

# WATFORD GRAMMAR SCHOOL FOR BOYS



## PAY & APPRAISAL POLICY

Headmaster's signature

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14/10/19

Chair of Governors' signature

A handwritten signature in black ink that reads 'Stephen A. Nokes', written in a cursive style.

14/10/19

## **Introduction**

This document sets out the School's policy on pay. It sets out the procedures that apply in setting pay levels for staff in the school and the discretions that the Governing Body will apply. In doing so the overarching criteria that apply are to:

Comply with legislation as set out in the School Teachers' Pay and Conditions and the Conditions of Service for School Teachers in England and Wales. Where any differences of interpretation arise between this policy and the above, the relevant employment conditions will apply

Have a staffing structure related to the School's stated aims and development plan

Demonstrate that the Governing Body is implementing its pay policy in a fair, consistent and responsible way.

A copy of the School policy can be found on the WBGs Staff home page and the Headmaster's Secretary holds a paper copy.

Please note that the majority of the tasks described as the responsibility of the Personnel Committee are normally delegated to the Headmaster who reports termly to the Committee and works closely with the Chairman on all salary and pay matters.

## **Objective, Scope and Principles**

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

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

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

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

1.5 This policy aims to:

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

## **Roles and Responsibilities**

The Governing Body will:

- Ensure that all employees and Governors are given access to copies of the pay policy including appendices, the staffing structure and any updates.
- Abide by all relevant legislation and, in particular, will not discriminate on grounds of age, disability, gender reassignment, marital or civil partnership status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation.
- Seek to ensure that equality in all aspects of school life will be promoted, including advertising of posts, appointing, promoting and paying employees, training and employee development
- Seek to ensure there is pay relativity between jobs within the school. Appropriate differentials will be created and reviewed between posts within the school, recognising accountability and job weight and the need to recruit, retain and motivate sufficient employees of the required quality at all levels

- Delegate authority to its appropriate committees to administer the pay policy on its behalf and to deal with appeals against pay decisions
- Agree the school budget and ensure that appropriate funding is allocated for performance pay at all levels.

The Personnel Committee will:

- Delegate to the Headmaster the regular review of job descriptions and will reconsider the grade if responsibility or accountability is increased
- Consider recommendations from the Headmaster
- Treat information about individual members of staff (including earnings) as confidential
- Exercise its responsibilities within the constraints of the School's budget and in accordance with the School's financial and development plans
- Consult with employees when making substantive changes to the pay policy
- Ensure that all staff have access to the policy and appendices at any time.

The Headmaster will:

- Put job descriptions in place at the time of appointment which will be reviewed as part of the appraisal process to check that they are still appropriate: any changes will be made in consultation with employees.

The Employee will:

- Participate in arrangements made for their appraisal, as set out in their conditions of employment. Where appropriate relevant information from appraisal statements may be taken into account by the Headmaster and the Governing Body (or relevant committee) in taking decisions relating to pay.

### **Pay discretions**

The Governing Body has significant discretion over the awarding of allowances, discretionary experience points for main scale classroom teachers and performance pay awards. The Governing Body will decide how to apply these discretions fairly and equitably with the advice of the Headmaster. The criteria are set out in this policy and all decisions are taken in the context of the School Development Plan.

### **Remuneration**

1.6 The Headmaster will determine the pay range for a vacancy prior to advertising it. On appointment the Headmaster will determine the starting salary within that range to be offered to the successful candidate.

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

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context
- (for teachers) any specific restrictions set out in the School Teachers' Pay & Conditions Document

1.8 There is no assumption that any employee, including teachers, will be paid at the same rate as they were being paid in a previous school. The pay range for all posts will be defined in the advertisement.

1.9 A teacher transferring roles internally within the school will continue to be paid the same salary on the main pay range or the upper pay range as paid in the previous role.

1.10 The Personnel Committee, at their discretion, may award an additional payment in respect of housing or relocation costs. For teachers in the leadership group this will not be included in the calculation of the Individual School Range (ISR) or the 25% of basic salary restriction on temporary payments.

#### **1.11 Leadership teacher posts (Headmaster, Deputy & Assistant Headteacher)**

1.11.1 The pay ranges for the Headmaster, Deputy Head teacher(s) and Assistant Headteacher(s) will be determined in accordance with the criteria specified in the current STPCD.

- 1.11.2 The Governing Body will assign a seven point ISR for the Headmaster and a six point ISR for other leadership group posts. The current ranges are set out in Appendix 1.
- 1.11.3 The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. The amount paid to a previous post holder will not influence the range that may be set for a new appointment.
- 1.11.4 Temporary payments to the Headmaster will be determined in accordance with the provisions of the STPCD and will be reviewed annually.
- 1.11.5 On appointment the salary of the Headmaster will be within the agreed ISR. Governors reserve the right to make an offer at any point on the range for an exceptional candidate.
- 1.11.6 Other than in exceptional circumstances, the Governing Body will ensure that there is no overlap of pay points between the Headmaster and any other leadership post.
- 1.11.7 On appointment a teacher paid within the leadership range will be appointed according to skills and experience at any point below the maximum of the range.
- 1.11.8 The pay range for teachers paid on the leadership spine will be reviewed where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to maintain consistency across the leadership group.

### **Short Notice/Supply Teachers**

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

### **Pay increases due to ‘cost of living’ awards and changes to the STPCD**

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

The Personnel Committee will annually determine the extent of any uplift to teachers within the minimum and maximum amounts of their pay ranges and to TLRs. This may see the school apply the uplift that applies to the ranges within the STPCD to each point or set its own percentage increase, or do nothing. There is no obligation on the Governing Body to uplift, or if performance is below expectations, to progress. The exception to this is those staff at the bottom of a range who will as a minimum be uplifted to ensure their pay does not fall outside the relevant range contained within the STPCD.

### **Discretionary Allowances and Payments**

- 1.14 **Teaching and Learning Responsibility Payments (TLRs)**
  - 1.14.1 TLR payments will be awarded to the holders of the posts indicated in the School’s staffing structure.
  - 1.14.2 TLR payments will be awarded to a teacher on the main range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the School’s staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable, i.e. where a post:
    - is focused on teaching and learning;
    - requires the exercise of a teacher’s professional skills and judgment;
    - requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;

- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;
  - involves line management, leading, developing and enhancing the teaching practice of others; and
  - must be a significant responsibility that is not required of all classroom teachers.
- 1.14.3 The Governing Body will award TLR payments within the range prescribed in the School Teachers' Pay and Conditions Document. In this school the Governing Body has determined that TLR payments will be as set out in Appendix 1.
- 1.14.4 In most circumstances it will be unsustainable for a teacher to fulfil more than one TLR post. However, this policy does not preclude such an eventuality where it can be demonstrated that two positions of responsibility can be carried out by one individual satisfactorily.'

#### **Unqualified Teacher Allowance**

- 1.14.5 The Headmaster may determine that an additional Allowance be paid to an unqualified teacher who is paid on the Unqualified Teachers' Pay Range where, in the context of its staffing structure, the teacher has taken on a sustained additional responsibility which is:
- focussed on teaching and learning; and
  - requires the exercise of a teacher's professional skills and judgement: or
  - qualifications or experience which bring added value to the role s/he is undertaking.
- 1.14.6 The Headmaster will determine the amount of any such allowances having due regard to consistency, fairness and transparency.

#### **1.15 Acting allowances**

- 1.15.1 Where a teacher is assigned and carries out the duties of a Headmaster, Deputy Headteacher, or Assistant Headteacher, but has not been appointed in an acting capacity, the Governing Body shall, within four weeks, determine whether or not an allowance should be paid in accordance with the provisions of the School Teachers' Pay & Conditions Document.
- 1.15.2 Consideration may be given to backdating any increase to when the additional duties commenced.

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

- 1.16.1 The Governing Body will formally authorise any agreement for the Headmaster to provide services relating to the raising of standards in other schools. Where such an agreement is authorised, the Governing Body will determine, what, if any, proportion will be paid to the Headmaster and/or other staff, of additional income received by the School as part of the agreement. Any such payments will be in accordance with the terms of the Teachers' Pay & Conditions Document and will be temporary with no entitlement to safeguarding when they cease.
- 1.16.2 This does not apply to the Headmaster where the Headmaster is appointed as the Headmaster of more than one school, as this responsibility will be reflected in the setting of the ISR or an additional temporary allowance.

#### **1.17 Recruitment and retention incentives and benefits (teachers on MPR and UPR only)**

- 1.17.1 The Headmaster may consider the award of a recruitment and retention payment to a teacher where there is clearly demonstrated evidence that such a payment is:
- required to attract suitable candidates for a post which it has been or it is considered difficult to fill; or
  - required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill;
- 1.17.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future and would normally be within the range £500 - £3,000.

- 1.17.3 The duration of the payment will be determined according to the circumstances of the payment. Such payments will be subject to annual review which may extend the period if appropriate.
- 1.17.4 Members of the leadership group will not be entitled to a separate recruitment and retention payment, save where it relates to reasonably incurred housing or relocation cost on recruitment.

### **Watford Boys' Grammar School Allowances**

These allowances may be awarded to any member of staff who undertakes a particular role or project for one year only. Allowances can be remunerated at three different levels (£1000, £1500 and £2000), depending upon the scale of the role. Such roles will be advertised internally and the number of WBGs Allowances may vary from year to year, depending upon the School's needs, thereby providing flexibility and adaptation to the School's development priorities through time. There will be no salary safeguarding of any WBGs allowances.

### **1.18 Honoraria payments**

- 1.18.1 The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.
- 1.18.2 Such awards may however be made to support staff. Such payments will be exceptional in their use rather than the norm. Honoraria payments can be used when an individual is undertaking work that is part but not all of a higher graded position for a period of 4 weeks or more.
- 1.18.3 Honoraria payments can also be used to reward additional or a specific piece of project work at the same grade or lower, for a specific period over 4 weeks or more.
- 1.18.4 Where the full duties of a higher grade are undertaken this will be treated as acting up. The difference in salary between the two posts should be paid in relation to the percentage of duties of the higher post being undertaken i.e. if taking on 50% of higher graded post duties, a post will usually be paid 50% of the difference between the two posts.

### **1.19 Safeguarding**

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

### **Staff Appraisal**

- 1.20 Appraisal in this school will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop.
- 1.21 In this school all employees can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.
- 1.22 **The appraisal period**
- 1.22.1 For teachers the appraisal period will run for twelve months from 1 September to 31 August, for support staff the appraisal period will run for twelve months from 1 April to 31 March.
- 1.22.2 Staff who are employed on a fixed term contract of less than one year will be subject to appraisal in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.
- 1.23 **Appointment of Appraisers**
- 1.23.1 The Headmaster will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.
- 1.23.2 In this school the task of appraising the Headmaster, including the setting of objectives, will be delegated to a sub-group consisting of up to three members of the Governing Body.

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

#### 1.24 **Setting objectives**

- 1.24.1 The Headmaster's objectives will be set by the Governing Body after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the relevant national standards.
- 1.24.2 Objectives for all employees, including the Headmaster, will be set before or as soon as practicable after, the start of each appraisal period. In some circumstances it may be possible to set objectives for the upcoming year in the same meeting that objectives are reviewed from the previous year.
- 1.24.3 The objectives set will be linked to the relevant occupational standards for the role undertaken, where applicable, and take account of the individual's job description and person specification for the role.
- 1.24.4 The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the employee may record their comments in writing as an appendix to the appraisal statement.
- 1.24.5 Objectives may be revised if circumstances change.
- 1.24.6 The objectives set for each employee, including the Headmaster, will, if achieved, contribute to the School's plans for improving the School's educational provision and performance and improving the education of pupils.
- 1.24.7 Objectives should therefore link directly to the School Development Plan and should reflect the School's priorities in terms of pupil progress and attainment, teaching and learning, behaviour and safety and leadership and management.
- 1.24.8 Agreed continuing professional development (CPD) for individuals should support the achievement of these objectives.
- 1.24.9 Some roles, such as teachers, have national standards which form a core expectation of the standards that employees fulfilling those roles will consistently meet. These standards will be considered as part of the review process and must be deemed to have been met for a cycle to be successful. A self-audit and reviewer comparison exercise will be undertaken from time to time to inform employee development needs, new employees to the school may be deemed to benefit from this for example.
- 1.24.10 Under normal circumstances employees will have 3 objectives. However, employees who are found not to be meeting standards at the appropriate level may be given as many additional objectives as are required to ensure that the most appropriate support can be provided.
- 1.24.11 The senior leadership team will be responsible for ensuring that the appraisal process operates consistently and that there is moderation of staff fulfilling equivalent roles.

#### 1.25 **Reviewing performance**

##### 1.25.1 **Observation**

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

- 1.25.1.2 All observation of teachers will be carried out in a supportive fashion by those with QTS. For support staff work scrutiny will be carried out by those with knowledge of the employee's work. Appropriate and timely oral and/or written feedback will be given.
- 1.25.1.3 Where support staff are delivering lessons, for cover or supervision purposes for example, lesson observations may be necessary to assess objectives where relevant.
- 1.25.1.4 In this school, teachers' performance will be regularly observed but the amount and type of formal classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school.
- 1.25.1.5 The amount of observation that takes place will not normally exceed 3 hours of formal observation in a particular appraisal cycle. Formal observation will usually be with prior notification, most likely agreed as part of objective setting. Teachers (including the Headmaster) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 1.25.1.6 Additional formal observation may be deemed necessary in circumstances where concerns arise where it is felt appropriate to facilitate and monitor the effectiveness of management support. This would usually be explained at the time concerns are raised with an employee.
- 1.25.1.7 In addition to formal observation, the Headmaster or other leaders with responsibility for teaching standards may 'drop in' in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of 'drop in' observations will vary depending on specific circumstances.
- 1.25.1.8 Formal observation outlined above excludes school reviews, Ofsted visits, learning walks with a specific focus e.g. pupil premium provision or a department review. The areas excluded cover circumstances where it is a whole school or department focus rather than an individual focus.
- 1.25.1.9 Informal drop-in observations and wider school or department reviews covered under sections 10.6.1.7 and 10.6.1.8 will not result in formal outcomes being given. These are not documented for an individual employee and do not form part of a measure against an employee's annual appraisal. Anything identified as an issue outside of formal observation will be revisited in accordance with section 10.6.1.5 and 10.6.1.6.

#### 1.25.2 **Development and Support**

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all employees take responsibility for improving their teaching/skills through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual employees as detailed in section 10.5 on "Setting Objectives" above.

#### 1.25.3 **Feedback**

- 1.25.3.1 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after formal observation has taken place or other evidence has come to light. Feedback will include discussion with the employee, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.
- 1.25.3.2 If during the review cycle, there are concerns about any aspects of an employee's performance these will be addressed in accordance with section 10.6.1.6.
- 1.25.3.3 When progress is reviewed mid-cycle, if the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

#### 1.26 **Transition to Capability**

- 1.26.1 Where standards in line with the School's expectations (such as the national standards for teachers), are found not to be met at the appropriate professional skills level/behaviour descriptors, special arrangements will be made to ensure that the appropriate support can be provided. These may include:
- the appointment of an appraiser from the senior leadership team;
  - the setting of an appropriate number of additional performance management objectives above the school norm;
  - further lesson observations, many or all of which may be unannounced.
- 1.26.2 Where information comes to light during the course of an appraisal cycle that leads the Headmaster to conclude that national standards are not met at the appropriate professional skills level/behaviour descriptors, these new arrangements (as outlined in 10.6.1.6. above), which may include a change of appraiser, will come into force as soon as possible after the decision has been made.
- 1.26.3 Where national standards are identified as not being met at the appropriate career stage expectation level/behaviour descriptors, performance objectives will be action planned to a much shorter timescale, typically between half a term and a term as the Headmaster decides the situation warrants. At the end of each such period, progress will be reviewed, and a decision made on whether:
- to end the support programme and resume normal appraisal arrangements;
  - to continue to provide support within appraisal by setting further short-term objectives;
  - to suspend appraisal and move immediately into the formal capability procedure.
- 1.27 **Annual Assessment**
- 1.27.1 Where the appraiser indicates that performance is unsatisfactory, they will be able to present evidence previously shared with the member of staff.
- 1.27.2 Employees and their appraiser will, as a minimum, annually attend a formal appraisal meeting, where their performance will be formally assessed in respect of each appraisal period. The aim of the meeting will be to determine appraisal review outcomes or performance related pay (PRP) outcomes where appropriate, to set objectives for the coming year and to determine any professional development requirements. In assessing the performance of the Headmaster, the Governing Body will consult the external adviser.
- 1.27.3 Where appraisee and appraiser cannot reach agreement as to appraisal review outcomes or PRP outcomes, the matter will be referred to the Headmaster (or to the member of senior staff with delegated responsibility for the process) who will meet with the appraisee, consider all available evidence and inform the appraisee of their decision.
- 1.27.4 Disputes concerning appraisal review outcomes or PRP outcomes will be dealt with through the School's pay appeal process in Section 14.
- 1.27.5 This assessment is the end point of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:
- Professional dialogue
  - Lesson or task observations;
  - Planning and work scrutiny;
  - Termly mid-cycle review meetings with the appraiser;
  - Observation / scrutiny of leadership and management activities where appropriate;
  - Other feedback obtained during the cycle relevant to the employee's overall performance.
- 1.27.6 As soon as practicable following the end of each appraisal period, the employee will receive, and have the opportunity to comment in writing on, a written appraisal report. The appraisal report will include:
- details of the employee's objectives for the appraisal period in question;
  - an assessment of the employee's performance of their role and responsibilities against their objectives, the relevant standards, and their job description and person specification;
  - an assessment of the employee's training and development needs and identification of any action that should be taken to address them;

- a recommendation on pay progression where that is relevant and in keeping with the relevant terms and conditions of employment.
- 1.27.7 The assessment of performance and of training and development needs will inform the planning process for the following appraisal and training period.
- 1.27.8 Recommendations on pay will be referred to the Headmaster who has been delegated responsibility from the governing body for moderating pay progression for all staff with the exception of the leadership group. Recommendations on pay for the leadership group will be referred to the Personnel Committee by the Headmaster.
- 1.28 **Confidentiality**  
Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Headmaster and/or nominated member of the senior management team and those with line management responsibilities.
- 1.29 **Equality and consistency**
- 1.29.1 The Headmaster will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The Headmaster may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team. The School Finance Director will often take this role for support staff.
- 1.29.2 The Headmaster will be responsible for reporting regularly to the Governing Body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.
- 1.29.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.
- 1.30 **Retention of statements**  
The Governing Body and Headmaster will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

### **Pay Reviews**

- 1.31 The Governing Body will ensure that each teacher's salary is reviewed annually with effect from 1 September and that each teacher is notified of the outcome by no later than 31 October each year or 31 December for the Headmaster, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
- 1.32 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
- 1.33 Where a pay determination leads or may lead to the start of a period of salary safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.
- 1.34 Support staff will have their reviews undertaken annually in line with the fiscal year (April – March); notification of the outcome will be given by no later than 30 April each year. Pay determinations will take effect from 1 April each year.
- 1.35 It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

- 1.36 To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.
- 1.37 Decisions regarding pay progression will be made with reference to appraisal reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.
- 1.38 Teachers' performance appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made following moderation by the Headmaster, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Body will ensure that a budget is allocated for pay progression at all levels.

In this school, judgements of performance will be made against objectives met and any relevant standards which apply to the role.

### **Pay progression based on performance**

#### **Support Staff**

Increments, where appropriate, subject to the satisfactory performance of duties, will be paid from 1<sup>st</sup> April every year until the maximum point of the grade is reached.

The first increment is normally paid from 1<sup>st</sup> April following the date of commencement provided that six months' service has been completed.

#### **Teaching Staff**

- 1.39 Progression on the pay range for a member of teaching staff, including members of the leadership group will be subject to a review of their performance set against the annual appraisal review.
- 1.40 The Headmaster may award one increment for sustained high quality performance.
- 1.41 Where performance has not been of a sustained high quality the Headmaster may decide that there should be no pay progression.
- 1.42 Decisions regarding annual pay progression within the relevant ranges will be made with reference to teachers' appraisal statements and the pay recommendation they contain. In the case of Newly Qualified Teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.
- 1.43 The Governing Body expects all teachers to perform at the highest possible level and to continue to improve their professional practice year on year. Appraisal objectives will be progressive and developmental, thereby ensuring that good performance is rewarded and that good teachers have the opportunity over a number of years, to progress to the maximum of their respective pay range.
- 1.44 Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher.
- 1.45 A teacher will be eligible for annual performance pay progression where they:
- 1) have been assessed as meeting all of the teaching standards, throughout the assessment period;
  - 2) have had their teaching assessed as at least good overall during the assessment period;
    - 2a) upper pay range teachers will be expected to demonstrate increasing levels of outstanding teaching overall
  - 3) have been assessed as meeting the requirements of their job description/job role;
  - 4) have made substantial progress towards meeting their individual appraisal objectives;
- Consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives;

- 5) have demonstrated a personal responsibility for identifying and meeting their CPD needs;
- 6) and have taught pupils who (on average) achieve above national expectations for and progress.

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

- pupil progress data;
- quality of teaching against the Teaching Standards, including observed practice;
- self-assessment;
- professional dialogue;
- received feedback;
- appraisal statements;
- CPD records.

And in the case of upper pay range teachers, evidence of their contribution beyond their own classroom and their impact on the wider school.

1.47 Where a teacher has been absent for some or all of the assessment period, an assessment will be based on performance during any periods of attendance and/or prior performance.

1.48 Where the performance pay progression criteria are **not** met, the teacher will not receive any performance pay progression. A decision not to award performance pay progression may be made without recourse to capability procedures. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.

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

### **Movement to the Upper Pay Range**

#### **1.50 Applications and Evidence**

1.50.1 Teachers may apply to move onto the upper pay range once they have reached the top of the Main Pay Scale. It is the responsibility of the teacher to decide whether or not they wish to submit an application as part of the appraisal progress.

1.50.2 Applications must:

- be made on the appropriate form and submitted to the Headmaster;
- be submitted by 31<sup>st</sup> October each year.

1.50.3 An application will be successful, if the Headmaster is satisfied that:

- the teacher is ‘highly competent’ in all elements of the teaching standards; and,
- the teacher’s achievements and contribution to the school are ‘substantial’ and ‘sustained’; and,
- the teacher has fulfilled the school’s skills level descriptors/career grade expectations for UPS.

In this school, this means that the teacher has consistently:

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

and in addition that;

- teaching has been rated as good overall, with some outstanding, over a sustained period;
- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/achievement;
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils’ learning;

- the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include
  - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice;
  - contributing to policy and practice which has improved teaching and learning across the school;

1.50.4 For the purposes of this policy:

‘Highly competent’ means performance at a level which can provide effective coaching and mentoring to other teachers (or trainee teachers), give advice and demonstrate effective teaching practice along with how to make a wider contribution to the work of the school.

‘substantial’ means a contribution of real value to the school, providing a role model for teaching and learning, taking advantage of appropriate opportunities for professional development and using the outcomes to improve pupils’ learning

‘sustained’ means maintained continuously over a period of at least two years.

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

1.50.6 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any decision made by another school.

#### 1.51 **The application will be assessed: processes and procedures**

1.51.1 The Headmaster or another assigned member of the senior leadership team (SLT) will assess all applications to be paid on the upper pay range.

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

1.51.3 The Headmaster or assigned member of the SLT will discuss their recommendation with the teacher and the school will confirm the decision by 31 October.

1.51.4 Where the application is approved, the teacher will progress to the minimum of the upper pay range backdated to the 1 September

1.51.5 Where the application is not successful, the Headmaster will provide feedback and the teacher will be provided with advice and support through the performance appraisal process to develop their skills with a view to them making a future successful application.

1.51.6 Teachers have the right to appeal any decision not to move them onto the upper pay range.

#### **Progression through the upper pay range**

1.51.7 In the case of teachers who have progressed onto the upper pay range, appraisals will be carried out in the same way as for other teachers except that appraisers will be required each year to state whether or not the teacher remains ‘highly competent’ and whether their achievements and contribution to the school are still ‘substantial’ and have been sustained during the year. Where these standards have been maintained over the two years, the appraiser will recommend a pay increase of one point on the upper pay range. The final decision about whether to accept a pay recommendation will be made by the Headmaster.

#### **Appeals**

1.52 Pay recommendations will be contained within Appraisal Review Statements and these will be discussed with employees at the review meeting. Where an employee has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.

1.53 An employee may make a formal appeal against a decision on pay, which must be submitted in writing within 7 calendar days of receipt of written notification of that decision.

- 1.54 The grounds of appeals are that the decision maker(s):
- incorrectly applied the provisions of the Teachers' Pay & Conditions Document / national / local terms and conditions
  - failed to have proper regard for statutory guidance;
  - failed to take proper account of relevant evidence and/or took account irrelevant or inaccurate evidence;
  - were biased; or
  - otherwise unlawfully discriminated against the employee.
- 1.55 Appeals will be heard by the Pay Appeals Committee.
- 1.56 The Appeals will be heard at a meeting, normally within 20 working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or a member of a Professional Association or Trade Union.
- 1.57 Any written submissions relevant to the appeal must be circulated to all parties at least 3 working days prior to the meeting.
- 1.58 The decision of the appeal committee will be notified in writing and, where the appeal is rejected, this will include a note of the evidence considered and the reasons for the decision.
- 1.59 The decision of the Governing Body's Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.
- 1.60 The Headmaster shall be entitled to attend, for the purposes of providing information and advice (except in the case of his/her own salary), all proceedings of the Pay Appeals Committee.
- 1.61 The role of the Pay Appeal Committee is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and has been made taking proper account of equal opportunities and that correct procedures have been followed.

#### **Salary sacrifice arrangements**

- 1.62 The Personnel Committee provide for all employees to participate in a salary sacrifice arrangement. For the purposes of this policy, the term 'salary sacrifice arrangement' means any arrangement under which the teacher gives up the right to receive part of their gross salary in return for the employer's agreement to provide a benefit-in kind under any of the following schemes:
- a) Child care voucher scheme (NB from 4 October 2018, childcare voucher schemes will close to new applicants);
  - b) Cycle scheme;
  - c) Other schemes will be considered as they become available; and
- that benefit-in-kind is exempt from income tax.
- 1.63 If a teacher participates in a salary sacrifice arrangement, their gross salary may be reduced accordingly for the duration of such participation.
- 1.64 Deductions for childcare vouchers can only be made from Occupational Maternity Pay (OMP) and not from Statutory Maternity Pay.

#### **Initial teacher training activities**

Any payment for activities related to the provision of initial teacher training as part of the ordinary conduct of the school shall be determined by the Personnel Committee taking into account the level of funding available to the school by virtue of its partnership with a higher education institution.

### **Monitoring the impact of the policy**

- 1.65 The Governing Body will monitor the outcome and impact of this policy annually assess its effect and continued compliance with equalities legislation. The effect of the policy will be assessed particularly with reference to trends in progression across specific groups of teachers and the correlation between this and performance appraisal reviews and outcomes for pupils.
- 1.66 The pay of individual staff will remain confidential, shared only with those responsible for making pay decisions and managing administrative matters.

## Appendix 1: Teaching Reference Points/Salary Bands – September 2019

### Teaching staff salaries September 2019

	Previous annual salary	New annual salary
L1	41065	42195
L2	42069	43226
L3	43091	44277
L4	44141	45356
L5	45214	46459
L6	46317	47592
L7	47537	48846
L8	48602	49940
L9	49791	51161
L10	51040	52445
L11	52334	53775
L12	53521	54993
L13	54831	56340
L14	56168	57714
L15	57534	59118
L16	59039	60664
L17	60377	62039
L18	61859	63562
L19	63365	65109
L20	64914	66701
L21	66495	68325
L22	68115	69989
L23	69769	71689
L24	71479	73446
L25	73222	75237
L26	75011	77075
L27	76837	78952
L28	78714	80880
L29	80641	82860
L30	82614	84886
L31	84636	86965
L32	86712	89098
L33	88839	91284
L34	91008	93511
L35	93243	95808
L36	95520	98148
L37	97868	100561

L38	100263	103021
L39	102675	105500
L40	105218	108112
L41	107815	110781
L42	110491	113530
L43	112105	115188
M1	24859	25543
M2	26470	27198
M3	28506	29290
M4	30620	31462
M5	32938	33844
M6	36157	37152
UPS1	37758	38797
UPS2	39113	40189
UPS3	40520	41635
UQ1	18339	18844
UQ2	20337	20898
UQ3	22339	22955
UQ4	24340	25011
UQ5	26342	27067
UQ6	28343	29123
1.1	7853	8069
1.2	9664	9930
1.3	11474	11790
1.4	13288	13654
2.1	2721	2796
2.2	3825	3930
2.3	4532	4657
2.4	6192	6362

**Appendix 2: Support Staff Salary Bands – April 2018**

NB 2017 pay scales are given for reference:

	<b>2017</b>	<b>2018</b>
I1	15375	16755
H12	15613	16863
H13	15807	17007
H14	16123	17173
H21	15807	17007
H22	16123	17173
H23	16491	17391
H24	16781	17681
H31	16781	17681
H32	17072	17972
H33	17419	18319
H34	17772	18672
H41	17772	18672
H42	18070	18870
H43	18746	19446
H44	19430	19819
H51	19430	19819
H52	20138	20541
H53	20661	21074
H54	21268	21693
H61	21268	21693
H62	21962	22401
H63	22658	23111
H64	23398	23866
H71	23398	23866

H72	24174	24657
H73	24964	25463
H74	25951	26470
H81	25951	26470
H82	26821	27358
H83	27668	28221
H84	28485	29055
H91	30152	30756
H92	30785	31401
H93	31600	32233
H94	32486	33136
HA1	15014	16394
HA2	15115	16495
HA3	15246	16626
HA4	15375	16755
HB3	15014	16394
M11	33437	34106
M12	34538	35229
M13	35444	36153