

Pay Policy Guidance Document September 2018/19

Contents

- 1 Overview of 2018 STPCD Changes
- 2 Remit / Terms of Reference of the Pay Committee
- 3 Guidance on basic pay determination on appointment
- 3.1 Classroom teacher posts
- 3.2 Leading Practitioner teacher posts
- 3.3 Unqualified teachers
- 3.4 Leadership teacher posts (head teacher, deputy & assistant head teachers)
- 3.5 TLR1, TLR2 and TLR3 allowances
- 4 Pay progression criteria examples
- 5 Teacher Standards
- 6 Ofsted descriptors – Quality of teaching in the school
- 7 Performance Outcome Record Form – Pay progression – Main Pay Range
- 7 Performance Outcome Record Form – Movement to Upper Pay Range
- 9 Performance Outcome Record Form – Pay Progression - Upper Pay Range
- 10 Guidance in relation to Appeals
- 11 Further Sources of Information

This Guidance document is to be read in conjunction with the School's separate Pay Policy Document.

October 2018

© Warwickshire County Council

Pay Policy Guidance Document

1 Overview of 2018 School Teachers Pay and Conditions Document (STPCD) changes

The main changes to the STPCD since 2017 make provision for the September 2018 pay award as follows:

- 3.5% uplift to the minimum and maximum of the main pay range (MPR)
- 2% uplift to the minimum and maximum of the upper pay range (UPR)
- 2% uplift to the minimum and maximum of the leading practitioner pay range
- 3.5% uplift to the minimum and maximum of the unqualified teacher pay range
- 2% uplift to the minimum and maximum values of all grades of TLR payments
- 2% uplift to the minimum and maximum values of the SEN allowance
- 1.5% uplift to the minimum and maximum of the leadership pay range

All pay uplifts will be back-dated to 1 September 2018.

In Warwickshire following consultation, the majority of stakeholders indicated a wish to continue to follow what is currently the national norm, i.e. to continue to uplift all pay reference points, as per section 3 (and not just the minima and maxima) by the recommended national pay award. New scales are published in this document that reflect the above pay award. **Any maintained schools that are unable to follow this recommendation need to be aware that as future equal pay risks may exist where two different approaches are taken by schools that are maintained by the same local authority, that any legal costs associated with claims as a result of not following the Local Authority advice would fall to the school's budget share.**

For all classroom teachers/leadership group members, schools must determine – in accordance with their own pay policy – how to apply the uplift to individual salaries and pay ranges and how to take account of the uplift to the national framework in making individual pay progression decisions.

Before applying any pay uplifts to staff, the school should give due consideration to the Ofsted guidance:

“The Ofsted school inspection handbook makes clear that there should be a strong link between appraisal and salary progression and that this should be considered as part of the judgement on the quality of leadership and management of the school. Inspectors are advised that they should look for information about patterns of progression through the different salary ranges and compare this with the overall quality of teaching to determine whether there is a correlation, and if there is none, to find out why.”

The following is a link to the STPCD:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740575/School_teachers_pay_and_conditions_document_2018.pdf

Also please see: Implementing your schools approach to pay – DfE advice updated September 2018:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740578/Implementing_your_approach_to_pay_advice_2018.pdf

2 Remit / Terms of Reference of the Pay (insert as per school committee structure) Committee

INSERT RELEVANT SCHOOL/ACADEMY COMMITTEE REMIT / TERMS OF REFERENCE

Example:

The Pay Committee will be authorised by the Governing Body/Academy Trust Board to determine all matters relating to pay and related performance of staff to establish a whole school pay policy for adoption by the Governing Body/Academy Trust Board and to monitor and review the pay policy as necessary.

Committee Membership

The Pay Committee will consist of at least 3 governors, elected by the Governing Body/Academy Trust Board. Normally, wherever possible, the Pay Committee will not include any member of staff employed by the Governing Body/Academy Trust Board at the school. The quorum for this committee will be 3 governors.

Committee Remit

The Pay Committee will have full delegated powers from the Governing Body/Academy Trust Board to take all decisions relating to pay in accordance with the approved school pay policy.

Specifically this will include:

- (i) Ensuring that the whole school pay policy observes all statutorily and contractual obligations, notably including compliance with the School Teachers' Pay and Conditions Document, Appraisal Regulations 2012 and Equalities Legislation (as outlined in the Pay Policy).
- (ii) Reviewing the whole school pay policy and making recommendations to the full Governing Body/Academy Trust Board for amendment where necessary.
- (iii) Reviewing the school pay structure on an annual basis to consider the impact of any changes to nationally recommended pay rates and reporting to the Governing Body/Academy Trust Board as appropriate.
- (iv) Ensuring that the policy and performance assessment criteria is applied equitably and consistently for all staff.
- (v) Ensuring that pay decisions are fair and equitable, in accordance with the school Appraisal policy and take account of the recommendations of the head teacher.
- (vi) In accordance with the pay policy, determine appropriate pay for all staff employed in the school, including allowances and temporary recruitment and retention payments where appropriate.
- (vii) Review the school staffing structure specifically in respect to pay relativities of posts in the structure. Maintain an up to date staffing structure as an appendix to the pay policy.
- (viii) Recommend the annual pay budget, including pay progression to the governing body. It is advised that the budget setting is based on the premise of all teachers at least being assessed as 'good'.

- (ix) Ensure that external advice is sought where appropriate, particularly in respect of salary matters relating to the head teacher.
- (x) Ensure accurate and up to date person specifications and job descriptions are maintained in school to inform pay decisions where necessary
- (xi) To minute clearly the reasons for all pay decisions and report the fact of these decisions to the next meeting of the full Governing Body/Academy Trust Board.
- (xii) Provide an annual report to the full Governing Body/Academy Trust Board summarising pay decisions and issues arising.

3 Guidance on basic pay determination on appointment

3.1 Classroom teacher posts

Following consultation, the NEU (formerly the NUT and the ATL) and NASUWT trade unions strongly recommend that all schools adopt a 6 point teacher main scale, with only one 6th point. Schools considering this should fully cost this option. This will not be an issue if your school had already applied 2% to M6 in 2015 as the uplift will have already been budgeted for.

Please note **M6a** below relates to those schools that in 2015 chose to uplift M6 by 1% (with a further 1% for 2016, 2% for 2017 and 3.5% for 2018) and **M6b** relates to schools that chose to uplift M6 by 2% (with a further 1% for 2016, 2% for 2017 and 3.5% for 2018). It is therefore recommended that M6 is not split and that schools continue with a six point range with the sixth point being either M6a or M6b.

Main Pay Range (*incorporating the 3.5% award wef 01/09/18)

| | £ |
|-----|--------|
| M1 | 23,720 |
| M2 | 25,594 |
| M3 | 27,652 |
| M4 | 29,780 |
| M5 | 32,126 |
| M6a | 34,665 |
| M6b | 35,008 |

Upper Pay Scale*

| | |
|---|--------|
| 1 | 36,646 |
| 2 | 38,004 |
| 3 | 39,406 |

When determining the starting pay for a classroom teacher taking up their first appointment as a qualified teacher, the Governing Body/Academy Trust Board will pay the teacher on the Main Pay Range and will allocate pay scale points, as a minimum, on the following basis:

- one point for each one year of service as a qualified teacher in a maintained school, Academy, City Technology College or independent school;
- one point for each one year of service as a qualified teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;
- one point for each three years of non-teaching experience spent working in a

relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people;

- one point for each three years of other remunerated or unremunerated experience including caring for children during a career break.

The Governing Body/Academy Trust Board will also consider the allocation of additional scale points on the above basis to other teachers appointed to the Main or Upper Pay Ranges.

The Governing Body/Academy Trust Board has discretion under the 2018 STPCD to determine the starting salary of a vacant classroom teacher post on the main pay range or upper pay range, such as the Governing Body/Academy Trust Board determines, having regard to:

- the requirements of the post;
- any specialist knowledge required for the post;
- the experience required to undertake the specific duties of the post;
- the wider school context.

Or

When determining the starting pay for a classroom teacher who has previously worked in an LA maintained school or academy in England and Wales, the Governing Body/Academy Trust Board will pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

3.2 Leading Practitioner teacher posts

The Governing Body/Academy Trust Board has established the following pay scale[s] for Leading Practitioner teacher posts paid on the Leading Practitioner Pay Range: (**£40,162 minimum and £61,055 maximum salary values** as stated in STPCD 2018). Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

When determining the pay scales for such posts, the Governing Body/Academy Trust Board will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.

3.3 Unqualified teachers

The Governing Body/Academy Trust Board has established the following pay scale for unqualified teachers employed in classroom teacher posts:

Unqualified Teachers (*incorporating the 3.5% award wef 1/9/18)

| | £ |
|---|--------|
| 1 | 17,208 |
| 2 | 19,210 |
| 3 | 21,210 |
| 4 | 23,212 |
| 5 | 25,215 |

3.4 Leadership teacher posts (head teacher, deputy & assistant head teachers)

Key considerations for changes to Leadership Pay 1 are:

-
- The pay of those in post will only need to be reviewed when there are significant changes to responsibilities.
- Pupil weighted numbers continue to provide the basis for determining individual pay ranges.
- The revised arrangements provide increased flexibility for schools to decide how they wish to reward their leadership teams to reflect individual performance and the challenges of the post.
- Schools will need to clarify their approach to making performance-based pay decisions for the leadership group.
- All pay decisions must be made on objective criteria so that there is no discriminatory effect on any group of teachers with a particular protected characteristic under the Equality Act 2010.
- The principles underlying the core provisions on non-pay conditions remain unchanged.

There is no longer a requirement to have a 7 point range for heads and the 5 point range for deputy and assistant headteachers and STPCD only refers to the minima and maxima of the leadership pay range. However the DfE advice in the link below includes the full leadership salary range and suggests as with the teachers pay scales last year that this might be used as reference points, as schools may consider that they wish to retain the existing ranges but are not required to do so.

See the following link for DfE guidance on leadership pay:

<https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

We would suggest that you might want to consider the good reasons for departing from the existing leadership ranges before making this precedent, so there are clear arrangements for managing progression in the future and for recruiting and retaining high quality staff. For headteacher posts you would still assign the school to a headteacher group which will determine the broad pay range. This should be done by calculating the total unit score for the school in accordance with paragraphs 5-8 of the STPCD. The link to the advice above outlines detail of the three stages schools should consider in making new appointments :

Stage 1 – Defining the role and determining the headteacher group

Stage 2 – Setting the indicative pay range

Stage 3 – Deciding the starting salary and individual pay range

1

Define the job

Set out the responsibilities and accountabilities as well as the skills and level of competence required.

Consider the specific role

- Make an assessment of whether the role and its responsibilities and accountabilities are significant, distinct from other leadership posts and have whole school responsibilities.
- Consider how the role fits within the wider leadership structure of the school

2

Governing Bodies should exercise discretion at these stages

Consider fit with pay ranges for other posts

After considering the significance of the role, and the responsibilities and accountabilities, assess where the pay should sit relative to other posts

Set an indicative pay range

Define a pay range that is appropriate for the DHT / AHT role in your school. The range may overlap with other leadership or classroom teacher positions if appropriate, depending on the weight of the job

Advertise

Publish an advert for the post (if appropriate) which details responsibilities and accountabilities along with the person specification

3

Governing Bodies should exercise discretion at these stages

Select

Undertake the selection process

Assess

Assess the candidate against the skills and competencies required

Decide starting salary and individual range

Set the starting salary and individual range for the DHT / AHT, considering candidate specific factors.

Document
Ensure all decisions made are documented

The requirement to be paid above the highest paid classroom teacher has been removed (previously referred to in STPCD as pay differentials). However in practice this scenario would be rare i.e. high paid leading practitioner posts.

Discretionary payments to the head teacher will be determined in accordance with the provisions of the 2018 STPCD and will be reviewed annually.

The Governing Body/Academy Trust Board will pay teachers as deputy or assistant head teachers only where the Governing Body/Academy Trust Board is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role –

- (a) is focused on teaching and learning;
- (b) requires the exercise of a teacher's professional skills and judgment;
- (c) requires the teacher to lead and manage the school through:
 - development of teaching and learning priorities across the school;
 - accountability for the standards of achievement and behaviour of pupils across the school;
 - accountability for the planning and deployment of the school's resources;
 - leading policy development and implementation across the school in accordance with statutory provisions;
 - managing whole school operational activity;
 - working with external bodies and agencies; and
 - securing pupils' access to their educational entitlements;
- (d) has an impact on the educational progress of the school's pupils;
- (e) involves leading, developing and enhancing the teaching practice of the school's staff; and
- (f) includes line management responsibility for a significant number of people and/or the line management of other line managers.

In the case of a deputy head teacher post, the Governing Body/Academy Trust Board must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an assistant head teacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the Head teacher.

Leadership Pay Scale (points in between the minima and maxima are called reference points)

£

September 2018 *denotes Heads at top of Group range and therefore with no pay uplift.

| | |
|----|--------|
| | |
| 1 | 39,965 |
| 2 | 40,966 |
| 3 | 41,989 |
| 4 | 43,034 |
| 5 | 44,106 |
| 6 | 45,213 |
| 7 | 46,430 |
| 8 | 47,501 |
| 9 | 48,687 |
| 10 | 49,937 |
| 11 | 51,234 |

| | |
|-----|---------|
| 12 | 52,414 |
| 13 | 53,724 |
| 14 | 55,064 |
| 15 | 56,434 |
| 16 | 57,934 |
| 17 | 59,265 |
| *18 | 60,153 |
| 18 | 60,755 |
| 19 | 62,262 |
| 20 | 63,806 |
| 21* | 64,736 |
| 21 | 65,384 |
| 22 | 67,008 |
| 23 | 68,667 |
| 24* | 69,673 |
| 24 | 70,370 |
| 25 | 72,119 |
| 26 | 73,903 |
| 27* | 74,985 |
| 27 | 75,735 |
| 28 | 77,613 |
| 29 | 79,535 |
| 30 | 81,515 |
| 31* | 82,701 |
| 31 | 83,528 |
| 32 | 85,605 |
| 33 | 87,732 |
| 34 | 89,900 |
| 35* | 91,223 |
| 35 | 92,135 |
| 36 | 94,416 |
| 37 | 96,763 |
| 38 | 99,158 |
| 39* | 100,568 |
| 39 | 101,574 |
| 40 | 104,109 |
| 41 | 106,709 |
| 42 | 109,383 |
| 43 | 111,007 |

* These points and point 43 are the maximum salaries for the eight headteacher group ranges.

Ranges for head teachers

Group Range of spine points Current salary range Recommended

| <i>Leadership Minimum Broad Bands for Head Teachers</i> | England and Wales (excluding the London Area) September 2018 £ |
|---|---|
| Group 1 | 45,213 - 60,153 |
| Group 2 | 47,501 - 64,736 |
| Group 3 | 51,234 - 69,673 |
| Group 4 | 55,064 - 74,985 |
| Group 5 | 60,755 - 82,701 |
| Group 6 | 65,383 - 91,223 |
| Group 7 | 70,370 - 100,568 |
| Group 8 | 77,613 - 111,007 |

3.5 TLR1, TLR2 and TLR3 allowances

The Governing Body/Academy Trust Board pays TLR 1 and 2 payments to teachers as indicated in the staffing structure, in accordance with the pay ranges specified in the STPCD as updated from time to time and the following levels and values will apply:

TLR1:

[insert the school's pay range and pay points for any TLR1 posts] *currently in the School Teacher Pay and Conditions Document wef 1/9/18 a TLR 1 has £7,853 as a minimum and £13,288 as a maximum.

TLR2:

[insert the school's pay range and pay points for any TLR2 posts] *currently in the School Teacher Pay and Conditions Document wef 1/9/18 a TLR 2 has £2,721 as a minimum and £6,646 as a maximum.

Before awarding any TLR the Governing Body/Academy Trust Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that-

- (a) is focused on teaching and learning;
- (b) requires the exercise of a teacher's professional skills and judgement;
- (c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- (d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- (e) involves leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1, the Governing Body/Academy Trust Board must be satisfied that the significant responsibility referred to in STPCD paragraph 20 includes line management responsibility for a significant number of people.

TLR3:

The relevant body may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of an individual TLR3 must be no less than £540 and no greater than £2,683. The duration of the fixed-term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed-term. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

4 Pay progression criteria examples

1. Performance Management objectives to be included in appraisal documentation will be developed to focus on these areas. The minimum expectation to achieve pay progression is:
 - Consistently meets the required standard. Evidence of facilitating good pupil progress
 - No evidence that the Teacher Standards are not met in full

Additional progression will be considered for those teachers who demonstrate:

- Consistently exceeding the standards required Progress targets exceeded in the majority of groups or pupils
- Successful leadership of a whole school initiative where impact can be evidenced

Where teaching, progress or compliance with the Teacher Standards does not meet the minimum standards required the Headteacher will determine support; and if necessary the capability procedure will be used. In such situations there would be no pay progression during that year.

The relevant body should manage the appraisal and pay determination process so that there are no surprises at the end of the appraisal cycle- throughout the appraisal cycle both the teacher and appraiser should understand what objectives are in place, the evidence that will be used to assess performance against objectives and the criteria for a successful performance review. Normally, objective setting should be part of an agreed process between appraiser and appraisee.

There is a clear expectation in the STPCD that good performance should lead to pay progression and the school's pay policy should define what constitutes good performance in the context of the school. In circumstances where a teacher does not receive pay progression, an important part of the feedback will be to outline the evidence that was taken into account to support this decision, and to explain how any development issues can be addressed.

2.

| Performance level | Description | Increase |
|---|---|--|
| Enhanced Progression Recommended | All objectives exceeded. Meets teacher standards. Consistently exceeds standards required. Excellent pupil progress. Makes a valued contribution to a whole school initiative | 2 increments up to and not exceeding the maximum point [<i>To ensure affordability you could have a maximum number of these two point increases in any one year and say that the highest performing teachers meeting this criteria will be recommended for a two point increase</i>] |
| Progress Recommended | All objectives met. Meets teacher standards. Consistently meets all standards required pupil progress evidenced | 1 increment up to and not exceeding the maximum point |
| No Progression Recommended | Some concern about either: Achievement of objectives, Teacher standards or Pupil progress | No increase but support through appraisal and ongoing performance management to improve performance |
| Poor performance (Inadequate) | Continued or significant concerns | Move to capability policy |

Table footnote: In this school pay decisions will be made on the basis* (*substitute reasons as appropriate) of:

- a. Quality of teaching (**see 6.**)
- b. Pupil progress
- c. Teacher Standards (**see 5.**)
- d. Whole school contribution – e.g. mentoring/supporting colleagues, leading whole school initiatives
- e. *[you may want to include other criteria e.g. behaviour for learning]*

3. Main scale teachers may progress one point each year unless there are concerns about achievement of performance management objectives or wider performance concerns during the appraisal year. Where concerns arise the appraiser will discuss these with the teacher and a support plan will be put in place in line with the school's appraisal policy. In cases where pay progression is not granted the teacher will receive confirmation of this, including the reasons and informing them of their right of appeal. As a teacher moves up the Main scale, the evidence and assessment should show:

- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

Pay progression may be refused without recourse to the capability procedure.

In cases where performance is judged by the Head teacher/Principal to be exceptional consideration will be given to progression in excess of one point. In determining these cases the Head teacher will consider:

- Quality of teaching
- Pupil progress

- Teacher standards
- The wider contribution to the school

5 Teachers' Standards (England)

Extract from School Teachers' Pay & Conditions Document 2018

INTRODUCTION

The Teachers' Standards (England), the new professional teaching and leadership standards (Wales) and the existing Practising Teacher Standards (Wales) are presented in this Document as they underpin the appraisal process and the assessment process for accessing the upper pay range.

TEACHERS' STANDARDS (ENGLAND)

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and
- rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfill wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

6 Ofsted descriptors – Quality of teaching in the school

Outstanding (1) e.g Consistently Exceeds Standards required.

- *Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.*
- *Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.*
- *Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.*
- *Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.*
- *Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.*
- *Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.*
- *Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.*
- *Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.*
- *Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.*
- *Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.*
- *Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.*
- *Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.*

Good (2) e.g Progression Recommended.

- *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.*
- *In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what*

they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.

- *Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skillfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.*
- *Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.*
- *Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.*
- *Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.*
- *Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.*
- *Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.*
- *Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.*
- *The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.*
- *Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.*

Requires improvement (3) e.g No Progression Recommended.

- *Teaching, learning and assessment are not yet good.*

Inadequate (4) e.g Poor Performance, move to capability procedure.

- *Teaching is poorly planned.*
- *Weak assessment practice means that teaching fails to meet pupils' needs.*
- *Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.*
- *Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.*
- *Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.*

7.

IN CONFIDENCE

(a) PAY PROGRESSION – MAIN PAY RANGE

Name of Teacher:

Year/Department:

PERFORMANCE MANAGEMENT

| Agreed Appraisal Objectives | Objective Met | Progress Towards Objective | Objective Not Met |
|-----------------------------|--------------------------|----------------------------|--------------------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

RECOMMENDATION OF REVIEWER

I confirm that

Either

- has made significant progress towards meeting objectives
- are assessed as meeting the *relevant Teachers' Standards*

Or

- has met all objectives
- are assessed as fully meeting the *relevant Teachers' Standards*

In the case of exceptional performance:

- *exceeded all objectives*
- *are assessed as fully meeting the relevant Teachers' Standards and all teaching is assessed as outstanding as defined by Ofsted.*

This judgement has been made with regard to the results of the most recent appraisals.

1. I recommend salary progression on the Main Pay Range

OR

2. I do not recommend salary progression on the Main Pay Range for the following reasons:

Signed:
(Reviewer)

Date:

RECOMMENDATION OF HEADTEACHER TO PAY COMMITTEE

1. I support the recommendation of the Reviewer.

OR

2. I do not support the recommendation of the Reviewer for the following reasons:

Signed:
(Head teacher/Principal)

Date:

8.

IN CONFIDENCE

(b) MOVEMENT TO UPPER PAY RANGE

Name of Teacher:

Year/Department:

PERFORMANCE MANAGEMENT

| Agreed Appraisal Objectives | Objective Met | Progress Towards Objective | Not Met |
|-----------------------------|--------------------------|----------------------------|--------------------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

RECOMMENDATION OF REVIEWER

I confirm that (Insert Name) :

- (a) has had two successful consecutive appraisals.
- (b) is highly competent in all elements of the relevant Teachers' Standards.
- (c) achievements and contribution to the school are substantial and sustained. The meaning of these criteria is set out in section 21.3 of this Pay Policy.

This judgement has been made with regard to the results of the most recent appraisals.

1. His/her contribution to the school has been substantial and sustained and I recommend progression to the Upper Pay Range.

OR

2. His/her contribution to the school has not been substantial and sustained and I do not recommend salary progression to the Upper Pay Range for the following reasons:

Signed:
(Reviewer)

Date:

RECOMMENDATION OF HEADTEACHER TO PAY COMMITTEE

1. I support the recommendation of the Reviewer
OR

2. I do not support the recommendation of the Reviewer for the following reasons:

Signed:
(Head teacher/Principal)

Date:

9.

IN CONFIDENCE

(c) **PAY PROGRESSION – UPPER
PAY RANGE -**

Name of Teacher:

Year/Department:

PERFORMANCE MANAGEMENT

| Agreed Appraisal Objectives | Objective Met | Progress Towards Objective | Not Met |
|-----------------------------|--------------------------|----------------------------|--------------------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

RECOMMENDATION OF REVIEWER

I confirm that

- has had two consecutive successful appraisals and has met or made significant progress towards objectives;
- is highly competent in all elements of the relevant Teacher Standards; and
- that the teacher’s achievements and contribution to the school are substantial and sustained. The meaning of these criteria is set out in the section 21.3 of this policy entitled, “ The Assessment”.

This judgement has been made with regard to the results of the most recent appraisals or reviews.

1. I recommend salary progression on the Upper Pay Range

OR

2. I do not recommend salary progression on the Upper Pay Range for the following reasons:

Signed:
(Reviewer)

Date:

RECOMMENDATION OF HEADTEACHER TO PAY COMMITTEE

1. I support the recommendation of the Reviewer



OR

2. I do not support the recommendation of the Reviewer for the following reasons:

Signed:
(Head teacher/Principal)

Date:

10 Guidance in relation to Appeals

Model Appeals Procedure

The School Teachers' Pay and Conditions Document ("the Document") requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

As part of the overall appraisal process, a pay recommendation is made by the Reviewer (normally the line manager) and discussed with the teacher at the Review Meeting prior to being submitted to the school's Pay Committee or relevant decision-making body. Written details of and the reasons for the pay recommendation will be given to the teacher.

At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the Reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the Review Statement. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the Review Statement will be updated to reflect the discussion.

If a teacher believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

Appeal Hearing Procedure

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

Guidance

Wherever possible, the school will endeavour to resolve issues of dissatisfaction regarding pay before they are referred to a formal appeal procedure by offering the member of staff concerned the opportunity to discuss the issue in full with the head teacher and present further evidence where appropriate.

However, where a member of staff remains dissatisfied with a matter relating to their pay (including issues relating to threshold application and post threshold progression), they have the right to pursue a formal appeal to the Governing

Body/Academy Trust Board. The arrangements for considering appeals are as follows:

A member of staff may appeal against any determination in relation to his pay or any other decision taken by the Governing Body/Academy Trust Board that affects his pay.

The grounds for appeal are that the person or committee by whom the decision was made:

- a) incorrectly applied any provision of the STPC document;
- b) failed to have proper regard for its 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 employee.

The order of proceedings is as follows:

1. The employee receives written confirmation of the pay determination and, where applicable, the basis on which the decision was made.
2. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within 10 working days of the decision.
3. Where this is not possible or where the employee continues to be dissatisfied, he/she may follow a formal appeal process.
4. The employee should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the person (or committee) who made the determination, within 10 working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing within 10 working days of receipt of the written grounds for questioning the pay decision to consider this and give the employee an opportunity to make representations in person. Following the hearing, the employee should be informed in writing of the hearing's decision and the right to appeal.
6. Any appeal should be heard by a panel of three governors who were not involved in the original determination normally within 20 working days of receipt of the written appeal notification and give the employee the opportunity to make representations in person. The decision of the appeal panel will be given in writing and, where the appeal is rejected, will include a note of the evidence considered and the reasons for the decision. The decision is final and there is no recourse to the staff grievance procedure. However, this does not preclude the right of individuals to further recourse to legal procedures.

i.Note

- ii. For any formal hearing or appeal, the employee will be entitled to be accompanied by a colleague or union representative. Each step and action of this process will be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable and, where possible, hearings will be completed by 6.00pm. The formal meeting will allow both parties to explain their cases and any alteration to timescales will be mutually agreed with all parties.

It is recommended that governing bodies take advice from their HR provider on the use of appeal procedures. In addition, where appropriate, they may wish to involve an independent person (suggest retired LA officer with the relevant background or a retired head) to assist in reviewing the initial judgement and consider the evidence.

The appeal hearing

- iii. A chair is agreed for the hearing.
- iv. The appellant or their representative will outline the grounds for their case.
- v. The panel will then have the opportunity to question the appellant or their representative.
- vi. The head teacher will then present his/her case responding to the issues raised and outlining the reasoning for the original decision.
- vii. The panel will have the opportunity to question the head teacher in relation to this information provided.
- viii. The appellant or their representative may respond to the head teacher's case and present a brief summing up.
- ix. Both parties will then withdraw whilst the panel considers the information.
- x. The outcome of the appeal will be confirmed in writing within five working days.

The decision of the panel hearing an appeal shall not be subject to any further review under the relevant body's grievance procedure.

The Modified Procedure

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:

1. The teacher must have set out details of their appeal in writing;

2. The teacher must have sent a copy of their appeal to the Chair of the Governing Body/Academy Trust Board;
3. The Chair of the Governing Body/Academy Trust Board will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

11 Further Sources of Information

School Teachers' Pay and Conditions Document 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740575/School_teachers__pay_and_conditions_document_2018.pdf

Implementing your schools approach to pay – DfE advice September 2018.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740578/Implementing_your_approach_to_pay_advice_2018.pdf

Appraisal

Appraisal arrangements in England from September 2012 (including the Department's optional model policy):

- Teacher appraisal and capability a model policy for schools

<https://www.gov.uk/government/publications/teacher-appraisal-and-capability-model-policy>

Standards

The Teachers' Standards (which apply in England) and Practising Teacher Standards (which apply in Wales) can be found in Annex 1 of the STPCD 2013. More information is available at:

- <http://www.education.gov.uk/schools/teachingandlearning/reviewofstandards/a00205581/teachers-standards1-sep-2012>

Equalities Issues

Links to advice on the Equalities Act 2010:

- The Equalities and Human Rights Commission (EHRC)

<http://www.equalityhumanrights.com/>

- The Equality Act 2010: advice for schools

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

- EHRC Publication - Equal Pay: Statutory Code of Practice

Ofsted expectations

Ofsted's expectations on quality of teaching and overall effectiveness can be found from p52-54 (updated July 2018) <https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>