



*'Individual Growth, Individual People'*

Head Teacher: Mrs M A Tyers

# Pay Policy

## Reviewed February 2019

## SCHOOL PAY POLICY – Table of Contents

Section	Heading	Page
1	Introduction	3
2	Consultation and Agreement with the Recognised Trade Unions	4
2	Equalities and Equal Opportunities	4
3	Impact of Absence During the Appraisal Cycle	5
4	Aims of the Policy	5
5	Job Descriptions and Change of Duties	5
	Changes to the School Staffing Structure	5
6	Recruitment and Fixed Term Contracts	6
	- Determining the Pay Range and Allowances	6
	- Head Teachers	6
	- Deputy Head and Assistant Head Teachers	7
	- Other Teachers	8
	- Leading Practitioners	8
	- Allowances	8
	- Salary on Appointment	8
	- Recruitment and Retention Payments – Classroom Teachers Only	9
7	Salary Sacrifice Schemes	9
8	Pay Reviews	10
	- Teachers	10
	- Support Staff	10
9	Pay Progression – Teachers	11
	- General	11
	- Teachers Paid on the Leadership Pay Spine	11
	- All Other Teachers	12
	- Process	13
10	Newly Qualified Teachers	14
11	Movement to the Upper Pay Range (UPR)	14
	- The Assessment	15
	- Processes and Procedures	16
12	Leading Practitioners	16
13	Unqualified Teachers	17
14	Supply Teachers Employed by the School	17
15	Part Time Teachers	17
16	One to One Tuition	17
17	Teaching and Learning Responsibility Payments (TLRs)	18
18	Special Educational Needs (SEN)	19
19	Acting Up Allowances and Honoraria Payments	19
20	Allowances Payable to Unqualified Teachers	20
21	Additional Payments – Classroom Teachers Only	20
22	Head Teacher Temporary Payments	21
23	Over/Under Payments	21
24	Salary Safeguarding	21
25	Pay Appeals Procedure	22
26	Monitoring and Review	22

<b>TOOLKIT</b>		
<b>Appendix</b>	<b>Name</b>	<b>Page</b>
Appendix 1	Pay Determination for Head Teacher and Other Leadership Posts	25
Appendix 2a	Leadership Pay Decision Record – Single School	33
Appendix 2b	Leadership Pay Decision Record – Multiple Schools	35
Appendix 2c	Leadership Pay Decision Record – Exceptional Circumstances Temporary Payments for the Head Teacher	38
Appendix 3	Performance Related Pay Progression Impact Criteria <ul style="list-style-type: none"> <li>- Flow Chart</li> <li>- Criteria</li> <li>- Extracts from Relevant Ofsted Documents</li> </ul>	39 41 42 44
Appendix 3a	Performance Related Pay Progression Criteria	46
Appendix 4	Pay Scales – Table A/Table B	50
Appendix 5	Annual Statement of Pay	54
Appendix 6a	Notification of Salary Safeguarding to Employee	55
Appendix 6b	Notification of Salary Safeguarding to Payroll Provider	56
Appendix 7	UPR Application Form	57
Appendix 8	Template Report for Governors Pay Committee	58
Appendix 9	Sample Ofsted Report – Pay Progression and Equalities Analysis	61
Appendix 10a	Pay Appeals – Procedure	64
Appendix 10b	Pay Appeal Pro Forma	67
Appendix 10c	School Pay Appeal Hearing Procedures – Head Teacher Stage 2	68
Appendix 10d	School Pay Appeal Hearing Procedures – Governors Hearing Stage 3	70
Appendix 10e	Invitation to Pay Hearing / Appeal Hearing	72
Appendix 10f	Outcome of Pay Hearing / Appeal Hearing	74
Appendix 11	Appraisal / Pay Planner	75
Appendix 12	Lead Practitioner Job Description	77
Appendix 13	Pay Committee Terms of Reference	79
Appendix 14	Pay Appeal Committee Terms Reference	80
Appendix 15	Pay and Appraisal FAQ's September 2017 (Revised)	81

# SCHOOL PAY POLICY – Updated February 2019

## Introduction

- 1.0 The Governing Body of Newark Orchard School adopted this Pay Policy in February 2019. The Strategic Development & Planning Committee of the governing body will review and monitor the impact of the pay policy annually with the head teacher. The next review will take place in October 2019.
- 1.1 The governing body has adopted the policy set out in this document along with the guidance and toolkit to provide an agreed framework for the exercise of its powers and discretions in relation to all staff employed in the school and paid from within the school budget.
- 1.2 The governing body understands its responsibilities and is committed to taking pay progression decisions in accordance with the principles of public life as listed in DfE guidance; objectivity, openness and accountability.
- 1.3 The governing body recognises the legal requirements placed upon them by the Education Act 2002 and subsequent legislation together with the current School Teachers' Pay and Conditions Document (STPCD) and the National and Local Conditions of Service for National Joint Council staff and the Education (School Teacher Appraisal) (England) Regulations 2012. The provisions of the STPCD are not statutory for academy schools.
- 1.4 The governing body delegates to the Strategic Development & Planning Committee of the governing body the responsibility for approving decisions relating to performance pay progression linked to annual appraisal of performance in line with this policy. Performance pay progression for teachers is referred to throughout this policy as "pay progression" and is defined as both incremental progression, where applicable, and award of an annual pay uplift determined by the governing body.
- 1.5 The policy set out in this document has been agreed by the appropriate Committee of the governing body supplemented by staff representatives and other Governors - as appropriate. The governing body is aware that full consultation with the recognised trade unions has been undertaken by the HR Service. Staff and school based representatives have been consulted and informed. The policy will be reviewed annually by the same representative group.
- 1.6 The governing body will take into consideration advice and guidance from the local authority relating to the school pay policy.
- 1.7 The policy is based on a 'whole school' approach to pay issues with pay decisions taken in the full consideration of the resources available within the overall school budget. This means that pay decisions relating to particular groups of staff will not be taken in isolation. The governing body will identify and fully consider the implications of all pay progression decisions and ensure that sufficient budget provision is made within the overall school budget to take account of decisions relating to setting salaries and allowances and in undertaking annual pay reviews in applying this policy.
- 1.8 The governing body will use the School Improvement Plan and the outcome from the appraisal process as the starting point for its consideration of school pay issues. The governing body will ensure that all appropriate arrangements for linking appraisal to pay are securely in place, will be applied consistently, recorded appropriately and that all pay progression decisions can be objectively justified.

- 1.9 This governing body should jointly approve the Nottinghamshire School Pay Policy, Guidance and Toolkit 2018 which collectively form part of the overall policy. It should also be considered in context with the agreed school Appraisal Policy and Guidance September 2018 and School Capability Policy.
- 1.10 The governing body recognises its responsibility to consider how to apply cost of living uplifts recommended by the School Teachers Review Body (STRB) and confirmed by the School Teachers' Pay and Conditions Document (STPCD). Any uplift to pay points and allowances for teachers within the national pay framework is not automatic and will take account of and be merited by performance. The governing body will consider cost of living awards for support staff approved by the National Joint Council (NJC).
- 1.11 The Pay Committee and Pay Appeals Committee Terms of Reference are attached as Toolkit Appendices 13 and 14 respectively.
- 1.12 Due to the complexities of this area of employment and education law, governing bodies are strongly advised to adopt the attached policy without amendment. Should, exceptionally, a governing body seek to amend the recommended policy, they will need to consult/negotiate any changes collectively with all the secretaries of the recognised trade unions and confirm any amendments to the local authority. Governing Bodies are strongly recommended to seek advice from the HR service in these circumstances.

### **Consultation and Agreement with the Recognised Trade Unions**

- 1.13 The Nottinghamshire School Pay Policy, Toolkit and Guidance is recommended for adoption by all community, voluntary aided, voluntary controlled, academy, foundation, and trust schools who purchase their HR Service from Nottinghamshire County Council.
- 1.14 The document has been agreed with the following Nottinghamshire recognised trade unions: ASCL; NAHT; UNISON and GMB. The NASUWT and the NEU (previously agreed by ATL) contributed to detailed discussions and have made contributions that have been incorporated into this policy. Neither union, however, is able to agree the policy nor the guidance as the documents do not conform to their own agreed national model policy.

### **Equalities and Equal Opportunities**

- 2.0 The governing body recognises its legal responsibilities to staff under the Equality Act 2010 and this policy will ensure equality and fairness regardless of race, sex (gender), sexual orientation, religion or belief, gender re-assignment, pregnancy and maternity, marriage and civil partnership, disability or age. All pay related decisions will be taken in accordance with relevant equalities legislation, the Employment Relations Act 1999, the Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002. In doing so the governing body will ensure that all pay decisions and processes are open, transparent and fair.
- 2.1 The governing body is also aware of its responsibilities and those of the local authority in respect of the Equal Pay Act 1970 which requires that men and women have a right to equal treatment and equal pay for work of equal value. In this regard, the governing body will apply the principles and requirements of the Nottinghamshire Job Evaluation Scheme (non-local authority schools should state the scheme applicable) for all support staff grading and pay decisions.

2.2 The governing body is aware of its responsibilities under the Freedom of Information Act 2000 and to make available this policy to all staff at the school.

### **Impact of Absence during the Appraisal Cycle**

3.0 Where employees have been absent for long periods e.g. due to maternity leave or disability related sickness absence, appropriate consideration and reasonable adjustments will be made towards the meeting of criteria for pay progression. The governing body will take into account the particular circumstances of each case and the exact adjustments will be made on a case-by-case basis. Where other sickness absence occurs during the appraisal cycle the head teacher / governing body will assess the extent to which the teacher has demonstrated that the criteria for pay progression have been met at the annual appraisal review.

### **Aims of the Policy**

4.0 The aims of the governing body's Pay Policy are as follows;

- a) To secure good teaching and good, or very good, progress in all pupil's learning;
- b) To improve the quality of teaching and learning at the school;
- c) To underpin the school's improvement plan and appraisal policy and to recognise the benefits of continuing professional development for all employees;
- d) To seek to ensure that all the staff in the school (both teaching and support staff) are skilled professionals who are valued and receive proper recognition and reward for their contribution to the school;
- e) To ensure accountability, transparency and objectivity so that pay decisions are fair and properly recorded;
- f) To provide a clear framework for all pay decisions to assist the school recruit and retain employees and provide the basis for sound financial and staff planning which minimises the risk of grievance and discrimination complaints;
- g) To use the flexibilities inherent in the national conditions of service for all staff in a positive and constructive fashion within the resources available; and
- h) To take account of advice issued by the local authority, the DfE, NEOST and the recognised trade unions for teaching and support staff and other appropriate advice.

### **Job Descriptions, Change of Duties and the Job Evaluation Scheme**

5.0 The head teacher will ensure that all employees are provided with a job description and will retain a copy in school with the staffing structure. The job description will be kept up to date and identify the appropriate grade and duties of the post and any additional allowances or payments applicable to each post. All support staff will be paid in accordance with the grade determined by the school job evaluation (JE) scheme. The establishment of new or re-grading of existing support staff posts will be undertaken in line with the Job Evaluation scheme adopted by the governing body. Job descriptions will be reviewed when necessary to reflect the current duties, responsibilities and role. Once a grading has been determined for a support staff post, it will only be reconsidered where duties and or responsibilities change in line with the job evaluation scheme. Where the governing body considers that the duties and responsibilities for a particular post have substantially changed this will be considered as part of the annual review process.

### **Changes to the Staffing Structure**

- 5.1 Where the governing body determines changes to the staffing structure of the school are required, implementation will only occur following consultation with the staff affected and the recognised trade unions. In the case of changes to individual job descriptions, every attempt will be made to secure the agreement of the member of staff concerned prior to the changes being introduced.

## **Recruitment and Fixed Term Contracts**

- 6.0 Recruitment and selection of all staff will be undertaken in line with the governing body's agreed recruitment and selection policy. Where the governing body intend to make an appointment on a fixed term basis such appointments will be made according to the relevant legislation on the use of fixed term contracts and in line with the local authority advice on the use of such contracts.

### Determining the Pay Range and Allowances

- 6.1 All employees will be paid in accordance with the statutory provisions of the STPCD and the 'Burgundy Book' or the National Joint Council 'Green Book' conditions of service and NJC pay scales; and the pay ranges determined by the school.
- 6.2 The Governing Body will determine and record the pay range and pay band for each vacancy (including supply staff and temporary contract holders) prior to advertising. For teachers this will take into account the provisions of the STPCD and for support staff the job evaluation scheme adopted by the school. The current STPCD 2018 sets out details of the statutory uplift to the minima and maxima of the national pay ranges and allowances for teachers. The governing body has considered how to apply this uplift to salary points in between the statutory minima and maxima on the pay ranges of classroom teachers and members of the leadership group. For the Main Pay Range (MPR), the governing body will adopt one of the MPR salary structures set out in Appendix 4 Table A or B and Table C for all other pay ranges and record their decision on Appendix 4a. **(Please refer to Toolkit Document 2018 Appendix 4 and Guidance paragraph 6.2, select Table A or Table B and complete Appendix 4a).**

Head Teachers requiring information about other pay options for teachers who are due to be paid on salary reference points in between the minimum and maximum of the statutory pay ranges on 1 September 2018 should contact their usual HR Business Partner for advice.

In reaching their decision the governing body has considered the separate advice issued by the HR Service in the [Teachers' Pay Award 2018](#) letters dated 6<sup>th</sup> and 20<sup>th</sup> September and 12 November 2018. The pay structure adopted provides the governing body with a clear framework for making all pay related decisions for all teachers.

### Head Teachers

- 6.3 For new head teacher appointments, or for existing posts where responsibilities have changed significantly, the governing body will determine a consecutive seven point range on the leadership pay range within the school's group size in accordance with the STPCD and this policy. The range will be determined by applying the three stage process set out in Toolkit Appendix 1, as required by the provisions of the current STPCD. Where the governing body intends to appoint a new head teacher or review the pay of the existing head teacher it will seek advice from the local authority prior to making this determination. Governors will also take account of the [National standards of excellence for head teachers 2015](#).

- 6.4 For head teacher posts it is expected that the governing body will normally conclude that the unit total score fully captures the complexity and level of challenge of the head teacher role and is the **only** factor required to determine the IPR. The range set will be included in the school structure document and the governing body will document their salary decision using the document in Appendix 2a. Once determined the range will only be reviewed if there are significant changes to the unit total score and / or the responsibilities of the post. The governing body will send a copy of the completed Appendix 2a form to HR Pay with the payroll salary notification.
- 6.5 The governing body will take into account all of the permanent responsibilities of the role and any specific challenges. The governing body may, therefore, determine that in exceptional circumstances there are additional factors to be considered in the determination of the individual pay range (IPR) for the **head teacher** over and above that which would be provided by the basic unit total calculation. Where the governing body consider such additional factors these must form part of the assessment of the IPR as set out in paragraph 6.4 and Appendix 1. Once determined the head teachers' IPR will only be reviewed by the governing body where there are significant identifiable changes to the duties or responsibilities of the post.
- 6.6 The IPR for head teachers should not normally exceed the maximum of the head teacher group. However, the IPR may exceed the maximum where the governing body determines that the circumstances specific to the role or the preferred candidate warrant and justify a higher range.
- 6.7 The governing body may determine an additional time limited temporary payment to the head teacher for temporary duties or responsibilities as set out in paragraph 22.0. The governing body will ensure that the maximum of the head teacher's IPR and any temporary payments made under paragraph 10 of the STPCD do not exceed the maximum of the salary for the head teacher group by more than 25%. Where the governing body is considering paying the head teacher a total salary above the maximum of the group size it will seek HR advice before the payment is approved. Where, in exceptional circumstances, the governing body is considering a salary which exceeds the maximum of the group size by more than 25% it recognises that before this additional payment can be approved the governing body must obtain external written advice (from the HR Service) and support its proposal and decision with a business case approved by the full governing body.
- 6.8 Any temporary payment made to a head teacher as set out in paragraph 22.0 is also subject to the overall limits on temporary payments and also subject to the 25% limit of the annual salary which is otherwise payable to the head teacher.
- 6.9 Where the head teacher is appointed as a head teacher of more than one school on a permanent basis the governing body of the head teacher's original school or the new governing body, under the Federation Regulations, will determine the IPR by the application of the total pupil unit score of each school giving a group size for the federation. This revised unit total will be calculated in accordance with paragraphs 6 or 7 of the STPCD. The contractual implications will be confirmed in writing to the head teacher.
- 6.10 Where a head teacher is appointed as a head teacher of more than one school on a temporary basis under the Collaboration Regulations, the collaborating body may pay a temporary allowance to the head teacher in respect of the additional responsibility. The collaborating body will calculate the temporary IPR range based on the combined unit total calculation. The relevant body will record its decision, taking advice as necessary and ensure that the temporary contractual implications are confirmed in writing.

## Deputy Head Teacher and Assistant Head Teachers

6.11 For new appointments to deputy headship and assistant head teachers or for existing posts where responsibilities have changed significantly, the governing body will determine a five point range on the Leadership Pay Range according to the three stage process set out in Appendix 1. The governing body will determine the five point individual leadership pay range (IPR) in line with the pay policy, the STPCD and guidance provided by the local authority. The governing body will document this decision at each stage (using Appendix 2a) and the pay range(s) will be included in the school structure document. The governing body will take into account the duties, responsibilities and challenges of the individual post and give consideration to pay differentials within the existing school structure. The governing body will also ensure that there is no overlap with the head teacher's IPR. Once determined the salary and range will only be reviewed when there are significant changes to the responsibilities of the leadership post incorporated in the revised job description. Governors will also take account of the National Standards of Excellence for Head Teachers 2015 as applicable to senior leaders in the school.

## Other teachers

6.12 For all other teachers there are four pay ranges;

- The main pay range - (MPR);
- The upper pay range - (UPR);
- The leading practitioner Range - (LPR); and
- The unqualified teacher range - (UTR).

For teachers appointed to the MPR, UPR, LPR and UTR, the governing body recognises its responsibility for determining the salary range/pay band between the national minimum and maximum of the relevant scale as set out in the STPCD. The governing body will adopt either Table A or B and Table C as set out in Appendix 4, record its decision on Appendix 4a and inform the relevant payroll provider. The governing body will make an appointment to the post of SENCO in line with the statutory regulations (see Pay policy Guidance). Teachers paid on the UTR or LPR are not allowed to receive a TLR payment.

## Leading Practitioners

6.13 The governing body recognises that it may appoint to the post of leading practitioner, in line with the conditions set out in the STPCD, for the primary purpose of modelling and leading improvement of teaching skills. The governing body will determine a five point individual leadership pay range on the lead practitioner pay range for each leading practitioner role established and record the basis of each decision.

6.14 An example job description is attached as Appendix 12. Any such appointment will be made in line with advice from the local authority and further consideration of the implications for the school. A leading practitioner may not be awarded a TLR payment. Appointment to this post will take place where those duties fall outside the criteria for the payment of a TLR.

## Allowances

- 6.15 The governing body will, in line with the school's staffing structure, ensure the appropriate teaching and learning responsibility payments (TLRs) are assigned to teaching posts (see paragraph 17).
- 6.16 The governing body recognises its responsibility for the mandatory payments of a special needs allowance in respect of the teaching of pupils with special educational needs (see paragraph 18).
- 6.17 The advertisement for teaching posts will specify the pay band within the range and any allowances applicable.

#### Salary on Appointment

- 6.18 The appointing panel will determine the starting salary to be offered to the successful candidate.
- 6.19 The appointment to all leadership and leading practitioner posts will be to the minimum point of the pay range of the post, unless there is evidence to support there are exceptional circumstances for not doing so.
- 6.20 The appointment to MPR and UPR posts will normally be to the minimum point within the pay band advertised. Appointment to the UTR will normally be to the minimum point of the range.

#### Recruitment and Retention Payments – Classroom Teachers Only

- 6.21 Recruitment and retention payments may only be paid to classroom teachers paid on the MPR, UPR, UTR and Lead Practitioner Range and not to any other leadership posts. The governing body may make payments or provide such other financial assistance, support or benefits to teachers as it considers necessary, as an incentive for the recruitment of new teachers and the retention of existing teachers. The governing body will consider any such payments in the following circumstances; (not an exhaustive list)
- a) For posts in known shortages subjects;
  - b) For posts which have previously been difficult to fill;
  - c) To recruit suitably skilled and experienced specialist staff;
  - d) To retain existing staff where the governing body consider that the loss of the teacher would result in recruitment difficulties as set out in (a) and (b) above.
- 6.22 Where the governing body agrees to make a recruitment and retention payment it will determine and set out in writing to the employee, the reason, the value, the fixed period for which it will be paid and the review date after which it may be withdrawn. The governing body will ensure that the decision to award a payment is documented will set a date to undertake the review.
- 6.23 The governing body will not award any recruitment and retention payments.
- 6.24 All recruitment and retention considerations in respect of leadership posts will be taken into account when determining the respective Individual Pay Range. The governing body recognises that it may not make separate recruitment and retention payments to head teachers or other leadership post holders other than as reimbursement of reasonably incurred relocation costs as set out in the schools expenses policy.

## **Salary Sacrifice Schemes**

- 7.0 The governing body has agreed to provide all eligible employees of the school access to the following salary sacrifice arrangements;
- a) Medical Insurance Scheme (Westfield Health);
  - b) No Claims Motor Discount Scheme;

## **Pay Reviews**

- 8.0 The governing body adopt the principle that continued good performance at the required standard provides all staff (teachers and support) with an expectation that through appraisal they will progress annually to the maximum point of their respective pay range, (bi-annually for UPR).

## **Teachers**

- 8.1 Teachers will be eligible to be considered for pay progression where they meet the service requirement of a minimum of one year of employment in any academic year. A year of employment for a teacher is interpreted in accordance within the STPCD as at least 26 weeks aggregated reckonable service in the current school year.
- 8.2 The Governing Body will review pay progression of the head teacher, deputy and assistant head teachers, leading practitioners, teachers on the upper pay range and teachers (qualified and unqualified) annually in line with this policy, the Appraisal Policy and STPCD no later than 31 October each year. The head teacher's salary review will be completed by 31 December at the latest. All teachers will be provided with a written annual pay statement setting out their salary and any other financial benefits, including any salary safeguarding arrangements to which they are entitled. A model written pay statement is provided in Toolkit Appendix 5.
- 8.3 Pay progression for all teachers, including the head teacher, will be effective from 1 September each year. Where through external factors it has not been possible to meet the timescales set out above, the process will be completed as soon as possible, following consultation with staff and the recognised trade unions.
- 8.4 A salary review may take place at other times of the year to reflect any changes in circumstances or job description(s) that lead to a change in the basis for calculating an employee's pay. A written statement will be completed and given to the employee after any pay review and where applicable will provide information about any salary safeguarding arrangements so that the basis of the pay decision is clearly recorded and confirmed to the employee.
- 8.5 Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required written notification as soon as possible and no later than one month after the date of the safeguarding determination. (See salary safeguarding paragraph 24 and Toolkit Appendices 6a & 6b).
- 8.6 The nominated appraiser will make a pay recommendation in the teachers' annual appraisal report for consideration by the head teacher. The process for considering pay progression is set out in paragraphs 9.0 - 9.14.

## **Support Staff**

- 8.7 The governing body will review the salaries of all support staff annually, bearing in mind the normal incremental date is 1 April. The review for support staff will take place in March.
- 8.8 Support staff will normally receive an annual increment on 1 April each year, until they reach the maximum of the scale. Withholding of increments will only be considered by the governing body where the employee is experiencing performance difficulties and is being monitored within the framework of the governing body's Disciplinary (Capability) Performance of School Staff Procedure.
- 8.9 Employees with less than 6 months service who are appointed, promoted or re-graded between the 1 October and the 31 March will receive their first increment 6 months after their start date in post. All other appointments, promotions or re-graded posts between 1 April and the 30 September will receive an increment on the 1 April the following year.
- 8.10 Performance related pay is not a feature in determining support staff pay progression.

## **Pay Progression – Teachers**

### General

9.0 The governing body will consider pay progression annually for all teachers, including those paid on the leadership range in accordance with the STPCD, recommendations from the STRB, NEOST and Local Authority's HR service. The governing body must decide whether performance related pay progression assessed through the School Appraisal Policy effective from the 1 September each year will be based on:

- (a) "incremental pay progression" only, or
- (b) "incremental progression" and "pay uplift" combined.

This is set out in Appendix 3a paragraph 4 (a) and (b). Where option (b) is agreed by the governing body pay uplift will not be automatic in September 2019, except for those teachers paid on a point equivalent to the statutory minimum or maximum points of their respective pay range. The governing body will be required to make a decision on the pay structure and implementation of the pay award at the end of the 2018/19 appraisal cycle effective from September 2018 on publication of the STPCD 2018. Decisions on performance related pay increases resulting from the outcome of the 2017/18 appraisal cycle will be made in line with the 2017 Pay Policy. **(Governors must refer to Toolkit Appendix 3a, consider paragraph 4 and record their decision)**

- 9.1 All pay progression decisions must be clearly attributable to the performance of all teachers, including leadership, and a written recommendation on pay must be made as part of the teacher's annual appraisal report by the appraiser. In making their decision on pay progression the governing body will have regard to this recommendation. The appraisal process applies to teachers paid on all ranges, including those who have reached the top of their respective pay range so that judgements about salary uplift can be made based on performance. The STPCD enables the governing body to consider accelerated pay progression through the award of additional increments (within the current pay range or IPR only) to high performing teachers based on excellent performance. In applying this provision the governing body will take into account the overall consistency of performance during the relevant appraisal period.
- 9.2 To ensure fairness and consistency the governing body will ensure that appraisal objective setting is rigorous and undertaken in line with the appraisal policy. Performance assessments for all teachers will be properly rooted in evidence. Fairness

will be ensured through quality assurance, moderation, annual monitoring and the application of the impact assessment on the pay policy and pay decisions.

### Leadership Pay Range

- 9.3 The **head teacher, deputy head teacher** and **assistant head teacher** will be considered for pay progression annually within their Individual Pay Range (IPR) effective from 1 September each year.
- 9.4 The review of performance and pay progression for members of the leadership group will be determined subject to the following criteria;
- a) The decision whether or not to award pay progression must be clearly attributable to individual performance as assessed through the school pay and appraisal policy;
  - b) A recommendation on pay progression must be made in writing as part of the individual's appraisal statement, and in making this decision the governing body will have regard to this recommendation; and
  - c) The assessment will be based on the results of the most recent appraisal review. The recommendation for pay progression will depend on there being a successful appraisal review of performance in the light of previously agreed appraisal objectives, the specifically related success criteria and an annual review of impact against the relevant Leadership and Teachers' Standards. In accordance with the STPCD the head teacher and other leaders paid on the LPR must demonstrate a **sustained high quality of performance** with particular regard to the quality of leadership and management; pupil progress; the quality of teaching and the behaviour and safety of pupils at the school. The governing body may determine that there should be no pay progression if performance has not been of a "sustained high quality". In any case, there should be no movement up the pay spine unless the criteria as outlined in paragraph 11.2 (a) to (f) of the current STPCD are met.
- 9.5 To ensure that there has been an overall sustained high quality of performance, the annual appraisal review for the leadership group will need to assess whether the teacher has grown professionally by developing their leadership role, including their impact on the effectiveness of the work of others and associated pupil progress, and (where relevant) their teaching experience.
- 9.6 Where agreed at the start of the appraisal cycle it is recognised that up to two performance points can be awarded in any one school year for members of the leadership group. This is subject to the setting and achievement of previously agreed staged criteria for one increment and more challenging criteria for two increments. The objectives must be such that there is clear evidence to demonstrate that objectives have been exceeded and, where justified by evidence, consistently excellent performance is demonstrated over and above that set out in 9.4 (c) above.
- 9.7 In reviewing the head teacher's performance, the governing body will employ the services of an external advisor.

### Teachers

- 9.8 Teachers on the MPR, UPR and UTR are eligible to be considered for pay progression annually (bi-annual for UPR) based on individual performance. The governing body has adopted the following framework for pay progression.
- 9.9 All teachers 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. The arrangements for teacher appraisal are set out in the school's Appraisal Policy and Guidance.
- 9.10 The governing body has determined that judgements about performance and decisions about pay progression will be based on evidence and through consideration of the following factors;
- a) The outcome of the annual assessment against the [Teachers' Standards 2012](#)<sup>1</sup> and the extent to which this demonstrates that the teacher meets or continues to meet the standards at the appropriate career stage (see the Staged Exemplification of Teachers' Standards 2012 (introduction updated in 2013) in Appendix 3 of the Nottinghamshire Appraisal Toolkit) and that overall performance is at least good;
  - b) The extent to which appraisal objectives have been met at the end of the appraisal cycle;
  - c) Assessment against the pay progression impact criteria and the extent to which the criteria are fully met and maintained according to the appropriate pay band (see Toolkit Appendix 3 and 3a);
  - d) Teachers paid on the UPR should demonstrate that overall they continue to meet the UPR criteria as set out in paragraph 11.6 (a) and (b) annually but will be considered for pay progression bi-annually; and
  - e) A teacher may be awarded accelerated pay progression for excellent performance over the previous academic year, as set out in paragraph 9.1. The level of performance should be agreed and set out in the appraisal statement at the start of the appraisal cycle and justified by evidence demonstrating consistently excellent performance, having regard to the specific criteria as set out in this policy.

## Process

9.11 The process for making pay progression recommendations will be as follows:

### a) Head Teacher Pay Progression

- At the end of the appraisal period the initial assessment of appraisal outcomes for the head teacher will be made by a sub group of up to three governors advised as appropriate by the external adviser and will contain a recommendation on pay progression;
- Any pay appeal submitted by the head teacher will be considered prior to approval by the Pay Committee;
- Final decisions about whether or not to ratify a pay progression recommendation will be made by the Finance & Personnel of the governing body, having regard to

---

• <sup>1</sup> Please note in paragraph 9.10 (a) above, in September 2013, the DfE issued a set of [Teachers' Standards \(Early Years\) September 2013](#). These standards apply only to teachers who work in Early Years settings working with 2 years olds. Teachers working in FS1 or FS2 should be working to the Teachers' Standards 2012.

the appraisal report, the Pay Policy; assessment against the relevant Leadership and Teachers' Standards and the advice provided by the external adviser. The recommendation for pay progression will be supported by sufficient information to enable the Finance & Personnel to carefully consider the recommendations. The chair of governors / sub group of up to three governors, supported by the advice/recommendation of the external adviser, will be responsible for advising the appropriate committee of the governing body on its decisions.

#### b) Other Teacher Pay Progression

- At the end of the appraisal period the nominated appraiser will make a written pay recommendation in the teachers' annual appraisal report for consideration by the head teacher;
- The head teacher, supported as appropriate by the senior leadership team, will consider and moderate all assessments and make recommendations for pay progression based on the criteria in paragraph 9.10 (a), (b), (c), (d) and (e);
- Any pay appeal submitted by a teacher will be considered prior to approval by the Pay Committee;
- Following the head teacher's consideration a report will be presented and considered by the full Governing Body who will make a final decision to ratify pay decisions and determine any changes to the pay structure on behalf of the governing body. A template report is included as appendix 8. The report presented will contain sufficient information to enable the relevant committee to carefully consider the recommendations by the head teacher. It will have regard to the appraisal report, setting out the extent to which appraisal objectives have been met; assessment against the Teachers' Standards and consideration of the performance related pay progression criteria. The head teacher supported as appropriate by the senior leadership team will be responsible for advising the relevant committee of the governing body on its decisions.

9.12 Where teachers have been appointed to the school during the appraisal cycle the governing body will, where necessary, seek evidence from the previous school to assist pay decisions and, where necessary, seek evidence from the teacher themselves.

9.13 Teachers on a formal targeted support plan within appraisal or subject to the school capability procedure during the academic year are not deemed to be working at the required standard and may not be entitled to pay progression on the 1<sup>st</sup> September in any year:

- a) Support within appraisal - a teacher in receipt of a formal cycle of targeted support plan within appraisal will be entitled to be considered for pay progression where the support plan has ended and the teacher has subsequently demonstrated good performance at the required standard for a sustained continuous minimum period of 26 calendar weeks for a period up to the 1<sup>st</sup> September and demonstrated that the performance concerns have been resolved.
- b) Support within capability - a teacher subject to the schools' capability procedure will be entitled to be considered for pay progression where the capability procedure has ended and the teacher has subsequently demonstrated good performance at the required standard for a sustained minimum continuous period of 26 calendar weeks for a period up to the 1<sup>st</sup> September and demonstrated that the performance concerns have been resolved.

Where the decision is made for no pay progression to take place this will be confirmed in writing to the employee.

## Newly Qualified Teachers

- 10.0 On completion of induction the teacher will be eligible to be considered for pay progression at the next 1 September subject to meeting the relevant service qualification. The performance will be assessed and pay recommendation made through consideration of evidence from the statutory induction process.

## Movement to the Upper Pay Range (UPR)

- 11.0 The governing body recognises its legal responsibilities for this process and as a result of this, delegates to the head teacher the responsibility for the receipt, assessment and feedback of requests to access the UPR.
- 11.1 The governing body recognises that assessment to access the UPR is a voluntary process and entirely a matter for individual teachers who can evidence that they have met the UPR assessment criteria. Normally, teachers will have reached the maximum of the MPR before making an application to be considered for progression. Any qualified teacher may apply to be paid on the UPR following two consecutive, successful appraisal reviews and any such application must be assessed in line with this policy.
- 11.2 Where a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school. This school will not be bound by any pay decision made by another school.
- 11.3 Applications may be made once per year and should be submitted to the head teacher between 1 September and 31 October (*school to amend dates as appropriate*). Where a teacher wishes to be assessed for progression they should notify their appraiser in writing by completing the UPR Application Form (see Appendix 7) and enclosing the required evidence, including the previous two consecutive years' appraisal planning statements.
- 11.4 Where teachers wishing to be considered for UPR progression have been absent from school due to maternity leave or sickness consideration will be given to accepting late applications and account will be taken of paragraph 3 of this policy.
- 11.5 Where a teacher progresses to the UPR the governing body's expectation is that the teacher will continue to develop professionally and progress on the UPR on a bi-annual basis to the maximum of the range. Progression is subject to the individual meeting the criteria set out in paragraph 9.10 (a), (b), (c), and (d).

## The Assessment

- 11.6 For an application to be successful, the governing body must be satisfied that:
- a) The teacher is highly competent in all elements of the relevant Teachers' Standards; and
  - b) The teachers' achievements and contribution to an educational setting or settings, i.e. the school, are substantial and sustained.
- 11.7 In this school, **highly competent** means that the teacher has demonstrated, through evidence, that they have grown professionally and developed their teaching expertise so that performance is at a level that is consistent with all of the impact standards established in Band D of the Performance Related Pay Progression Criteria (Appendix 3) and where the level of performance is such that it;

- 1) Is of real importance, validity or value to the school;
- 2) Plays a critical role in the life of the school;
- 3) Provides a role model for teaching and learning;
- 4) Makes a distinctive and significant contribution to the raising of standards normally across more than one key stage / phase within the school; and
- 5) Takes advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils learning and which supports the professional development of other staff within the school.

11.8 In the context of appraisal **substantial** and **sustained** is defined as the following:

**Substantial** – evidence demonstrates that the teachers’ achievements and wider contribution to school improvement impacts significantly on pupil progress and the effectiveness of colleagues.

**Sustained** – evidence demonstrates that the required level of performance for UPR progression has been on-going consistently over a significant period of at least the last two years and is supported by two consecutive successful appraisal reports, including the current year at the school. Discretion will be exercised where there is clear and compelling evidence of consistent performance against the criteria at the teachers’ previous school.

11.9 The governing body will have regard to the two most recent consecutive appraisals when considering applications for UPR progression within the range. Normally at least two years will elapse between a teacher being placed on the first point of the UPR after accessing the UPR and being awarded the next point on the UPR. This will be evidenced by two successful and consecutive annual appraisal reviews, including evidence of the development of experience within the relevant Teachers’ Standards, evidence of increasing levels of outstanding teaching and continued meeting of the relevant UPR pay progression criteria.

### Processes and Procedures

11.10 Applications must be submitted to the head teacher/other named senior leader for moderation by 30<sup>th</sup> September A model UPR Application can be found in Appendix 7.

11.11 The head teacher will notify the teacher of the outcome of the UPR assessment in writing at the end of the appraisal process in that year.

11.12 Progression is subject to the approval of the relevant committee of the governing body. If successful, applicants will move to the minimum point on the UPR with effect from 1 September.

11.13 If the application is unsuccessful, feedback will be provided by appropriate line manager/subject leader/head teacher/ head of school within 10 working days of the decision. This will explain the reasons the teacher has not met the requirements to access the UPR and provide advice regarding aspects of the teachers’ performance which need to be improved in order to meet the required performance standards and criteria in future.

## Leading Practitioners

- 12.0 Leading practitioners are eligible to be considered for pay progression annually. Pay progression will be made with reference to the leading practitioner's appraisal report and will be dependent on evidence to demonstrate that the leading practitioner:
- a) Is highly competent in all aspects of the Teachers' Standards 2012<sup>2</sup>;
  - b) Has had a successful appraisal review and that appraisal objectives have been met at the end of the appraisal cycle;
  - c) Is an exemplar of teaching skills, which impact significantly on pupil progress, within school and within the wider school community (Outreach), if relevant;
  - d) Has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement; and
  - e) Has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to school improvement.
- 12.1 Where agreed at the start of the appraisal cycle it is recognised that up to two performance points can be awarded in any one school year for leading practitioners. This is subject to the setting and achievement of previously agreed staged criteria for one increment and more challenging criteria for two increments. The objectives must be such that there is clear evidence to demonstrate that objectives have been exceeded and, where justified by evidence, performance has been exceptional.
- 12.2 The governing body may determine that there should be no pay progression if performance has not been of a "sustained high quality".

## Unqualified Teachers

- 13.0 Pay progression on the unqualified teacher pay range is in line with paragraph 9.8 – 9.10.

## Supply Teachers Employed by the School

- 14.0 Teachers employed on a supply basis will have their pay determined in line with the statutory pay arrangements consistent with the STPCD.
- 14.1 Supply teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195<sup>th</sup> of the annual pay they would receive if engaged on a regular contract.
- 14.2 Supply teachers who work less than a full day will have their salary calculated on the basis of the daily amount divided by the length of the school day and multiplied by the number of hours worked.

## Part Time Teachers

- 15.0 All employees who are contracted to work less than a full-time working week are deemed to be part-time employees.

---

<sup>2</sup> Please note in paragraph 12.0 above, in September 2013, the DfE issued a set of [Teachers' Standards \(Early Years\) September 2013](#). These standards apply only to teachers who work in Early Years settings working with 2 years old. Teachers working in FS1 or FS2 should be working to the Teachers' Standards 2012.

- 15.1 The governing body will ensure that the salary and allowances paid to part time teachers are determined according to the pro rata principle, except for the award of a TLR3 (see Pay policy and guidance, paragraph 17.6 – 17.9). The school will provide all teachers with a written statement determining their working time obligations and calculate the proportion of time a part-time teacher works against the schools timetabled teaching week (STTW).

### Teaching and Learning Responsibility Payments (TLRs)

- 17.0 The governing body will determine the number of teaching posts which will be paid at TLR1, TLR2 and TLR3 and the value of each TLR. TLR1 and TLR2 will be awarded permanently and TLR3 temporarily to the holders of posts indicated in the school's staffing structure, in line with the requirements of the STPCD and guidance from the local authority. The governing body will determine how they will take account of any uplift to the national pay framework for teachers in respect of individual "spot point" TLR payments between the statutory minima and maxima.
- 17.1 Unqualified teachers, leading practitioners and members of the leadership group may not hold a TLR.
- 17.2 The governing body will ensure that it is satisfied that the award of a TLR payment requires a classroom teacher' to undertake permanent additional duties and responsibilities. The payment requires the teacher to have a significant responsibility that is not required of all classroom teachers, and that is;
- Focussed on teaching and learning;
  - Requires the exercise of a teacher's professional skills and judgement;
  - \* 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 other staff.  
\* see paragraph 17.6 below
- 17.3 Before awarding TLR1, the significant responsibility referred to above must include line management responsibility for a significant number of people.
- 17.4 The level at which either TLR1 or TLR2 is paid will be made on the above objective criteria and take account of the size and complexity of the role. The duties and responsibilities will be set out in the job description and posts with responsibilities of equal weight will be paid at the same level of pay. The award of TLR payments are set out below.  
(Note: *There is no longer a need for there to be a minimum difference in the annual value between each award of a TLR1 or TLR2 of £1500.*)
- 17.5 The governing body has determined the value of TLR payments as specified below  
**TLR1** will be awarded to the following values:

The current school staffing structure does not contain any posts for which a TLR1 payment will be awarded.

**TLR2** will be awarded to the following values:

- £ (maximum £6,645)
- £ 4683

- £ (minimum £2,720)

17.6 **TLR3** payments will only be awarded where the governing body is satisfied that the responsibilities meet the criteria set out in paragraph 17.2, except for those denoted by a \*, and that it is awarded for a fixed-term period for clearly time-limited school improvement projects, or one-off externally driven responsibilities.

17.7 The annual value of a TLR3 will be between £540 and £2,683 and will be paid monthly for the duration of the payment. The value, duration of the fixed-term, reason, purpose and outcome required will be agreed by the head teacher before the duties commence and set out in writing to the teacher, subject to consultation and agreement by the governing body.

17.8 A teacher may not hold a TLR1 and a TLR2 concurrently but may, in addition to a TLR1 or TLR2, hold a concurrent TLR3.

17.9 For part-time staff all TLR1 and TLR2 payments will be paid on a pro-rata, monthly basis.

### **Special Educational Needs (SEN)**

18.0 The governing body will award a SEN allowance to a classroom teacher in accordance with the criteria set out below. The allowance will be £2,148 per annum. Where an SEN allowance is paid the responsibilities will be specified in the job description and the value determined on objective criteria taking account of the size and complexity of the role. Posts in the school with SEN responsibilities of equal weight will be paid at the same level of pay. The governing body will determine how they will take account of any uplift to the national pay framework for teachers in respect of individual SEN payments between the statutory minima and maxima.

18.1 In line with the STPCD and the Education (Special Educational Needs Co-ordinators) (England) Regulations 2014, the governing body will award a SEN allowance to a qualified classroom teacher;

- In any SEN post that requires a mandatory SEN qualification and involves teaching children with SEN.
- In a special school;
- Who teaches pupils in one or more designated special classes or units in a school?

18.2 The governing body have determined that the value of the allowance will be determined by taking into account the structure of the school's SEN provision and the following factors;

- Whether any mandatory qualifications are required for the post;
- The qualifications or expertise of the teacher relevant to the post; and
- The relative demands of the post.

### **Acting up Allowances (all staff) and Honoraria Payments (Support Staff only)**

19.0 Where a teacher is required to 'act up' to a higher graded post and takes on the full duties and responsibilities of the post, the governing body will determine whether or not an "acting allowance" will be paid in line with the STPCD. If so it will determine an appropriate payment within four weeks of new duties being assigned and, where agreed, any temporary allowance will be paid to the employee on the minimum point on the substantive grade/pay range for the post. The governing body recognises that the

STPCD does not provide for the payment of bonuses or honorarium payments to teachers in any circumstances.

- 19.1 Where a member of the support staff is required to undertake additional responsibilities on a temporary basis, the mechanisms which will be used to meet this situation will be one of the following:
- a) Where the employee is required to “act up” in a higher graded post for a period in excess of four weeks, the governing body will temporarily pay the employee at the minimum point on the new grade for that post;
  - b) A one-off honorarium payment where additional duties/responsibilities, often at a higher grade, are undertaken to meet a particular development. The payment will be made in line with the Pay Policy Guidance document (page 24); or
  - c) Planned overtime, subject to prior approval of the head teacher to meet short-term and excessive work-loads where it is essential that the task needs to be undertaken within a defined timescale.
- 19.2 The governing body will only apply acting up payments, honoraria or planned overtime payments on the basis of the duties and responsibilities undertaken.

### **Allowances Payable to Unqualified Teachers**

- 20.0 The governing body may determine that such additional allowances as it considers appropriate can be paid to an unqualified teacher where it considers, in the context of the staffing structure, that the teacher has;
- a) Taken on a sustained additional responsibility which;
    - Is focussed on teaching and learning; and
    - Requires the exercise of the teacher’s professional skills and judgement; or
  - b) Qualifications or experience which bring added value to the role being undertaken.

### **Additional Payments – Classroom Teachers Only**

- 21.0 The governing body recognises its discretionary power to make such payments as they see fit to classroom teachers paid on the MPR, UPR, UTR and Lead Practitioner Range in respect of teachers undertaking agreed voluntary:
- a) Continuing professional development undertaken outside the school day;
  - b) Activities relating to the provision of Initial Teacher Training as part of the ordinary conduct of the school; and
  - c) Participation in out-of-school hours learning activity agreed between the teacher and the head teacher (e.g. breakfast clubs, homework clubs, summer schools, sporting activities, outdoor activities/clubs, curricular link clubs e.g. arts).
- 21.1 The governing body have determined the additional payments set out in 21.0 (a),(b) and (c) will be calculated at a daily/hourly rate with reference to the individual teacher’s salary point or, where appropriate and following consideration by the governing body, at an amount reflecting the level of responsibility of the work undertaken.
- 21.2 The governing body may also consider a payment to a classroom teacher for additional responsibilities and activities due to, or in respect of, the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools.

- 21.3 Each of the above additional payments will be considered and determined by the Pay & personnel of the governing body, in line with the STPCD, before the activity takes place, ensuring the payment is equitable.

## **Head Teacher**

### Temporary payments

- 22.0 The governing body may determine that a temporary payment be made to the head teacher in exceptional circumstances, for clearly identified temporary duties, that are in addition to those that have already been considered when making the determination of the head teacher's IPR. The total sum of temporary payments in any school year must not exceed 25% of the annual salary already payable to the head teacher. Also, where the head teacher is paid outside the schools group range the total sum of salary and any additional payments made to the head teacher must not exceed 25% above the maximum of the head teacher group, except in wholly exceptional circumstances. The governing body will record the decision to make an additional temporary payment to the head teacher using Appendix 2b or 2c as appropriate.
- 22.1 Should the governing body determine that additional temporary payments are to be made and that the payments will cause the head teacher's salary to exceed the limits set out in paragraph 22.0 then it will seek independent external advice from the HR Service and produce a business case for approval by the full governing body, before approving the payment.

### Work outside of school - General

- 22.2 Any school employee who intends to undertake additional work outside of their substantive contract of employment with the school may only do so with the full knowledge and approval of the governing body. The head teacher, or in the case of the head teacher, the governing body, may not direct an employee to undertake additional work outside of their substantive contract of employment with the school.

Where permission to undertake additional work beneficial to the school is sought and approved by the governing body, for example to undertake work on behalf of the County Council, Ofsted or any other external body, the work shall be undertaken as a matter of the individual employees own choice.

### Work for Ofsted and Service Provision for other schools

- 22.3 The governing body should have no expectation / requirement that a head teacher undertakes inspection work for OFSTED as a means of generating additional income for the school. Where a head teacher chooses to undertake inspection work for Ofsted or service provision for other schools, all income generated will be paid into the school budget and accrue to the school.

## **Over/Under Payments**

- 23.0 Every effort will be made by the governing body and the school to make accurate salary and other payments on the due date. However, should an overpayment or underpayment occur the governing body will seek to recover/refund the amount within a reasonable timescale. Employees are expected to draw to the attention of the head teacher any overpayment or underpayment as soon as possible.

- 23.1 In the case of overpayments, the employee will be notified in writing of the full amount of the overpayment and agreement will be sought, where possible, about a reasonable repayment schedule. In the absence of such an agreement the governing body will determine a reasonable recovery schedule in conjunction with the payroll provider.
- 23.2 In the case of underpayments, the governing body will seek to ensure the correct amount is paid to the employee within two months of the matter being brought to its attention.
- 23.3 Recovery of overpayments/refund of underpayments will be pursued in the case of former employees.

### **Salary Safeguarding**

- 24.0 The governing body recognises its responsibilities for safeguarding the salaries and allowances of teachers as set out in the relevant STPCD.
- 24.1 The arrangements for the safeguarding of salaries of support staff will be determined according to the circumstances of the case consistent with the provisions applied by the Local Authority.
- 24.2 Salary safeguarding will be confirmed in writing to the employee and payroll provider as set in Appendix 6a & 6b.

### **Pay Appeals Procedure**

- 25.0 The procedures that apply to enable a teacher or member of the support staff to review a decision made by the head teacher or the governing body in relation to their pay is set out in Appendix 10a. Further documentation to support the governing body and head teachers through the pay appeals process can be found in Appendices 10b – 10f.
- 25.1 This procedure applies to all staff and sets out the grounds on which an appeal against pay may be made. The employee should complete Appendix 10b to commence the Stage 2 Formal Pay Appeal process. The Appeals procedure has three stages:
- Stage One – Informal;
  - Stage Two – Formal Hearing;
  - Stage Three – Formal Appeal.
- 25.1 Pay appeal decisions are final and binding on both parties and cannot be reopened under the school grievance procedures.
- 25.2 The procedure for appeals against **grading** for support staff will be as determined within the agreed scheme for job evaluation.

### **Monitoring and Review**

- 26.0 Where changes to this policy are proposed the governing body will undertake an Equality Impact Assessment (EQIA). The governing body will make available to staff the outcomes of the Equality Impact Assessment.
- 26.1 The governing body will monitor the outcomes and impact of this policy annually. As part of this review it that will monitor trends on progression across all groups of staff, the school's continued compliance with equalities legislation and the provisions of the STPCD, the Burgundy Book and the Green Book – NJC Conditions of Service. A

recommended report format for consideration by the governing body is included as Appendix 9.

## Source Documents

- [HR Service Teachers' Pay Award Letter 2018](#)
- [School Teachers' Pay and Conditions Document 2018](#)
- [Teachers' Standards 2012 \(Introduction updated 2013\)](#)
- [Teachers' Standards \(Early Years\) September 2013](#)
- [National standards of excellence for head teachers 2015](#)
- [Standards for teachers' professional development and the implementation guidance 2016](#)
- [Teachers' Pay Grant 2018 to 2019 financial year allocations](#)
- [LGA 2018 Spreadsheet Salary Calculator](#)

Copyright © 2018 Nottinghamshire County Council  
All rights reserved

# **Nottinghamshire School Pay Policy Toolkit**

**September 2018**

## Appendix 1 – Pay Determination for Head Teacher and Other Leadership Posts

### Introduction and Framework

- 1.0 This toolkit document, which forms an integral part of the School Pay Policy, provides advice and instructions for governing bodies on how to apply the statutory provisions of the School Teachers Pay and Conditions Document (STPCD). The governing body will ensure that any review of leadership pay will only take place in the following circumstances;
- a) In making arrangements to advertise a vacancy for a new head teacher or leadership role; or
  - b) Where there has been a significant change to the responsibilities leading to an enlarged or reduced leadership role; or
  - c) There is a change to the unit total score as a result of an increase or decrease in pupil numbers or a change to the school group size.

#### 1.1 (a) Preparatory Work

The Governing Body should seek initial advice from their HR Business Partner.

Budget information will need to be prepared in advance of the meeting and made available to the governing body before the review is undertaken so that full account is taken of the schools' financial position and in the light of other budgetary priorities for the school. Affordability should be considered in the short, medium and long term. The governing body must confirm that the proposals are affordable and the required budget share is available.

#### 1.1 (b) School Groups and Unit Totals

School groups should be calculated in accordance with the STPCD. A school belongs to one of eight groups. For mainstream schools the group calculation is based on pupil numbers at each Key Stage. For special schools, the group calculation is based on a combination of pupil numbers at each Key Stage and the ratio of full time equivalent staff to pupils. In each case extra weighting is given to pupils with statements of special needs. The governing body should request advice and support from their named HR Business Partner to calculate the school group size. The governing body understands that it may not set or alter the range of pay for the head teacher, or other teachers paid on the leadership pay range outside the pay range of the relevant school group as determined by the unit total score.

- 1.2 A pay review for members of the school leadership team is not automatic. When undertaking a review of leadership pay the governing body must complete one of the three appendices at the appropriate governing body meeting to ensure there is a clear and transparent audit trail;
- a) Appendix 2a Leadership Decision Record – Single School;
  - b) Appendix 2b Leadership Decision Record – Multiple Schools; or
  - c) Appendix 2c Leadership Decision Record - Temporary Payments to the Head Teacher.

- 1.3 The governing body will ensure that all appointments and salary determination are made in line with the School Pay Policy and Guidance, the School Teachers' Pay and Conditions Document (STPCD) and other advice provided by the local authority. **Under no circumstances should the IPR range be increased because the head teacher or**

**other senior leader has reached the top of their respective pay range or to provide for the equivalent of a pay award.**

- a) The head teacher will be paid on a 7 point (IPR) range on the leadership spine;
  - b) The deputy and all other leadership posts will be paid on a 5 point (IPR) range on the leadership spine.
- 1.4 The appropriate committee of the governing body or the Collaboration body (where more than one school is involved) will properly document all pay decisions, including the reasoning behind them so that it can justify and provide a clear audit trail for all pay decisions it makes. The governing body will systematically consider the circumstances of the school applying objective data and criteria prior to making decisions on pay before reviewing, advertising and / or appointing to posts. All evidence used will be recorded on the relevant Leadership Decision Record.
- 1.5 All pay decisions will be made in accordance within the principles contained within the pay policy and the articles of governance of the school in a fair and transparent manner. Governors will ensure there is no discriminatory effect on any group of teachers with a protected characteristic as defined by the Equality Act 2010.
- 1.6 The leadership pay range adopted by the governing body is set out in Appendix 4 of the School Pay Policy and retains a fixed set of salary points between the statutory minimum and maximum as set out in the STPCD.
- 1.7 The governing body will determine the salary range for the post of head teacher, deputy head teacher and assistant head teacher and complete Appendix 2a or 2b or 2c as appropriate. A copy should be retained by the governing body and for community and other local authority maintained schools this completed pro forma will be sent to the school's usual payroll contact within the Local Authority HR Service together with the payroll appointment notification. Leadership pay changes will not be actioned without completion of this form and receipt by NCC.
- 1.8 Appointments will be made in accordance with the following three stage process.

### **Three Stage Process – Completion of Appendix 2a / 2b Leadership Pay Decision Record**

Stage 1	Determine the Head Teacher Group Define the Role
---------	-----------------------------------------------------

#### Determine the Head Teacher Group

- 2.0 **SECTION A: SINGLE SCHOOL** Appendix 2a Section A: Box 1, 2, 3, 4 and 5. The governing body must assign its school to a head teacher group which is the key determinant of leadership pay. The governing body should request support from the HR Service to calculate the unit total score for the school in accordance with paragraphs 5 – 8 of the STPCD. Schools must use the most recent return of the DfE School Census information available. The unit total information is updated on a termly basis. In projecting future numbers the governing body may use its own local knowledge on whether or not the pupil numbers are increasing or in decline where this can be evidenced. The unit total score will assist the governing body to determine whether the Individual Pay Range (IPR) should start at the minimum, middle or at the higher level of the head teacher group dependant on the positioning of the unit total score within the range. The tables in paragraph 8 of this document should be used for this purpose. As a general guide a school with a pupil unit total at the lower end of the group and no significant special circumstances should have a seven point range starting at the lowest

point. In contrast, a school with pupil unit total at the top end of the range and with significant special circumstances will have its highest point towards the top end of the range.

- 2.1 For head teacher posts it is expected that the governing body will normally conclude that this unit total score fully captures the complexity and level of challenge of the head teacher role and is the only factor in determining the IPR.
- 2.2 Complete box 4 and 5 to set the Head Teacher IPR and salary range, confirm budget affordability and other school budget priorities have been considered.
- 2.3 **SECTION A2 MULTIPLE SCHOOLS** (Appendix 2b only). Where more than one school is included in the calculation, appendix 2b should be used and both section A1 and Section A2 Box 1, 2, 3, 4, 5 and 6 should be completed. Where the head teacher is to be appointed to more than one school on a permanent basis, the relevant body of the head teachers' original school must modify the total unit score by calculating the total unit score of all the schools for which the head teacher is responsible (as set out in the STPCD paragraph 6.6). Where the appointment is temporary made under the Collaboration Regulations School Governance (Collaboration) Regulations 2003, the collaborating body may pay the head teacher an additional allowance of up to 25% of the head teachers' current salary in line with the temporary payments paragraph 22.0. This payment is to take account of the increased responsibilities. In order to be consistent and fair in their approach, and to provide incremental progression, the collaborating body are strongly advised to determine the payment by temporarily setting the IPR for the combined schools in the same way as for head teachers who are appointed to more than one school permanently.
- 2.4 For head teacher posts with responsibility for other schools it is expected that the governing body(ies) will normally conclude that the combined unit total score fully captures the complexity and level of challenge of the head teacher / executive head teacher role across the schools and is the only factor in determining the combined IPR.
- 2.5 The unit total score will assist the governing body to determine whether the Individual Pay Range (IPR) should start at the minimum, middle or at the higher level of the combined head teacher group dependant on the positioning of the unit total score within the range. See tables in paragraph 8 for unit total and group ranges.
- 2.6 Complete boxes 5 and 6 to set the Head Teacher / Executive head teacher IPR and salary range and confirm budget affordability and other school budget priorities have been considered.

The following sections should be considered where the governing body determine that;

- a) There are special circumstances to be taken into account in setting the permanent IPR over and above the factors considered above, or;
- b) There are factors to assist the governing body determine the starting salary within the above range.

In making decisions about special circumstances the governing body must take account of the most recent Ofsted inspection outcome and the most recent national comparative data available via RAISE online.

- 2.7 Set the Individual Pay Range (IPR) based on unit total calculation.
- 2.8 Complete Appendix 2a Section A Box 4 and 5 or Appendix 2b Section A2 Box 5 and 6.

## Define the Role - Special Circumstances

3.0 **SECTION B SPECIAL CIRCUMSTANCES RELATING TO THE ROLE** Boxes a, b and c. The main head teacher responsibilities and accountabilities should already be incorporated in the unit total calculation and resultant IPR agreed in Section A above.

3.1.1 However, in determining leadership pay range the governing body may also take into account whether there are any other additional permanent special circumstances relating to the head teacher post and determine whether or not any of these factors should increase the basic IPR (STPCD 9.2). Where applicable the governing body should set out the additional permanent factors in part B appropriate to the role:

- a) Permanent responsibilities and accountabilities e.g. responsibility for a school which is causing concern. This may be a school which is at risk of or requiring Special Measures or at risk of or in serious weaknesses.
- b) Skills and relevant competencies required e.g. proven track record of effective leadership to secure significant school in improvement over a short timescale; and
- c) Complexity and challenges of the role taking into account the particular context of the school e.g. School causing concern with multiple areas of improvement required over a short period of time with significant associated risks;
- d) Accountability for multiple schools or managing across several dispersed sites which is not already accounted for in the unit total score calculated in stage 1 and which goes beyond that expected of any head teacher of a similar sized school;

3.2 The governing body must determine what impact, if any, the additional permanent factors identified should have on the determination of the IPR range and record this decision on the pro forma in Section B.

3.3 The governing body should set out the justification and evidence used where additional points are considered. The governing body should seek advice and support from their HR Business Partner in weighting these factors.

Stage 2	Set the Indicative Pay Range
---------	------------------------------

3.4 **SECTION C PERMANENT ADDITIONAL ALLOWANCES** Boxes a, b and c. Given the special circumstances identified consider if the head teacher should be paid any additional allowances:

- a) Allowances for recruitment or retention e.g. Where without such payment there would be substantial difficulty filling the vacant head teacher post and is demonstrably required to attract a field of appropriately qualified and experienced leadership candidates, e.g. due to location, specialism or the level of support available from the wider leadership team; and
- b) Long term provision to other schools where the reward for this has not already been accounted for in the combined unit total calculation.
- c) Additional accountability not reflected above e.g. teaching school alliance which has direct impact on success for the school.

3.5 The governing body must determine what impact, if any, the additional permanent factors identified should have on the determination of the IPR range and record the justification, evidence used and the decision on the pro forma in Section C.

3.6 **SECTION D PERMANENT ADDITIONAL FACTORS** Boxes a, b, c, and d. Consider whether there are any additional permanent factors which impact on the level of

challenge of the post which justify the IPR being set higher than the basic level set in stage 1.

- 3.7 The context and challenge as a result of:
- a) The level of deprivation in the school community as determined by entitlement to Free School Meals (FSM), where the indicator is significantly above the national average;
  - b) The level of Pupils with English as an Additional Language (EAL), where the indicator is significantly above the national average; the level of Looked After Children (LAC), where the indicator is significantly above the national average; Special Needs (special schools only); Pupil Premium;
  - c) The level of Pupil Stability, where the level is significantly below the national average; and
  - d) School Deprivation Indicator, the degree to which the school is significantly above the national average.
- 3.8 The governing body must determine if additional points should be awarded and the impact, if any, the additional permanent factors identified should have on the determination of the IPR range. Record this decision and evidence used on the pro forma in Section D and E.
- 3.9 The governing body must set out in Box E the total additional IPR points agreed for additional permanent factors agreed in the calculation of the 7 point IPR as “Special Circumstances”. The governing body should ensure that no double counting takes place and must not increase the head teachers’ base pay or pay an additional allowance for regular local collaboration, which is part of the role of all head teachers.
- 3.10 The governing body must set out in Box F the agreed IPR and salary range and confirm that the budget allocated to the leadership post is affordable and has been fully assessed in line with other budget priorities.

### **Payment Limits for Consideration**

- 4.0 The total sum of the salary and other payments made to a head teacher must not exceed 25% above the maximum of the head teacher group, except in wholly exceptional circumstances agreed by the governing body. In such circumstances the governing body must seek external, independent advice from the HR Service and make a business case to be considered by the full governing body before agreeing such a payment.
- 4.1 The payment of relocation expenses which relate solely to the personal circumstances of the head teacher are excluded from the 25% limit and should be paid in line with the policy agreed by the governing body.
- 4.3 Salary safeguarding does not apply to any such additional temporary payments. All temporary contractual changes to duties and / or pay should be confirmed in writing.

Stage 3	Determination of the Individual Pay Range and Starting Salary
---------	---------------------------------------------------------------

- 5.0 The governing body should determine the Individual Pay Range (IPR) for the leadership post and the starting salary within the range and complete box E, F and where known G should be completed a) following interviews or b) following re-assessment of pay for incumbent.

- 5.1 In setting the starting salary for new appointments the governing body may take into account the extent to which the specific requirements of the post are met as set out in the person specification and job description.
- 5.2 The range determined must provide scope for performance related pay progression over time linked to school improvement priorities and outcomes as set out in the School Pay Policy and School Appraisal Policy.
- 5.3 Where the governing body considers that there are circumstances specific to the role (where the role is so challenging) or to the candidate, which warrant a higher than normal payment the relevant body may set the maximum point of the head teachers Individual Pay Range up to 25% above the maximum point of the head teachers group range for the school. The 25% refers to the total value of the salary including any temporary payments.
- 5.4 The statutory requirements of the STPCD must be adhered to. These state that the governing body must ensure that the 25% maximum is not exceeded unless in exceptional circumstances. Only demonstrable objective criteria considered should warrant this. Where, exceptionally, the governing body considers setting the IPR for the head teacher beyond the 25% limit, external independent advice from the HR Service must be sought. This advice should consider whether it is justifiable to exceed the 25% limit in a particular case. Should the advice suggest that it is appropriate to exceed the 25% limit a business case must be made and agreed by the full governing body. There must also be a clear audit trail for any advice requested, provided and considered. The documentation must include a full and accurate record of the criteria considered, decisions taken and the reasons behind them.
- 5.5 Regular local collaboration between schools which is part of the role of all head teachers will not be a factor which increases the base pay or be considered as an additional factor.

### **Temporary Payments for Head Teachers**

- 6.0 The governing body expect that this objective and rigorous approach to setting pay for head teachers will make the payment of temporary allowances to head teachers unnecessary.
- 6.1 The exception to this will be where temporary payments to a head teacher are identified (STPCD paragraph 10) for clearly temporary or irregular duties or responsibilities or any other very specific reasons meaning it is not appropriate to incorporate into permanent pay. Such payments must be in addition to the post for which the head teacher's salary has been determined. In each case where temporary additional payments are made the governing body must be satisfied that the reasons or circumstances have not previously been taken into account when determining the head teacher's IPR.
- 6.2 Where the governing body agree to the payment of temporary payment to the head teacher Appendix 2c should be completed.
- 6.3 The total sum of any additional temporary payment(s) made to a head teacher must be time limited and will cease on a certain date or as circumstances change. The governing body must make sure that the appropriate contractual arrangements are confirmed to the employee and payroll provider. The amount may be between 1% and 25% but must not exceed 25% of the substantive annual salary payable to the head teacher.

## **Wider Leadership Group - Other Leadership Posts**

- 7.0 The above principles should be consistent with the determination of pay for the wider leadership team as required by the STPCD.
- 7.1 In setting the pay for all other leadership posts (DHT and AHT) the governing body should ensure that:
- a) Pay relativities reflect the different role, duties and responsibilities between posts;
  - b) All pay decisions are consistent with equal pay and other equality legislation;
  - c) Account is taken of how each leadership position blends with other posts in the wider leadership structure of the school;
  - d) Pay ranges for a deputy or assistant head teacher should not overlap the head teacher's IPR; and
  - e) The pay range determined provides scope for individual performance related pay progression over time and that progression is linked to school improvement priorities and outcomes as set out in the School Pay Policy and School Appraisal Policy.

The completed form should be sent to your usual payroll contact

## School Group Sizes and Unit Total Guidance

8.0 The broad banding for IPRs within a school's group size, as determined by the School Teachers' Pay and Conditions Document, is as follows:

School Group	Points Range	
	From	To
1	L6	L18
2	L8	L21
3	L11	L24
4	L14	L27
5	L18	L31
6	L21	L35
7	L24	L39
8	L28	L43

.1 Guidance on how to utilise the school's unit total to determine the basic IPR is as follows:

School Group	Unit Total			Basic IPR			Possible additional IPR Ranges for Special Circumstances						
		to			to			to		Up to		to	
1	0	to	500	6	to	12	7	to	13	Up to	12	to	18
	500	to	1000	7	to	13	8	to	14	Up to	12	to	18
2	1001	to	1400	8	to	14	9	to	15	Up to	15	to	21
	1401	to	1800	9	to	15	10	to	16	Up to	15	to	21
	1801	to	2200	10	to	16	11	to	17	Up to	15	to	21
3	2201	to	2635	11	to	17	12	to	18	Up to	18	to	24
	2636	to	3065	12	to	18	13	to	19	Up to	18	to	24
	3066	to	3500	13	to	19	14	to	20	Up to	18	to	24
4	3501	to	4000	14	to	20	15	to	21	Up to	21	to	27
	4001	to	4500	15	to	21	16	to	22	Up to	21	to	27
	4501	to	5000	16	to	22	17	to	23	Up to	21	to	27
5	5001	to	5835	18	to	24	19	to	25	Up to	23	to	31
	5836	to	6670	19	to	25	20	to	26	Up to	23	to	31
	6671	to	7500	20	to	26	21	to	27	Up to	23	to	31
6	7501	to	8667	21	to	27	22	to	28	Up to	29	to	35
	8668	to	9833	22	to	28	23	to	29	Up to	29	to	35
	9834	to	11000	23	to	29	24	to	30	Up to	29	to	35
7	11001	to	12500	24	to	30	25	to	31	Up to	32	to	39
	12501	to	14000	25	to	31	26	to	32	Up to	32	to	39
	14001	to	15500	26	to	32	27	to	33	Up to	32	to	39
	15501	to	17000	27	to	33	28	to	34	Up to	32	to	39
8	17001	+		28	to	34	29	to	35	Up to	37	to	43



## Appendix 2a – Leadership Pay Decision Record – Single School

1. This document should be completed by the governing body where (a) new head teacher appointment is planned or (b) Significant changes to the duties and responsibilities require IPR to be re-assessed.
2. In determining the salary range for the head teacher post it is expected that the governing body will **normally** conclude that the unit total score (Stage 1) fully captures the complexity and the level of challenge of the role and is the **only** factor in determining the IPR pay range for the head teacher.
3. If there are additional factors then stage 2 and 3 must be completed.
4. The Governing Body must **confirm that the IPR is affordable** in the short, medium and long term.

School Name:					
Current IPR Range & Salary Details:		to		Current Salary point in range	Salary £
Information Prepared by:				Date Prepared:	
Meeting Title:				Date of Meeting	
Reason for Review:					
Implementation Date					

**Governors Present :**

### Stage 1: School Unit Total Calculation

A	Unit Total	Total	Date	
1	Unit Total Calculation based on school census data <i>use most up to date information available from the local authority</i>		@	
2	School Group			
3	School Group Pay Range Min – Max	Min	Max	
4	7 point IPR agreed by Governing Body (See Appendix 1a for group ranges)	Minimum IPR point	Maximum IPR point	
		L	L	
5	Head Teacher Salary Range agreed by Governing Body	£	£	

### Stage 3: Section only to be completed where Special Circumstances apply (see Stage 2 overleaf)

E	Additional Points for Special Circumstances Record outcome of Stage 2 overleaf (if applicable)			
F	Revised Head Teacher 7 point IPR (Where exceptional circumstances apply).	Minimum LPR point	Maximum LPR point	
		L	L	
G	Revised Head Teacher Salary Range	£	£	
H	Starting Salary Agreed	L	=	£

Name: Chair of Governors/Vice Chair

Signed: Date:

The form should be completed and emailed with one of the following BMS Payroll forms to your usual payroll email:

1. The New Appointment Form (Available school portal) or 2. The Change of Details Form (Available school portal)

[Escschoolsassetlaw.Re@nottsc.gov.uk](mailto:Escschoolsassetlaw.Re@nottsc.gov.uk)

[Escschoolsbroxtowe.Re@nottsc.gov.uk](mailto:Escschoolsbroxtowe.Re@nottsc.gov.uk)

[Escschoolsgedling.Re@nottsc.gov.uk](mailto:Escschoolsgedling.Re@nottsc.gov.uk)

[Escschoolsmansfield.Re@nottsc.gov.uk](mailto:Escschoolsmansfield.Re@nottsc.gov.uk)

[Escschoolsnewark.Re@nottsc.gov.uk](mailto:Escschoolsnewark.Re@nottsc.gov.uk)

[Escschoolsrushcliffe.Re@nottsc.gov.uk](mailto:Escschoolsrushcliffe.Re@nottsc.gov.uk)

<b>Stage 2: Special Circumstances (if applicable)</b>		
In considering these circumstances the governing body must make reference to information contained within the most recent Ofsted inspection report/outcome and other relevant information/evidence available to justify the special circumstances to be taken into account such as (as a minimum) the most recent national comparative RAISE Online data for the school.		
The governing body should only consider this section where there are specific additional permanent responsibilities which should be taken into account.		
B	<u>Special Circumstances</u> Permanent Additional Factors related to the Head Teacher role such as (set out justification and evidence below)	Additional points (if applicable)
a	Responsibilities and Accountabilities: (e.g. responsibility/ accountability for school causing concern (SCC) with associated significant professional risks)	
b	Skills and experience. (e.g. proven track record of effective leadership to secure significant school improvement in short timescale)	
c	Complexity and Challenge: (e.g. SCC with several areas required for improvement in short timescale)	
d	Other factors considered by the governing body	
	<u>Justification and evidence used</u>	
C	<u>Special circumstances</u> Permanent Additional Allowance (Set out justification and evidence below)	Additional points (if applicable)
a	Recruitment and retention * (*only where agreed by the governing body in pay policy 6.21 – 6.24)	
b	Long term provision to other schools (where the reward for this work is not already accounted for in the unit total calculation for the school)	
c	Other factors considered by the governing body	
	<u>Justification and evidence used</u>	
D	<u>Special circumstances</u> Permanent Additional Factors (Set out justification and evidence below). Possible factors include :	Additional points (if applicable)
a	Deprivation as indicated by entitlement to FSM (high, Medium or Low). (Whether indicator is significantly above the national average)	
b	Pupils with EAL or Looked after Children or special needs (as compared with national averages)	
c	Pupil Stability (The degree to which the level is significantly below the national average)	
d	School Deprivation Indicator (e.g. the degree to which the school is significantly above the national average)	
e	Other factors considered by the governing body	
	<u>Justification and evidence used</u>	
E	Total additional points agreed for special circumstances (add to Stage 3)	



**Appendix 2b – Leadership Pay Decision Record – Multiple Schools**

1. This form should be completed by the appropriate body where the Head Teacher is to be (a) appointed to more than one school on a temporary (Collaboration Regulations) or permanent (Federation Regulations ) basis, or the relevant body have agreed significant changes to responsibilities or duties requiring the IPR to be re-assessed.
2. Where the appointment to Head / Executive Head Teacher is being made under the above Regulations, the relevant body must modify the total unit score as set out in the School Pay Policy Appendix 1. In determining the salary range for the post it is expected that the relevant body will **normally** conclude that the combined unit total score (Section A1 and A2) fully captures the complexity and the level of challenge of the role and is the **only** factor in determining the IPR pay range for the Head Teacher.
3. Where there are additional factors impacting on the complexity of the role then stage 2 and 3 must be completed.
4. The Governing Body must always record its decision and **confirm the IPR is affordable** in the short, medium and long term.

Lead School Name:					
Current IPR Range & Salary Details:		to		Salary Point	Salary £
Other School Name(s):					
Current IPR Range & Salary Details:		to		Salary point	Salary £
Information Prepared by				Date Prepared	
Meeting Title:				Date of Meeting	
Reason for Review:					
Governors Present :					

**Stage 1: Lead School Unit Total Calculation**

A1	Unit Total – Lead School	Total	Date
1	Unit Total Calculation based on school census data <i>Note : the LA updates this information at the following times in the school year:</i>		@
2	School Group		
3	School Group Pay Range Min – Max	Min Point	Max Point
4	7 point IPR agreed by Governing Body (See Appendix 1a for group ranges)	Minimum IPR point	Maximum IPR point
		L	L
5	Head Teacher 7 point Salary Range agreed by Governing Body	£	£
A2	Other School Name(s)		
1	Unit Total Calculation based on school census data <i>Note : the LA updates this information at the following times in the school year:</i>		@ (Date)
2	School Group		
3	School Group Pay Range Min – Max	Min Point	Max Point
4	7 point IPR agreed by Governing Body (See Appendix 1a for group ranges)	Minimum IPR point	Maximum IPR point
		L	L
5	Head Teacher Salary Range agreed by Governing Body	£	£

<b>Stage 1a: Modified Unit Total calculation</b>			
1	Modified Unit Total calculation Total = Box A1 (1) + A2 (1)		
2	Modified School Group		
3	Combined School Group Pay Range Min – Max	Min Group IPR Point	Max Group IPR Point
		L	L
4	Combined Head Teacher IPR based on Unit Total calculation agreed by relevant Body	Minimum School IPR	Maximum School IPR
		L	L
5	Modified Head Teacher Salary range agreed by relevant Body	£	£
<b>Stage 3: Section only to be completed where Special Circumstances apply (See Stage 2)</b>			
E	Additional Points for Special Circumstances (Record information from overleaf Section 2E )		
F	Revised 7 IPR agreed by Collaborating Body (where exceptional circumstances apply)	Minimum IPR point	Maximum IPR point
		L	L
G	Revised Salary Range agreed by Collaborating Body	£	£
H	Starting salary agreed	£	
	Name	Chair of Governors/Vice Chair	
	Signed	Date:	
<p>The form should be completed and emailed with one of the following BMS Payroll forms:  1. The New Appointment Form (Available school portal) or 2. The Change of Details Form (Available school portal)  Both documents should then be sent to your school usual payroll email address for action. The appointment will not be completed without the receipt of this form.</p> <p><a href="mailto:Escschoolsashfield.Re@nottsc.gov.uk">Escschoolsashfield.Re@nottsc.gov.uk</a>  <a href="mailto:Escschoolsassetlaw.Re@nottsc.gov.uk">Escschoolsassetlaw.Re@nottsc.gov.uk</a>  <a href="mailto:Escschoolsbroxtowe.Re@nottsc.gov.uk">Escschoolsbroxtowe.Re@nottsc.gov.uk</a>  <a href="mailto:Escschoolsqedling.Re@nottsc.gov.uk">Escschoolsqedling.Re@nottsc.gov.uk</a>  <a href="mailto:Escschoolsmansfield.Re@nottsc.gov.uk">Escschoolsmansfield.Re@nottsc.gov.uk</a>  <a href="mailto:Escschoolsnewark.Re@nottsc.gov.uk">Escschoolsnewark.Re@nottsc.gov.uk</a>  <a href="mailto:Escschoolsrushcliffe.Re@nottsc.gov.uk">Escschoolsrushcliffe.Re@nottsc.gov.uk</a></p>			

<b>Stage 2: Special Circumstances (if applicable)</b>		
In considering these circumstances the relevant body must make reference to information contained within the most recent Ofsted inspection report/outcome and other relevant information/evidence available to justify the special circumstances to be taken into account such as the most recent national comparative RAISE online ASP data for the school.		
The governing body should only consider this section where there are specific additional permanent responsibilities which should be taken into account.		
B	<u>Special Circumstances Temporary</u> *1 see below / Permanent additional Factors related to the Executive Head Teacher role such as:	Additional Points (if applicable)
a	Responsibilities and Accountabilities: (e.g. responsibility/ accountability for school causing concern(SCC) with associated significant professional risks)	
b	Skills and experience. (e.g. proven track record of effective leadership to secure significant school improvement in short timescale)	
c	Complexity and Challenge: (e.g. SCC with several areas required for improvement in short timescale)	
d	Other factors considered by the governing body <u>Justification and evidence used</u>	
C	<u>Special circumstances Temporary</u> *1 see below / Permanent Additional Allowance	Additional Points (if applicable)
a	Recruitment and retention * (*only where agreed by the governing body in pay policy 6.21 – 6.24)	
b	Long term provision to other schools (where the reward for this work is not already accounted for in the unit total calculation for the school)	
c	Other factors considered by the governing body <u>Justification and evidence used</u>	
D	<u>Special circumstances Temporary</u> *1 see below / Permanent Additional Factors, possibly including :	Additional Points (if applicable)
a	Deprivation as indicated by entitlement to FSM (high, Medium or Low). (Whether indicator is significantly above the national average)	
b	Pupils with EAL or Looked after Children or special needs (as compared with national averages)	
c	Pupil Stability (The degree to which the level is significantly below the national average)	
d	School Deprivation Indicator (e.g. the degree to which the school is significantly above the national average)	
e	Other factors considered by the governing body <u>Justification and evidence used</u>	
E	Total additional points agreed for special circumstances (if applicable add to Stage 3E) Please note *1 Temporary additional factors only apply to temporary collaborations. For Federations use Appendix 2c	



**Appendix 2c – Leadership Pay Decision Record – Exceptional Circumstances Temporary Payment to the Head Teacher/Executive Head Teacher**

Important Information: This form should be completed by the governing body where the circumstances set out in the school Pay Policy permit a temporary payment(s) to be made to the post of head teacher/Executive Head Teacher. Additional payment may only be made and approved for clearly identifiable additional duties or responsibilities not previously considered. The Governing Body must confirm that the temporary payment to the Head Teacher/Executive Head Teacher is affordable in the short, medium and long term.

School Name:					
Name of Employee			Post		
Information Prepared by:				Date Prepared	
Meeting Title:				Date Meeting	
Implementation Date:					
Current IPR Range & Salary Details:			to	Current Salary point in range	Salary £
Budget information considered:		Yes <input type="checkbox"/> No <input type="checkbox"/> Budget assessed to confirm long term IPR affordability			
Governors Present :					
1	Reason(s) for Temporary Allowance Payment				
2	Justification for the level and period of Temporary Allowance Payments 1. 2. 3.etc				
3.	Temporary Amount £				
4	Date paid from		Date To		
6	Date to be reviewed:				
	Name Chair of Governors/Vice Chair			Signed .....	
	Date				

The form should be completed and emailed with one of the following BMS Payroll forms:  
1. The New Appointment Form (Available wired) or  
2. The Change of Details Form (Available wired). Both documents should then be sent to your school usual payroll email address for action. The appointment will not be completed without the receipt of this form.

- [Escschoolsashfield.Re@nottsc.gov.uk](mailto:Escschoolsashfield.Re@nottsc.gov.uk)
- [Escschoolsassetlaw.Re@nottsc.gov.uk](mailto:Escschoolsassetlaw.Re@nottsc.gov.uk)
- [Escschoolsbroxtowe.Re@nottsc.gov.uk](mailto:Escschoolsbroxtowe.Re@nottsc.gov.uk)
- [Escschoolsgedling.Re@nottsc.gov.uk](mailto:Escschoolsgedling.Re@nottsc.gov.uk)
- [Escschoolsmansfield.Re@nottsc.gov.uk](mailto:Escschoolsmansfield.Re@nottsc.gov.uk)
- [Escschoolsnewark.Re@nottsc.gov.uk](mailto:Escschoolsnewark.Re@nottsc.gov.uk)
- [Escschoolsrushcliffe.Re@nottsc.gov.uk](mailto:Escschoolsrushcliffe.Re@nottsc.gov.uk)

## Appendix 3 – Revised September 2018

### Performance Related Pay Progression Criteria

This document forms part of the Nottinghamshire Pay and Appraisal Policies and should be applied in conjunction with the Pay Policy Guidance document and the staged exemplification of teachers' standards 2012 – Appendix 3(a) of the Appraisal toolkit. Schools should re-examine their application of these documents annually. *Note Teachers Standards Introduction was updated in 2013*

**This document is intended to enable schools to;**

- Meet the requirements of the School Teachers Pay and Conditions Document (STPCD) 2018 and OFSTED School Inspection Framework (Sept 2018).
- Ensure that teachers are clear about the criteria they are required to meet to be considered for performance pay progression (see definition Pay Policy paragraph 1.4)
- To reward effective practice and determine whether a teacher is working to the required standard for pay progression 1.9.18 onwards

**It provides;**

- Key principles/flowchart and forms part of the appraisal documentation to be given to all teachers at the start of the appraisal cycle or on appointment to the school
- Recommended pay bands for classroom teachers
- Impact criteria to be used as a framework, as part of the appraisal process, taking into account the school's context to judge the degree of impact of meeting the teachers' standards. Schools, whilst adopting the overall approach set out in the Pay Policy, may wish to agree the particular application of specific criteria in their own school context (e.g. to take account of the effects of small cohort/class size or stage of development of pupils)
- The relevant references from the current Ofsted framework, handbook and subsidiary guidance for inspectors.(Revised September 2018)

**It is based on the following key principles, that;**

- Appraisal is securely embedded within school practice, including arrangements to take account of absence, planned or otherwise, of either the appraiser or appraisee
- The criteria for impact of Teachers' Standards provides a framework for establishing appraisal objectives and to support an on-going professional dialogue about the impact and effectiveness of a teacher's work. The process recognises that improving the quality of teaching is essential to raising standards.
- Support provided through appraisal to meet pay progression criteria is expected to diminish as teachers gain experience and progress through the pay bands
- The Appraisal Regulations 2012 require the school to establish and evidence a strong link between appraisal and performance pay progression
- To qualify for consideration of pay progression on 1<sup>st</sup> September in any given year, the teacher must have completed a minimum of 26 weeks of reckonable service in the preceding academic year
- For all bands in teacher standard 2, the impact criteria set should be school specific, related to the school context, the cohort and any groups so that each teacher understands what is meant by "most/sufficient". Targets should be challenging and include percentages of children making sufficient progress
- Criteria for pay point 2 reflect the minimum teaching impact criteria required for performance pay progression for the first time after completing the NQT induction year
- Criteria for pay points 5-7 reflect the professional competencies required of teachers preparing to move to the Upper Pay Range
- Application of the Teachers' Standards impact criteria must be non-discriminatory and be monitored using Appendix 9 in the Pay Policy
- When advertising vacancies, schools may determine and advertise a pay band for initial appointment on the MPR as set out in Appendix 4 – Pay Scales Table A or B. Should the governing body want further information about the pay options available to teachers who are due to be paid on the maximum of the MPR (point 7) with effect from 1 September, please contact your usual HR Business Partner.
- There is an expectation that all teachers, evidenced and supported by the appraisal process, will continue to improve their effectiveness and where continued consistent performance is good should progress by one increment annually towards the maximum of the MPR (bi annually for UPR)

- A teacher may be considered for fast track pay progression to the next pay point or band on the MPR where appropriate criteria and the performance required, as stated in para 9.10 (a) to (e) have been agreed at the start of the appraisal cycle, set out clearly in the Appraisal Statement and judged to have been met at the annual review.
- Where a teachers' performance is less than good, the appraisal process will supportively address any concerns with a formal targeted support plan within appraisal.
- Teachers on a formal targeted support plan within appraisal or subject to the capability procedure during the current academic year/appraisal cycle (for an NQT - personalised support plan during the induction year) are not deemed to be working at the required standard and may not be entitled to pay progression at the relevant date, subject to paragraph 9.13 (a) or (b).
- Recommendation for pay progression within or between pay bands (including Pay Band D – UPR) will take place in line with the STPCD and paragraph 9.10(a), (b), (c), (d) and (e).

### **In setting Appraisal Objectives the following should be taken into account in 2018/19**

#### **1. Head Teacher Appraisal – see Head Teacher Appraisal Statement ( Available to schools purchasing NCC EIS Associate Adviser Support)**

*Head Teacher Appraisal should be used as an opportunity to:*

1. *Discuss matters in and outside of work, which have implications for the safeguarding of children in the workplace with a view to safeguarding employee and pupil welfare. (11.5 Appraisal Policy).*
2. *Ensure that robust child protection procedures and safer working practices are securely in place. (10.6 Appraisal Policy). As a minimum, Appraisal governors should seek evidence from the headteacher that the following have been completed or currently under review as appropriate and that a review date, agreed with the governing body has been set:*
  - a) *The HR Service Safer Working Checklist for Schools – Including Pre Ofsted Check and,*
  - b) *Safeguarding Children in Education: Self-audit tool 2018-19*

*Please Note: Both Documents are only available to schools who purchase the relevant local authority Services and can be found on the Schools Portal.*

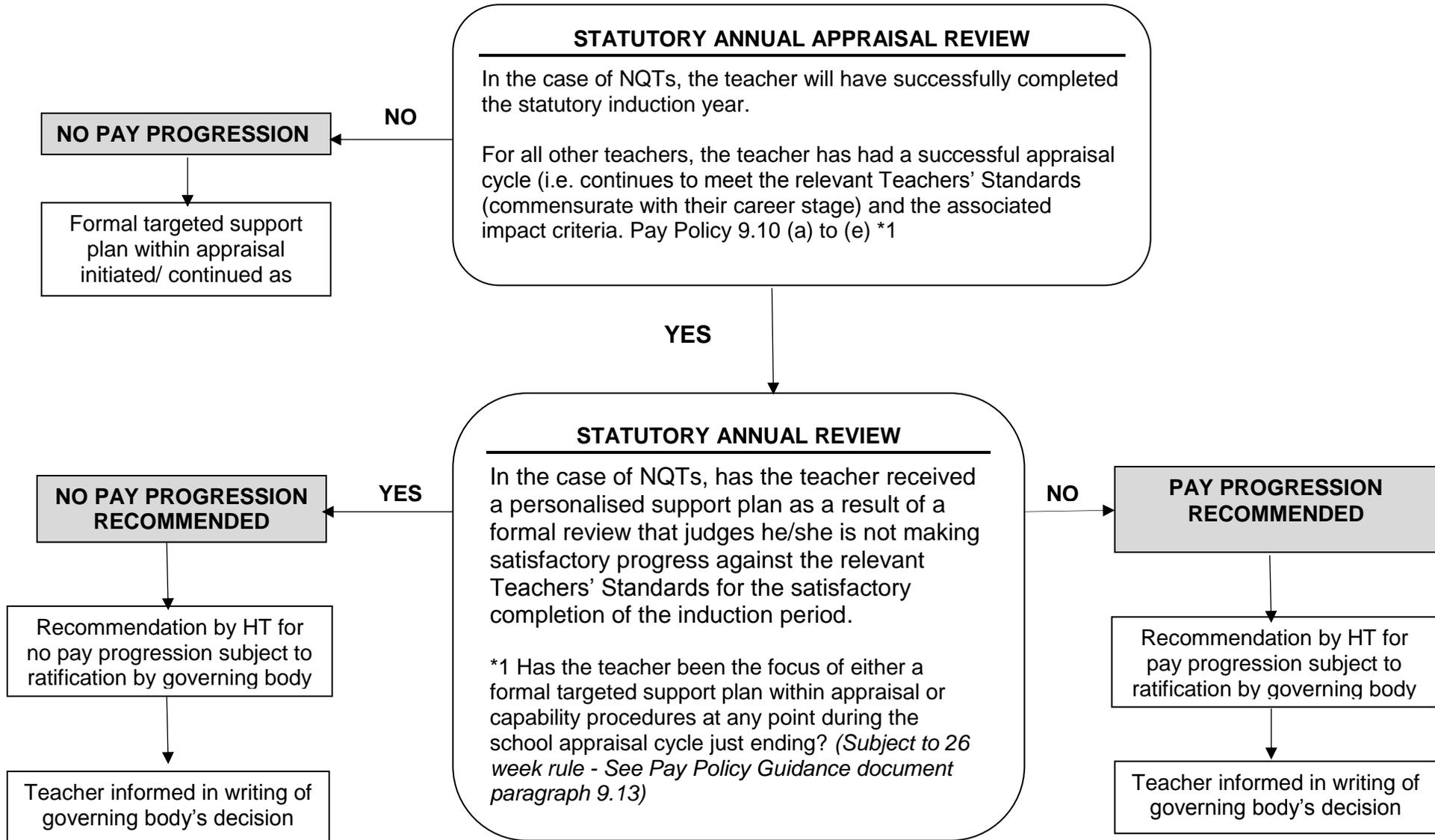
#### **2. Senior leader with child protection and/or safer working responsibilities:**

Appraisal should be used as an opportunity to ensure that robust child protection procedures and safer working practices are securely in place. (10.6 Appraisal Policy).

#### **3. Appraisal for all other Staff :**

Appraisal should be an opportunity to discuss matters in and outside of work, which have implications for the safeguarding of children in the workplace with a view to safeguarding employee and pupil welfare. (11.5 Appraisal Policy)

## Performance Related Pay Progression \*2 Flow Chart



\*2 Performance Pay Progression is defined in paragraph 1.4 of School Pay Policy

The following criteria should be applied within the context of the school (e.g. the effect of small cohort/class sizes or the stage of development of pupils)

Teachers' standards Part One: Teaching	Pay Band A Impact criteria for points 1-2	Pay Band B Impact criteria for points 3-4	Pay Band C Impact criteria for points 5-7	Pay Band D Impact criteria for UPR points 8-10
<b>Impact on Pupil's Learning and Progress</b> <i>(Taking into account a range of evidence including: lesson observation, work analysis and validated tracking data)</i>				
<p><b>1. Set high expectations which inspire, motivate and challenge pupils</b></p> <p><b>2. Promote good progress and outcomes by pupils</b></p> <p><b>3. Demonstrate good subject and curriculum knowledge</b></p> <p><b>4. Plan and teach well - structured lessons</b></p> <p><b>5. Adapt teaching to respond to the strengths and needs of all pupils</b></p> <p><b>6. Make accurate and productive use of assessment</b></p>	<p>Teaching is <b>improving over time and typically contains increasing elements of good</b> <i>(support provided through induction)</i></p> <p>Typically, <b>most pupils make expected gains</b> in learning taking account of pupils' starting points at the end of the previous school year; last key stage and the extent to which pupils need to make accelerated progress within the year.</p> <p><i>(Schools will need to define "expected gains in learning" for individual teachers and what accelerated progress is required for each pupil, based on the individual pupil's starting points at the beginning of the key stage and the year and the make-up of the class)</i></p>	<p>Teaching is <b>typically good</b></p> <p>Typically, <b>most pupils make expected gains</b> in learning taking account of pupils' starting points at the end of the previous school year; last key stage and the extent to which pupils need to make accelerated progress within the year.</p> <p><i>(Schools will need to define "expected gains in learning" for individual teachers and what accelerated progress is required for each pupil, based on the individual pupil's starting points at the beginning of the key stage and the year and the make-up of the class)</i></p>	<p>Teaching is <b>consistently good</b></p> <p>Typically, <b>most pupils make expected gains</b> in learning taking account of pupils' starting points at the end of the previous school year; last key stage and the extent to which pupils need to make accelerated progress within the year.</p> <p><i>(Schools will need to define "expected gains in learning" for individual teachers and what accelerated progress is required for each pupil, based on the individual pupil's starting points at the beginning of the key stage and the year and the make-up of the class)</i></p>	<p>Teaching is <b>consistently good with some outstanding elements</b></p> <p>Typically, <b>most pupils make expected gains</b> in learning taking account of pupils' starting points at the end of the previous school year; last key stage and the extent to which pupils need to make accelerated progress within the year.</p> <p><i>(Schools will need to define "expected gains in learning" for individual teachers and what accelerated progress is required for each pupil, based on the individual pupil's starting points at the beginning of the key stage and the year and the make-up of the class)</i></p>
<b>Support to teacher</b>	Provided throughout induction	Provided through appraisal at the level required to meet criteria and is expected to diminish as pay increases through pay progression		Provided through appraisal & expected to be limited & not required to qualify for post threshold progression
<b>Impact on pupils' behaviour and safety</b> <i>(Taking into account a range of evidence including lesson observations and pupil voice)</i>				
<p><b>7. Manage behaviour effectively to ensure a good and safe learning environment</b></p>	Teachers consistently implement the school's expectations of behaviour and safety so that increasing numbers of pupils respond positively.	Teachers consistently implement the school's expectations of behaviour and safety so that typically nearly all pupils respond positively.	Teachers consistently implement the school's expectations of behaviour and safety so that nearly all pupils respond positively.	Teachers consistently implement the school's expectations of behaviour and safety so that nearly all pupils respond positively.
	Typically, <b>nearly all</b> pupils exhibit well developed learning behaviours that support their own	Typically, <b>nearly all</b> pupils exhibit well developed learning behaviours that support their own	Typically, <b>nearly all</b> pupils exhibit well developed learning behaviours that support their own	Typically, <b>nearly all</b> pupils exhibit well developed learning behaviours that support their own and others' learning

	and others' learning	and others' learning	and others' learning	
<b>Impact on wider outcomes for pupils</b> <i>(Taking into account a range of evidence including lesson observations)</i>				
<b>8. Fulfil wider professional responsibilities</b>	Typically, a <b>significant majority</b> of pupils (taking into account developmental stage) are able to, for example,; <ul style="list-style-type: none"> <li>reflect on their own learning</li> <li>distinguish between right and wrong</li> <li>work with others and respect the values and beliefs of others</li> <li>identify questions to answer &amp; problems to resolve/solve</li> <li>seek out challenges and show flexibility when priorities change and think creatively, generating and exploring ideas</li> </ul>	Typically, <b>nearly all</b> pupils (taking into account developmental stage) are able to, for example,; <ul style="list-style-type: none"> <li>reflect on their own learning</li> <li>distinguish between right and wrong</li> <li>work with others and respect the values and beliefs of others</li> <li>identify questions to answer &amp; problems to resolve/solve</li> <li>seek out challenges and show flexibility when priorities change and think creatively, generating and exploring ideas</li> </ul>	Typically, <b>nearly all</b> pupils (taking into account developmental stage) are able to, for example,; <ul style="list-style-type: none"> <li>reflect on their own learning</li> <li>distinguish between right and wrong</li> <li>work with others and respect the values and beliefs of others</li> <li>identify questions to answer &amp; problems to resolve/solve</li> <li>seek out challenges and show flexibility when priorities change and think creatively, generating and exploring ideas</li> </ul>	Typically, <b>nearly all</b> pupils (taking into account developmental stage) are able to, for example,; <ul style="list-style-type: none"> <li>reflect on their own learning</li> <li>distinguish between right and wrong</li> <li>work with others and respect the values and beliefs of others</li> <li>identify questions to answer &amp; problems to resolve/solve</li> <li>seek out challenges and show flexibility when priorities change</li> <li>think creatively, generating and exploring ideas</li> </ul>
<b>Impact on the effectiveness of other teachers and support staff</b>				
<b>8. Fulfil wider professional responsibilities</b>	Effective deployment of teaching assistants and adults other than teachers (AOTTs) <i>(Work Scrutiny/Learning Walks/Lesson Observations etc).</i> Make a regular contribution beyond the classroom adding to the ethos of the school <i>(documentation e.g. extra-curricular/participation in a learning community etc.)</i>	Effective deployment of teaching assistants and adults other than teachers (AOTTs) <i>(Work Scrutiny/Learning Walks/Lesson Observations etc).</i> Lead a regular contribution beyond the classroom adding to the ethos of the school <i>(documentation e.g. extra-curricular/leading staff meetings etc.)</i>	Contribute to improved practice of other teachers and support staff <i>Work Scrutiny/Learning Walks/Lesson Observations etc).</i> Lead a regular and significant contribution to represent the school within the community adding to the ethos of the school	Make a substantial and sustained contribution to improved practice of teachers and support staff across the school, for example by coaching, mentoring and demonstrating best practice to others to improve their practice. <i>Work Scrutiny/Learning Walks/Lesson Observations etc).</i> Add to the ethos of the school by leading a substantial and sustained contribution to the wider life of school & developing contributions of others
<b>Wider contribution to the work of the school</b>				
<b>All Teachers' Standards</b>	Appraisal objectives and Teacher standards are met at the appropriate career stage making use of the staged exemplification of teacher standards (Appendix 3 of the Appraisal toolkit) <i>(Appraisal documentation)</i>	Appraisal objectives and Teacher standards are met at the appropriate career stage making use of the staged exemplification of teacher standards (Appendix 3 of the Appraisal toolkit) <i>(Appraisal documentation)</i>	Appraisal objectives and Teacher standards are met at the appropriate career stage making use of the staged exemplification of teacher standards (Appendix 3 of the Appraisal toolkit) <i>(Appraisal documentation)</i>	Appraisal objectives and Teachers' standards are met at the appropriate career stage making use of the staged exemplification of teacher standards (Appendix 3 of the Appraisal toolkit) <i>(Appraisal documentation)</i>
<b>Specific elements of practice</b>				
<b>Professional Conduct</b>	To demonstrate consistently high standards of personal and professional conduct as set out in Part Two of the Teachers' Standards			

## Extracts from Ofsted Inspection Handbook (September 2018 update)

The Common Inspection Framework (CIF) sets out the overarching criteria for judging the **effectiveness of leadership and management, the quality of teaching and learning, personal development, behaviour and welfare and outcomes for pupils.**

In paragraph 31 of the revised section 5 handbook September 2018, it states clearly what Ofsted **do not** require in respect of performance management.

- Inspectors **will not** check on the process for the performance management arrangements for school leaders and staff and Ofsted **does not** require schools to provide anonymised lists of teachers meeting or not meeting performance thresholds for pay progression.
- Ofsted **does not** expect headteacher performance objectives to include targets relating to the proportion of good or better teaching. Ofsted **does not** have specific expectations about the content of, or approach to, headteacher performance management.
- Inspectors **do not** expect school leaders to set teacher performance targets based on commercially produced predictions of pupil achievement, or any other data set, from which they would then hold teachers to account.
- There is no expectation that schools need to have policies relating to staff behaviour in any particular format. Inspectors will not expect to see a separate code of conduct document and Ofsted does not have any specific expectation as to the content of any such policy.

**Inspectors will use the following criteria to make each of the graded judgements.**

### Effectiveness of leadership and management

The quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors use performance management to promote effective practice across the school

### Quality of teaching, learning and assessment

- Teachers, and other staff have consistently high expectations of what each child or learner can achieve, including disadvantaged pupils and the most able.
- Teachers, and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils.
- Assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well.

### Outcomes for pupils

Inspectors will take account of current standards and progress, including the provider's own performance information and make a relevant judgement on academic and other learning outcomes for pupils by evaluating the extent to which all pupils:

- progress well from their different starting points and achieve or exceed standards expected for their age nationally (at the end of a key stage), or within the school's own curriculum

- attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher level qualifications or into jobs that meet local and national needs.

### **Extracts from grade descriptors for the effectiveness of leadership and management**

#### *Outstanding (1)*

- Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school.

#### *Good (2):*

- Leaders and governors use professional development effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.

### **Extract from grade descriptors for the quality of teaching, learning and assessment**

#### *Outstanding (1)*

- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.

#### *Good (2):*

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.

### **Extracts from grade descriptors for the outcomes section**

#### *Outstanding (1)*

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.

#### *Good (2):*

- Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.

## Appendix 3a

### Performance Related Pay Progression Criteria - Setting appraisal objectives linked to performance related pay (incremental and % pay uplift) 1<sup>st</sup> September

The governing Body needs to consider this appendix and complete paragraph 4 (a) or 4 (b)

#### Recommendation for pay progression at end of the appraisal cycle 2016/17 – Key Points

1. The School Pay Policy (Paragraphs 9.4 (a) to (c) and 9.10 (a) to (e)) sets out how judgements will be made about pay progression based on individual teacher performance. This document should also be read in conjunction with Appendix 3.

2. The STPCD 2015 Section 3 guidance removed the expectation of all teachers: that they will receive an annual cost of living award separate from performance related pay. From 1 September 2016, governors may decide that the % cost of living award (now referred to as “pay uplift”), excluding teachers paid on the statutory minimum and statutory maximum of the MPR, UTR, UPR and LPR, is no longer automatic so that future pay uplifts are awarded where merited by good performance.

3. From 1<sup>st</sup> September 2018 schools should decide each year whether performance pay progression should include decisions about both (a) incremental progression and (b) % pay uplift (the former cost of living award) determined in accordance with the schools current Appraisal Policy and Pay Policy and affordable within the school budget share. See Paragraph 4 below.

**4. Action: For teachers who meet their appraisal objectives and success criteria, the School must decide whether performance related pay progression should consist of (a) incremental pay progression only or (b) both annual % salary uplift and incremental progression. The governing body should choose one of the following options for their school (tick (a) or (b)) :**

**a)  Performance related pay progression for all teachers will consist of incremental pay progression only (where applicable). (Recommended)**

*Important: This means all teachers will automatically receive the % pay uplift irrespective of performance. or*

**b)  Performance related pay progression for all teachers will consist of both incremental pay progression and a basic % pay uplift.**

*Important: This means teachers will not automatically receive the % pay uplift as this will be linked to their performance. The Appraisal Statement will need to be worded carefully to reflect this.*

5. In considering the options above, the STPCD 2018 makes statutory 3.5% increase to the minimum and maximum of the MPR. 1 and 7; it also provides for a 2% increase to minimum and maximum of the UPR 8 and 10; UTR 1 and 6; LPR 1 and 43 will automatically receive a 1.5% increase 1<sup>st</sup> September 2018 irrespective of performance.

6. The Appraisal Statement for each teacher should clearly set out the level of performance required to be considered for annual pay progression (both (a) incremental progression and / or (b) % pay uplift, dependant on the option determined. Pay decisions must be made on objective criteria to eliminate any discriminatory effect on any teacher or group of teachers with a protected characteristic under the Equality Act 2010. The statement should be completed as soon as is practical at the start of the appraisal cycle.

7. The governing body will ensure that appraisal objectives and success criteria for all teachers will be moderated at the start of the appraisal cycle to ensure consistency of challenge and to ensure that the range of evidence required is firmly rooted within the parameters of the appraisal and pay policies.
8. Appraisal objectives and success criteria set at the start of the 2018/19 cycle are subject to the proviso that the full implications for pay progression will not be determined until publication of the STPCD, normally in July / August of the following year. As set out in the remit for the School Teachers' Review Body 2018 (STRB) the DfE stated that this must be considered in the context of an average pay award of 1% for 2018-19 which may mean some teachers could receive more than 1%, while others could receive less.
9. The governing body should plan for and ensure that all pay decisions (incremental, % pay uplift to salary and any allowances) are affordable within the existing budget and not difficult or onerous for schools to implement.
10. Each year the governing body should take into account the additional advice from the local authority once the relevant STPCD is published.
11. This appendix to the pay policy sets out the relevant criteria for performance related % pay uplift decisions in September.
12. Subject to consistently "*good performance*" in the appraisal cycle, teachers can expect to progress by annual increments to the maximum of the MPR. In addition, teachers paid on the UPR are required to consistently demonstrate that they are meeting the "*relevant UPR standards*" according to their career stage.
13. The head teacher and other leaders paid on the LPR can expect to progress by annual increments to the maximum of the IPR for their role set by the governing body by consistently demonstrating "*a sustained high quality of performance*" over the appraisal period.
14. All pay decisions will be confirmed in writing to employees.

Teachers working at the required standard – **overall consistently good performance**

Incremental Progression	Yes	<p><b>Teachers paid on MPR and UTR –</b> Subject to Pay Policy paragraphs 9.4 (a) to (c); 9.10 (a) to (e), where appraisal objectives and success criteria are met and overall performance is judged as consistently good over the relevant appraisal cycle, the teacher will be considered for expected incremental progression (one increment only), subject to the maximum of the relevant pay range.</p> <p><b>Teachers paid on the UPR –</b> In addition, teachers paid on the UPR are required to consistently demonstrate meeting the "<i>relevant UPR standards</i>" according to their career stage over a sustained period of two years to progress by one increment bi-annually.</p> <p><b>Head Teacher and leaders paid on the LPR –</b> Subject to Pay Policy paragraphs 9.4 (a) to (c); 9.10 (a) to (e), where appraisal objectives and success criteria are met and overall performance consistently demonstrates "<i>a sustained high quality of performance</i>" over the appraisal period, the head teacher /other leaders paid on the LPR will be considered for expected incremental progression (one increment only) subject to the maximum of the IPR determined by the governing body for that post and subject to the maximum point of the school group range.</p>
Salary Uplift	% Basic	<p>Following publication of the relevant STPCD and advice from the HR Service, dependant on the option agreed in paragraph 4:</p> <p>(a) Decisions about the % pay uplift to pay and allowances is not linked to performance</p> <p>(b) Decisions about the % pay uplift to pay and allowances is linked to performance</p>

		In each case teachers may be considered for the basic % pay uplift generally applicable to teachers' pay (and allowance if applicable) determined by the governing body where this is provided for in the STPCD, Pay and Appraisal Policies and taking account of additional advice from the local authority HR Service.
<b>Teachers working at the required standard – overall consistently excellent performance</b>		
Incremental Progression	Yes	<p><b>Teachers paid on MPR and UTR –</b> Subject to Pay Policy paragraphs 9.4 (a) to (c); 9.10 (a) to (e), where appraisal objectives and success criteria are met and overall performance is judged as consistently over the relevant appraisal period the teacher may be considered for accelerated incremental progression (maximum of two increments), subject to the maximum of the relevant pay range. Accelerated pay progression will only be considered where the required level of performance linked to pay progression is set out in the appraisal statement at the start of the appraisal period and subject to the achievement of previously agreed staged/ differentiated objectives and success criteria and justified by evidence demonstrating consistently excellent performance at the final review.</p> <p><b>Teachers paid on the UPR –</b> In addition, teachers paid on the UPR are required to consistently demonstrate excellent performance in meeting the “<i>relevant UPR standards</i>” according to their career stage over a sustained period of two years to be considered for accelerated incremental progression bi-annually (maximum of two increments).</p> <p><b>Accelerated pay progression</b> for any teacher will only considered where the required level of performance to achieve this is:</p> <ul style="list-style-type: none"> <li>• Set out in the appraisal statement at the start of the appraisal period and framed as agreed staged/ differentiated objectives and success criteria</li> <li>• Justified by evidence demonstrating consistently excellent performance during the appraisal cycle and at the final review.</li> </ul> <p><b>Head Teacher and leaders paid on the LPR –</b> The head teacher and other leaders paid on the LPR may be considered for accelerated annual incremental progression (maximum of two increments) subject to the maximum of the IPR determined by the governing body for that post. Such consideration must be linked to an individual consistently demonstrating excellence in “<i>a sustained high quality of performance</i>” (school to define) over the appraisal period. Accelerated pay progression will only considered where:</p> <ul style="list-style-type: none"> <li>• The required level of performance linked to pay progression is set out in the appraisal statement at the start of the appraisal period and framed as agreed staged/ differentiated appraisal objectives and success criteria</li> <li>• Consistently excellent performance against these objectives and success criteria is justified by evidence at the final review.</li> </ul>
Salary Uplift	% Basic	<p>Following publication of the relevant STPCD and advice from the HR Service, dependant on the option agreed in paragraph 4:</p> <p>(a) Decisions about the % pay uplift to pay and allowances is not linked to performance (b) Decisions about the % pay uplift to pay and allowances is linked to performance</p> <p>In each case teachers may be considered for the basic % pay uplift generally applicable to teachers' pay determined by the governing body where this is provided for in the STPCD, Pay and Appraisal Policies and taking account of additional advice from the local authority HR Service.</p>
<b>Teachers not working at the required standard – overall performance less than consistently good</b>		

Incremental Progression	No	<p>A Teacher not working to the required performance standard over the appraisal period receiving either:</p> <p>a) formal support plan within appraisal; OR b) subject to the capability procedure</p> <p>should not be considered for incremental performance related pay progression on the 1<sup>st</sup> September in any year unless the following applies :</p> <p><u>a) Formal support plan within appraisal</u> - a teacher in receipt of a formal cycle of support within appraisal will be entitled to be considered for pay progression where the support plan has ended and the teacher has demonstrated good performance at the required standard for a sustained continuous period of at least 26 calendar weeks preceding the relevant 1<sup>st</sup> September pay decision date which confirms the performance concerns have been resolved.</p> <p><u>b) Support within capability</u> - a teacher subject to the school's capability procedure will be entitled to be considered for pay progression where the capability procedure has ended and the teacher has demonstrated good performance at the required standard for a sustained continuous period of at least 26 calendar weeks preceding the relevant 1<sup>st</sup> September pay decision date which confirms the performance concerns have been resolved.</p> <p>* A teacher who has not met their appraisal objectives / success criteria may also be judged not to be working to the required standard.</p>
Salary uplift	Either 0% Or % basic	<p>Following publication of the relevant STPCD and advice from the HR Service, dependant on the option agreed in paragraph 4:</p> <p>(a) Decisions about the % pay uplift to pay and allowances is not linked to performance (b) Decisions about the % pay uplift to pay and allowances is linked to performance</p> <p><i>In (b) above this means teachers will not automatically receive the % pay uplift as this will be linked to their performance.</i></p> <p>Remember: all teachers currently paid on the statutory minimum or maximum of their pay range - MPR point 1 and 7; UPR 8 and 10; UTR 1 and 6; LPR 1 and 43 will automatically receive the cost of living pay award increase 1<sup>st</sup> September 2018 irrespective of performance.</p>
<p>Note: *1 Pay flexibility may be limited by constraints within the national pay framework (STPCD) and dependant on the school budget position.</p>		

## Appendix 4 - Nottinghamshire School Pay Tables 2018

### MPR Table A (Applicable if school chose MPR Table A in 2017)

<b>Main Pay Range (MPR)</b> 3.5% increase to the statutory minima and maxima (bold) and 3.5% increase on 2017 values to all other salary reference points					
	Pay Band	Annual Salary 1.9.17	Points	Annual salary 1.9.18	Payroll Reference
MPR Min	Band A	<b>£22,917</b>	1	<b>£23,720</b>	<b>1A</b>
		£24,486	2	£25,344	2A
	Band B	£26,454	3	£27,380	3A
		£28,490	4	£29,488	4A
	Band C	£30,735	5	£31,811	5A
		£33,164	6	£34,325	6A
Max		<b>£33,824</b>	7	<b>£35,008</b>	<b>7A</b>

### MPR Table B (Applicable if school chose MPR Table B in 2017)

<b>Main Pay Range (MPR)</b> 3.5% increase to the statutory minima and maxima (bold) and 3.5% increase on 2017 values to all other salary reference points					
	Pay Band	Annual Salary 1.9.17	Points	Annual salary 1.9.18	Payroll Reference
MPR Min	Band A	<b>£22,917</b>	1	<b>£23,720</b>	<b>1B</b>
		£24,728	2	£25,594	2B
	Band B	£26,716	3	£27,652	3B
		£28,772	4	£29,780	4B
	Band C	£31,039	5	£32,126	5B
		£33,492	6	£34,665	6B
Max		<b>£33,824</b>	7	<b>£35,008</b>	<b>7B</b>

### Table C - All Other Pay Ranges

<b>Upper Pay Range (UPR)</b> 2% increase to the statutory minima and maxima (bold) and 2% increase on 2017 values to all salary reference points					
	Pay Band	Annual Salary 1.9.17	Points	Annual Salary 1.9.18	Payroll Reference
UPR Min	Band D	<b>£35,927</b>	8	<b>£36,646</b>	<b>1</b>
		£37,258	9	£38,004	2
		<b>£38,633</b>	10	<b>£39,406</b>	<b>3</b>
Max					

<b>Unqualified Teachers (UTR)</b> 3.5% increase to the statutory minima and maxima (bold) and 3.5% increase on 2017 values to all other salary reference points				
	Annual Salary 1.9.17	Points	Annual Salary	Payroll

			1.9.18	Reference
UTR Min	<b>£16,626</b>	1	<b>£17,208</b>	<b>1</b>
	£18,560	2	£19,210	2

Annual

**Leadership Pay Range and Head Teacher School Group**

	£20,492	3	£21,210	3
	£22,427	4	£23,212	4
	£24,362	5	£25,215	5
	<b>£26,295</b>	6	<b>£27,216</b>	<b>6</b>

<b>Leading Practitioners LPR</b>			
<b>2% Increase to statutory minima and maxima (bold) and 2% increase on 2017 values to all other salary reference points</b>			
	Points	Annual salary 1.9.17	Annual salary 1.9.18
LPR Min	LP1	<b>£39,374</b>	<b>£40,162</b>
	LP2	£40,360	£41,168
	LP3	£41,368	£42,196
	LP4	£42,398	£43,246
	LP5	£43,454	£44,324
	LP6	£44,544	£45,435
	LP7	£45,743	£46,658
	LP8	£46,779	£47,715
	LP9	£47,967	£48,927
	LP10	£49,199	£50,183
	LP11	£50,476	£51,486
	LP12	£51,639	£52,672
	LP13	£52,930	£53,989
	LP14	£54,250	£55,335
	LP15	£55,600	£56,712
	LP16	£57,077	£58,219
	Max	LP17	£58,389
LP18		<b>£59,857</b>	<b>£61,055</b>

**Allowances**

<b>TLR</b>		
<b>2% increase on 2017 values to all statutory points and points in between</b>		
<b>TLR 1</b>	Minimum	£7,853
	Maximum	£13,288
<b>TLR 2</b>	Minimum	£2,720
	Maximum	£6,645
<b>TLR 3</b>	Minimum	£540
	Maximum	£2,683
<b>SEN</b>		
<b>2% increase on 2017 values to all points and points in between</b>		
<b>SEN</b>	Minimum	£2,148
	Maximum	£4,241

**Leadership Pay Range 1.9.18**

Point	Salary
L1	39,965
L2	40,966
L3	41,989
L4	43,034
L5	44,106
L6	45,213
L7	46,430
L8	47,501
L9	48,687
L10	49,937
L11	51,234
L12	52,414
L13	53,724
L14	55,064
L15	56,434
L16	57,934
L17	59,265
L18*	60,153
L18	60,755
L19	62,262
L20	63,806
L21*	64,736
L21	65,384
L22	67,008
L23	68,667
L24*	69,673
L24	70,370
L25	72,119
L26	73,903
L27*	74,985
L27	75,735
L28	77,613
L29	79,535
L30	81,515
L31*	82,701
L31	83,528
L32	85,605
L33	87,732
L34	89,900
L35*	91,223
L35	92,135
L36	94,416
L37	96,763
L38	99,158
L39*	100,568
L39	101,574
L40	104,109
L41	106,709
L42	109,383
L43	111,007

## Ranges

**1.5% increase to all statutory and salary reference points**

GROUP 1		GROUP 2		GROUP 3		GROUP 4		GROUP 5		GROUP 6		GROUP 7		GROUP 8	
45,213															
46,430															
47,501		47,501													
48,687		48,687													
49,937		49,937													
51,234		51,234		51,234											
52,414		52,414		52,414											
53,724		53,724		53,724											
55,064		55,064		55,064		55,064									
56,434		56,434		56,434		56,434		56,434							
57,934		57,934		57,934		57,934		57,934							
59,265		59,265		59,265		59,265		59,265							
60,153	60,153														
60,755		60,755		60,755		60,755		60,755							
62,262		62,262		62,262		62,262		62,262							
63,806		63,806		63,806		63,806		63,806							
64,736		64,736													
65,384				65,384		65,384		65,384		65,384					
67,008				67,008		67,008		67,008		67,008					
68,667				68,667		68,667		68,667		68,667					
69,673				69,673											
70,370						70,370		70,370		70,370					
72,119						72,119		72,119		72,119					
73,903						73,903		73,903		73,903					
74,985						74,985									
75,735								75,735		75,735					
77,613								77,613		77,613					
79,535								79,535		79,535					
81,515								81,515		81,515					
82,701								82,701							
83,528										83,528					
85,605										85,605					
87,732										87,732					
89,900										89,900					
91,223										91,223					
92,135												92,135			
94,416												94,416			
96,763												96,763			
99,158												99,158			
100,568												100,568			
101,574														101,574	
104,109														104,109	
106,709														106,709	
109,383														109,383	
111,007														111,007	

School Group Leadership Pay Ranges				
Leadership Pay Range			Salary Range 2016	
	Min	Max	Min	Max
1	L6	L18*	45,213	60,153
2	L8	L21*	47,501	64,736
3	L11	L24*	51,234	69,673
4	L14	L27*	55,064	74,985
5	L18	L31*	60,755	82,701
6	L21	L35*	65,384	91,223
7	L24	L39*	70,370	100,568
8	L28	L43	77,613	111,007

**Note:** Leadership points L18\*, L21\*, L24\*, L27\*, L31\*, L35\*, L39\* and L43 represent the maximum salary that can be paid to a head teacher paid at the maximum of the school group.

# Teachers Pay Award 2018 – Decision Form by Governing Body

<b>FOR COMPLETION BY HEAD TEACHER / CHAIR OF GOVERNORS</b>	
Name of School	
Area (eg Mansfield)	
Name of Head Teacher	
Telephone	
Governing Body Meeting Date	
<p><b>The Governing Body have made the following decisions:</b></p> <p>1. Decision One – Table A or B</p> <p>It has adopted the following pay structure for <u>all teachers</u> in the school 2018/19:</p> <p style="text-align: center;">Decision (Please tick <b>one</b>)</p> <p>MPR Table A <span style="margin-left: 100px;"><input type="checkbox"/></span></p> <p><b>Or</b></p> <p>MPR Table B <span style="margin-left: 100px;"><input type="checkbox"/></span></p> <p>2. Decision Two – Table C</p> <p>It has adopted the pay scales set out in Table C for all other pay ranges UPR; UTR; LPR; Leadership Range; TLR and SEN allowances</p> <p style="text-align: center;">Decision (Please tick)</p> <p style="text-align: center;"><input type="checkbox"/></p>	
<p><b>Notes:</b></p> <p>MPR Table A applicable if school chose MPR Table A in 2017            MPR Table B applicable if school chose MPR Table B in 2017            All Pay decisions will be backdated to 1.9.18</p>	
<p><b>This form should be signed by the school and sent to <a href="mailto:jo.bray@nottsc.gov.uk">jo.bray@nottsc.gov.uk</a></b></p> <p><u>Additional Instructions by school</u></p>   	
Signed on behalf of school	
Date sent by school	

**Appendix 5 – Annual Statement of Pay**
**School**
**Date of Statement**
**Name of Teacher**
**Post**

The STPCD requires the relevant body to set out the pay determination in the relevant range for each teacher

Substantive Post								Acting up / Temporary Post					
Substantive Pay Range	Scale	Tick	Perm or Temp	Range	FT / PT	Current Salary 1.9.****	Revised Salary 1.9.****	Temporary Scale	Date From	Date to	Current Salary 1.9.****	Revised Salary 1.9.****	
Main Pay Range	MPR			1-7				MPR					
Upper Pay Range	UPR			8-10				UPR					
Leading Practitioner	LPR			*insert range				LPR					
Leadership	IPR			*insert range				IPR					
Unqualified Pay Range	UTR			1-6				UTR					
Substantive Post								Acting up / Temporary Post					
Allowance Type	Perm / Temp	Significant additional responsibility		Start Date	End Date	Value		Allowance Type	Significant additional responsibility		Start Date	End date	Value
TLR1(Perm)*a								TLR1(Perm)*a					
TLR2(Perm)*a								TLR2(Perm)*a					
TLR3(Temp)*b								TLR3(Temp)*b					
Other								Other					
*a TLR1/2 payments are permanent and may only be issued temporarily to cover absent staff and are not subject to salary safeguarding where awarded temporarily								*b TLR3 payments can only be awarded temporarily and are not subject to salary safeguarding. A copy of the school staffing structure and Pay policy are available from the Head Teacher					
<b>TOTAL SALARY (Substantive Pay)</b>						<b>£</b>		<b>Total Salary (Temporary Pay)</b>				<b>£</b>	

## Appendix 6a – Notification of Salary Safeguarding to Employee

Name of employee

Address

School

Post title

### Notification of Salary Safeguarding – Teachers \*1

The following salary safeguarding arrangements apply to your salary. The salary safeguarding period is three years as shown below and the payment to you will be made in line with the statutory provisions of the School Teacher' Pay and Conditions Document (STPCD). The period of safeguarding may end sooner if your salary changes during this period and you are awarded an increased salary which exceeds the combined value of the pre safeguarded salary and any safeguarded sum. There are other factors which may cause your safeguarding to end early, these are detailed in paragraph 34.1 of the STPCD.

Where the safeguarding sum exceeds £500 the governing body are required to review your duties and responsibilities and allocate additional duties commensurate with your safeguarded salary. In accordance with this requirement of the STPCD either, (a) following our discussion you will be required to undertake (set out the additional duties and responsibilities agreed\* with the employee here) during the safeguarding period, or (b) I will arrange to meet with you to discuss the duties and responsibilities which you will be required to undertake during the safeguarding period.

\*Note – where additional responsibilities require it reasonable management time should be allowed.

Effective Date	Salary	Salary £	Scale / Grade	Inc Pt	Allowance Type	Allowance £	Total £
	Current Details						
	New Salary						
State reason for safeguarded sum:							
Start date: safeguarded sum			End date: safeguarded sum				

Yours Sincerely

Head Teacher

Teachers only - Salary safeguarding decision taken between	Third Anniversary date
1.9 – 21.12	1.1
1.1 - 31.3	1.4
1.4 – 31.8	1.9

*\*1 Please note an amended letter will be required for support staff as dates and conditions are different*

## Appendix 6b – Notification of Salary Safeguarding to Payroll Provider

Note: This form should be used by the school to set out the circumstances where a teacher or a member of the support staff is to be paid a salary safeguarded sum e.g. as a result of a school reorganisation. The governing body is required to notify the payroll provider and the employee in writing.

Date:

To Payroll provider  
Address

### Notification of salary safeguarding

**Name of Employee:**

**School:**

**Post**

The salary safeguarding arrangements for the above member of staff at this school are as follows. Please amend the payroll as required.

Effective Date	Salary	Salary £	Scale / Grade	Inc Pt	Allowance Type	Allowance £	Total £
	Current Details						
	New Salary						
	Safeguarded Sum						

The safeguarded sum is as a result of: (State reason)

Date period safeguarding will start:

Date period of safeguarding will end:

<u>Teachers only</u> - Salary safeguarding decision taken between	Third Anniversary date
1.9 – 21.12	1.1
1.1 - 31.3	1.4
1.4 – 31.8	1.9

Head Teacher

(Name of) School

**Appendix 7 – UPR Application Form for Progression on (Insert Date)**

**School Name:** \_\_\_\_\_

Name of Applicant: \_\_\_\_\_

Post: \_\_\_\_\_

Evidence for Appraisal Periods: \_\_\_\_\_

Name of Appraiser: \_\_\_\_\_

The School seeks to ensure that staff development and pay progression processes are robust, fair and transparent. Progression to the UPR and progression within it is not automatic and will be based on a minimum of two successful consecutive appraisal reviews. Pay decisions, including UPR progression will be made in the autumn term. Two appraisal reviews will not guarantee automatic progression to the UPR or the next UPR point post progression.

The governing body will consider each case on the evidence submitted by the teacher. Eligible teachers must provide the information requested below to demonstrate they meet the relevant post threshold standards in this school.

**Declaration and Evidence:**

I confirm that at the date of this request for assessment to progress to the Upper Pay Range, the attached evidence demonstrates that I am;

- a) Highly competent\* in all elements of the relevant teacher standards; and
- b) My achievements and contribution to an educational setting or settings i.e. the school, are substantial and sustained.\*

Definitions \* set out in Pay Policy paragraphs 11.6- 11.8

I submit appraisal planning and review statements covering the relevant periods and the following additional relevant evidence to demonstrate that I meet the required UPR standards:

- (Set out additional evidence here)
- (Set out additional evidence here)

**Applicant's signature** \_\_\_\_\_

**Date** \_\_\_\_\_

<b>Completed by Head</b>	Date Received	
	Date Stage 1 Assessment (Moderation) by Head	
	Date : I have seen the relevant evidence and I do/ do not recommend progression to the UPR / to the next UPR point	
	Date Stage 2 Ratification by Governing Body	
	Reason approved / Not approved	

## Appendix 8 – Template Annual Report for Governors Pay Committee

(The template report should be amended to meet the particular circumstances of the school)

### Name of School

### Recommendations to the Pay Committee regarding Teaching staff pay progression 20\*\* -20\*\*

#### Date of meeting:

This report has been produced for the governing body Pay Committee (*amend as appropriate*) to consider the recommendations for performance related pay progression consisting of incremental pay progression (where applicable) and % salary uplift for all teachers pay in the school.

#### Context and information for governors

The following performance pay recommendations are made on the basis that the school has fully complied with the following policies agreed by the Governing Body:

1. The School Appraisal Policy and Guidance and the Statutory Appraisal Regulations and current School Teachers Pay and Conditions Document (STPCD)
2. The School Pay Policy and Guidance

#### Summary

The Appraisal and Pay recommendations process has included the following processes:  
(*Amend as required*)

- All staff have been allocated an appraiser and all appraisers have received appropriate support and training to undertake their role
- All appraisal objectives have been set in the context of the requirement of all teachers' performance to be at least good and to meet the statutory Teachers' Standards according to their career stage, duties and responsibilities, the National Standards of Excellence for Head Teachers and the school Pay Policy and the Performance Related Pay Progression Criteria
- Appraisal Objectives have been set to recognise the Teachers' Standards, the National Standards of Excellence for Head Teachers and individual and school priorities and Improvement Plans
- All staff have had the opportunity to agree their objectives with their appraiser and to appeal if agreement was not reached
- All targets have been quality assured by the head teacher / SMT
- All appraisers / appraisees have undertaken 3 appraisal reviews this year (*amend to be school specific*) – December 201-, April 201- and July 201-
- Teaching observations have been undertaken in line with the Appraisal Policy – three times over the year by members of the Senior Leadership Team
- Books and planning have been subject to regular scrutiny by the Senior Leadership Team and curriculum leaders and outcomes fed back to class teachers
- Individual Training and developmental needs have been identified as part of the appraisal and observation procedures and set out in the teachers' Appraisal Statement

- Tailored individual training and developmental support has been put in place and the impact and effectiveness of training has been subject to regular scrutiny through monitoring by appraisers, staff and the school CPD leader
- Where concerns about progress towards the achievement of appraisal objectives have been identified additional meetings have taken place and, where appropriate, additional support (including an additional formal targeted support plan within appraisal stages 1 and 2) has been initiated
- Recommendations for pay progression are within the relevant pay ranges agreed by the governing body and/or the grade determined by the school JE scheme. The recommendations have been quality assured by the Senior Leadership Team after the final appraisal review and are based on the Pay Policy and objectives set at the start of the appraisal cycle.
- Where recommendation is made for no pay progression (pay uplift and / or increment) staff have been notified and the performance concerns have been discussed with the appraiser as part of the appraisal cycle / support plan as appropriate. Evidence to objectively justify appraisal outcomes and pay decisions are held confidentially within the school appraisal documentation

*(Note - The attached list should include all teachers and where the teacher is at the top of their respective pay band/ scale there should still be a recommendation to governors on whether pay progression would have been awarded and there should be a recommendation on the level of pay uplift based on performance. If performance pay progression is not recommended confirm what resultant action or support is in place)*

## Evidence

Attached to this report is the Head Teachers' pay progression summary report which sets out the pay recommendation and basis of the recommendation for each teacher. The following samples of anonymous evidence are attached as appendices to the report for the governing body to consider and ratify:

1. Appraisal statements
2. Book and planning scrutiny
3. Observation pro-forma *(Schools need to decide evidence presented)*

The anonymous statements reflect decisions taken across the staff group to demonstrate consistency and robustness of the process and include:

- Leadership team member;
- Middle leadership;
- Upper pay range; and
- Main pay range teacher.

(Schools to determine appropriate sample)

The anonymised information attached as evidence relates to individual teachers who have different appraisers to demonstrate consistency, robustness and fairness in the application of the appraisal process.

## Recommendation

On the basis of the above information I recommend that the governing body approve the attached report setting out the performance related pay progression recommendations.

Signed (Head Teacher)

**(Name of) School**  
**Date of Governors Meeting**  
**Head Teachers Pay Progression Summary Report**  
**Pay Recommendations for Teachers Appraisal Cycle: 20\*\*-20\*\***

Staff	Pay Progression recommended				Pay Uplift		Reason for Pay Progression/Pay uplift Recommendation	Approved by Pay Committee	
	Current 31.8.17		Recommended 1.9.17		Recommended 1.9.17			Yes or No	
	<u>Grade</u>	<u>Inc Pt</u>	<u>Grade</u>	<u>Inc Pt</u>	<u>Yes / No</u>	<u>%</u>	<u>PRP</u>	<u>% agreed</u>	
A									
B									
C									
D									
E									
F									
G									
H									
I									
J									
K									
L									
M									
N									
O									
P									
Q									
R									
S									
T									
U									
V									
W									
X									
Y									
Z									

NOTE: The information provided in this document is anonymised to comply with the School Appraisal Policy and will be held by the head teacher as a confidential record of the decisions made by the committee at the meeting. The **statutory** Appraisal Regulations state that all information relating to appraisal is confidential and therefore should not be shared or disclosed to any parties outside of the pay ratification process of the Governing Body. Disclosure of such information would be treated as a breach of the schools Data Protection Policy. Supporting anonymised evidence to exemplify the process undertaken by the school is provided in the attached appendices.

Signed by Chair of the Pay Committee:

Date:

Signed by the Head Teacher:

Date:

The members of the Pay Committee attending the meeting are:

**Appendix 9 – Sample Ofsted Governing Body Report: Pay Progression/Pay Award and Equalities Analysis 1/3**

School Name

Report for period (last three years) from 1.9.\*\* to 31.8.\*\*

(To be completed for the three year period)

Year 1/2/3 1.9.** - 31.8.**	MPR						UPR						UTR						LPR						
	Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female		Total		
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
<b>All Teachers</b>																									
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
<b>All teachers</b>																									
<b>Of these, how many:</b>																									
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
<b>Are Disabled</b>																									
<b>Are BME</b>																									
<b>Hold TLR 1 or2</b>																									
<b>Hold TLR 3 *<sub>1</sub></b>																									
<b>Hold R &amp; R *<sub>2</sub></b>																									
<b>Hold SEN payment</b>																									
<b>Of the total number of teachers in the school, how many :</b>																									
	Male		Female		Total		Male		Female		Total		Male		Female		Total		Male		Female		Total		
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
<b>Awarded Pay progression</b>																									
<b>Received % Pay Award</b>																									
<b>At maximum of pay scale</b>																									
<b>Applied UPR</b>																									
<b>% UPR agreed</b>																									
<b>Of those who have progressed, how many:</b>																									
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
<b>Disabled</b>																									
<b>BME</b>																									
<b>Submitted Pay Appeal</b>																									



2. The governing body should set a date in its annual calendar of meetings to analyse and interpret the data to consider implications for the school and equality based corrective action required.
3. Ofsted Inspectors may ask the head teacher for anonymised information about performance management, appraisal and salary progression from the last three years to determine whether there is a correlation between the overall quality of teaching and pay progression / pay award. If there is none, inspectors should find out why, taking into account the length of time the head teacher has been in post.
4. The information provided:
  - must not leave the school site
  - must be recorded in such a way that individual members of staff are not identified on inspectors' evidence forms or in inspection reports
  - must not be sent to inspectors electronically.
5. The data set incorporates the information which Ofsted may request and includes the following:
  - patterns of progression and pay award through the salary ranges and comparisons between subject departments and/or teachers deployed in different key stages
  - the proportion of staff who progressed through threshold over the last three years
  - the proportion who did not progress through threshold over the last three years
  - the number of staff paid on each salary range, equalities data, pay progression / pay award data demonstrating the numbers of teachers who have met their appraisal objectives
6. Ofsted have also stated that they will request the following information:
  - the appraisal / PRP information the school provides to governors
  - any other relevant information with regard to the performance management process, e.g. copy of Pay Policy, Appraisal policy and school documentation used by the school.
  - information to demonstrate whether governors monitor performance management systems and understand how the school makes decisions about teachers' salary progression / application of pay award, including the performance management of the head teacher and other senior leaders, to improve teaching, leadership and management

Ofsted – when they inspect your school will ask for anonymised information from the last three years which shows the proportion of teachers who have 1. Progressed along the MPR, UTR and LPR; 2. Progressed to and along the UPR. This table provides a format to show patterns of progression and may be used by the school to show comparisons between departments and / or teachers deployed in different key stages. The governing body should receive this information and interrogate this information as part of the annual appraisal/PRP process.

## Appendix 10a – Pay Appeals Procedure

- 1.0 Any member of staff may appeal against any determination in relation to his/her pay or any other decision taken by the head teacher / Chair of Pay Committee or Chair of Governors (in the case of the head teacher) that affects his/her pay. Where there is an appeal against withholding salary progression the appeals process will take place before the final pay recommendations are approved by the school pay committee.
- 1.1 This document provides guidance on each stage and in line with good employment practice the School Pay Appeal Procedure has three stages:
- Stage One – Informal;
  - Stage Two – Formal Hearing;
  - Stage Three – Formal Appeal.
- 1.2 The head teacher should inform the chair of governors where a pay appeal is submitted.
- 1.3 The grounds for appeals are that the head teacher / Chair of Committee or Chair of Governors (in the case of the head teacher) who made the recommendation / decision;
- a) Incorrectly applied provision of the Pay Policy/STPCD/NJC Conditions of Service;
  - 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 member of staff.
- 1.4 The stages are as follows:

### Stage One – Informal

- a) At the appraisal review meeting, the appraiser / head teacher (where the head teacher is the appraiser) will make a recommendation on pay to the employee, supported by the relevant evidence;
- b) The head teacher provides the employee with written confirmation of the pay recommendation, as contained within the appraisal statement providing the basis on which the recommendation is made;
- c) If the member of staff is not satisfied with the recommendation he/she should seek to resolve this matter informally, initially with the head teacher and/or in the case of the head teacher, with the chair of the Pay Committee or Chair of Governors, within five working days of the employee being notified of the recommendation;
- d) Where an informal resolution is not possible with the person making the pay recommendation and where the member of staff believes that an incorrect recommendation has been made he/she may follow a Stage 2 formal appeals process in line with the grounds of appeal set out in paragraph 1.3.

## **Stage Two – Formal Hearing**

- a) To commence the formal appeal against the pay recommendation / decision the employee should submit a formal written statement to the person making the pay recommendation i.e. the head teacher (or in the case of the head teacher to the chair of the pay committee or chair of governors) within 5 working days of the outcome of the informal discussion (Appendix 10b – Pay Appeal Pro Forma). The written appeal from the teacher / head teacher must re-affirm the grounds of the appeal and the remedy sought;
- b) On receipt of the written appeal notification setting out the grounds of the appeal, the head teacher will offer the member of staff a date for formal hearing normally within 15 working days of the Stage One meeting. The hearing will be with the person making the pay recommendation. The letter inviting the employee to the hearing, including papers relevant to the pay appeal should be sent out five working days in advance of the meeting;
- c) The employee should be provided with the opportunity to send any written submission of evidence to the Head Teacher / Chair of Pay Committee or Chair of Governors (in the case of the Head Teacher) prior to the hearing.
- d) The date of the Pay Hearing should always be determined in consultation with the school's HR Business Partner to ensure that an appropriate officer is available to attend and advise the panel on any procedural aspects or matters of employment law. It is the responsibility of the employee to ensure that a trade union representative or work colleague is available to attend.
- e) The hearing will provide an opportunity for the employee to make representations in person, to present evidence, to call witnesses, to have the opportunity to ask questions and to be accompanied by their trade union representative or work colleague;
- f) The head teacher / or in the case of the head teacher the chair of pay committee or chair of governors will consider the evidence presented and make a pay decision. For community schools, it is the head teacher's duty to consider the advice given by the HR Business Partner attending on behalf of the school and the County Council.
- g) The outcome will be confirmed to the employee in writing along with the rationale for the decision within three working days of the hearing and where appropriate the right of appeal to a panel of governors.

## **Stage Three – Formal Appeal**

- a) Where the member of staff continues to be dissatisfied, and believes that an incorrect decision has been made in line with the grounds of appeal set out in paragraph 1.3, he/she may follow a Stage 3 Formal Appeals process.
- b) To commence the formal appeal against the pay decision the employee should submit a formal written statement (Appendix 10b Pay Appeal Pro forma) to the head teacher / Chair of committee or Chair of Governors (in the case of the head teacher) within five working days of receipt of the Stage Two outcome letter. The written appeal from the teacher / head teacher must re-affirm the grounds of the appeal, the remedy sought and include any additional evidence/papers which the employee wishes to be considered as part of the pay appeal;
- c) On receipt of a completed Appendix 10b the member of staff will be offered a formal appeal hearing normally within 15 working days of the receipt of the written appeal notification, or as soon as possible thereafter with the agreement of all parties. The

letter inviting the employee to the Pay Appeal hearing, including the papers relevant to the pay appeal should be sent out 5 working days in advance of the meeting.

- d) The employee should be provided with the opportunity to send any written submission of evidence to the panel prior to the appeal hearing. This information should be sent to the head teacher with a minimum of 5 working days in advance of the meeting so that any additional evidence/ papers can be circulated to the members of the governors' panel and to the HR Business Partner. It is the responsibility of the employee to ensure that a trade union representative or work colleague is available to attend.
- e) The Pay Appeal hearing will be heard by a panel of three governors who were not involved in the original pay determination.
- f) The Appeal hearing will provide an opportunity for the employee, accompanied by their trade union representative or work colleague to make representations in person and for both parties to present their evidence, call witnesses and ask questions.
- g) At the end of the appeal hearing, the panel will consider the evidence presented and reach a decision. For community schools, it is the head teacher's duty to consider the advice given by the HR Business Partner attending on behalf of the school and the County Council.
- h) The outcome of the appeal hearing will be confirmed to the employee in writing along with the rationale for the decision within three working days.

- 1.5 Pay appeal decisions are final and binding on both parties and may not be reopened under the school grievance procedures. The pay appeals process should be carefully managed and notes taken. Teachers making representation at Stages 2 and 3 may be accompanied by their trade union representative or work colleague.

**Appendix 10b – Pay Appeal Pro forma (Stage 1; Stage 2; Stage 3)**

<b>PAY APPEAL PRO FORMA</b>	
<b>FOR COMPLETION BY EMPLOYEE FOR SUBMISSION TO HEAD TEACHER</b>	
Name of School	
Name of Employee	
Post Held	
Current Grade	
Current Pay Point	
Date of Appraisal Meeting	
Name of Appraiser	
<b>Reason for Appeal</b>	
	<b>TICK</b>
a) Incorrectly applied any provision of the Pay Policy/STPCD/NJC Conditions of Service	
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	
f) Otherwise unlawfully discriminated against the member of staff	
<b>Written Submission</b>	
Details of the grounds / basis for the appeal making reference to additional documents to be submitted as appropriate to support employees case. Expand as required	
<p>List of Documents attached as appendices to support employees case</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
Remedy sought	
Signed	
Date	
Signed as received (Head Teacher)	
Date received	
Date acknowledged with employee	

## Appendix 10c – School Pay Appeal Hearing Procedures – Head Teacher Stage 2

### Order of Events – Stage 2 Hearing

The purpose of this meeting will be to provide the teacher / head teacher an opportunity to present their appeal against the pay recommendation in person to the head teacher / chair of pay committee or chair of governors (in the case of the head teacher) accompanied by their trade union representative or work colleague.

The school should make arrangements for the meeting to be minuted by an appropriate person.

#### Introductions

The Head Teacher / Chair of Pay Committee or Governors (in the case of the Head Teacher) will:

- a) Explain the purpose of the meeting, conducted as part of the second stage School's Pay Appeals procedure;
- b) Ask those present including the representative (if applicable) to introduce themselves and clarify their role;
- c) Outline the order of events of the hearing;
- d) Explain that notes will be taken to record the key points of the hearing.

The employee and/or their representative/work colleague will:

- a) State the basis of their pay appeal against the recommendation, including the reason for the appeal and present their evidence;
- b) Call any witnesses in support of their case. The witness(es) may be asked questions by the head teacher (or other senior leader) / Chair of Committee or Chair of Governors (in the case of the head teacher)
- c) Answer any questions put by the head teacher (or other senior leader)/ Chair of Committee or Chair of Governors (in the case of the head teacher).

The head teacher (or other senior leader) / Chair of Pay Committee or Chair of Governors (in the case of the head teacher) will:

- a) State their response to the appeal, present their evidence;
- b) Call any witnesses in support of their case. The witness (es) may be asked any questions by the representative or work colleague;
- c) Answer any questions from the employee and/or their representative or work colleague.

10. At the conclusion of the hearing the head teacher)/ Chair of Committee or Chair of Governors (in the case of the head teacher) will invite:

- a) The employee and/or their trade union representative/work colleague or Chair of Pay Committee or Chair of Governors (in the case of the head teacher) to summarise the key points of their formal appeal;
  - b) The head teacher (or other senior leader) or Chair of Pay Committee or Chair of Governors (in the case of the head teacher) to summarise the key points of their response to the case;
  - c) Explain how and when the decision will be communicated to the employee.
4. The hearing will then be adjourned to enable the head teacher (or other senior leader)/ Chair of Committee or Chair of Governors (in the case of the head teacher) to:
- a) Consider the issues in private;
  - b) Take any necessary advice;
  - c) Deliberate and make a pay decision.
5. All parties reconvene for decision.

The head teacher (or other senior leader)/ Chair of Committee or Chair of Governors (in the case of the head teacher) will normally give their decision at the end of the hearing however in exceptional cases this may be delayed if further time is needed to consider the evidence.

The decision will be confirmed in writing within 3 working days of the conclusion of the hearing, including where necessary, their right of appeal to a panel of 3 governors and date of the Appeal. (See [Appendix 10f](#))

<sup>1</sup> Where the employee or representative/ work colleague calls a witness in support of his/her case, the following procedure applies:

- The witness will be asked questions by the employee / representative or colleague.
- The witness may then be asked questions by the head teacher (or other senior leader).
- The witnesses may then be asked further questions by the employee, representative or colleague.

<sup>1</sup> Where the head teacher (or other senior leader) calls a witness to support their response to the appeal, the following procedure applies:

- The witness will be asked questions by the head teacher (or other senior leader).
- The witness may be asked questions by the employee or his/her representative or colleague.
- The witnesses may then be asked further questions by the head teacher (or other senior leader).

**Note:** After completion of the above stages any witnesses will be:

- a) *Instructed not to discuss the case in any way until after the hearing / appeal has been determined*
- b) *Asked to retire. Unless otherwise determined by the parties to the hearing, the witnesses may be subject to recall*

## Appendix 10d – School Pay Appeal Procedures – Governors Stage 3

### Order of Events – Stage Three Governors Appeal Hearing

#### 1. Introductions.

The Chair of the panel will:

- a) Explain the purpose of the meeting, conducted as part of the School's Pay Appeals procedure;
- b) Ask those present to introduce themselves and explain their role;
- c) Outline the order of events of the Pay Appeal Hearing;
- d) Explain that notes will be taken to record the key points of the hearing

#### 2. The employee and/or their trade union representative / work colleague will:

- a) State their case, including the reason for the pay appeal, present their evidence;
- b) Answer any questions put by the head teacher (or other senior leader);
- c) Answer questions put by the Pay Appeal Panel;
- d) Call any witnesses in support of their case. The witness (es) may be asked questions by the head teacher (or other senior leader) and the members of the panel.

#### 3. The head teacher (or other senior leader) will or Chair of Pay Committee or Chair of Governors (in the case of a head teacher):

- a) State their response to the pay appeal, present their evidence;
- b) Answer any questions from the employee and/or their trade union representative or work colleague;
- c) Answer questions from the Pay Appeal Panel;
- d) Call any witnesses in support of their case. The witness (es) may be asked any questions by the trade union representative or work colleague and the members of the panel.

#### 4. At the conclusion of the presentation of each case and where the panel hearing the case are satisfied they have sufficient information about the issues they will invite:

- c) The employee and/or their trade union representative/work colleague to summarise the key points of their case;
- d) The head teacher (or other senior leader) to summarise the key points of their case;
- c) Explain how and when the decision will be communicated to the employee.

#### 5. The hearing will then be adjourned to enable the panel to:

- a) Consider the issues in private;
- b) Take any necessary advice;
- c) Deliberate and make a decision whether or not to uphold the pay appeal;
- d) Consider an appropriate remedy or follow up actions as appropriate.

6. All parties reconvene.

The Chair of the Pay Appeal Panel will normally announce the decision at the end of the hearing however in exceptional cases this may be delayed if further time is needed by the panel to consider the evidence.

7. The decision will be confirmed in writing within 3 working days of the conclusion of the hearing. (Appendix 10f)

<sup>1</sup> Where the employee or trade union representative/ work colleague calls a witness in support of his/her case, the following procedure applies:

- The witness will be asked questions by the employee / trade union representative or work colleague.
- The witness may then be asked questions by the head teacher (or other senior leader).
- The witnesses may then be asked further questions by the employee, trade union representative or work colleague.
- Members of the Pay Appeal Hearing may ask questions of the employee and her/his trade union representative or work colleague and witnesses on the evidence submitted.

<sup>1</sup> Where the head teacher (or other senior leader) calls a witness to support the management case, the following procedure applies:

- The witness will be asked questions by the head teacher (or other senior leader).
- The witness may be asked questions by the employee or his/her trade union representative or work colleague.
- The witnesses may then be asked further questions by the head teacher (or other senior leader).
- Members of the Pay Appeal may ask questions of the head teacher/presenting officer and witnesses on the evidence submitted.

**Note:** After completion of the above stages any witnesses will be:

- a) *Instructed not to discuss the case in any way until after the hearing / appeal has been determined*
- b) *Asked to retire. Unless otherwise determined by the parties to the hearing, the witnesses may be subject to recall*

Pay appeal decisions are final and binding on both parties and may not be reopened under the school grievance procedures.

## Letter 10e – Invitation to Pay Hearing / Appeal Hearing

### PRIVATE AND CONFIDENTIAL

Name  
Address

Dear \*\*

**(Name of) School - Pay Policy**  
**Stage Two / Stage Three** *(delete as appropriate)*: **Pay Hearing / Appeal Hearing**

*(Either – For Stage Two)*

Further to my meeting with you as part of the Stage One Pay Appeals Procedure to consider your pay I am writing to acknowledge receipt of your written pay appeal and your request for the matter to be considered by as part of Stage 2 of the Pay Appeals procedure.

In accordance with the school's pay policy I wish to inform you that I have arranged a formal Stage Two meeting to consider your pay appeal. A copy of the school pay policy is available in school in (location). If you require a copy please let me know. The meeting will be with myself (Head teacher / other Senior Leader / Chair of Pay Committee or Chair of Governors (in the case of the head teacher) and will be at \* on \* and \* (Time). *(Add / delete as appropriate* \*\* will also be present to give evidence about the outcome of the appraisal process.

*(Or – For Stage Three)*

Further to your meeting with myself Head teacher / other Senior Leader / Chair of Pay Committee or Chair of Governors (in the case of the head teacher) as part of the Stage Two Pay Appeals Procedure to consider your pay I am writing to acknowledge receipt of your written appeal and your request for the matter to be considered by a Pay Appeals Panel of the governing body as part of Stage Three of the Pay Appeals Procedure.

In accordance with the school's pay policy I wish to inform you that I have arranged a Stage Three Appeal Hearing to consider your pay appeal. A copy of the school pay policy is available in school in (location). If you require a copy please let me know. The meeting will be with myself and a Panel of the Governing Body and will be at \* on \*. *(Add / delete as appropriate* \*\* will also be present to give evidence about the outcome of the appraisal process.

*(For both)*

You are entitled to receive copies of relevant information/documents which will be considered at the meeting. *(List and send all of the information relevant to the initial decision made including any information supplied by the employee so far).*

I attach for your information copies of relevant information *(examples below: information to be listed)*:

- Copy of the written appeal from the employee setting out the grounds of the appeal and the remedy sought.

- Statement written by the head teacher (or other senior leader) providing the background to the case and reason for the recommendation for non-pay progression.
- Evidence provided by the school to support this recommendation including copy of the appraisal statement(s) (Appendix 5 of the Appraisal Toolkit) setting out the basis of the pay recommendation made by the appraiser (*and in the case of Stage 3 Appeal to governors*) the decision of the head teacher.
- Review meeting discussions and outcomes including, where appropriate, any other documentation to evidence the initial decision made e.g. concerns identified and details of any additional support provided during the appraisal period
- Other relevant evidence provided by the employee (to follow if not already received)
- Details of outcome from previous meeting, including any written confirmation etc.

Specifically, the meeting will consider the grounds of your pay appeal which are:  
(*Amend as appropriate*)

- a
- b
- c
- d

If there is any additional documentation you would like the myself / panel to consider at the meeting, please let me have this by (for Stage 2 Meeting – prior to the hearing and for Stage 3 + 5 days before the meeting date) so that I can circulate copies prior to the meeting. You may, if you wish, call witnesses to support your case and, if this is your intention, please let me know by the above date so that I can make arrangements to accommodate them

I would like to take this opportunity to inform you that you have the right to be represented at this meeting by your trade union representative or work colleague. Please confirm by (*date*) that you and your representative will be attending.

Yours sincerely

Head Teacher

Copy to: (Name) HR Case Officer  
(Name) Trade Union Representative / Colleague  
(Names) Members of the Governors panel (*Stage 3 only*)

## Letter 10f – Outcome of Pay Hearing / Appeal Hearing

### FIRST CLASS

### PRIVATE AND CONFIDENTIAL

Name

Address

Dear

**(Name of) School - Pay Policy**

**Outcome of Stage Two / Stage Three (delete as appropriate): Hearing / Appeal**

I refer to the Stage Two hearing / Stage three Appeal hearing with myself (or other senior leader) / the Pay Appeals Panel of the Governing Body held on \*(date) in the presence of the Head Teacher of the School, \*(HR Officer), and your trade union representative/work colleague, (name, trade union)/or Despite being advised of your right to representation, you chose not to exercise it. The meeting was arranged within the framework of the school's pay appeals procedure. At the hearing, I / the governors (delete as appropriate) considered your appeal against the recommendation to support your pay progression with effect from (1st September 20XX). (Details here may need to be amended as necessary in line with the wording of the appeal and remedy sought by the employee)

I / The governors' Panel (delete as appropriate) carefully considered the evidence presented at the meeting by yourself and the head teacher (or other senior leader). The decision taken was that based on the evidence considered your appeal was/ was not upheld and therefore your pay will / will not progress to the next point on the pay range. (The letter will need to include any additional information relevant to the pay appeal decision). Pay appeal decisions are binding on both parties and may not be reopened under any other school procedures, including the grievances procedure.

Stage Two only - You have the right to appeal against this decision and an appeal date has been set for (+ 10 days). Please let me know by \*(date) whether you intend to appeal. The purpose of the appeal will be to consider the grounds of your appeal and the remedy sought as detailed in your earlier correspondence. The papers for the appeal hearing will be those circulated with my letter of \*(date) together with the additional information tabled by yourself. Any additional information you may wish to submit at this stage must be received by me no later than +3 days time \*(time) on \*(date) so that it may be circulated to the appeals panel.

You have the right to call witnesses to support your case and you may be represented at the appeal by your trade union or work colleague. If you intend to call witnesses, please let me know who they are by (date) so that I can make arrangements to accommodate them. Please confirm by (\*date) whether you intend to appeal and if you are whether you will be attending on the date and time arranged. If at any point you or your trade union wish to speak to me personally about your situation or the procedures then please do not hesitate to contact me.

Yours sincerely

Head Teacher

cc (Name) HR Case Officer  
(Name) Trade Union Representative / Colleague  
(Name) Members of the Governors Panel

## Appendix 11 – Appraisal / Pay Planner

This appendix may be used to plan the annual appraisal and pay cycle

Term	Activity	Who	Dates
<b>SUMMER TERM</b>			
SUMMER TERM	Ensure final arrangements are in place to complete current appraisal cycle		
	Consider any revisions required to school Appraisal and Pay policy		
<b>AUTUMN TERM</b>			
AUTUMN TERM – Review of current year appraisal period	Teachers receive final appraisal report at end of appraisal cycle		
	Appraisal report provides overall assessment of progress towards meeting: <ul style="list-style-type: none"> <li>- appraisal objectives</li> <li>- relevant standards</li> <li>- PRP criteria and overall performance</li> </ul>		
	Appraisal Report contains recommendation on pay progression / pay award and shared with teacher		
	Head Teacher or SMT moderate initial pay progression / pay award recommendations		
	Pay appeals arranged if required		
	Head Teacher prepares report for Pay Committee ratification and arranges meeting		
	Head Teacher prepares Pay Equalities Report for governors (Appendix 9)		
	Head Teacher presents report to Pay Committee (Appendix 8) so as to account to them overall for the effective operation of links between pay decisions and performance for all teachers		
	Governing Body considers report/evidence relating to individual teachers' pay progression / pay award recommendation in order to ratify pay decisions		
AUTUMN TERM – Prepare for start of new year appraisal period	Review and update appraisal and pay policies in the light of STPCD and recommendations from the Local Authority HR Service		
	Review and update school appraisal practice in the light of experience		
	Consult with all staff on proposed changes to the appraisal process for next appraisal cycle		
	Consult with all staff on implementation of revised appraisal and pay policies		
	Governing body to agree and adopt revised policies		
	Governing body to determine budget provision for pay progression / award for appraisal cycle		
	School leadership to ensure that all employees understand revised policies and how the arrangements will operate		
AUTUMN	Set appraisal objectives for next appraisal cycle in		

TERM – Implement start of new year appraisal period	line with school appraisal and pay policies. If not mutually agreed set by appraiser		
	Monitor performance as set out in Appraisal Policy and set timetable of termly reviews and continue as set out in the appraisal statement. Undertake observations, ongoing professional dialogue etc.		
	Any concerns about progress towards meeting appraisal objectives to be shared with appraisee in a meeting at earliest opportunity		
	Where required additional support / targeted support put in place in line with school Appraisal policy		
	Update Appraisal Statement		
<b>SPRING TERM</b>			
SPRING TERM	Monitor performance as set out in Appraisal Policy and set timetable of termly reviews and continue as set out in the appraisal statement. Undertake observations, ongoing professional dialogue etc.		
	Any concerns about progress towards meeting appraisal objectives to be shared with appraisee in a meeting at earliest opportunity		
	Where required additional support / targeted support put in place in line with school Appraisal policy		
	Update Appraisal Statement		
<b>SUMMER TERM</b>			
SUMMER TERM	Monitor performance as set out in Appraisal Policy and set timetable of termly reviews and continue as set out in the appraisal statement. Undertake observations, ongoing professional dialogue etc.		
	Any concerns about progress towards meeting appraisal objectives to be shared with appraisee in a meeting at earliest opportunity		
	Where required additional support put in place in line with school Appraisal policy		
	Update Appraisal Statement		

## Appendix 12 – Job Description Leading Practitioner

### Job Purpose

The primary role of the post of leading practitioner is to model and lead improvement of teaching skills throughout the school. The governing body will determine the level of outreach working the post holder will be expected to undertake as required to support other schools.

### Applicability

The governing body should be satisfied that the teacher can demonstrate excellence in teaching skills and a sustained track record of successful teaching on the upper pay range.

### Salary

The pay range for the post of leading practitioner is set out in the school pay policy and on the leadership range (LPR) between points L1 – L18. The governing body will determine an individual 5 point range within the overall banding for each post taking into account the job weight, pay differentials for other leadership posts and other leading practitioner posts in the school.

### Duties and responsibilities

Teachers paid on the leading practitioners pay range have the same professional responsibilities as all other teachers. The specific additional duties and responsibilities relevant to the role in modelling and leading the improvement of teaching skills will be determined by the head teacher and the governing body. The post holder is responsible for and will act as:

- a) An exemplar of teaching skills
- b) Lead in the improvement of teaching skills throughout the school
- c) A member of the teaching team who will carry out their professional responsibilities paid on the leadership range, including any additional duties delegated by the head teacher commensurate with the level of pay.

The leading practitioner will take a leadership role in developing, implementing and evaluating policies and practice within the school (and where appropriate in outreach schools) which contribute to and have the effect of raising achievement and school improvement. The following duties and responsibilities, which also apply to outreach schools will include (to be made school specific):

- a) Coaching, mentoring and induction of teachers, including trainees and NQT's;
- b) Disseminating materials and advising on practice, research and continuing professional development provision;

- c) Assessment and impact evaluation, including through demonstration lessons and classroom observation;
- d) Provide targeted support (and deliver support plans) to teachers identified within the appraisal process who are experiencing difficulties.

**Additional notes:**

In determining the full range of duties and responsibilities, the governing body should take the following factors into account:

- a) Does the school require a leading practitioner post and if so what impact is expected on the quality of teaching and pupil outcomes
- b) How can the governing body be certain that the post represents good value for money and is there clarity about how the post fits into the current structure and will the post work across phase/departments
- c) What specific responsibilities are required and how much time will be spent on outreach. What will other schools be charged.
- d) The teachers own timetable commitment within school.

## **Appendix 13 – Pay Committee Terms of Reference - Delegated Authority**

The Governing Body delegates (in accordance with its scheme of delegation) to its Pay Committee responsibility for the following:

- 1) determining, monitoring and reviewing the school staffing structure, setting out the number and pay ranges for all posts within the school in a formal document.
- 2) Ensuring job descriptions and person specifications are reviewed regularly and reflect the duties and responsibilities of all posts.
- 3) agreeing, determining, monitoring and reviewing staff salaries and allowances in accordance with the school's Pay Policy and principles of public life, including annual performance pay progression for all teachers; applications to be paid on the Upper Pay Range and pay / gradings for support staff.
- 4) Ensuring, grades, pay and allowances determined by the Pay Committee are communicated to each member of staff in writing in accordance with the STPCD (Decisions on the pay of the Head teacher will be communicated by the chair of the governing body, in writing, in accordance with the STPCD); and for support staff that all pay will be determined in accordance with the agreed school JE Scheme.
- 5) making recommendations to the Governing Body for the annual budget needed for pay.
- 6) monitoring and reporting to the full Governing Body on the annual pattern of performance pay progression at each level; the correlation between pay progression, quality of teaching and outcomes for pupils (Appendix 9) and for taking corrective action.
- 7) Ensuring the head teacher provides annual pay statements to all staff and reviews temporary contracts and salary safeguarding arrangements.
- 8) Ensuring the provisions of the Equality Act 2010 in relation to equal pay issues are met and considering reports from the Head teacher as appropriate (Appendix 8).
- 9) Ensuring that the application of the Appraisal Regulations and STPCD meet the statutory requirements.
- 10) Are accountable to Ofsted and other appropriate regulatory bodies for decisions taken within their area of responsibility.

### **Membership**

The Pay Committee will comprise of at least three members of the Governing Body, none of whom shall be Staff Governors or Associate Members. The Head teacher may attend all proceedings of the Pay Committee for the purposes of providing information and advice, but must withdraw when their own salary is being discussed.

### **Clerking and Minutes**

Meetings of the Pay Committee should be clerked appropriately. The reasons for all pay decisions will be clearly recorded. There should be a clear audit trail for all pay decisions through the minutes and for leadership posts through the completion of Appendix 2a, 2b or 2c. The information will remain confidential to the Pay Committee, the employee and their advisors. Similarly, where an appeal is lodged, the decision and minutes relating to the appeal will remain confidential to the appeals panel, the employee and their advisors.

### **Quorum**

Three Governors will be required for the Pay Committee to be quorate.

## **Appendix 14 – Pay Appeals Committee Terms of Reference**

### **Delegated Authority**

The Governing Body delegates (in accordance with its scheme of delegation) to its Pay Appeals Committee responsibility for considering and deciding on formal appeals against pay determinations in accordance with the Appeals Procedure set out in Appendix 10 to the Pay Policy.

### **Membership**

The Pay Appeals Committee will comprise of at least three members of the Governing Body, none of whom shall be Staff Governors or Pay Committee Members who decided the pay determination which is being appealed. If there are insufficient members of the Governing Body who are eligible to form a Panel, appointees may be drawn from members of governing bodies of other schools. Such members may be recommended by Governor Services. The Pay Appeals Committee should arrange for a HR Business Partner to attend proceedings to advise.

The head teacher may attend all proceedings of the Pay Appeals Committee for the purposes of providing information and advice, but must withdraw when their own salary is being discussed.

The role of the Pay Appeal Committee is not to make judgements about the effectiveness of individual staff. It is to satisfy themselves that any recommendation / decision has been made on the basis of evidence, has been made taking proper account of equal opportunities, and that overall the correct procedures have been followed. If the Pay Appeal Committee decide that an appeal is not upheld then the matter is closed and, as set out in Section 3, paragraph 7 of the STPCD 2015, there is no recourse to the general staff grievance procedure. If the Pay Appeal Committee decide that an appeal is upheld then the Pay Committee will be asked to review the Teacher's situation and come to a decision, taking into account the reasons the appeal was upheld and, if they consider it appropriate, taking further advice.

### **Clerking and Minutes**

Meetings of the Pay Appeals Committee should be clerked appropriately. The reasons for all appeal decisions will be clearly minuted but will remain confidential to the appeals panel and the employee and their advisors.

### **Quorum**

Three Governors will be required for the Pay Appeals Committee to be quorate.

## Appendix 15 – Pay and Appraisal FAQs September 2018 (Revised)

The FAQs below are primarily centred on teacher performance and pay. In the case of head teachers, governors should seek advice from their external performance adviser and from the School HR Business Partner.

### 1. Can objectives be altered within the annual appraisal cycle, and if so what process must be followed?

Wherever possible, the targets set at the start of the cycle should be based on a secure range of evidence and focus on the key priorities for improving or sustaining performance within the cycle. In **exceptional circumstances**, new evidence may come to light about performance concerns, or circumstances may change within the school, (for example adverse OFSTED Judgement) which may lead to a re-focussing of either the objectives or the success criteria or both. The **process for re-setting objectives** requires a meeting between appraiser and appraisee, including head teacher/other senior leaders as appropriate, to explain the reason for the change and to agree, wherever possible, the revised objectives/success criteria to be met within the remainder of the appraisal cycle. Ultimately, decisions are made by the head teacher, who is responsible for moderating and determining appraisal objectives for all staff.

### 2. Can appraisers be changed throughout the appraisal cycle?

Ideally not, but this will be inevitable where teachers leave and new appraisers start. There should be an early meeting to clarify roles and build the required professional working relationship.

### 3. Please explain appendix 3a introduced to the Pay Policy in 2016

The School Pay Policy paragraph 1.10 states, “*The governing body recognises its responsibility to consider how to apply cost of living uplifts recommended by the School Teachers’ Review Body (STRB) and confirmed by the School Teachers’ Pay and Conditions Document. Any uplift to pay points and allowances for teachers within the national pay framework (i.e. between the statutory minimum and maximum) is not automatic and will take into account and be merited by performance.*”

The STPCD 2018 states that the pay uplift should be determined in line with the school’s own pay policy. It is important to note that the second sentence in italics above, linking salary uplift to performance, although anticipated since 2015, has still not become a statutory requirement in the 2018 STPCD.

Schools need to make their own decision about whether performance related pay progression for all teachers in the school will consist of incremental progression only (recommended) or incremental progression and the pay uplift. School should carefully read appendix 3a and confirm their decision, seeking advice where required.

### 4. What happens if a member of staff is absent at any point in the appraisal cycle?

This depends on the reason for the absence, and its timing. For maternity and disability related absence, there is guidance on the impact of absence in the current Nottinghamshire School Pay Policy and Nottinghamshire School Appraisal Policy.

For other absences during the appraisal cycle, progress should be assessed at the termly reviews and a decision needs to be made at the end of cycle review on the extent to which the appraisal objectives and allied success criteria have been met. It is not possible to provide definitive advice to cover all circumstances therefore HR advice should be sought as the absence is being managed. If the employee is absent then the implications and concern of the

absence on the progress being made within the appraisal cycle should be discussed with the employee as part of the welfare contact as soon as it is likely to be an issue and not left as an unresolved issue until the end of the appraisal cycle. There is additional information in the Pay Policy and Appraisal Policy Guidance in the related sections.

If a teacher is absent at the start of the appraisal cycle when objectives are due to be set, they must be set at the earliest opportunity and with the same end of cycle completion date that applies to all other staff.

## 5. What is the deadline for setting appraisal objectives?

Nottinghamshire Pay and Appraisal Policies clarify that appraisal objectives should be set as soon as practicable at the start of the appraisal cycle so that a judgement can be made about performance across an academic year. For teachers, the policy states this is by 31 October and is 31 December for head teachers. In extreme cases, if it is impossible to set and/or review appraisal objectives by this deadline because of the absence of a key appraiser, or other significant issue, staff should be consulted about alternative arrangements and a revised date agreed. HR advice should be sought.

## 6. How should the appraisal process be applied to staff that are not permanent and work part time?

**For staff on fixed term contracts (ftcs) of less than a year** – provided their contract is for not less than a term, objectives should be set taking into account what can reasonably be achieved during the period of their employment. Good practice should ensure that all members of staff are included in the school's appraisal arrangements wherever possible. The reality is that many staff on 'ftcs' have contracts which are renewed and are denied these opportunities.

**For job share staff** – appraisal objectives should be set which are pertinent to each individual teacher, the success criteria for which can be measured and attributed to each job share partner individually. (*For example, work in books must be dated so that it can be attributed to the quality of the separate teachers over time*)

**For other staff on part time contracts, including PPA cover** – objectives need to be set which are proportionate to the contracted hours, with success criteria which are relevant to the role they are undertaking. PPA cover teachers should be expected to plan, deliver and assess the work of the class (es) they are covering, and therefore are accountable for their impact through the appraisal process. As individual teachers they must demonstrate they are meeting the Teachers' Standards, the Impact criteria according to their experience and career stage and should have the professional development opportunities relevant to their role.

## 7. Can a teacher decline to move into the UPR or request to move back down into the MPR?

The decision whether to apply to progress through the UPR threshold is a voluntary process and cannot be forced onto an individual teacher.

**The STPCD does not allow a teacher to regress** from the UPR to the MPR within the same school. In circumstances where an individual teacher requests such a move on a permanent basis, advice and guidance should be sought from the HR team on a case by case basis, particularly where there are exceptional circumstances which are affecting the individual's health and wellbeing. This issue was part of the 2015-16 STRB Remit (letter from Nicky Morgan) and was rejected by the DfE in July 2016. This means there is still no statutory basis for a move back to MPR. The view expressed to the review body from Nottinghamshire County Council HR Service is that this change to the STPCD should be supported in certain specific circumstances. We expect this to be an issue raised again in the next year or so.

There are no restrictions in law to prevent a teacher who is being paid on a leadership spine, or in a leadership role, putting in a request to relinquish their TLR or leadership scale post. However, where this is their substantive post there is no expectation that the governing body

will agree. Whether or not the governing body can accede to any such request for either teachers paid on the UPR or LPR will depend on the circumstances relating to the individual teacher and within the school. This may be complex and where such requests are made appropriate advice and guidance should be sought from HR.

**8. What information should be made available to the appraisee as part of the appraisal objective setting process?**

The School Pay and Appraisal Policies set out the information which should be shared with existing staff and new staff who join the school as part of their induction. The following documents should be made available as a minimum resource:

- a) Appraisal Policy and Guidance agreed by the governing body
- b) Pay Policy and Guidance agreed by the governing body
- c) Copy of the Teachers' Standards (for all staff), Upper Pay Range Threshold Standards and where appropriate the National Standards of Excellence for Head Teachers (all staff paid on leadership).
- d) Staged Expectations Document tailored by the school - Appendix 3 Appraisal Toolkit
- e) PRP Criteria – Appendix 3 School Pay Policy
- f) Copy of School Development Plan and any other relevant school based documents

**9. In what circumstances can more than one increment be awarded at the end of the appraisal cycle?**

**The normal expectation** is that for all teachers, including head teachers and other leaders paid on the leadership spine, one increment will be awarded in each appraisal cycle, subject to a successful appraisal review of performance and subject to the maximum pay point of their pay range.

**In exceptional circumstances**, if there is the potential for an individual to be awarded more than one increment, this should be set out at the start of the appraisal cycle. The appraisal statement should clearly set out the differentiated objectives and success criteria which need to be met within the appraisal cycle, for the individual to achieve either one or two increments progression. Where the award of two increments is being considered, the objectives set, and associated success criteria, must be sufficiently challenging to merit accelerated progression

**NQTs** are not entitled to two increments as they are exempt from the appraisal process until they have met the Teachers' Standards at the end of the required induction period.

**10. Can governors alter the head teacher's IPR and if so in what circumstances and through what process?**

The Nottinghamshire Pay Policy clearly sets out the circumstances in paragraph 6.3 onwards and appendices 1, 2a-2c. Under no circumstances should the IPR be reset by the governing body just so that the head teacher can be awarded a pay award (one of eight points on the leadership spine) or because the Head Teacher has reached the maximum point of their 7 points IPR range. An interesting article recently appeared in the TES: [TES Article on breaking views - Heads deserve good pay](#)

**11. If a teacher has been placed on a support plan, within the appraisal cycle, due to performance concerns, does this prevent pay progression?**

The Pay Policy states that where a teacher has been subject to either (a) an additional formal support plan within appraisal (one or two cycles) or (b) the formal capability procedure, the teacher must be able to demonstrate performance at the required standard for a period of at least 26 consecutive weeks prior to the 31<sup>st</sup> August in order to be considered for pay progression. If this criterion is not met then incremental pay progression (where applicable) should not be awarded at the end of the appraisal cycle. Decisions on the pay uplift will be determined by the decisions made by the school in Appendix 3a paragraph 4 (a) or (b).

**12. If a teacher has not fully met their objectives, including pupil progress targets, can they still receive pay progression?**

The outcome of appraisal and decisions about pay progression should be as a result of a professional judgement taking into account a secure evidence base provided by the appraisee. An employee's performance should be considered in the round, taking account of the extent to which the objectives have been met, the level of aspiration these represent, and the extent to which the employee is meeting the standards required of them in their role overall. Where objectives have not been fully met, the appraisee needs to provide their appraiser with compelling evidence to account for this at the interim reviews and final review meetings. All pay progression recommendations are moderated by the head teacher and ratified by the governing body pay committee.

**13. How should pupil progress targets be set in the context of assessment without levels and how should performance be measured?**

**Target setting** is a mixture of attainment measures and progress measures. A school's targets need to be derived from its own school priorities at cohort/subject and group level. All whole school targets need to be driven up from pupil level targets.

**Setting progress targets for this year** can only be based on the established baseline for individual pupils in each cohort using expectations within the new primary curriculum and pupils' starting points at the beginning of the year. Targets should be focused on increasing the proportion of pupils who are working at the expected standard and where appropriate, increase the proportion of pupils who are working at greater depth.

**Targets for disadvantaged pupils** must take into account the additional funding in order for an increasing proportion;

- To reach the expected standard
- Where they have already reached the expected standard to work at greater depth.
- In order to raise the attainment of DPs, they will need to make accelerated progress through the effective use of the Pupil Premium e.g.
  - at the end of Y3, (20pupils) 60% were working at the expected standard and 5% were working at greater depth
  - by the end of Y4, the school targets for 3 additional pupils (15%) to reach the expected standard and for 1 additional pupil to move from the expected standard at the end of Y3 to working in greater depth at the end of Y4 (5%). Target = 75% expected standard / 10% working at greater depth.

**Setting targets within appraisal**

When setting targets for individual teachers account must be taken of the extent to which the pupils in each class need to improve from their starting points to ensure that in years 2 and 6 the school targets will be met and to ensure that the right proportion of pupils is on track to reach ARE in all other cohorts, based on their starting points.

**The PRP Criteria (Appendix 3 in the Pay Policy) states that for all teachers:**

Typically, **most pupils make expected gains** in learning from their starting points that year taking account of pupils' starting points at the end of the previous school year; last key stage and the extent to which pupils need to make accelerated progress within the year.

**14. What options are available to a new head teacher who inherits an appraisal system which is neither robust nor fit for purpose but where there are concerns about a member of staff's performance?**

Unless there is secure evidence that discussions have taken place to record concerns about a teacher's lack of progress toward meeting their appraisal objectives and associated success criteria, pay progression should normally be awarded. However, in cases where there are concerns about performance which have not been or do not appear to have been raised with a

teacher, and where pay progression is due, including progression into UPR, the head teacher should ensure that the teacher is clear about the concerns before it is considered by the governing body. Future appraisal objectives and success criteria set for the teachers must be robust and salary progression securely linked to individual performance. The head teacher should set out for the teacher the implication of receiving the pay award in terms of the higher level standards of performance required in the next appraisal cycle. Where pay progression from the MPR to the UPR is being considered it is a statutory requirement that the criteria, as set out in the School Pay policy paragraph 11.0 – 11.13, must be met in addition to any objectives set within appraisal.

**15. Which committee of the governing body should be responsible for ratifying decisions on pay?**

They should ensure that all pay recommendations are taken appropriately and in accordance with the school's decision planner. The Pay Policy paragraphs 9, 11A and 11B set out the arrangements. The governing body should determine according the decision planner, which committee, normally the pay or personnel and pupils committee is responsible. There is no requirement to setup a separate pay committee solely to consider pay progression recommendations.

**16. Where should appraisal targets be set in relation to career stages for teachers aiming to move up pay bands?**

Teachers should be set objectives with success criteria which demonstrate they are capable of performing at their current level and the level to which any pay progression would apply.

**17. What evidence will OFSTED expect a school to demonstrate?**

The updated OFSTED handbook sets out the expectations and this is summarised in Appendix 3 of the Pay Policy. Appendices 8 and 9 provide templates for important information that can be anonymously shared with inspectors.

**18. Can the school create their own pay structure away from that proposed by the LA?**

Yes. The STPCD 2017 stated that the pay uplift should be determined in line with the school's own pay policy and this is repeated in 2018. Paragraph 1.10 of the Nottinghamshire School Pay Policy 2018 states that, "The governing body recognises its responsibility to consider how to apply cost of living uplifts recommended by the School Teachers' Review Body (STRB) and confirmed by the School Teachers' Pay and Conditions Document. Any uplift to pay points and allowances for teachers within the national pay framework (i.e. between the statutory minimum and maximum) is not automatic and will take into account and be merited by performance." The LA advice is based on the overwhelming view expressed by Nottinghamshire head teachers that want to retain national pay framework for teacher in all publicly funded schools, a view also supported by the National Employers Organisation for School Teachers NEOST.