



ORLEANS PRIMARY SCHOOL

PAY POLICY – 2022/2023

Governor's Committee Responsible	Full Governing Body
Status	Statutory
Review Cycle	Annual
Date written/last review	June 2022
Date of next review	June 2023

Signature of Headteacher:

Date:

Signature of Chair of Governors:

Date:

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Basic Principles

1.1 Introduction

- 1.1.1. All teachers employed at **Orleans Primary School** are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document as updated on an annual basis. A copy of the latest version may be found online for reference.
- 1.1.2. All pay-related decisions are made taking full account of the School Development Plan and teachers have been consulted on this policy. All pay related decisions are taken in compliance with The Race Relations Act 1976, The Sex Discrimination Act 1975, The Equal Pay Act 1970, The Disability Discrimination Act 1995, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, as well as The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2002 (Dispute Resolution) Regulations, The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, and The Employment Equality (Age) Regulations 2006 and the Equality Act 2010.
- 1.1.3. **General Statement:** The Governing Body (GB) aims to provide for both pupils and staff, an environment in which all individuals are valued and which will ensure that all teaching and support staff receive proper recognition of their work and their contribution to school life. The value of our staff is reflected in our school vision.
- 1.1.4. In exercising its functions the Governing Body will adhere to the Education Act 2002 and will act with integrity, objectivity and honesty and in the best interests of the school.
- 1.1.5. The following principles will apply:
 - The school will maintain and improve the quality of education provided for pupils in the school by having a pay policy which supports the School Development Plan;
 - Posts will be graded appropriately within the conditions of employment identified in the School Teachers' Pay and Conditions Document 2020.
 - The annual assessment of all teachers, including members of the leadership team, and the annual performance review of the Head teacher, will be fairly and properly conducted by the head teacher or deputy head teacher.
 - Assigned increased project management responsibility, whether on a temporary or more permanent basis will be recognised and rewarded with an appropriate remuneration e.g. a fixed term TLR 3.

The timescale for this TLR3 will be put in writing to the teacher and it should be noted that upon completion of this timescale their salary **will** revert to the pre TLR3 level. **At this time no TLRs will be awarded as there is no capacity in the school budget to do so. This will be reviewed by the Head teacher and Governors annually.**

- 1.1.6. This policy statement will apply to all teachers at the school whether temporary or permanent and will be available to all the staff of the school.
- 1.1.7. The Governing Body (GB) shall review this policy annually or on any occasion when it is requested to do so by the Head teacher. The GB will abide by diversity and equal opportunity regulations and reflect best practise in all recruitment exercises.
- 1.1.8. The pay arrangements for each group are governed by a different set of Performance Expectations which are directly linked to the DFE Teacher Standards. These are detailed in Appendix A and will be used to initially set targets with teachers and to monitor them throughout the cycle of Appraisal. **There will be at least two objectives used in the appraisal process: one appraisal objective will focus on pupil and progress and the other objective will be decided from discussion with the appraiser, but likely to focus on subject leadership.**
- 1.1.9. The appraisal process is confidential and details will be shared only between the appraiser and appraisee. However, the Head teacher will be required to share documents with the PC&C Committee to moderate the process, in the interests of openness, transparency and equality. **Documents will remain anonymous.**

1.2 Staffing structure and job descriptions

- 1.2.1. The Head teacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the Governing Body and published as appropriate.
- 1.2.2. All job descriptions are subject to change and reviewed annually, reflecting the changes to the teacher's role in accordance with pay awards.
- 1.2.3. Job descriptions and selection criteria will be in place at the time of appointment. Job descriptions will identify key areas of responsibility accountability and the Teacher Standards - knowledge, skills and competencies required for the post. They will be reviewed as part of the performance management/appraisal process. Any changes made to the staffing structure, in consultation with staff, will be reflected in the individual's job description.

1.3 Pay progression based on performance

The decision whether or not to award pay progression is related to the teacher's performance, as assessed through the school's

Performance Appraisal process.

Performance expectations will be used to assess progress against the Standards and will form part of the regular monitoring process between appraiser and appraisee. See appendix A.

Expectations

A teacher judged to have provided 'excellent' or 'good' performance during the year against their 'performance expectations', would be considered for a single incremental rise, i.e. '**meet requirements**'.

A teacher judged to have provided '*needing improvement*' during the year against their 'performance expectations', would be not be considered for an increment, i.e. '**does not meet requirements**'.

No teacher will be considered for a double incremental rise as there is not capacity in the budget to do so. This will be reviewed by the Head teacher and Governors annually.

Definitions of Expectations

Exceeds requirements:

- A teacher who consistently performs at a higher than expected level and **consistently exceeds expectations**, i.e. demonstrably achieves above and beyond their performance objectives
- Quality of provision is consistently **outstanding**
- **All** pupils taught reach their agreed expected targets and the average class progress is outstanding as defined by the agreed section in the Orleans Primary School assessment policy.
- **All** pupils taught reach their expected targets and specifically targeted children exceed expected progress, as demonstrated by the teacher's interventions.
- **Lead** a significant new initiative for school development that is sustained beyond implementation and embedded into the ethos of the school resulting in a marked improvement in provision.
- Feedback from a wide range of stakeholders demonstrates the individual is highly regarded and whose work is highly valued
- **All** performance expectations are exceeded throughout the appraisal cycle

Meets requirements:

- A teacher who **consistently** meets targets.
- Quality of provision is consistently **good or outstanding**.
- **All** pupils reach their agreed expected targets in relation to progress and attainment.
- **All** pupils taught reach their agreed expected targets and the

average class progress is outstanding as defined by the agreed section in the Orleans Primary School.

- **Effective leadership of a subject**, project or directed task that makes a positive contribution and impact on the school.
- **All** performance expectations met.
- **All** teacher standards fully met.

Does not meet requirements:

- Any teacher identified as needing improvement as identified in Performance Appraisal Policy
- Any lesson formally observed as needing improvement and a support plan is put in place that is time bound.
- Some pupils not reaching agreed expected targets (excluding extenuating circumstances which must have been brought to the attention of the Deputy Head who is the assessment lead)
- Leadership of subject, project or directed task does not make a positive contribution and impact on the school
- Some performance expectations as set out in the appraisal document are not met
- Any teacher standard not fully met

1.4 Pay discretions

- 1.4.1. Criteria for the use of pay discretions are set out in this policy and discretionary awards will only be made in accordance with these criteria, thus ensuring that all new awards are dealt with on a fair and consistent basis.
- 1.4.2. Annual pay progression within the range for the post set by the Governing Body **is not automatic**.
- 1.4.3. The school has the following pay scales for classroom teacher posts:

2.

MAIN PAY SCALE FOR TEACHERS		
SPINE POINT	1 SEPT 2020 TO 31 AUG 2021	1 SEPT 2021 TO 31 AUG 2022
Min M1	£29,915	£29,915
M2	£31,604	£31,604

M3	£33,383	£33,383
M4	£35,264	£35,264
M5	£38,052	£38,052
M6a	£40,732	£40,732
UPPER PAY SCALE		
Min U1	£42,559	£42,559
U2	£44,133	£44,133

- 2.1.1. Classroom teachers will be awarded pay progression on the upper pay range following **two** successful performance management/appraisal reviews. Reviews will deem to be successful unless significant concerns about performance have been raised and formally recorded on the appraisal document. If these identified issues have not been sufficiently addressed by the appraisee. **At this time no progression to Upper pay Scale will be awarded as there is no capacity in the school budget to do so. This will be reviewed by the Head teacher and Governors annually.**
- 2.1.2. The Governing Body has delegated the responsibility for determining the pay range for a vacancy prior to advertising it to the Headteacher. Where necessary the Headteacher will seek advice from Schools HR. On appointment the Headteacher will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Headteacher will apply the above pay range.

2.1.3. **Lead Practitioner**

The Governing Body has established the following role for Leading Practitioner teacher posts and the scale below applies to this specific post. **At Orleans the scale will be capped at L6.**

Excellent Teacher (ET) and Advanced Skills Teacher (AST) roles no longer exist.

The introduction of the Lead Practitioner posts will ensure that outstanding teachers will be rewarded for remaining in the classroom, sharing best practice within the school and with other schools, as dictated by the Head teacher. **At this time no Lead Practitioner post will be awarded**

as there is no capacity in the school budget to do so. This will be reviewed by the Head teacher and Governors annually.

LEAD PRACTITIONER PAY SCALE OUTER LONDON		
SPINE POINT	1 SEPT 2020 TO 31 AUG 2021	1 SEPT 2021 TO 31 AUG 2022
L4	£49,026	£49,026
L14	£61,782	£61,782

2.1.4. The pay range for the Headteacher is set by the individual school range.

2.1.5. The individual school range, which sets out the pay range for the Deputy Headteacher is L7 to L15.

DEPUTY HEADTEACHER LEADERSHIP PAY SCALE		
SPINE POINT	1 SEPT 2020 TO 31 AUG 2021	1 SEPT 2021 TO 31 AUG 2022
L7	£52,371	£52,371
L8	£53,499	£53,499
L9	£54,750	£54,750
L10	£56,072	£56,072
L11	£57,436	£57,436
L12	£58,688	£58,688
L13	£60,073	£60,073
L14	£61,479	£61,479
L15	£62,926	£62,926

2.1.6. As Orleans Primary School is a group three school, a cap of L24 has been set.

- 2.1.7. Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. However, the headteacher's pay range may exceed the maximum where the pay committee determines that circumstances specific to the role or candidate warrant a higher than normal payment. The pay committee must ensure that the maximum of the headteacher's pay range and any additional payments made under paragraph 3.5 does not exceed the maximum of the headteacher group by more than 25%.

HEADTEACHER LEADERSHIP PAY SCALE		
SPINE POINT	1 SEPT 2020 TO 31 AUG 2021	1 SEPT 2021 TO 31 AUG 2022
L16	£64,514	£64,514
L17	£65,921	£65,921
L18	£66,827	£66,827
L19	£69,087	£69,087
L20	£70,713	£70,713
L21	£72,383	£72,383
L22	£74,090	£74,090
L23	£75,842	£75,842
L24	£76,874	£76,874

- 2.1.8. Unqualified pay range:

3.

UNQUALIFIED TEACHER PAY SCALE OUTER LONDON		
SPINE POINT	1 SEPT 2020 TO 31 AUG 2021	1 SEPT 2021 TO 31 AUG 2022
Min 1	£21,582	£21,582
2	£23,695	£23,695

3	£25,809	£25,809
4	£27,926	£27,926
5	£30,037	£30,037
Max 6	£32,151	£32,151

Discretionary Allowances and Payments

3.1 Teaching and Learning Responsibility Payments (TLRs)

- 3.1.1. TLRs are awarded to specific post holders as per the staffing structure in 2020/2021.
- 3.1.2. TLR3s are to be used on a fixed term basis to be agreed by the Head teacher and PC&C Committee, starting from £571 up to the value of £2,833. For example, for a discrete project for a **specific time period**.
- 3.1.3. TLR2s are currently used at the school and are awarded within the following range:
£2,873 up to £7,017
- 3.1.4. TLR1s are not currently used at Orleans Primary School
- 3.1.5. A teacher may not hold more than one TLR2, but a TLR could be based on a job description that itemises several different areas of significant responsibility.

3.2 Part-time teachers

- 3.2.1. Teachers employed on an ongoing basis at the school but who work less than a full working day or week, are deemed to be part-time. The Head teacher will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements. The written statement will clearly state the sessions and hours the part-time teacher will be required to work.

3.3 Temporary Teachers

- 3.3.1. Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.
- 3.3.2. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by 6.48 to arrive at the hourly rate.

3.4 Support for staff

- 3.4.1. The Governing Body will provide support for all staff including PPA, leadership and management time for teaching and other staff, as appropriate, in line with the requirements of the School Teachers Pay and Conditions Document. Due consideration should also be given to the support required by other staff who are employed on Local Government Services National Agreement on Pay and Conditions of Service.
- 3.4.2. All members of staff will be given professional development opportunities linked to the needs of the school. They will have the opportunity to review their training and development needs with their line manager as part of the Performance Appraisal process.

3.5 Determination of temporary payments to headteachers

- 3.5.1. Subject to paragraphs 3.5.2 to 3.5.4, and following advice from the Head teachers appraisal committee, the Pay Committee may determine that payments be made to a headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case the Pay Committee must not have previously taken such reason or circumstance into account when determining the headteacher's pay range.
- 3.5.2. Subject to paragraph 3.5.3, the total sum of the temporary payments made to a headteacher in accordance with paragraph 3.5.1 in any school year must not exceed 25% of the annual salary which is otherwise payable to the headteacher, and the total sum of salary and other payments made to a headteacher must not exceed 25% above the maximum of the headteacher group, except as set out in paragraph 3.5.4.
- 3.5.3. Paragraph 3.5.2 does not apply to payments made in accordance with:
- a) where those residential duties are a requirement of the post; or
 - b) to the extent that the payment is in respect of housing or relocation expenses which relate solely to the personal circumstances of that headteacher.
- 3.5.4. Following the guidance of the Headteacher Appraisal Committee, the Pay Committee may determine that additional payments be made to a headteacher which exceed the limit set out in paragraph 3.5.2 in wholly exceptional circumstances and with the agreement of the governing body. The governing body must seek external independent advice before producing a business case, seeking such agreement.

3.6 Performance Management and Pay Reviews Process

- 3.6.1. All members of staff are required to participate in arrangements made for their Performance Appraisal, in accordance with their contract of employment, the Education (School Teacher Performance Management) (England) Regulations 2006, the

School's Performance Management/Appraisal Policy, the School Teachers' Pay and Conditions Document 2020 and the Teacher Standards 2013. The Performance management/appraisal cycle and its relationship with the pay determination process is set out in the School Performance Appraisal policy.

- 3.6.2. The appraisal of support staff will take place in accordance with the School's Performance Management/Appraisal Policy.
- 3.6.3. The one-year performance management cycle links with planning for school management and target setting and the review of the School Development Plan.

3.7 Procedures

- 3.7.1. In agreeing the School budget, the Governing Body will ensure that appropriate funding is allocated for performance pay progression of teachers and other staff at all levels. The Governing Body recognises that funding cannot be used as a criterion to determine pay progression of teachers.
- 3.7.2. The Pay Committee has the delegated authority to take decisions relating to payment of staff in accordance with published performance management or appraisal procedures. In making decisions the Pay Committee will be mindful of the long-term consequences of any decision taken. The Head teacher has delegated authority to make recommendations to the committee in relation to the payment of staff.
- 3.7.3. The Pay Committee will record the reasons for the award of any salary discretions. Decisions will be communicated by the Head teacher to each individual member of staff in writing via the School Business Manager. The Headteacher Appraisal Committee will communicate in writing to the Head teacher decisions on his/her pay. An instruction to the School's payroll provider to amend pay from the relevant date will be issued immediately by the School Business Manager after the time limit for lodging an appeal has passed or immediately after an appeal has been concluded, as instructed by the Headteacher Appraisal Committee.
- 3.7.4. The Pay Committee will review the salaries of teachers, deputy/assistant Head teacher(s) annually on or soon after 1 June and no later than by 31 October and its decision will take effect from 1 September by being backdated. 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. The School will provide each member of staff with a written statement in which his/her salary and any other financial benefits, to which s/he is entitled, are set out, after each annual review and will be disseminated to each member of staff as a PDF document via email.

- 3.7.5. The Governing Body will ensure that objectives have been agreed or set for the Head teacher by the end of October each year.
- 3.7.6. Where a pay determination leads or may lead to the start of a period of salary protection, the Governing Body will give the required notification to the teacher concerned as soon as possible and no later than one month after the date of the determination.

3.8 Delegation of Pay Policy Implementation

- 3.8.1. The Governing Body will appoint a Pay Committee to make recommendations to the Governing Body on decisions that might need to be taken as a result of application of this policy. The number of governors on the committee shall be at least three. No governor who is employed as a member of staff at the school may be a member of the Pay Committee.
- 3.8.2. The Governing Body will review the terms of reference and the membership of this committee at least once a year. Except where it is considering the Head teacher's pay, the PC&C Committee will receive recommendations from the Head teacher for teaching staff that are in accordance with the Education (School Teacher Performance Management) (England) Regulations 2006.
- 3.8.3. A separate Pay Appeal Committee will consider appeals against decisions taken by the Pay Committee. It will consist of three governors who are not currently serving on the Pay Committee that made the pay decision. **The decision of the Pay Appeal Committee is final.**
- 3.8.4. The day-to-day management of the policy is delegated to the Head teacher in consultation with the Chair of Governors. The Head teacher will report to the Chair of Governors, those occasions when the delegated responsibility has been exercised in respect of the discretionary elements of the School Teachers' Pay and Conditions Document and the pay provisions for support staff.
- 3.8.5. The Chair of Governors will be available to the Head teacher for consultation on those matters of this policy delegated to the Head teacher.

3.9 Appeals (Please see Appendix B)

- 3.9.1. The Governing Body will set up a Pay Appeal Committee (PAC) to deal with any aspects against the decisions of the Pay Committee.
- 3.9.2. The arrangements for considering appeals are as follows:
- 3.9.3. A teacher may seek a review of any determination in relation to his/her pay or any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects his/her pay.
- 3.9.4. The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination: that the

person or committee by whom the decision was made:

- a) Incorrectly applied any provision of the document;
- b) Failed to have proper regard for statutory guidance;
- c) Failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) Was biased; or
- f) Otherwise unlawfully discriminated against the teacher.

3.9.5. The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within 10 working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within 10 working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing, within 15 working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision within 5 working days and the right to appeal.
6. Any appeal should be heard by a panel of three governors who were not involved in the original determination, The Pay Appeals Committee, normally within 15 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing within 5 working days, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

3.10 Confidentiality

- 3.10.1. Individual performance plans and appraisal review statements are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 2018 (GDPR) should be followed at all times by those who have access to the documents.
- 3.10.2. There will be two copies of each performance review statement:

one held by the teacher and another held by the Head teacher on a secure, central file. A copy of the Head teacher's review statement will go to the Chair of Governors.

4. Performance Pay

4.1 Links between pay, career stages and performance management

- 4.1.1. Induction – the final review meeting of the induction period will be used to agree objectives and professional development opportunities as the first stage of the member of staff's subsequent performance management cycle.
- 4.1.2. Aspects of pay progression decisions made by the Governing Body for all teachers/Head teacher will be based on information about a teacher's/Head teacher's performance. Information from the performance management review statement must be used to inform those decisions.

4.2 Head teacher

- 4.2.1. The Head teacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance against performance objectives before any performance points will be awarded. The clarification of the application of the criteria for Leadership Group progression will be taken fully into account.
- 4.2.2. The performance objectives for the Head teacher will be set in accordance with the School Teachers' Pay and Conditions Document 2020 and will reflect priorities identified in any relevant plans including the school's development plan.
- 4.2.3. The annual review of the Head teacher's performance will be carried out by the panel of governors appointed as set out in section 2.3.5. The External Partner will support them in carrying out the performance review of the Head teacher.
- 4.2.4. Annual pay progression, within the range set for the post, is not automatic.
- 4.2.5. The panel of governors appointed to undertake the review of the Head teacher's performance will report to the Pay Committee, which will then make a decision. The Pay Committee will make its decision known to the Head teacher in writing within 5 working days.
- 4.2.6. No pay determination can be made unless all performance management criteria in the most recent performance management review have been fully met.

4.3 Deputy Head teacher

- 4.3.1. The Deputy Head teacher must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against performance objectives before any performance points will be awarded. The clarification of the application of the criteria for Leadership Group progression will be taken fully into account.
- 4.3.2. The performance objectives for the Deputy Head teacher will be set in accordance with the School Teachers' Pay and Conditions Document.
- 4.3.3. The annual review of the Deputy Head teacher's performance will be carried out by the Head teacher.
- 4.3.4. Annual pay progression within the range for the post **is not automatic**. The School Teachers' Pay and Conditions document allows a Governing Body the discretion to award up to two pay points in any one year.
- 4.3.5. No pay determination can be made unless all performance management criteria in the most recent performance management review have been fully met.

4.4 Lead Practitioner

- 4.4.1. The Governing Body notes that it has the power to create Lead Practitioner posts for experienced classroom teachers. The scheme will be considered each year. A teacher who has been paid on UPS2 for at least two years is eligible to apply for external accreditation as a Lead Practitioner and can then be appointed to a designated LP post. **At this time no lead practitioner post will be awarded as there is no capacity in the school budget to do so. This will be reviewed by the Head teacher and Governors annually.**
- 4.4.2. A Lead Practitioner post should include responsibility for:
 - a) professional mentoring of other teachers;
 - b) sharing good practice through demonstration lessons;
 - c) helping teachers to develop their expertise in planning, preparation and assessment;
 - d) helping other teachers to evaluate the impact of their teaching on students;
 - e) undertaking classroom observations to assist and support the performance management process; and
 - f) helping teachers improve their teaching practice including those on capability procedures.
 - g) Outreach work in the Locality Team or within AFC.

4.5 Classroom teachers on the main scale

- 4.5.1. Unsatisfactory performers are considered to be those who through the performance management process have been assessed as not meeting their performance criteria over a one year period as described in the performance appraisal policy and also those subject to formal capability proceedings.
- 4.5.2. At the time of making the annual assessment of teachers' salaries, the Head teacher may make a recommendation to the Pay Committee to withhold an increment regarding any classroom teacher paid on the pay scale whose performance has not been considered satisfactory.

4.6 Special Educational Needs allowances

4.6.1. The school does not offer an SEN allowance to teaching staff.

4.7 Fast Track

4.7.1. The Governing Body does not employ Fast Track teachers.

4.8 Other Payments

4.8.1. Continuing professional development. Teachers (including the Head teacher) who undertake voluntary continuing professional development outside the school day will not be entitled to an additional payment, but will have these undertakings taken into account when reviewing performance, particularly in relation to Wider Professional Effectiveness. The impact that the training has had on the rest of the school will be of paramount importance and teachers are expected to bring information back from their training and disseminate in a staff meeting.

4.8.2. Initial teacher training activities. Teachers (including the Head teacher) who undertake voluntarily school-based initial teacher training activities which are not seen as part of the ordinary running of the school will be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment.

4.9 Out-of-school learning activities

4.9.1. Teachers who agree to provide learning activities outside of the normal school hours and whose salary range does not take account of such activity will be entitled to an hourly rate of pay. .

4.9.2. The activities that could attract payment, for example, are:

- Booster Classes after school
- After school clubs

Such payments cannot be made to Head teachers or Deputy/assistant Head teachers, but will recognise the additional responsibility of organising, managing and providing out-of-school hours learning as part of the determination of pay ranges.

4.10 Recruitment and retention incentives and benefits

4.10.1. No recruitment and retention incentives and benefits are to be offered to new or existing teachers;

4.10.2. No retention awards will be extended in “exceptional circumstances”.

4.11 Honoraria

4.11.1. The Governing Body will not pay any honoraria to any member of

the teaching staff for carrying out their professional duties as a teacher.

- 4.12 Residential Trips: The school does not offer payment for teachers accompanying residential trips and staffing the annual sleepover. Teachers are offered days in lieu as follows;

Year 4 Sleepover – half a day

Year 5 Hooke Court – 3 day residential – one day

Year 6 PGL – 5 day residential – one day.

The days in lieu for the above activities must be taken within the academic year that the activity takes place, and cannot be accrued for future use.

Pay Policy Appendices

Appendix A: Performance expectations

Appendix B: School Procedure for the Hearing of Appeals

Appendix A: Performance expectations

Performance Expectations

MPS 1-3	
1. Pupil Achievement and Standards Teacher Standards (2, 5 & 6)	<ul style="list-style-type: none"> ● Works professionally and collaboratively with other colleagues to ensure key outcomes and progress for all children taught. ● Uses estimate data and information from previous teachers to plan lessons and ensure teaching meets the needs of each student. ● Assists students in tracking their own progress and supporting students in seeking help to ensure progress. ● Uses performance data to analyse progress and identify under achievement of students. ● Plans effectively for differentiation within the lesson structure and applies appropriate teaching strategies to meet the needs of individual students. ● Makes accurate and meaningful assessments, tracks and reports progress. ● Keeps up to date, accurate and thorough records of assessment of students' work, and uses this assessment to inform planning and teaching strategies.
2. The Quality of Provision Teacher Standards (3 & 4)	<ul style="list-style-type: none"> ● Identifies and addresses pupils' misconceptions. ● Ensures that subject knowledge is thorough and is promoted in classes to engage the interests of students taught. ● Delivers well-planned and structured lessons. ● Prepares and delivers consistently good lessons. ● Effective use of questioning. ● Ensures that all students develop their skills as learners. ● Develops other activities that extend students' learning outside the classroom and their wider interests in the subject. ● Regularly reviews the success of lessons and provides formal lesson plans and evaluation of these plans as part of the schools' monitoring procedures. ● Is a reflective practitioner and open to support. ● Marking and feedback policy is adhered to.
3. Behaviour and Safety of Pupils Teacher Standards (1 & 7)	<ul style="list-style-type: none"> ● Their class is one in which pupils feel welcome and valued and consistently greets students on entry to lessons. ● Ensures the classroom has stimulating displays that are updated and relevant to the subject. ● Establishes ground rules based on clear expectations of mutual respect and school values. ● Ensures that all learning environments, including middle and outdoor, are safe, stimulating, organised and well-resourced and promote independent learning. ● Ensures that expectations are appropriately challenging for all groups and abilities. ● Is a positive role model in terms of professional attitude, enthusiasm, conduct and appearance. To lead by example in terms of their commitment to learning. ● Ensures good behaviour using the schools behaviour and management policy, a code of conduct and ensuring a mutually respectful learning environment. ● Assumes shared responsibility to ensure good behaviour around the school.

	<ul style="list-style-type: none"> • Develops a range of skills to ensure that students behave at their best at all times. • Maintains an appropriate teacher/student partnership relationship. • Presents an appropriate authority around school which gains respect and trust from the pupils. • Is proactive in seeking out parents in order to develop and secure positive partnerships. • Takes collective responsibility to ensure the school environment is safe.
4. Leadership and Management Teacher Standard (8)	<ul style="list-style-type: none"> • To undertake with guidance the leadership of a subject, project or directed task in the school. • Takes part in open evenings and other curriculum events and offers support to extra-curricular activities. • Promotes the interests of the school in the local community. • Works with other colleagues in school participating in coaching and mentoring. • Works in partnership with support staff and effectively directs their support to pupils. • Ensures their own development is a key priority. • Makes full use of the school appraisal and CPD programme and opportunities that arise. • Makes clear, accurate, courteous and well-informed communication with parents at both formal events and through informal contact throughout the year.

Appraisal Objective 1 (Pupil Progress)
 Appraisal Objective 2 (Quality of Teaching)

Performance Expectations

MPS 4-6	
1. Pupil Achievement and Standards Teacher Standards (2, 5 & 6)	<ul style="list-style-type: none"> • Supports others to ensure good performance and progress for individuals and groups. • Ensures all students taught are able to understand their capabilities and knows what their next steps are. • Works with the team to ensure that students have a conscientious attitude towards the subject and work hard at all times. • Is a leading teacher, i.e. shares progress and understanding of progress and learning in understanding the learning needs of a wide range of learners including those with SEN, those of high ability, those with EAL and those with disabilities. • Consistently makes secure and accurate assessments of students' competencies and progress. • Is highly effective in using assessment in lessons and addressing misconceptions.

	<ul style="list-style-type: none"> ● Is a lead teacher in providing feedback to students and giving them opportunities to respond to this feedback. ● Supports other colleagues in their consistent application of the schools data and tracking processes. ● Pupil outcomes are consistently good.
2. The Quality of Provision Teacher Standards (3 & 4)	<ul style="list-style-type: none"> ● Is a source of updating student knowledge as well as supporting others in the way to update knowledge. ● Prepares and delivers consistently good and outstanding lessons. ● Is a role model for teachers in promoting students' love of learning and their intellectual curiosity. ● Shares with others how to gauge the impact of teaching and learning activities. ● Provides expertise and suggestions for improvement of the curriculum. ● Ensures that the pacing of lessons is well orchestrated and transitions between whole class teaching, group and individual work are seamless. ● Ensures that high quality assessment and feedback are consistently prompt, rigorous and constructive. ● Enables pupils to identify and remedy their misunderstandings and build on their successes.
3. Behaviour and Safety of Pupils Teacher Standards (1 & 7)	<ul style="list-style-type: none"> ● Provides a stimulating learning environment through excellent, interactive classroom display. ● Is a role model for adopting high expectations for all classes and groups. ● Supports colleagues in having high standards of professionalism and to support the school team in being clear about the quality and standards expected.
4. Leadership and Management Teacher Standard (8)	<ul style="list-style-type: none"> ● Is a lead teacher in partnership work with other colleagues, within schools and beyond. ● Actively seeks ways to engage with partners to bring in practice and learning that will enhance the effectiveness of the team. ● Acts as a source of advice in ways to make the very best use of support in school to develop and improve practice. ● Is a lead teacher in working effectively with parents. ● Supports others in working effectively with families. ● Leads a subject and supports others in developing ways to encourage students to appreciate and be interested and engaged in the subject, project or directed task.

Appraisal Objective 1 (Pupil Progress)
 Appraisal Objective 2 (Quality of Teaching)

Performance Expectations

Post-Threshold UPR1	
1. Pupil Achievement and Standards <i>Teacher Standards (2, 5 & 6)</i>	In addition to MPR 4-6 performance expectations <ul style="list-style-type: none"> ● Demonstrates consistent and effective use of information about prior attainment to gain, set and communicate well-grounded and challenging expectations for pupils. ● Uses full range of assessment information to set challenging targets for learning. ● Meticulous planning and organisation ensure that pupils consistently exceed expected targets. ● Outcomes achieved by pupils are outstanding.
2. The Quality of Provision <i>Teacher Standards (3 & 4)</i>	<ul style="list-style-type: none"> ● Demonstrates knowledge and understanding and takes account of wider curriculum developments relevant to their work. ● Has a deep and extensive knowledge and an intrinsic curiosity about their specialism; keeps up with developments, and their teaching reflects their own passion and expertise. ● Teaching is motivating, often inspiring, and basic principles are expertly taught. ● Can provide evidence of impact of professional development and continuous learning upon effective practice. ● Lead teachers of a subject take responsibility for sharing expertise with all stakeholders to ensure the subject has a high profile. ● Is able to lead discussions and explorations which take pupils beyond the confines of teaching programmes. ● Supports colleagues to develop and improve marking and feedback.
3. Behaviour and Safety of Pupils <i>Teacher Standards (1 & 7)</i>	<ul style="list-style-type: none"> ● Maintains respect and discipline is consistent and fair. ● Support colleagues to ensure all learning environments, including middle and outdoor, are safe, stimulating, organised and well-resourced and promote independent learning. ● Demonstrates to colleagues consistency and effective use of the range of appropriate strategies for teaching and classroom management and whole school behavior expectations. ● Has the respect of both pupils and parents. ● Commands the classroom, skilfully leading, encouraging and extending pupils. ● Resources, including books and IT, are well chosen and stimulating, contributing significantly to progress in lessons. ● Supports colleagues and children in behaviour management within area of responsibility.
4. Leadership and Management <i>Teacher Standard (8)</i>	<ul style="list-style-type: none"> ● Demonstrates responsibility for their professional development and uses the outcomes to improve teaching and pupils' learning throughout the school. ● Supports senior leadership to create a positive climate for change. ● Mentors NQTs and Teachers in their early Years of teaching to develop their teaching skills. ● Coaches NQTs and Teachers in their Early Years of teaching to operate collaboratively and perform effectively in the team. ● Is highly regarded by colleagues, who want to learn from them.

	<ul style="list-style-type: none"> ● Willingly plays a role in the development of school policies and in the professional life of the school. ● Leads a strategic curriculum subject.
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□ **Appraisal Objective 1 (Pupil Progress)** □ **Appraisal Objective 2 (Quality of Teaching)**

Performance Expectations

Post-Threshold UPR2	
1. Pupil Achievement and Standards <i>Teacher Standards (2, 5 & 6)</i>	<ul style="list-style-type: none"> ● Demonstrates knowledge, understanding and routine use of the full range of assessment data and pupil information to support curriculum planning. ● Understands the connection and progression in subject areas and uses this in their teaching to ensure pupils make good progress. ● Has an awareness of school, national and international benchmarks and examination reports, including data from maintained and independent schools. ● Has an extensive understanding of and expertise in relevant assessment systems and examinations. ● Makes critical use of data, relating to the prior and current performance of pupils, to underpin and motivate improvement. ● Participates in strategic leadership of whole school developments as a member of SLT.
2. The Quality of Provision <i>Teacher Standard (3 & 4)</i>	<p>In addition to UPR 1</p> <ul style="list-style-type: none"> ● Is able to teach their specialism clearly, intelligently and inventively, showing considerable breadth and initiative. ● Pursues opportunities to work with outside providers to broaden and enhance children's' learning experiences. ● Expectations are challengingly high, realistic, based on sound experience, and take into account the abilities of all pupils. ● Monitor, evaluate and improve quality of marking and feedback across area of responsibility.
3. Behaviour and Safety of Pupils <i>Teacher Standards (1 & 7)</i>	<ul style="list-style-type: none"> ● There is a stimulating culture of scholarship alongside a sense of mutual respect and good manners. ● Has a thorough understanding of the developmental and social backgrounds of pupils that further supports and informs their practice and that of colleagues and cements partnerships with parents and the community. ● To take a lead in working with parents to support behaviour. ● Parents and colleagues seek advice.
4. Leadership	<ul style="list-style-type: none"> ● Assists in determining and actively promotes the learning priorities of the school.

and Management Teacher Standard (8)	<ul style="list-style-type: none"> ● Actively promotes the interests of the school in the local community. ● Actively contributes to a school-wide positive climate for learning. ● Exhibits conflict management skills. ● Creates and maintains positive, supportive relationships with staff, parents and governors. ● Mentors pre-threshold teachers to reach requirements for the UPR. ● Works in collaboration with colleagues on pastoral and wider pupil-related matters, giving advice as appropriate. ● Engages with and contributes to professional networks beyond the school. ● Is analytical in evaluating and developing their own craft and knowledge, making full use of continuing professional development and appropriate research.
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Appraisal Objective 1 (Pupil Progress)
 Appraisal Objective 2 (Quality of Teaching)

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.

Appendix B: School Procedure for the Hearing of Appeals

- B.1 Appeals against pay decisions, including threshold applications, should usually be notified in writing within 15 working days to the Clerk to the Governors.
- B.2 The Clerk to the Governors will arrange for an appeal committee to be conducted with reasonable notice and normally within 15 working days of receipt of a written appeal notification.
- B.3 The Pay Appeal Committee (PAC) shall comprise at least three members. The appellant shall be given at least ten working days notice of a meeting of the appeal committee. The member of staff may attend the meeting of the committee and will be entitled to be accompanied/represented by a 'friend', who may be a work colleague or a representative of his/her trade union. The committee may have an adviser present.
- B.4 No one who has been involved in a prior decision should be involved in hearing an appeal.
- B.5 Appeal decisions should be given in writing. Where an appeal is

rejected, the decision should also communicate in writing the evidence considered and the reasons for the decision.

- B.6 Pay appeals decisions are final and binding on both parties** and may not be reopened under grievance procedures unless a specific breach of equal opportunities or other relevant employment legislation.

Pay Appeals Procedure

The Governing Body is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

The process set out below is consistent with dispute resolution provisions of employment law and has been adopted by the school as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or committee by whom the decision was made:

- a) incorrectly applied the school's pay policy
- b) incorrectly applied any provision of the School Teachers' Pay and Conditions Document;
- c) failed to have proper regard for statutory guidance;
- d) failed to take proper account of relevant evidence;
- e) took account of irrelevant or inaccurate evidence;
- f) was biased; or
- g) unlawfully discriminated against the teacher.

The order of proceedings is as follows:

Stage 1: Informal discussion with the appraiser or Headteacher prior to confirmation of pay recommendation

A teacher who is dissatisfied with a recommendation has the opportunity to discuss the recommendation with the appraiser or headteacher before the recommendation is actioned and confirmation of the pay decision is made by

the school. A teacher should do this within 10 working days of being notified of the pay recommendation.

Stage 2: A formal representation to the person or governors' committee making the pay determination

If, having had an informal discussion with the person making the pay recommendation, the teacher believes that an incorrect recommendation has been made, they may make representation to the person (or governor's committee) making the decision within **10 working days**. To begin the process the teacher should submit a formal written statement to the Pay Committee making the determination, setting down in writing the grounds of their disagreement with the pay recommendation.

The teacher is given the opportunity to make representations, including presenting evidence, calling witnesses, and the opportunity to ask questions at a formal meeting with the person (or governors' committee) who will make the pay determination. Following this meeting the person (or governors' committee) will make the pay determination that will be communicated to the teacher in writing **within 5 working days**.

Stage 3: a formal appeal hearing with an appeals panel of governors

Should the teacher not agree with the pay determination, the teacher may appeal the decision **within 10 working days** and have an appeal hearing before an appeal panel of governors.

In the hearing before governors, both the teacher and the management representative will have the opportunity to present their evidence and call witnesses; the parties will also be able to question each other. The panel is permitted to ask exploratory questions.

Having heard the appeal, the panel must reach a decision, which it must relay to the teacher in writing **within 5 working days**, including their rationale for reaching the decision. The appeal panel's decision is final and, as set out in Section 3, paragraph 7 of the STPCD 2019, there is no recourse to the general staff grievance procedure.

Pay Appeals Hearings Panels

It is recommended that the panel which hears pay appeals should comprise of three governors who were not involved in previous discussions regarding the teacher's pay determination; the Pay Appeal Committee. Governors on appeals panels should be familiar with the school's pay and appraisal policies.

Pay Appeals Hearing Procedure

The teacher should be given **15 working days'** notice of the appeal hearing in writing. In addition, the supporting documentation about the teacher's pay

matter should be sent with the written notification of the appeal hearing; this will include:

- Appraisal documentation
- Information pertaining to Stage 1 and Stage 2
- Employee's notice of appeal
- Management case statement (this will be a representative from the Stage 2 meeting).

Pay Appeal Hearing

At the appeal hearing:

Introductions

- Chair introduces everyone and explains what their role is, then outlines the order of the hearing

The employee case

- Employee or their representative presents employee case providing evidence to support their case, including from witnesses (if any).
- Management representative has the opportunity to question the employee.
- Chair asks questions and subsequently opens the discussion to the panel.

The management case

- Management representative presents management case, providing any evidence to support their case, including any witnesses.
- Employee or their representative has the opportunity to question the management representative.
- Chair asks questions and subsequently opens the discussion to the panel.

Summarising and end of hearing

- Employee or their representative sums up the employee case.
- Management representative sums up the management case.
- If appropriate, the Chair can sum up the key points on both sides. Chair will then end the hearing, advising the employee that they will receive the panel's decision in writing **within 5 working days**.

Appraisal Pay Decision Dispute Process

