a formal procedure and will be subject to the right of appeal.
- 1.4 Term Time Only employees are typically paid for 38 or 39 working weeks.
- 1.5 Employees can be appointed on contracts for term time only plus any specific number of additional working weeks.
- 1.6 For all term time only employees a pro rata annual leave entitlement is included within the pay calculation as set out in the contract. Annual leave entitlement depends upon length of service and salary grade. Statutory and contractual entitlement for annual leave is deemed to coincide with periods of school closure and is therefore considered to be taken during this time. There is no entitlement to take leave during term time.
- 1.7 If a term time only employee is due to leave employment on a Friday they will be paid until the Sunday. If an employee works until the end of a term (having worked the whole term) they will be paid until the notional end of the following holiday period e.g. 31st August.
- 1.8 38 working weeks is equivalent to the 190 days that the school is open to pupils. 39 working weeks includes the additional 5 in- service training days
- 1.9 Where a term-time employee leaves during a term rather than at the end of the term, either the employee or the school may request a calculation of time worked and salary paid taking into account start and leave dates where it is thought that there is a substantial imbalance and either salary paid/repaid or hours worked to rectify the imbalance.
- 1.10 Employees that work throughout the year must submit requests for annual leave in advance by following the school's procedures for requesting time off. Annual leave is normally expected to be taken during school holidays unless agreed in advance by the line manager. The annual leave year runs from 1st April to 31st March.
- 1.11 If a throughout the year employee is due to leave employment on a Friday they will be paid until the Sunday, however, there is no right to be paid until the notional holiday end date as for term time only staff.

2. Other Payments

2.1 **Extra Duties** - Support staff who undertake extra duties outside of their designated working hours are entitled to additional payments at the appropriate hourly rate. Enhanced overtime payments will only be made for any hours worked above the standard full time hours i.e. 37 hours. Any casual work or overtime must be approved by the headteacher or delegated representative **before** it is undertaken.

2.2 **First Aid** - Where the requirement to act as a qualified first aider is included in the job description, this will form part of the job evaluated grade and no additional payment will be made. Where the school seeks a volunteer to undertake these duties, in addition to their job description, an additional payment of £100 per annum will be paid. The level of training required to be eligible is the Health and Safety Executive approved First Aid at Work training.

2.3 **Recruitment and Retention Supplement** - Where there is evidence of recruitment or retention difficulties for a particular job, and evidence that the evaluated grade is below the local market rate, a recruitment and retention supplement may be paid for a fixed period. An additional supplement of up to 20% of the job evaluated grade may be paid. Any supplement will only be agreed for a fixed period and will be subject to annual reviews. Clear evidence must be obtained to support the case for a market supplement such as local pay rates and evidence of attempts to recruit.

3. Pay Appeal

3.1 If an employee is not satisfied with the outcome of a grade review, they should raise this informally first with their headteacher.

3.2 If an employee remains dis-satisfied, after discussions with the headteacher, they may formally appeal to the Job Evaluation Moderation Panel in writing, within one month of being notified of the grading outcome. Further information about the appeal procedure is provided in

3.3 here an employee has a concern about their pay, that is not related to the evaluated grade, such as concern about an additional payment, they should raise this in the first instance with the headteacher.

3.4 Where the matter is related to a decision made by the School's Pay Committee, the employee may raise a formal appeal, in writing within 10 days of receiving the pay decision.

3.5 Employees must send their appeal to the headteacher in the first instance.

3.6 The headteacher will arrange for the matter to be heard by a panel of the Pay Committee not previously involved in making the decision.

Appendix 3 Pay appeals procedure

- 1.1 Members of staff may seek a review of any decision taken in relation to their pay.
- 1.2 The following list includes the usual reasons for seeking a review of a pay determination. This may arise where the person or committee by whom the decision was made:
 - 1.2.1 incorrectly applied any provision of this document
 - 1.2.2 failed to take proper account of relevant evidence
 - 1.2.3 took account of irrelevant or inaccurate evidence
 - 1.2.4 was biased, or
 - 1.2.5 otherwise unlawfully discriminated against them.

2.0 Procedures

- 2.1 The order of proceedings is as follows:
 - 2.1.1. Staff receive written confirmation of the pay determination and, where applicable, the basis on which the decision was made.
 - 2.1.2. If they are not satisfied you should seek to resolve this by discussing the matter informally (normally with the Headteacher) within 5 working days of the decision
 - 2.1.3. Where this is not possible or where you continue to be dissatisfied, they may follow a formal appeal process.
 - 2.1.4. Staff should set down in writing the grounds for questioning the pay decision and send it to the Chair of the relevant Pay Committee who made the determination within 10 working days of the notification of the decision being appealed against or of the outcome of the informal discussion referred to above. This time limit may be extended by either side if good and sufficient reason is given.
 - 2.1.5. If the member of staff wish to submit any written evidence as part of their appeal you must do so at least five working days before the planned hearing
 - 2.1.6. The relevant Pay Committee should provide a hearing, normally within 10 working days of the receipt of the written grounds for questioning the pay decision to consider this and to give the member of staff an opportunity to make representations in person. The decision will be given in writing within 10 working days and they will be notified of their right to appeal.
 - 2.1.7. Should they continue to be dissatisfied they can, within 5 working days of receiving the written notification of the relevant decision, submit an appeal setting out their grounds in writing.

- 2.1.8. Any appeal should be heard by a panel of (preferably) three non-staff Trust Board members who were not part of the original pay decision. The appeal hearing should normally be held within 10 working days of the date of the written appeal notification and giving the member of staff at least 5 working days' notice of the appeal.
- 2.1.9. For any hearing staff are entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable and must allow both parties to explain their case.
- 2.1.10. This procedure performs the function of the grievance procedure and therefore pay decisions should not be reopened under the general grievance procedures.
- 2.1.11. In the event of a complaint of a Headteacher, the Chair of Trustees will act as the review officer, unless the chair has been previously involved in the performance review proceedings. In this case another non-staff Governor should act as the review officer.

Appendix 4 Performance Management Process

1. Staff are required to participate in arrangements made for the annual review of their performance. This will be managed in accordance with the Performance Management Policy.
- 1.1. Relevant information from performance management reviews will be the basis for taking pay decisions or when advising those responsible for taking pay decisions in relation to the annual pay review process. Your performance management reports will contain pay recommendations, albeit any final decision about whether to accept a pay recommendation will be made by the Pay Committee and/or Trust Board. If individuals are unlikely to receive a recommendation that they move up the main pay range, this will be communicated to them during the performance management process.
- 1.2. The Local Governing Body sets the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels.
- 1.3. Staff should be formally notified of the possibility of not being awarded the forthcoming incremental point as soon as possible. Every effort should be made to provide you with the appropriate support and training to help them improve their performance within the context of the capability framework.

Appendix 5 TEACHERS' STANDARDS

1 Set high expectations which inspire, motivate and challenge pupils
Examples <ul style="list-style-type: none">• 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
Examples <ul style="list-style-type: none">• 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
1 Set high expectations which inspire, motivate and challenge pupils
Examples <ul style="list-style-type: none">• 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
Examples <ul style="list-style-type: none">• 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
Examples <ul style="list-style-type: none">• 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
Examples <ul style="list-style-type: none">• 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

Examples

- 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

Examples

- 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.

Appendix 6 – NJC Pay and Grading Scales 20-21

Grade	Salary 2019/20	FTE Salary	Hourly Rate	Salary 2020/21	FTE Salary	Hourly Rate
A	1	£17,364	9.00	1	£17,842	£9.30
	2	£17,711	9.18	2	£18,198	£9.43
B	3	£18,065	9.36	3	£18,562	£9.62
	4	£18,426	9.55	4	£18,933	£9.81
C	5	£18,795	9.74	5	£19,312	£10.01
	6	£19,171	9.94	6	£19,698	£10.21
	7	£19,554	10.14	7	£20,092	£10.42
D	8	£19,945	10.34	8	£20,493	£10.62
	9	£20,344	10.54	9	£20,903	£10.83
	10	£20,751	10.76	10	£21,322	£11.06
	11	£21,166	10.97	11	£21,748	£11.27
	12	£21,589	11.19	12	£22,183	£11.50
	13	£22,021	11.41	13	£22,627	£11.72
	14	£22,462	11.64	14	£23,080	£11.96
E	15	£22,911	11.88	15	£23,541	£12.21
	16	£23,369	12.11	16	£24,012	£12.44
	17	£23,836	£12.35	17	£24,491	£12.69
	18	£24,313	£12.60	18	£24,982	£12.95
	19	£24,799	£12.85	19	£25,481	£13.20
	20	£25,295	£13.11	20	£25,991	£13.47
F	21	£25,801	£13.37	21	£26,511	£13.74
	22	£26,317	£13.64	22	£27,041	£14.02
	23	£26,999	£13.99	23	£27,741	£14.37
	24	£27,905	£14.46	24	£28,672	£14.86
	25	£28,785	£14.92	25	£29,577	£15.33
G	26	£29,636	£15.36	26	£30,451	£15.78
	27	£30,507	£15.81	27	£31,346	£16.24
	28	£31,371	£16.26	28	£32,234	£16.71
	29	£32,029	£16.60	29	£32,910	£17.06

Grade	Salary 2019/20	FTE Salary	Hourly Rate	Salary 2019/20	FTE Salary	Hourly Rate
H	30	£32,878	£17.04	30	£33,782	£17.57
	31	£33,799	£17.52	31	£34,728	£18.00
	32	£34,788	£18.03	32	£35,745	£18.53
	33	£35,934	£18.63	33	£36,922	£19.14
	34	£36,876	£19.11	34	£37,890	£19.64
I	35	£37,849	£19.62	35	£38,890	£20.16
	36	£38,813	£20.12	36	£39,880	£20.67
	37	£39,782	£20.62	37	£40,876	£21.19
	38	£40,760	£21.13	38	£41,881	£21.71
	39	£41,675	£21.60	39	£42,821	£22.19
	40	£42,683	£22.12	40	£43,857	£22.73
J	41	£43,662	£22.63	41	£44,863	£23.25
	42	£44,632	£23.13	42	£45,859	£23.77
	43	£45,591	£23.63	43	£46,845	£24.28
	44	£46,549	£24.13	44	£47,829	£24.79
	45	£47,521	£24.63	45	£48,828	£25.31
	46	£48,497	£25.14	46	£49,831	£25.83
K	47	£49,491	£25.65	47	£50,852	£26.36
	48	£50,472	£26.16	48	£51,860	£26.88
	49	£51,435	£26.66	49	£52,849	£27.39
	50	£52,507	£27.22	50	£53,951	£27.97
	51	£53,472	£27.72	51	£54,942	£28.48
L	52	£54,448	£28.22	52	£55,945	£29.00
	53	£55,414	£28.72	53	£56,938	£29.51
	54	£56,382	£29.22	54	£57,933	£30.02
	55	£57,344	£29.72	55	£58,921	£30.54
	56	£58,317	£30.23	56	£59,921	£31.06



Appendix 7 PAY PROGRESSION FOR TEACHERS

	Evidenced by...	MPS1	MPS3	MPS6	UPS1*	UPS2*	UPS3*
Teacher Standards	Performance management	Met all teaching standards, in terms of teaching and personal and professional conduct	Met all teaching standards, in terms of teaching and personal and professional conduct	Met all teaching standards, in terms of teaching and personal and professional conduct, over a sustained period	Met all teaching standards, in terms of teaching and personal and professional conduct, over a sustained period	Met all teaching standards, in terms of teaching and personal and professional conduct, over a sustained period	Met all teaching standards, in terms of teaching and personal and professional conduct, over a sustained period

Impact on pupil progress	Teaching observations, scrutiny of work and lesson planning.	On successful completion of NQT year teachers will progress to MPS2	Experience of teaching for more than 1 year.	Experience of teaching for more than 3 years.	Experience of teaching for more than 4 years and at least 1 year on MPS6.	Experience of teaching for more than 6 years with an expectancy of least 2 years on UPS1	Experience of teaching for more than 8 years. with an expectancy of least 2 years on UPS2
	Data analysis of class group against national expectations. Moderation of teacher assessment.	Typically teaching is good over time and where teaching is less than good any areas identified are addressed within an agreed time-span.	Typically teaching is increasingly good over time and where teaching is less than good any areas identified are addressed within an agreed time-span.	All teaching is good and some is exceptional, over the most recent two year period.	All teaching is consistently good and much is exceptional, over the most recent two year period.	All teaching is good and a significant amount is exceptional, over the most recent two year period.	All teaching is good and most is exceptional, over the most recent two year period.
		Pupil progress and outcomes are in line with academy expectations. Most annual progress indicators are positive.	Pupil progress and outcomes are in line with academy expectations. Most annual progress indicators are positive.	Pupil progress and outcomes are in line with academy expectations. The majority of annual progress indicators are positive.	Pupil progress and outcomes are in line with academy expectations. The majority of progress indicators are positive.	Pupil progress and outcomes are in line with academy expectations. The majority of progress indicators are positive.	Pupil progress and outcomes are in line with academy expectations. The majority of progress indicators are positive.
		Formative assessment, including feedback and marking, is relevant, timely and has a positive impact on pupil outcomes.	Formative assessment, including feedback and marking, is relevant, timely and has a positive	Formative assessment, including feedback and marking, is relevant, timely and has a positive impact on pupil outcomes.	Formative assessment, including feedback and marking, is relevant, timely and has a positive impact on pupil outcomes.	Formative assessment, including feedback and marking, is relevant, timely and has a positive	Formative assessment, including feedback and marking, is relevant, timely and has a positive impact on pupil outcomes.

		Summative assessment is accurate.	impact on pupil outcomes. Summative assessment is accurate.	Summative assessment is accurate and contribution is made to moderation across the academy.	Summative assessment is accurate and contribution is made to moderation across schools/academies.	impact on pupil outcomes. Summative assessment is accurate and contribution is made to moderation across schools/academies.	Summative assessment is accurate and contribution is made to moderation across schools/academies.
Impact on wider outcomes for pupils		Make a contribution to the wider outcomes for pupils in your class. <i>(e.g. providing regular opportunities for pupils to visit off-site educational venues, organising speakers, contributing to extra-curricular activities, run revision classes)</i>	Make a contribution to the wider outcomes for pupils in your class. <i>(e.g. providing regular opportunities for pupils to visit off-site educational venues, organising speakers, contributing to extra-curricular activities, run revision classes)</i>	Make a substantial contribution to the wider outcomes for pupils across the key stage. <i>(e.g. attend a residential trip, organise external agencies to run clubs)</i>	Make a substantial contribution to the wider outcomes for pupils across the key stage. <i>(e.g. attend a residential trip, organise external agencies to run clubs, lead a academy event/performance)</i>	Make a substantial contribution to the wider outcomes for pupils across the key stage. <i>(e.g. lead a residential trip, lead a curriculum theme week)</i>	Make a significant contribution to the wider outcomes for pupils across the academy. <i>(e.g. lead a residential trip, lead a curriculum theme week)</i>

<p>Improvements in specific elements of practice, such as behaviour management or lesson planning</p>	<p>Discussions of impact of any CPD undertaken</p>	<p>Able to identify own developmental needs and work proactively to address them.</p> <p>Respond proactively to addressing any needs that are identified through whole academy monitoring systems.</p>	<p>Consistently taken responsibility for identifying and meeting his/her own professional development needs.</p> <p>Use personal strengths to begin to support another teacher.</p>	<p>Consistently taken responsibility for identifying and meeting his/her own professional development needs.</p> <p>Use personal strengths to support the work of others within academy.</p> <p>Use personal strengths to support the work of others beyond the academy. (e.g. support TEACHING SCHOOL module delivery)</p>	<p>Consistently taken significant responsibility for identifying and meeting his/her own professional development needs.</p> <p>Use personal strengths to support the work of others beyond the academy.(e.g. ITT, Schools Direct, PLE, SLE, lead MAT working party, support TEACHING SCHOOL module delivery)</p>	<p>Consistently taken significant responsibility for identifying and meeting his/her own professional development needs.</p> <p>Use personal strengths to support the work of others beyond the academy.(e.g. ITT, Schools Direct, PLE, SLE, lead MAT working party, lead TEACHING SCHOOL module delivery)</p>	<p>Consistently taken significant responsibility for identifying and meeting his/her own professional development needs.</p> <p>Use personal strengths to support the work of others beyond the academy.(e.g. ITT, Schools Direct, PLE, SLE, lead MAT working party, lead TEACHING SCHOOL module delivery)</p>
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Impact on effectiveness of teachers or other staff		Hosting a work experience placement.	Acting as a school based tutor for a trainee teacher or student teaching assistant	Acting as a mentor for a trainee teacher or student teaching assistant	Acting as a mentor for a trainee teacher or student teaching assistant	Acting as a mentor for a trainee teacher or student teaching assistant	Acting as a mentor for a trainee teacher or student teaching assistant
			Leading staff development in his/her area, including planning and leading staff meetings and/or INSET sessions.	Leading staff development in his/her area, including regularly planning and leading staff meetings and/or INSET days.	Leading staff development in his/her area, including regularly planning and leading staff meetings and/or INSET days.	Leading staff development in his/her area, including regularly planning and leading staff meetings and/or INSET days.	Leading staff development in his/her area, including regularly planning and leading staff meetings and/or INSET days.
			Demonstrate effective practice by hosting Learning Walks in the classroom.	Coaching and mentoring colleagues, providing effective feedback and advice and demonstrating effective practice	Coaching and mentoring colleagues, providing effective feedback and advice and demonstrating effective practice	Coaching and mentoring colleagues, providing effective feedback and advice and demonstrating effective practice	Coaching and mentoring colleagues, providing effective feedback and advice and demonstrating effective practice beyond the academy. (e.g. PLE, SLE)

Wider contribution to the work of the academy		Carrying out action research in the classroom/academy	Carrying out action research in the classroom/academy	Carrying out action research in the classroom/academy	Carrying out action research in the classroom/academy	Carrying out action research in the classroom/academy	Carrying out action research in the classroom/academy
		Volunteering to support (e.g. key parent-teacher fundraising activities, such as Christmas and summer fairs; academy governor)	Contributing to the wider academy (e.g. co-ordinating a subject, contribute to budget bids, acting as a buddy to an NQT, subject action plans, presentation to internal & external agencies)	Contributing to the academy development plan by compiling and annually reviewing action plans to drive improvement. Monitoring and evaluating teaching and learning in his/her area and evaluating effectiveness by reviewing pupil work and progress.	Representing the academy to promote aspects of the academy's work. (e.g. TEACHING SCHOOL meetings, sports events, local conferences)	Representing the academy to promote aspects of the academy's work. (e.g. TEACHING SCHOOL meetings, sports events, national conferences)	Representing the academy to promote aspects of the academy's work. (e.g. TEACHING SCHOOL meetings, sports events, national conferences)
					Monitoring and evaluating teaching and learning across the academy and evaluating effectiveness by reviewing pupil outcomes and progress.	Monitoring and evaluating teaching and learning across the academy and evaluating effectiveness by reviewing pupil outcomes and progress.	Monitoring and evaluating teaching and learning across the academy and evaluating effectiveness by reviewing pupil outcomes and progress.
					Making a substantial and sustained contribution to the academy.	Making a substantial and sustained contribution to the academy.	Making a substantial and sustained contribution to the academy.

Explanation of terms

SOME	≥10%
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SIGNIFICANT MINORITY	≥20%
MUCH/MANY	≥40%
MAJORITY	>50%
SUSTAINED PERIOD	≥2 YEARS

Evidencing a substantial and sustained contribution to the academy

It is suggested that a "substantial and sustained contribution to the academy" could be evidenced by:

- Positive feedback from parents that a teacher's support has improved children's enjoyment and achievement at the academy
- Similar positive feedback from pupils
- Constructive and affirmative participation in parent consultations
- High-quality annual pupil reports
- Active participation in academy council forums and support for pupil-led initiatives
- Active participation in charity events organised by the children
- Support for teaching assistants in their training and/or classroom practice
- A proactive attitude to personal continuing professional development (CPD), beyond merely attending courses; for example, reading the Times Educational Supplement (TES) or other journals and contributing to online teacher communities or professional publications
- Contributing to or leading academy assemblies

- Visiting other schools/academies and feeding back good practice to colleagues
- Working with local colleagues on projects of common benefit to schools/academies
- Liaising and working with community artists/actors to provide enrichment activities for pupils, often linked to local arts events
- Volunteering to support key parent-teacher fundraising activities, such as Christmas and summer fairs
- Contributing to the recruitment process by taking part in interviews

- Serving as a staff governor
- Presenting to governors, as requested, the strengths and areas for development of a subject area
- Working as a union representative
- Contributing to extra-curricular activities such as sports teams or the choir
- Contributing to multi-agency conferences on individual children
- Developing pedagogy in the context of information and communication technology (ICT)
- Mentoring a newly qualified teacher (NQT) or teaching student
- Maintaining an outstanding learning environment within own classroom
- Regularly contributing to corridor displays
- Working with pupils to present a special assembly, play or musical performance
- Providing regular opportunities for pupils to visit off-site educational venues
- Leading or participating in residential visits
- Actively participating in playground supervision and leading initiatives to improve the quality of play opportunities
- Demonstrating interest in pupils' well-being at lunch time – taking advantage of the opportunity to eat with pupils occasionally and liaising with lunch-time supervisors to ensure that all children have quality play opportunities, especially those with special educational needs (SEN)
- Coaching and mentoring colleagues, providing effective feedback and advice and demonstrating effective practice

The teacher's well-being and work-life balance should be considered and common sense should be used in judging how many such activities it is appropriate to expect.

NB DfE guidance suggests that if lack of opportunity meant that a teacher was unable to provide evidence for any of these criteria, the element of 'common sense' would need to be applied

Signed by:

Chair of Trustees:

Date:

CEO:

Date:

This policy will be reviewed annually