



Pay Policy

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1 Introduction

- 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 grading issues for all staff employed in the school.
- 1.2 The Governing Body recognises the requirement that all pay progression decisions for all teaching staff must be linked to annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair, equitable and transparent way.
- 1.3 This policy has been agreed by the Resource Committee of the Governing Body following consultation with staff and the recognised trade unions. Any subsequent changes will also be subject to further consultation before amendment by the committee. The Resource Committee will have full authority to take decisions on behalf of the Governing Body on pay matters as defined in this policy.
- 1.4 The school staffing structure will be published as an appendix to this policy. (Appendix2.) Any subsequent changes to the staffing structure will be subject to consultation.

2 Aims of the policy

- 2.1 The Governing Body aims to use the school pay policy to:
 - Maintain and improve the quality of teaching and learning at the school;
 - Support the school improvement plan;
 - Underpin the school's Appraisal policy;
 - Ensure that all staff are valued and appropriately rewarded for their work and contribution to the school;
 - Ensure staff are well motivated, supported by positive recruitment and retention policies and staff development;
 - Demonstrate that decisions on pay are fair, just and transparent and recognise the principle of equal pay for like work and work of equal value;
 - Provide flexibility to recognise individual staff performance linked to pay decisions;
- 2.2 The Governing Body will also consider advice issued by the Department for Education, recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation
- 2.3 Pay decisions at this school are made by the whole Governing Body or siub groups that have been established by the Governing Body. The Headteacher has been delegated the authority to set Assistant pay scales with the H1 to H5 pay range.

3 Job Roles and Responsibilities

- 3.1 All members of staff will be provided with a job description outlining the roles and responsibilities of the post. This will also include the pay range and any additional payments or allowances covered by this policy. The job description will state the reason for any additional allowances or payments and whether this is a permanent or temporary payment.
- 3.2 Any significant changes to duties and responsibilities of a post will be subject to discussion with the member of staff with a view to reaching agreement. Where there is a significant change in duties and responsibilities of a post a new job description will be issued.
- 3.3 Where the staffing structure of the school needs to be changed, resulting in broader changes to roles and responsibilities, this will be the subject of consultation with staff and the recognised trade unions before any changes are made and with a view to seeking to agree the changes before new job descriptions are issued.

4 Pay Assessment and Pay Review

4.1 Teaching staff

- 4.1.1 The Governing Body will ensure that every teacher's salary is reviewed on an annual basis with effect from 1 September
- 4.1.2 The teacher's appraisal report will contain a recommendation on pay. The Headteacher will be responsible for submitting any recommendations for pay progression, in accordance with the relevant sections of this policy, to the Governing Body for approval.
- 4.1.3 All teachers will be entitled to receive an annual pay statement including details of any salary and financial benefits to which they are entitled, including any salary safeguarding arrangements that may apply.
- 4.1.4 A review may occur at other times where there has been a significant change affecting an individual teacher's pay. A revised written statement will be issued to the teacher in such circumstances, including any salary safeguarding arrangements that may apply.

4.2 Support Staff

The process of PRI (Performance Related Increments) was introduced as part of the Hertfordshire Employment Package review in April 2012. The final automatic increase for support staff was paid in June 2012. PRI applies to all NJC Local Government employees who work in a Community or Voluntary Controlled school or any Foundation, Voluntary Aided or Academy School which has chosen to adopt the new terms and conditions of employment. All employees under the scope of PRI will be awarded an increment based on the overall rating from their annual appraisal as part of their School Performance Appraisal Scheme. The Model PRI Policy for schools, available to download from the Grid, explains this process in more detail.

The Governing Body will also ensure an annual review of all support staff salaries by no later than July in line with the support staff PRI process.

5 Recruitment

5.1 Teaching Staff

- 5.1.1 The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.
- 5.1.2 Advertisements for vacant posts in the school will be considered by the Headteacher and The Resource Committee where appropriate. All posts will be advertised either internally or externally, locally or nationally as appropriate.
- 5.1.3 The advertisement will include the relevant pay range for the post as determined by the Governing Body as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post. In cases of exceptional need, the above may be applied retrospectively.
- 5.1.4 Where the post is on a temporary basis, the advertisement will specify the reason for and duration of the post.
- 5.1.5 There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

5.2 Support Staff

The arrangements for advertising vacancies for support staff will mirror those for teaching staff. Advertisements will indicate the number of working hours and working weeks and will show the appropriate salary and grade.

6 Teaching Staff Pay

6.1 In this school all teaching staff are employed in accordance with the provisions of the School Teachers' Pay and Conditions Document. The following pay arrangements have been agreed by the Governing Body using the flexibilities contained within the School Teachers' Pay and Conditions Document.

6.2 Headteacher

6.2.1 The governing body will assign a seven point Individual School Range based on the school group size and any permanent additional relevant factors as determined within the framework of the School Teachers' Pay and Conditions document. These additional factors will relate to the school context and challenge, and the wider accountability of the head teacher, which may also include circumstances where:

- the school is a school causing concern;
- without such additional payment the governing body considers that the school would have substantial difficulty filling a vacant head teacher post;
- without such additional payment the governing body considers the school would have substantial difficulty retaining the existing head teacher;
- the head teacher has additional permanent responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

6.2.2 The Individual School Range will be established in 3 pay bands as set out in Appendix 4 of this policy, and will take account of the Governors' leadership skills level descriptors set out in the school's Appraisal Policy. Other than in exceptional circumstances, the Individual School Range will not exceed 25% of the maximum of the school group size. The governing body will ensure that other than in exceptional circumstances, there is no overlap of salary bands between the head teacher and other leadership posts (delete if not applicable).

6.2.3 In addition, the governing body may consider an additional payment to the head teacher in respect of temporary additional duties and responsibilities, e.g. where they are providing services to other schools as a consultant leader, school improvement partner, local or national leader of education etc. including where the head teacher is appointed as a temporary head teacher of one or more additional schools, not included as a permanent factor in the calculation of the ISR. The additional payment will be time limited and will not exceed 25% of the salary agreed under paragraph 6.2.1 or 25% of the maximum of the school group size, whichever is the lower.

6.2.4 In wholly exceptional circumstances the governing body may consider a payment in excess of 25%. In such circumstances the governing body will seek external independent advice.

6.2.5 The governing body may also award an additional payment, outside the restrictions of the above paragraphs, and which will not be included in the calculation of the ISR, in respect of relocation costs.

- 6.2.6 The governing body will calculate the head teacher group size at the start of each academic year and determine the appropriate Individual School Range for the year.
- 6.2.7 The governing body will determine the group size for the school in accordance with the provisions of the School Teachers' Pay and Conditions Document.
- 6.2.7 In setting the ISR the governing body will have regard to the indicative salary points for the leadership range contained within the relevant School Teacher's Pay and Conditions Document.
- 6.2.8 On appointment the salary of the head teacher will be within the agreed Individual School Range on one of the first 4 points according to the experience of the successful candidate, matched against the Governors' leadership skills level descriptors.
- 6.2.9 Progression on the ISR for the head teacher will be subject to a review of the head teacher's performance set against the annual appraisal review and the Governors' leadership skills level descriptors. The head teacher will not move from Band 1 to Band 2, or from Band 2 to Band 3 on the ISR until all the elements of the Governors' leadership skills level descriptors for the post for either Band 2 or band 3 respectively have been met.
- 6.2.10 The governing body may award one increment for sustained high quality performance against the criteria in paragraph 6.2.9 above or may award two or more increments where performance has been exceptional and exceeded the expectations set out in paragraph 6.2.9.
- 6.2.11 Where performance has not been of a sustained high quality the governing body may decide that there should be no pay progression. The pay review for the head teacher will be completed by November.
- 6.2.12 The Governing Body has determined that a head teacher appointed to band 1 on the ISR would, other than in exceptional circumstances, be expected to have progressed to Band 2 within 3 years of taking up their post. In circumstances where the head teacher's performance is not at that level this will be addressed through the school's appraisal, and possibly capability procedure
- 6.2.13 The governing body will ensure that reasons for setting the ISR at a given level are recorded and that the process for the determination of the head teacher's salary is fair and transparent.

6.3 Other Leadership Posts

- 6.3.1 The governing body will set an individual pay range for each leadership post but will not establish any fixed pay points.
- 6.3.2 The relevant leadership range will be established in 3 pay bands as set out in Appendix 4 of this policy, and will take account of the Governors' leadership skills level descriptors set out in the school's Appraisal Policy. The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. A post with a designated deputy role in the absence of the head teacher will be remunerated accordingly above the range for other leadership posts.
- 6.3.3 The governors have agreed that the pay points to be applied for leadership posts will be as set out in Appendix 4
- 6.3.4 The Governors have adopted school pay points for the leadership range.
- 6.3.5 Other than in exceptional circumstances, the governing body will ensure that there is no overlap of pay points between the head teacher and any other leadership post.
- 6.3.6 On appointment a teacher paid on the leadership scale will be appointed according to experience at one of the first 3 points on the pay range-matched against the Governors' leadership skills level descriptors.

- 6.3.7 The pay range for teachers paid on the leadership spine will be reviewed 1 September each year or at any time during the year where there is a significant permanent change in the duties and responsibilities of the post.
- 6.3.8 Progression on the pay range for a member of staff paid on the leadership scale will be subject to a review of their performance set against the annual appraisal review and the Governors' leadership skills level descriptors. The teacher will not move from Band 1 to Band 2, or from Band 2 to Band 3 on the relevant leadership pay range until all the elements of the Governors' leadership skills level descriptors for the post for either Band 2 or band 3 respectively have been met.
- 6.3.9 The governing body may award one increment for sustained high quality performance against the criteria set out in paragraph 6.3.8 above or two increments or more where performance has been exceptional against the criteria set out in paragraph 6.3.8

6.4 Other Posts Paid above the Classroom Teacher Range: Leading Practitioners

- 6.4.1 The Governing Body may also establish other teaching posts paid above the Upper Pay Range. These posts will carry responsibility for modelling and leading the improvement of teaching skills across the school.
- 6.4.2 The pay range for these posts will be within the minimum and maximum of the range contained within the School Teachers' Pay and Conditions Document, and will be determined by the role and range of responsibility of each post, which may vary across the school.
- 6.4.3 Each post will be paid at a fixed point within the minimum and maximum range contained within the School Teachers' Pay and Conditions Document.
- 6.4.4 The starting salary for an appointment to a Leading Practitioner Post on the pay range will be determined by the Governing Body and take account of the teacher's skills and experience.
- 6.4.5 Progression on the pay range for a member of staff paid on the Leading Practitioner Post pay range will be subject to a review of performance set against the annual appraisal review. The Governing Body may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality the Governing Body made decide that there should be no pay progression. The pay review will be completed by 1st May

6.5 Main Range and Upper Pay Range Teachers

- 6.5.1 The Governing Body will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the School Teachers' Pay and Conditions Document.
- 6.5.2 The Governing Body has agreed Professional Skills Level Descriptors for each range which are detailed in the school's Appraisal Policy

Pay progression within bands

- 6.5.3 Pay progression within bands will be subject to sustained performance towards the next higher band, and meeting the relevant teacher standards and Professional Skills Level Descriptors for that band. Meeting appraisal objectives will not automatically mean that pay progression will be awarded. Where a teacher's performance does not demonstrate a sustained level and is below the school's expectations at that level of post, the governors may determine that no incremental progression will be awarded in that year.
- 6.5.4 The Governing Body has determined that, other than in exceptional circumstances, a teacher would not move to Band 2 (Accomplished Teacher)

unless they are able to demonstrate a minimum 2 years' teaching experience / experience of working across different key stages, and including a period of a sustained level of performance at the higher level immediately prior to moving to Accomplished Teacher or to Band 3 unless they are able to demonstrate 3 or 4 years' experience / experience of working across different key stages, and including a period of a sustained level of performance at the higher level immediately prior to, moving to Expert Teacher.

- 6.5.5 Progression between bands will be based on the teacher demonstrating, through performance appraisal that they meet the Teacher Standards and Professional Skills Level Descriptors for the new band.
- 6.5.6 The Governing Body has determined that a teacher appointed to Band 1 (Teacher) would, other than in exceptional circumstances, be expected to have progressed to the Accomplished Teacher band within a maximum of 2/3 years' of taking up their post. In circumstances where a teacher's performance is not at that level this will be addressed through the school's appraisal process and capability procedure if required.
- 6.5.7 A teacher reaching the top of Band 1 will automatically progress to the next band if they meet the criteria for the higher band and are recommended for progression by the appraiser.

Accelerated progression

- 6.5.8 The Governing Body has determined that normally progression within a band will be by annual increments. However, where a teacher's performance has been of a sustained high quality, exceeding school expectations at that level, the Governing Body may award accelerated progression (of up to two increments) within the band. Progression to the next band will be subject to the criteria for the higher band being met as set out in the previous paragraphs of this section of the policy.

Appointments

- 6.5.9 A newly appointed teacher will usually be appointed no higher than the second point in the band as determined by the Headteacher.

Application to move onto the Upper Pay Range (Band 3 –Expert Teacher)

- 6.5.10 Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply.
- 6.5.11 Applications from a teacher will be considered during the summer term for progression. A teacher may submit one application in any academic year
- 6.5.12 As defined in the School Teachers' Pay and Conditions Document, a teacher being considered for a move onto the upper pay range (Expert Teacher – Band 3) must therefore be able to demonstrate:
- substantial and sustained achievement of objectives, appropriate skills and competence in all elements of the Teachers' Standards; and
 - potential and commitment to undertake professional duties which make a wider contribution (which involves working with adults) beyond their own classroom as exemplified by the school's professional skills level descriptors.
- 6.5.13 An application for progression to the upper pay range (Band 3 –Expert Teacher) will be assessed by the Headteacher and a decision notified to the teacher in writing within 20 working days.
- 6.5.14 If unsuccessful the teacher will be provided with feedback by the Headteacher.
- 6.5.15 Any appeal against the decision, which should be submitted within 10 working days, will be considered in line with the school's pay appeals procedure.

6.6 Overseas Trained Teachers

- 6.6.1 Teachers who trained and qualified in the European Economic Area (EEA) and Australia, Canada, New Zealand and the United States of America must apply to the Teaching Agency for the award of QTS. Once QTS has been awarded payment will be made on the ranges applicable to qualified teachers.
- 6.8.2 Non-EEA trained teachers (with the exception of Australia, Canada, New Zealand and the United States of America), will be paid on the Unqualified Teachers' pay scale (see 6.9 below).

6.9 Unqualified Teachers

- 6.7.1 The Governing Body will appoint unqualified teachers to a salary within the range set out in the School Teachers' Pay and Conditions Document.
- 6.7.2 The Governing Body has determined that this should be a 5 point scale
- 6.7.3 A newly appointed unqualified teacher will usually be appointed at any point in the band determined by the Headteacher. The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.
- 6.7.4 Progression within the range will be subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teacher Standards. The Governing Body may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality the Governing Body may decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level this will be addressed through the school's appraisal and possibly capability procedure.
- 6.7.5 The pay review will be completed by 1st May

7 Supply Teachers

- 7.1 Teachers employed on a supply basis will have their pay determined in line with the arrangements outlined in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195.
- 7.2 Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual salary by 1265 to give an hourly rate.

8 Part time teacher

- 8.1 The Governing Body will ensure that part time teachers' pay and working time will be dealt with in accordance with the School Teachers' Pay and Conditions Document. Pay scales and pay progression will be as detailed earlier in this policy.
- 8.2 Part time teachers will be entitled to be paid for their contractual hours pro rata to a full time teacher and will also be entitled to PPA time, other non contact time and directed time allocated on a pro rata basis.

9 Allowances

9.1 Teaching and Learning Responsibility Payments (TLRs)

- 9.1.1 TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure.
- 9.1.2 TLR payments will be awarded to a teacher on the main range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the 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; and
- involves leading, developing and enhancing the teaching practice of others.

9.1.3 The Governing Body will award TLR payments within the range prescribed in the School Teachers' Pay and Conditions Document.

9.1.4 A teacher will not be awarded more than one TLR of any value

9.1.5 A TLR payment will not be awarded in respect of teaching duties more appropriately recognised under section 9.2 of this policy in respect of Special Educational Needs.

9.1.6 The Governing Body may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvements, or one-off externally driven responsibilities. The annual value of a TLR3 must be no less than £500 and no greater than £2,500. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part-time teacher it must be paid on a pro-rata basis.

9.1.7 There will be no safeguarding of any fixed term TLR payments.

9.2 Special Educational Needs (SEN)

9.2.1 The Governing Body will award a Special Educational Needs Allowance for all qualified teachers.

9.2.2 The value of any SEN allowance in the school will be within the range prescribed in the School Teachers' Pay and Conditions Document (£2,001 - £3,954).

9.2.3 The Governing Body has determined that, taking account of the circumstances outlined in paragraph 9.2.2, the value of any SEN allowance will be:

SEN Level 1 SEN Level 2 SEN Level 3

This will reflect experience, additional, relevant qualifications and whole school contribution.

9.3 Acting Allowances

9.3.1 Teachers who cover all of the duties associated with a post of a higher grade or allowance than their own for a period of at least 4 weeks will be considered for payment of an acting allowance. This will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher level post, and will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

9.4 Recruitment and Retention

- 9.4.1 The Governing Body may, on the advice of the Headteacher, consider the award of a recruitment and retention payment 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;
 - to recognise a teacher's performance which exceeds the school's expectations and which is not recognised through accelerated salary progression in other sections in this policy.
- 9.4.2 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.
- 9.4.3 The duration of the payment will be determined according to the circumstances of the payment. Initially this may be for a period of 3 years but will be subject to annual review which may extend the period if appropriate.
- 9.4.4 Normally a recruitment or retention payment will be financial, but where appropriate, governors may consider other benefits e.g. relocation, expenses, health care, sports membership, childcare provision etc.
- 9.4.5 Other than in respect of housing or re-location expenses, the head teacher will not be entitled to a separate recruitment and retention payment. Remuneration in respect of any recruitment and retention payment will be reflected in the Individual School Range for the head teacher's salary.

9.5 Out of School Learning Activities

- 9.5.1 Additional payments will be made to staff who engage in activities to deliver Extended Services which are outside the school's core activities. Such services will have been approved for payment by the Governing Body in advance.
- 9.5.2 The rate of payment will be determined according to circumstances, but

9.6 Continuing Professional Development

The Governing Body, advised by the Headteacher, may consider in advance awarding additional payments to teachers in respect of continuing professional development undertaken outside of the school day. The Governing Body will consider each case on an individual basis. Where approved additional payments will be calculated based on the teacher's normal hourly rate.

10 Support Staff Pay

10.1 Conditions of service

Support Staff in Hertfordshire schools are employed under the (NJC) for Local Government Services Terms and Conditions, commonly known as the 'Green Book'. Each new employee will receive a written statement of particulars (a contract of employment for support staff part 1 and part 2).

10.2 Pay Scales

Pay scales are structured around locally agreed grades using nationally agreed salary points, known as spinal column points (SCP). These SCPs are determined nationally through negotiation between the Employers' Organisation and the Trade Unions. HCC has grouped these spinal column points into locally agreed 'H' and 'M' grades to construct the grading structure. There are between 3 and 5 spinal column points in each grade. These enable employees to move through the grade as they develop in the role. The current pay scales can be found on the Grid.

10.3 Job Descriptions and Starting Salaries

10.3.1 In determining the pay of support staff, account will be taken of relevant LA job descriptions together with guidance on job evaluation and grades of Hertfordshire County Council (HCC).

10.3.2 For Learning Support Assistants (LSAs) the range is from H2 to H5, relating to experience, qualifications and additional responsibilities.

Assistants will commence at the bottom of the H3 pay spine unless they have a relevant degree; have a substantial relevant qualification such as an NNEB; they are currently employed on a permanent contract in another school or residential provision on a higher grade.

Apprentices who are engaged as an LSA having successfully completed their course will be engaged on the H2 scale

For Mid-Day Assistants (MSAs) the range is HB.6

For Sports coaches, Swimming instructors the range is from H5 to H8

The range for administrative staff is H2 to H5

The range for site staff is HA to H6

Creative practitioners are paid on the M grade

10.4 Incremental Progression

10.4.1 All employees under the scope of Performance Related Increments (PRI) will be awarded an increment based on the overall rating from their annual appraisal as part of their School Professional Development Scheme.

10.4.2 Colleagues who are progressing up a pay spine (H2 : H3; H5) will do so unless there has been a significant issue regarding performance

10.4.3A one off payment of 2% is paid to any member of staff (other than teacher) who is considered to have made an exceptional contribution to the whole school. The SMT will nominate staff members to the Chair of Governors.

10.5 Acting up allowances

When a position is available for a short term due to a reason other than annual leave, e.g. to cover for maternity, long term sickness or a vacant post, a temporary acting up arrangement can be considered. Consideration must be made of the following two conditions:

- The arrangement is to cover the post for a minimum of 4 weeks
 - The acting up arrangement covers the full duties and responsibilities of the post.
- If both of the conditions are met, then any person accepting the acting up arrangement will be paid the evaluated grade for the post from the date they start.

10.6 Honoraria payments

Honoraria payments may be made in order to recognise an employee either taking on some additional duties of a higher graded post or to reward exceptional or onerous work at the same grade.

Honoraria should only be used if additional work is for a specified period, over 4 weeks and under 6 months. If work is for over 6 months, managers should consider making appropriate adjustments to salary.

11 Safeguarding

The Governing Body will apply the salary safeguarding provisions of the School Teachers' Pay and Conditions Document.

12 Appeals

November 2014

12.1 Appeals for Teachers

In matters relating to pay the teacher has one and only one opportunity to appeal. The arrangements for considering appeals for teachers are as follows: A teacher may appeal against any determination in relation to his/her pay or any other decision taken by the Governing Body that affects his/her pay.

At any stage of the appeal, a teacher may be accompanied by and represented by a work colleague or trade union or professional association representative and no one else.

The following list which is not exhaustive includes the usual reasons for appealing against a pay determination.

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

- a. incorrectly applied any provision of the School Teachers' Pay and Conditions 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.

12.2 Appeals for support staff

The arrangements for considering appeals by support staff against pay decisions will be the same as those for teachers excluding references to the School Teachers' Pay and Conditions Document.

12.3 The order of proceedings

The order of proceedings for hearing appeals, which meet the requirements of the dispute resolution provisions, is as follows:

- The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
- If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Headteacher within ten working days of the decision.
- Where this is not possible or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
- The teacher should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the person or committee who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
- Any appeal should be heard by a panel of three governors who were not involved in the determination, normally within 20 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 and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

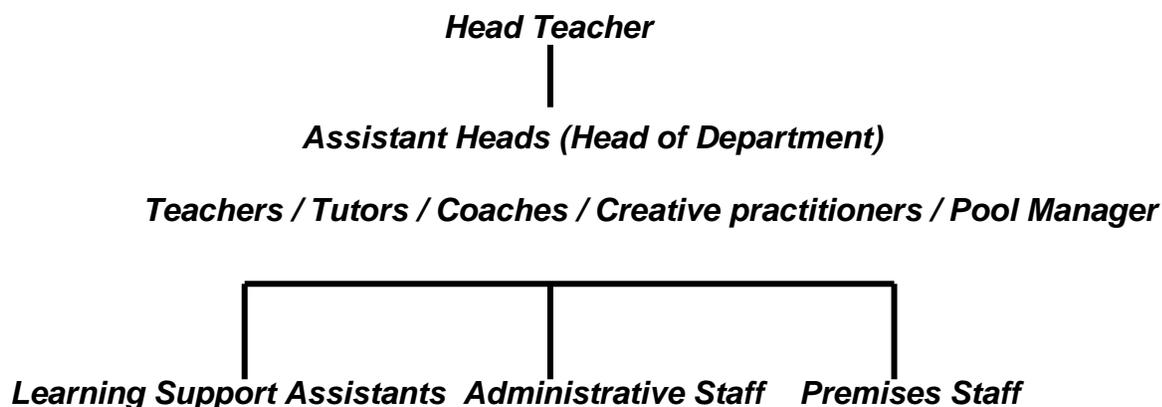
13 Monitoring the Impact of the Policy

The Governing Body will monitor the outcomes and impact of this policy on annual basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

APPENDIX 1 – FURTHER ADVICE AND GUIDANCE

The DfE has produced a model policy and accompanying guidance, these documents can be found at: www.education.gov.uk/paywww.education.gov.uk/aboutdfe/advice

Appendix 2 – SCHOOL STAFFING STRUCTURE (2014 / 15)



Appendix 3 – STPCD REFERENCE POINTS

Current figures can be found in Changes to teachers' pay and conditions 2014 Departmental advice May 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/314077/Changes_to_school_teachers_pay_and_conditions_2014.pdf The Governing Body has agreed to use the leadership pay reference points published to support the School Teachers' Pay and Conditions Document.

Band 1 - Teacher

Point 1 - to Point 3

Band 2 – Accomplished teacher

Point 4 to Point 6

Band 3 – Expert Teacher (Upper Pay Scale – UPS)

Point 7– Point 9

Appendix 4 - TEACHER APPRAISAL AND CAREER/PAY PROGRESSION GUIDANCE Descriptors of professional expectation

- Teacher **SHOULD** achieve the expected quality of teaching descriptor as judged in at least three lesson observations (planned and/or drop-in) within appraisal cycle before progressing onto next career/pay point
- Teacher **SHOULD** attain the expected pupil achievement descriptor before progressing onto next career/pay point
- Teacher **SHOULD** attain the expected leading teams descriptor before progressing onto next career/pay point
- One appraisal objective will be set for each teacher in each of the three areas of professional practice (teaching quality/pupil achievement/leading teams)- all three objectives **SHOULD** be achieved before progressing onto next career/pay point
- A significant post graduate qualification (Master's degree or NCTL equivalent) **SHOULD** be expected before progressing to Upper / Leadership pay spine - as such the course of advanced study **SHOULD** be agreed at M3 and **SHOULD** commence at M4- accordingly an additional (fourth) CPD objective relating specifically to the course/module will be agreed with the individual teacher

Descriptors of assessment of professional practice (Summary)

	M1	M2	M3	M4	M5	M6	UPS 1	UPS2	UPS3
Quality of Teaching	By summer term all teaching judged at least satisfactory	No teaching judged less than satisfactory with one lesson observation judged good or better	No teaching judged less than satisfactory with two lesson observations judged good or better	All teaching judged good or better	All teaching judged at least good with one lesson observation judged outstanding	All teaching judged at least good with two lesson observations judged outstanding	All teaching judged at least good with two lesson observations judged outstanding	All teaching judged at least good with two lesson observations judged outstanding	All teaching judged at least good with two lesson observations judged outstanding
Leading teams and collaborating with others	Sound professional relationships established with parents and class colleagues	Sound professional relationships sustained with parents and class colleagues	Collaborative leadership of initiative which improves professional practice	Principle leadership of initiative which improves professional practice	Contributes significantly to the school outreach and CPD service	Significant and sustained contribution to school development	Significant and sustained contribution to school development (MA/NCTL=)	Valued by all professionals as a source of advice and specialist support	Valued by all professionals as a source of advice and specialist support

NQT/ New *emerging* *established* *established* *embedded* *embedded* *extensive* *extensive* *extensive*

Appendix 5 – National Standards Audit



TEACHERS' STANDARDS AUDIT AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER

NAME..... PAY POINT..... DATE.....

Standard	+*	-*
1.1. Set high expectations which inspire, motivate and challenge pupils <ol style="list-style-type: none"> 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect 2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 		
1.2. Promote good progress and outcomes by pupils <ol style="list-style-type: none"> 1. Be accountable for pupils' attainment, progress and outcomes 2. Plan teaching to build on pupils' capabilities and prior knowledge 3. Guide pupils to reflect on the progress they have made and their emerging needs 4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. Encourage pupils to take a responsible and conscientious attitude to their own work and study 		
1.3. Demonstrate good subject and curriculum knowledge <ol style="list-style-type: none"> 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 		

*+ area where you may be able to help others; - area where you may need help from others

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Standard	+	-
1.3 (cont'd) <ol style="list-style-type: none"> 3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject 4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 		
1.4. Plan and teach well structured lessons <ol style="list-style-type: none"> 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children's intellectual curiosity 3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. Reflect systematically on the effectiveness of lessons and approaches to teaching 5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 		
1.5. Adapt teaching to respond to the strengths and needs of all pupils <ol style="list-style-type: none"> 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these 3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development 4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 		

*+ area where you may be able to help others; - area where you may need help from others

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Standard	+	-
1.6 . Make accurate and productive use of assessment <ol style="list-style-type: none"> 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. Make use of formative and summative assessment to secure pupils' progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 		
1.7 Manage behaviour effectively to ensure a good and safe learning environment <ol style="list-style-type: none"> 1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy 2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary 		
1.8 Fulfil wider professional responsibilities <ol style="list-style-type: none"> 1. Make a positive contribution to the wider life and ethos of the school 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being 		

*+ area where you may be able to help others; - area where you may need help from others

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Part 2 Personal and Professional Conduct The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career	+**	-**
<p>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> 1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 4. 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 5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law <p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		
<p>Preamble</p> <ul style="list-style-type: none"> • Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils 	+**	-**

Appendix B (page1) : Hertfordshire Professional Skills Level Descriptors

**TEACHING, LEARNING, BEHAVIOUR AND PROGRESS OVER TIME – 2012 OFSTED FRAMEWORK
IDENTIFYING PROFESSIONAL DEVELOPMENT PRIORITIES VIA OFSTED OBSERVATION CRITERIA**

Paragraphs 107-118 of the 2012 framework set out the evidence sources that inspectors use to judge the quality of teaching, learning and pupil behaviour over time. They now also assess the extent to which schools use the Teachers' Standards to identify the most appropriate professional development objectives for teachers. This audit is intended to help teachers and senior leaders understand the evidence the school currently holds on each teacher's professional contribution over time and hence establish the most relevant and supportive appraisal objectives.

SELF/SCHOOL ASSESSMENT SHEET

Name.....

Date.....

Ofsted Area	Out	Good	R/I	Inad	Standards
Lesson Observations					
1. Is work challenging enough for pupils? Does it meet their individual needs? 1.1.2 – set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 1.5.1 – know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively					1.1; 1.5
2. Do pupils' responses demonstrate sufficient gains in their knowledge, skills and understanding, including in literacy and mathematics? 1.2.3 – guide pupils to reflect on the progress they have made and their emerging needs 1.3.3 – demonstrate an understanding of and take responsibility for promoting high standards of numeracy, articulacy and the correct use of standard English, whatever the teacher's specialist subject					1.2; 1.3
3. Do teachers monitor pupils' progress in lessons and use the information well to adapt their teaching? 1.4.4 – reflect systematically on the effectiveness of lessons and approaches to teaching 1.6.2 – make use of formative and summative assessments to secure pupils' progress					1.4; 1.6
4. Does teaching engage learners and promote positive attitudes to learning? 1.2.5 – encourage pupils to take a responsible and conscientious attitude to their own work and study 1.4.2 – promote a love of learning and children's intellectual curiosity					1.2;1.4

Continued:

Ofsted Area	Out	Good	R/I	Inad	Standards
Lesson Observations					
5. Do teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning? 1.2.3 – guide pupils to reflect on the progress they have made and their emerging needs 1.4.4 – reflect systematically on the effectiveness of lessons and approaches to teaching					1.2; 1.4
6. Do pupils understand well how to improve their work? 1.6.4 – give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback					1.6
7. Do teachers manage behaviour effectively? 1.7.1 – have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy 1.7.4 – maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary					1.7
8. Do teachers use learning assistants effectively? 1.8.3 – deploy support staff effectively					1.8
Over Time Observations					
9. Are marking, assessment and testing used well to help pupils improve their learning? 1.6.2 – make use of formative and summative assessment to secure pupils' progress					1.6
10. What are the views of pupils, parents and staff? 1.8.2 – communicate effectively with parents with regard to pupils' achievements and well-being 2.1.1 – treat pupils with dignity, building relationships rooted in mutual respect 1.8.5 – develop effective professional relationships with colleagues					1.8; 2
11. Do pupils make good progress over time? 1.2.1 – be accountable for pupils' attainment, progress and outcomes					1.2

Procedure for Conducting National Standards Assessment

November 2014

D1 The aim of the annual assessment against national standards is to identify, through professional dialogue, the standards which represent the most appropriate areas for professional development for individual teachers in the forthcoming appraisal cycle. Wherever possible, these assessments will take place in the summer term, so that the most helpful professional development performance management objectives can be identified, and any necessary arrangements made, in good time for the new school year.

D2The 2012 Appraisal Regulations [Para 6 (a)] require Headteachers “to inform the teacher of the standards against which the teacher’s performance in that appraisal period will be assessed”. It follows from this that the school needs to adopt a fair and evidence-based procedure for deciding whether or not standards are met. The head teacher has a key role to play in ensuring that judgments are consistent across the school.

D3The recommended key stages of the procedure are as follows:

- Time will be provided for teachers to conduct a self-assessment against the National Standards (Preamble, Part 1 and Part 2) at the level indicated by the professional skills level descriptors set out in Appendix B
- Each teacher should also complete a self-assessment using the ‘teaching over time’ audit as set out in Appendix C
- Each teacher’s appraiser (paired with the head teacher/appropriate senior leadership team member where the school adopts a ‘pairing’ model) will complete the assessments in exactly the same way. Wherever the appraiser (or pair) indicates that performance may not be at the level required, they must be able to back up their judgement by reference:
either to written evidence previously shared with the teacher indicating that a standard **is not** met, or by reference to a lack of positive evidence that a standard **is met**;
- The assessments will then be exchanged. At least a week should be allowed for the teacher and the appraiser to assemble any necessary evidence;
- Teacher and appraiser will then attend a Professional Dialogue meeting of 45-60 minutes. The aim of the meeting is to agree the standards against which the teacher’s performance will be assessed and which will determine the basis for professional development objectives in the coming appraisal cycle;
- Where the initial assessment (or examination of evidence at the Professional Dialogue meeting) results in agreement that all relevant standards are met, the teacher is free to identify the national standard against which s/he would like to be assessed by means of the professional development objective;
- Where the initial assessment (or examination of evidence at the Professional Dialogue meeting) results in agreement that particular standards are not met, these standards will become those against which the teacher’s performance will be assessed in the next appraisal cycle;
- Where teacher and appraiser cannot reach agreement as to whether or not a standard is met, the matter will be referred to the Headteacher, who will meet with the teacher, consider all available evidence, and inform the teacher of their decision;
- A teacher dissatisfied with the Headteacher’s decision will have the right of appeal to governors under existing procedures;

- The objectives decided at or following the Professional Dialogue Meeting will form the basis of next year's planning and review statement.

Provision of Additional Support Where National Standards Are Not Met (Standards Support Programme)

- E1** Where national standards are found not to be met at the appropriate professional skills level during the audit, 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.
- E2** Where information comes to light during the course of an appraisal cycle that leads the head to conclude that national standards are not met at the appropriate professional skills level, these new arrangements (as outlined in E1 above), which may include a change of appraiser, will come into force as soon as possible after the decision has been made.
- E3** Where national standards are identified as not being met at the appropriate career stage expectation level by either means, performance objectives will be action planned to a much shorter timescale – typically one term, but less if the head decides the situation warrants this. At the end of each such period, progress will be reviewed – and a decision made on whether:
- To end the support programme and resume normal appraisal arrangements;
 - To continue to provide support within appraisal by setting further short-term objectives;

To suspend performance appraisal and move immediately into the formal capability procedure.

Teachers' Planning and Review Statement and Annual Appraisal Report

Teacher's Name _____

Appraiser's Name _____

Teacher's Signature:

Appraiser's Signature:

Meeting Date:

Individual Objectives	Actions	Observation details/other evidence	Impact Measures/Success Criteria
1. Pupil Progress			
2. Professional Development			
3. Leadership and Management			

Training and Development/Support Needs	
-----------------------------------------------	--

Review of previous performance

Individual Objectives	Career Stage	Related Standards	Assessment of performance

Outcome of annual audit against Standards – as identified at the start of the appraisal cycle	Numbers of Standards Met and/or Exceeded	Numbers of Standards not yet Met

Recommendation on pay progression	
------------------------------------------	--

APPENDIX – Learning Support Assistants Attributes

Attributes	Comment and or Example
Attitude	
Demonstrates energy and enthusiasm	
Is positive	
Is helpful	
Is considerate and professional	
Is flexible	
Demonstrates respect for each child	
Takes initiative and displays common sense	
Is patient	
School Communication (adult to adult)	
Listens	
Asks for clarity if unsure	
Respects appropriate channels of communication	
Team work	
Respects colleagues	
Works well as part of a team	
Is tactful	
Is considerate	
Contributes to all aspects of class activities	
Professionalism	
Is punctual	
Respects confidentiality	
Open to new ideas and approaches	
Positive attitude to training and professional development	

Open to constructive advice, support and criticism	
Contribution to Pupils Learning (including adult to pupil communication)	Comment and or Example
Uses a range of appropriate strategies to enable pupils to learn and achieve	
Excellent relationships with pupils	
Understands the individual needs of every pupil (eg understands and follows sensory diets, intensive interaction, principles of Herts Steps).	
Enables engagement & motivation	
Facilitates pupils to be independent	
Good use of signing	
Able to use ICT to support learning and achievement	
Makes good use of PECs and other communication tools	

APPENDIX

Learning Support Assistant Goal.

(At least one, no more than 3).

“My practice would be even better if I
.....”

APPENDIX G : Flowchart of Annual Appraisal Cycle

