

# **Newark Orchard School Pay Policy Toolkit**

**September 2019**

**HR Advice, Support and Training Service**

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## 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
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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 ISDR (inspection data summary report).

- 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
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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 **because 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
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- 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 L	Maximum IPR point 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 L	Maximum LPR point 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)

## Stage 2: Special Circumstances (if applicable)

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 ISDR 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 b c d	Responsibilities and Accountabilities: (e.g. responsibility/ accountability for school causing concern (SCC) with associated significant professional risks) Skills and experience. (e.g. proven track record of effective leadership to secure significant school improvement in short timescale) Complexity and Challenge: (e.g. SCC with several areas required for improvement in short timescale) 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 b c	Recruitment and retention * (*only where agreed by the governing body in pay policy 6.21 – 6.24) 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) 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 b c d e	Deprivation as indicated by entitlement to FSM (high, Medium or Low). (Whether indicator is significantly above the national average) Pupils with EAL or Looked after Children or special needs (as compared with national averages) Pupil Stability (The degree to which the level is significantly below the national average) School Deprivation Indicator (e.g. the degree to which the school is significantly above the national average) 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 L	Maximum IPR point 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 L	Maximum IPR point 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>			

**Stage 2: Special Circumstances (if applicable)**

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 ISDR 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> Temporary*1 see below / Permanent additional Factors related to the Executive Head Teacher role such as:	Additional Points (if applicable)
a b c d	Responsibilities and Accountabilities: (e.g. responsibility/ accountability for school causing concern (SCC) with associated significant professional risks) Skills and experience. (e.g. proven track record of effective leadership to secure significant school improvement in short timescale) Complexity and Challenge: (e.g. SCC with several areas required for improvement in short timescale) Other factors considered by the governing body <u>Justification and evidence used</u>	
C	<u>Special circumstances</u> Temporary*1 see below / Permanent Additional Allowance	Additional Points (if applicable)
a b c	Recruitment and retention * (*only where agreed by the governing body in pay policy 6.21 – 6.24) 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) Other factors considered by the governing body <u>Justification and evidence used</u>	
D	<u>Special circumstances</u> Temporary*1 see below / Permanent Additional Factors, possibly including:	Additional Points (if applicable)
a b c d e	Deprivation as indicated by entitlement to FSM (high, Medium or Low). (Whether indicator is significantly above the national average) Pupils with EAL or Looked after Children or special needs (as compared with national averages) Pupil Stability (The degree to which the level is significantly below the national average) School Deprivation Indicator (e.g. the degree to which the school is significantly above the national average) 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 Schools Portal) or  
 2. The Change of Details Form (Available Schools 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.

- [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 2019

### 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.

This document **has been updated for September 2019 and** is intended to enable schools to;

- Meet the requirements of the School Teachers' Pay and Conditions Document (STPCD) 2019 and OFSTED Education Inspection Framework (Sept 2019).
- 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 1.9.19 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, considering 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 Education Inspection Framework, handbook and subsidiary guidance for inspectors. (Revised September 2019)

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 success criteria and to support an on-going professional dialogue about the impact and effectiveness of a teacher's work. Appraisal 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 2019/20

#### 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 Pre Ofsted-Checklist for Schools September 2019 and,
  - b) Safeguarding Children in Education: Self-audit tool 2019-20

Please Note: Document (a) above is only available to schools who purchase the relevant local authority HR Service and can be found on the Schools Portal – Safer Recruitment Section.

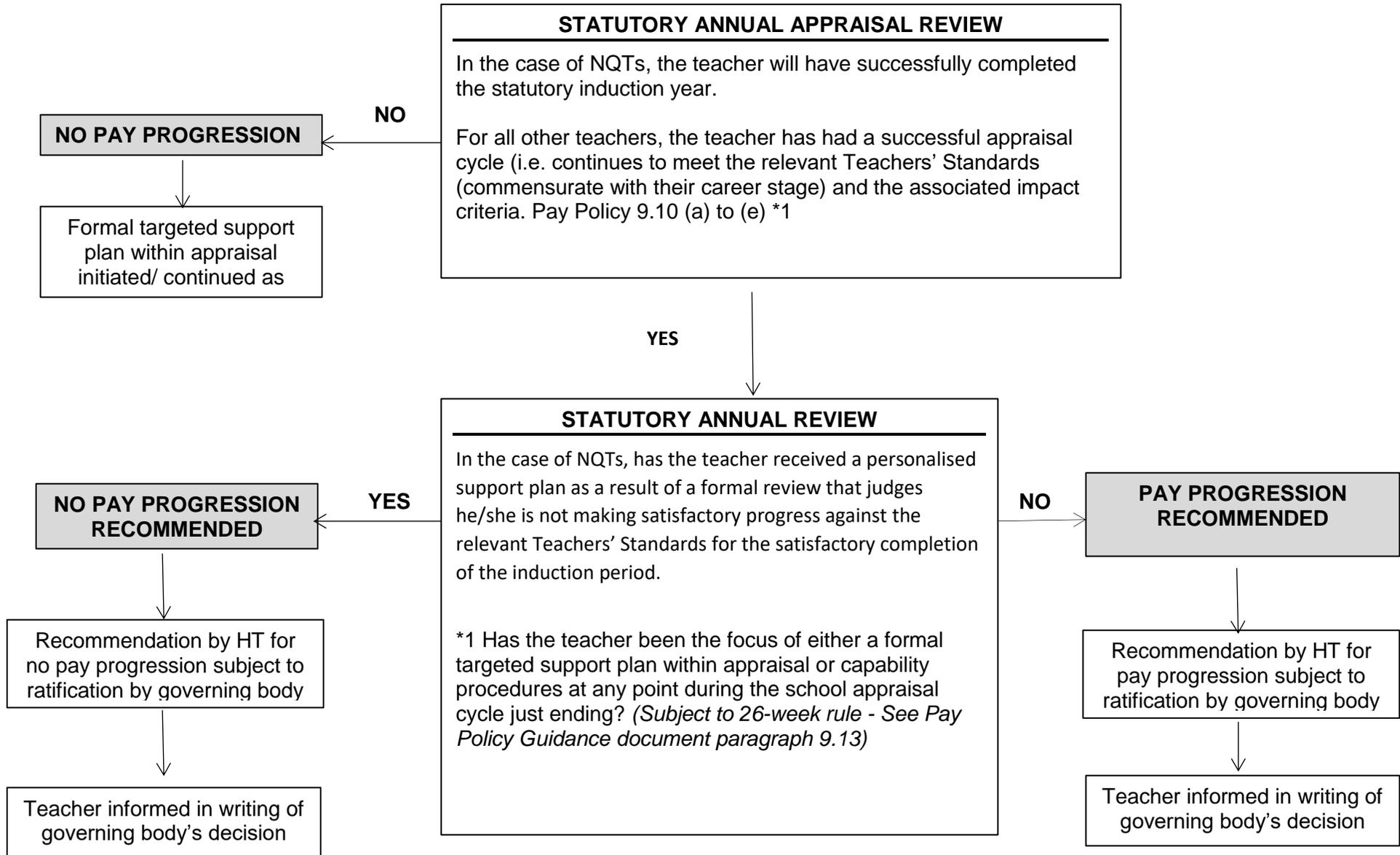
#### 2. Senior leader with child protection and/or safer working responsibilities:

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:

1. 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. (Para 11.5 Appraisal Policy); and to discuss the contribution that all staff are making to their own well-being and that of other staff. Any issues raised by staff about workload or well-being should be managed and staff supported appropriately and quickly (Appraisal Policy 10.8)
2. Making Data Work Making data work - Report of the Teacher Workload Advisory Group November 2018  
In response to the above report the DfE have stated the following:
  - a) that schools must continue to strengthen the link between performance and pay which is fundamental, so that high-performing teachers are rewarded properly for the impact that they are having on their pupils' achievements.
  - b) objectives and success criteria should not solely be based on assessment data for a single group of pupils and should not be based on teacher generated attainment or progress data, or automatically generated predictions.
3. It should be noted that objectives and success criteria should take account of pupils' progress from their starting points, as set out in the following table Pay Bands A-D

## 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>Teaching is <b>typically good</b></p>	<p>Teaching is <b>consistently good</b></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>	<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>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>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><b>Support to teacher</b></p>	<p>Provided throughout induction</p>	<p>Provided through appraisal at the level required to meet criteria and is expected to diminish as pay increases through pay progression</p>		<p>Provided through appraisal &amp; expected to be limited &amp; not required to qualify for post threshold progression</p>
<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>	<p>Teachers consistently implement the school's expectations of behaviour and safety so that increasing numbers of pupils respond positively.</p>	<p>Teachers consistently implement the school's expectations of behaviour and safety so that typically nearly all pupils respond positively.</p>	<p>Teachers consistently implement the school's expectations of behaviour and safety so that nearly all pupils respond positively.</p>	<p>Teachers consistently implement the school's expectations of behaviour and safety so that nearly all pupils respond positively.</p>
	<p>Typically, <b>nearly all</b> pupils exhibit well developed learning</p>	<p>Typically, <b>nearly all</b> pupils exhibit well developed learning</p>	<p>Typically, <b>nearly all</b> pupils exhibit well developed learning</p>	<p>Typically, <b>nearly all</b> pupils exhibit well developed learning behaviours that support their own and others' learning</p>

	behaviours that support their own and others' learning	behaviours that support their own and others' learning	behaviours that support their own 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 **Education Inspection Handbook (September 2019 update)**

The Education Inspection Framework (EIF) sets out the overarching criteria for judging the **quality of education, Behaviour and attitudes, Personal development and Leadership and management.**

In paragraphs **46 and 47** of the revised section 5 handbook September 2019, it states clearly what Ofsted **do not** require in respect of performance management.

- Inspectors **will not** monitor teaching and learning and its link to teachers' professional development and Teachers' standards, other than that which is already part of the school's normal activity.
- Inspectors **do not** require specific details of the pay grade of individual teachers who are observed during the inspection or evidence about each teacher from each of the bulleted sub-headings in the teachers' standards
- Ofsted **does not** require schools to provide anonymised lists of teachers meeting or not meeting performance thresholds for pay progression.
- Ofsted **does not** require schools to provide the processes for the performance management arrangements for school leaders and staff.
- Ofsted **does not** expect targets relating to the proportion of good or better teaching to be included in the headteachers objectives.
- 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 use any particular format for policies relating to staff behaviour or have a separate code of conduct document.

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

### **The quality of education**

The quality of education that a school provides to all its pupils, including the most disadvantaged pupils, the most able pupils and pupils with SEND. Consider;

- The school's curriculum, which is the substance of what is taught with a specific plan of what pupils need to know in total and in each subject;
- The extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (Intent);
- The way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (Implementation); and
- The outcomes that pupils achieve as a result of the education they have received (Impact).

## **Behaviour and attitudes**

Considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils. Involves: the setting of clear routines and expectations for the behaviour of pupils across all of school life - not just in the classroom - attendance and punctuality, motivation and positive attitudes to learning, and a positive and respectful school culture.

## **Personal development**

Considers how the curriculum provided by the school extends beyond the academic, technical or vocational. Considers how the school supports the pupils to develop in many diverse aspects of life. Evaluates the school's intent to provide for the personal development of all its pupils and the quality with which the school implements this work.

## **Leadership and management**

Considers how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils. Evaluates the extent to which: the leaders' high expectations of all pupils in the school are embodied in leaders' and staff's day-to-day interactions with pupils; leaders focus their attention on the education provided by the school; the CPD for teachers and staff is aligned with the curriculum and develops teachers' content knowledge and teaching content knowledge over time; leaders create coherence and consistency across the school; leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education; leaders take into account the workload and well-being of their staff; leaders' and managers' high ambitions are for all pupils, including those who are hard to reach, ensuring that practices such as 'off-rolling' do not take place and that pupil premium usage is founded on good practice.

## **Quality of education - Extracts from grade descriptors for:**

### *Outstanding (1)*

- The quality of education provided is exceptional
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

### *Good (2):*

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. (If this is not yet fully the case, then it is clear from the leaders' actions that they are in the process of bringing this about.)
- Teachers and leaders use assessment well. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- Pupils develop detailed knowledge and skills across the curriculum, and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

### **Behaviour and attitudes - extract from grade descriptors for:**

#### *Outstanding (1)*

- Behaviour and attitudes are exceptional.
- Pupils make a highly positive, tangible contribution to the life of the school and/or wider community. Pupils actively support the well-being of other pupils

#### *Good (2):*

- The school has high expectations for pupils' behaviour and conduct. Leaders support all staff well in managing pupil behaviour.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. 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.

### **Personal development - extracts from grade descriptors for:**

#### *Outstanding (1)*

- Personal development is exceptional
- The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences.

#### *Good (2):*

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.

### **Leadership and management - extracts from grade descriptors for:**

#### *Outstanding (1)*

- Leadership and management are exceptional
- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject pedagogical and pedagogical content knowledge consistently build over time. This consistently translates into improvements in the teaching of the curriculum
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly
- Staff consistently report high levels of support for well-being issues

#### *Good (2)*

- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide support for staff to make this possible.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leader protect staff from bullying and harassment.
- Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

## Appendix 3a

### Performance Related Pay Progression Criteria - Setting appraisal objectives and success criteria 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 2018/19 – 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. "Implementing your school's approach to pay" DfE September 2018, revised March 2019 states that "Decisions about teachers' annual salary pay uplifts and pay progression are linked to performance (Page 16). 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 2019 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, with effect from 1 September 2019, the STPCD 2019 makes a statutory automatic 2.75 % increase to the minimum and maximum of all pay ranges and allowances i.e. MPR 1 and 7; UPR 8 and 10; UTR 1 and 6; LPR 1 and 43 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 performance 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 performance criteria set at the start of the 2019/20 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.
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 (<b>school to define</b>) 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 “relevant UPR standards” 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 “a sustained high quality of performance” (<b>school to define</b>) 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. <b>The school IPR must not be extended because the head teacher has reached the top of their range</b></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> <ul style="list-style-type: none"> <li>(a) Decisions about the % pay uplift to pay and allowances is not linked to performance</li> <li>(b) Decisions about the % pay uplift to pay and allowances is linked to performance</li> </ul> <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.</p>

Teachers working at the required standard – overall consistently excellent 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 excellent (<b>school to define, for example <i>substantially contributes to the improved outcomes for pupils</i></b>) 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 <b>relevant</b> 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>” (<b>school to define</b>) 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>

Teachers not working at the required standard – overall performance less than consistently good		
Incremental Progression	No	<p>A Teacher not working to the required performance standard over the appraisal period receiving either:</p> <p>a) formal <b>targeted</b> 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>a) <u>Formal <b>targeted</b> 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 <b>subsequently</b> 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>b) <u>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 <b>subsequently</b> 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: (1) <b>the minimum and maximum of all allowances</b>; (2) 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 on 1<sup>st</sup> September <b>2019</b> irrespective of performance.</p>
Note: *1 Pay flexibility may be limited by constraints within the national pay framework (STPCD) and dependant on the school budget position.		

## Appendix 4 – Nottinghamshire School Pay Tables 2019

**MPR Table A** (Applicable if school chose MPR Table A in 2018)

Main Pay Range (MPR)					
2.75% increase to the statutory minima and maxima (bold) and 2.75% increase on 2018 values to all other salary reference points					
	Pay Band	Annual Salary 01.09.18	Points	Annual salary 01.09.19	Payroll Reference
MPR Min	Band A	<b>£23,720</b>	1	<b>£24,373</b>	<b>1A</b>
		£25,344	2	£26,041	2A
	Band B	£27,380	3	£28,133	3A
		£29,488	4	£30,299	4A
Max	Band C	£31,811	5	£32,686	5A
		£34,325	6	£35,269	6A
		<b>£35,008</b>	7	<b>£35,971</b>	<b>7A</b>

**MPR Table B** (Applicable if school chose MPR Table B in 2018)

Main Pay Range (MPR)					
2.75% increase to the statutory minima and maxima (bold) and 2.75% increase on 2018 values to all other salary reference points					
	Pay Band	Annual Salary 01.09.18	Points	Annual salary 01.09.19	Payroll Reference
MPR Min	Band A	<b>£23,720</b>	1	<b>£24,373</b>	<b>1B</b>
		£25,594	2	£26,298	2B
	Band B	£27,652	3	£28,413	3B
		£29,780	4	£30,599	4B
Max	Band C	£32,126	5	£33,010	5B
		£34,665	6	£35,619	6B
		<b>£35,008</b>	7	<b>£35,971</b>	<b>7B</b>

**Table C – All Other Pay Ranges**

Upper Pay Range (UPR)					
2.75% increase to the statutory minima and maxima (bold) and 2.75% increase on 2018 values to all salary reference points					
	Pay Band	Annual Salary 01.09.18	Points	Annual Salary 01.09.19	Payroll Reference
UPR Min Max	Band D	<b>£36,646</b>	8	<b>£37,654</b>	<b>1</b>
		£38,004	9	£39,050	2
		<b>£39,406</b>	10	<b>£40,490</b>	<b>3</b>

Unqualified Teachers (UTR)				
2.75% increase to the statutory minima and maxima (bold) and 2.75% increase on 2018 values to all other salary reference points				
	Annual Salary 01.09.18	Points	Annual Salary 01.09.19	Payroll Reference
UTR Min	<b>£17,208</b>	1	<b>£17,682</b>	<b>1</b>
	£19,210	2	£19,739	2
	£21,210	3	£21,794	3
	£23,212	4	£23,851	4
	£25,215	5	£25,909	5
Max	<b>£27,216</b>	6	<b>£27,965</b>	<b>6</b>

<b>Leading Practitioners (LPR)</b>			
<b>2.75% Increase to statutory minima and maxima (bold) and 2.75% increase on 2018 values to all other salary reference points</b>			
	Points	Annual salary 01.09.18	Annual salary 01.09.19
LPR Min	LP1	<b>£40,162</b>	<b>£41,267</b>
	LP2	£41,168	£42,301
	LP3	£42,196	£43,357
	LP4	£43,246	£44,436
	LP5	£44,324	£45,543
	LP6	£45,435	£46,685
	LP7	£46,658	£47,942
	LP8	£47,735	£49,048
	LP9	£48,927	£50,273
	LP10	£50,183	£51,564
	LP11	£51,486	£52,902
	LP12	£52,672	£54,121
	LP13	£53,989	£55,474
	LP14	£55,335	£56,857
	LP15	£56,712	£58,272
	LP16	£58,219	£59,821
	Max	LP17	£59,557
LP18		<b>£61,055</b>	<b>£62,735</b>

## Allowances

<b>TLR</b>		
<b>2.75% increase on 2018 values to all statutory points and points in between</b>		
<b>TLR 1</b>	Minimum	£8,069
	Maximum	£13,654
<b>TLR 2</b>	Minimum	£2,796
	Maximum	£6,829
<b>TLR 3</b>	Minimum	£555
	Maximum	£2,757
<b>SEN</b>		
<b>2.75% increase on 2018 values to all points and points in between</b>		
<b>SEN</b>	Minimum	£2,209
	Maximum	£4,359

# Leadership Pay Range

## Leadership Pay Range and Head Teacher School Group Ranges 2.75% increase to all statutory and salary reference points

Point	Annual Salary
L1	41,065
L2	42,093
L3	43,144
L4	44,218
L5	45,319
L6	46,457
L7	47,707
L8	48,808
L9	50,026
L10	51,311
L11	52,643
L12	53,856
L13	55,202
L14	56,579
L15	57,986
L16	59,528
L17	60,895
L18*	61,808
L18	62,426
L19	63,975
L20	65,561
L21*	66,517
L21	67,183
L22	68,851
L23	70,556
L24*	71,590
L24	72,306
L25	74,103
L26	75,936
L27*	77,048
L27	77,818
L28	79,748
L29	81,723
L30	83,757
L31*	84,976
L31	85,826
L32	87,960
L33	90,145
L34	92,373
L35*	93,732
L35	94,669
L36	97,013
L37	99,424
L38	101,885
L39*	103,334
L39	104,368
L40	106,972
L41	109,644
L42	112,392
L43	114,060

GROUP 1		GROUP 2		GROUP 3		GROUP 4		GROUP 5		GROUP 6		GROUP 7		GROUP 8	
46,457															
47,707															
48,808		48,808													
50,026		50,026		50,026											
51,311		51,311		51,311		51,311									
52,643		52,643		52,643		52,643									
53,856		53,856		53,856		53,856									
55,202		55,202		55,202		55,202									
56,579		56,579		56,579		56,579		56,579							
57,986		57,986		57,986		57,986		57,986							
59,528		59,528		59,528		59,528		59,528							
60,895		60,895		60,895		60,895		60,895							
61,808	61,808														
62,426		62,426		62,426		62,426		62,426							
63,975		63,975		63,975		63,975		63,975							
65,561		65,561		65,561		65,561		65,561							
66,517		66,517													
67,183				67,183		67,183		67,183		67,183					
68,851				68,851		68,851		68,851		68,851					
70,556				70,556		70,556		70,556		70,556					
71,590				71,590											
72,306						72,306		72,306		72,306					
74,103						74,103		74,103		74,103					
75,936						75,936		75,936		75,936					
77,048						77,048									
77,818								77,818		77,818					
79,748								79,748		79,748					
81,723								81,723		81,723					
83,757								83,757		83,757					
84,976								84,976							
85,826										85,826					
87,960										87,960					
90,145										90,145					
92,373										92,373					
93,732										93,732					
94,669												94,669			
97,013												97,013			
99,424												99,424			
101,885												101,885			
103,334												103,334			
104,368														104,368	
106,972														106,972	
109,644														109,644	
112,392														112,392	
114,060														114,060	

School Group Leadership Pay Ranges				
Leadership Pay Range	Salary Range 2019			
	Min	Max	Min	Max
1	L6	L18*	46,457	61,808
2	L8	L21*	48,808	66,517
3	L11	L24*	52,643	71,590
4	L14	L27*	56,579	77,048
5	L18	L31*	62,426	84,976
6	L21	L35*	67,183	93,732
7	L24	L39*	72,306	103,334
8	L28	L43	79,748	114,060

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.

**Appendix 5 – Annual Statement of Pay Newark Orchard School**
**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

<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

\*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		Recommended		Recommended			Yes or No	
	Grade	Inc Pt	Grade	Inc Pt	Yes / No	%		PRP	% agreed
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 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	%
All Teachers																								
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
All teachers																								
Of these, how many:																								
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Are Disabled																								
Are BME																								
Hold TLR 1 or 2																								
Hold TLR 3 *1																								
Hold R & R *2																								
Hold SEN payment																								
Of the total number of teachers in the school, how many :																								
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	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
Awarded Pay progression																								
Received % Pay Award																								
At maximum of pay scale																								
Applied UPR																								
% UPR agreed																								
Of those who have progressed, how many:																								
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Disabled																								
BME																								
Submitted Pay Appeal																								

\*1 – the school should record the number of TLR3 payments and \*2 the number of Recruitment and Retention Payments made in each year reported



## 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	
List of Documents attached as appendices to support employees' case	
<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.

6. 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 <b>provided to teacher and includes</b> overall assessment of progress towards meeting: <ul style="list-style-type: none"> <li>- appraisal objectives <b>and success criteria</b></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)		
	<b>By 31 October</b> 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		
		<b>Teacher provided with annual pay statement</b>	
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 TERM – Implement start of new year appraisal period	Set appraisal objectives <b>and success criteria</b> for next appraisal cycle in 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 <b>on-going professional dialogue between relevant parties. Set meeting plan</b> 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 2 c. 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 2019 (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.