# PROMOTING POSITIVE OPPORTUNITIES FOR ALL

***BRIGHSTONE C.E.***

## PRIMARY SCHOOL

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#### Pay Policy – from Sept’17 Including Teacher Appraisal/ Performance Management

**Date Agreed: November 2017**

**Review Date: September 2018**

**Signed:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chair of the Board of Governors**

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**1. Principles**

1.1 The Governing Body of Brighstone CE Primary School seeks to ensure that all teaching staff are valued and receive proper recognition and remuneration for their work and their contribution to school life. It also provides a clear framework for the management of pay and grading for all staff employed by the School.

1.2 This policy will be applied to the pay of all staff employed to work in the school, excluding any staff whose pay is not determined by the governing body. The prime statutory duty of governing bodies, as set out in the Education Act 2002, is to “conduct the school with a view to promoting high standards of educational achievement at the school.” The pay policy is intended to support that statutory duty.

1.3 The Governing Body will make pay decisions in accordance with the ‘key principles of public life’: objectivity, openness and accountability. It recognises the requirement for a fair and transparent policy to determine the pay and grading for all staff employed by the School, having regard to the conditions of service under which staff are employed and relevant statutory requirements.

1.4 The Governing Body recognises its responsibilities under relevant legislation including the Equality Act 2010 and will ensure that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.

1.5 This policy is based on a whole school approach to pay issues. Pay decisions will take account of the resources available to the School. The staffing structure will support the School Development Plan. The Governing Body will exercise its discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in school pay decisions.

1.6 The Governing Body recognises the requirement that all pay progression decisions must be linked to the annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair equitable and transparent way.

1.7 This policy has been agreed by the full Governing Body following consultation with staff and the recognised trade unions. Any subsequent changes will also be subject to further consultation before amendment by the Schools Pay Committee.

1.8 The school staffing structure will be published as an appendix to this policy (Appendix E). Any subsequent changes to the staffing structure will be subject to consultation.

#### 2. Aims

2.1 To maintain and improve the quality of education provided for pupils in the school by having a pay policy that supports the school's stated aims and improvement plan.

2.2 To provide a framework to demonstrate to staff that the governing body is implementing its pay policy in a fair, consistent and responsible way that:

* maintains and improves the quality of teaching and learning at the school;
* supports the School Development Plan;
* underpins the school’s Appraisal policy;
* ensures that all staff are valued and appropriately rewarded for their work contribution in the school;
* ensures staff are well motivated, supported by positive recruitment and retention policies and staff development;
* demonstrates that decisions on pay are fair and equitable and recognise the principle of equal pay for like work and work of equal value;
* provides flexibility to recognise individual staff performance linked to pay decisions;
* The Governing Body will also consider advice issued by the Department for Education, recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation.

**3. Responsibility**

3.1 In exercising its functions, the governing body will adhere to:

* the School Teachers’ Pay and Conditions Document (“the Document”) currently in force and the Conditions of Service for School Teachers in England and Wales (Burgundy Book, August 2000);
* the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) or any local LA pay/grading system for support staff;
* Relevant employment legislation

3.2 The governing body has responsibility for establishing the school's pay policy and for seeing that it is followed, having taken advice from the Headteacher on all matters with the exception of his/her own salary. It considers and approves the staffing structure for the school (a copy of which is appended to this policy). The governing body delegates authority to the Pay Committee to administer the pay policy on its behalf, including the determination of gradings and salaries.

3.3 The Headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the governing body. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable adjustments in the light of changing needs of the school. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process.

3.4 The Pay Committee will review job descriptions regularly and will reconsider the allowance/pay range if responsibility or accountability is increased. As part of its deliberations, the committee will consider recommendations from the Headteacher. Committee members are required to treat information about each individual's earnings as confidential.

3.5 These responsibilities are exercised within the constraints of the school's locally managed budget and in accordance with the school's financial and improvement plans.

**4. Equal Opportunities and Employment Legislation**

4.1 Thegoverning body will abide by all relevant legislation including the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002. In particular, the governing body will not discriminate on grounds of age, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, sexual orientation, race, religion or belief or disability. The governing body will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, induction, training and staff development.

**5. Consultation**

5.1 The Governing Body’s pay committee will consult staff and/or representatives of recognised trade unions and professional associations when drawing up the pay policy and during each annual review of the policy. All members of staff and governors will be given clear access to copies or an electronic version of the pay policy.

**TEACHERS’ PAY**

**6. Teachers’ Pay Scales**

6.1 The School Teachers’ Pay and Conditions Document lists the pay scales for the Leadership Group and Leading Practitioner Range. It gives a national minimum and maximum for the pay ranges for Unqualified Teachers, Main Scale Teachers and Upper pay Range Teachers. The Governing Body determines the pay scales and will review them on an annual basis. The values of the pay scales adopted by the Governing Body of this school are shown in Appendix 1 of this policy.

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# 7. Pay Progression based on Performance

7.1 In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognizes their strengths, informs plans for their future development and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school’s appraisal policy.

7.2 Decisions regarding pay progression will be made with reference to the teachers’ appraisal reports and pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.

7.3 To be fair and transparent, assessments of performance will be properly rooted in evidence and will be aligned to the relevant career stage expectations as set out in Appendix B

#### 8. Salary Reviews

8.1 All teaching staff salaries, including those of the head, deputy head(s) and assistant head(s) will be reviewed annually to take effect from 1 September. The Governing Body will endeavor to complete teachers’ annual pay reviews by 31 October and the headteacher’s annual pay review by 31 December.

8.2 If, following the appraisal process, a teacher is seeking a review of any decision that affects their salary they should in the first place seek to resolve the matter informally through discussion with the decision maker/Headteacher within 10 working days of notification of the decision. If the matter remains unresolved, the Pay Appeal Procedure Appendix D could, if necessary, be followed.

**9. New Appointments**

9.1 Advertisements for vacant posts will include the relevant pay band or grade for the post from the range of bands and grades determined by the Pay Committee as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement will specify the expected level of skills and experience relevant to the post. The advertisement will include details of any additional payments or allowances applicable to the post.

9.2 Where an applicant does not meet the criteria for the level of the post advertised within the school’s pay structure, but the post would otherwise be difficult to fill, the Governing Body may appoint at a lower level but consider a recruitment payment in accordance with the school pay policy as set out within this document.

#### 10. Leadership Group Pay

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10.1 **Headteacher Pay**

**For new appointments commencing after 1st September 2014:**

* the Pay Committee will review the school’s Headteacher group and the Headteacher’s pay range in accordance with the “Document”
* the Pay Committee will determine a leadership pay range taking into consideration the permanent responsibilities of the role any challenges that are specific to the role and any other relevant considerations. They will also consider to what extent the leadership pay range reflects how closely the preferred candidate meets the requirements of the post.
* The pay range will not normally exceed the maximum of the Headteachers pay range unless the Pay Committee determines that circumstances specific to the role or candidate warrant a higher than normal payment. The Pay Committee will ensure that the maximum of the Headteachers pay range and any additional payments made under paragraph 10.3 does not exceed the maximum of the Headteacher group by more than 25% unless in exceptional circumstances and where supported by a business case.

* the Pay Committee will agree performance objectives relating to school leadership and management and pupil progress with the Headteacher, taking account of the advice of the external adviser or School Improvement Adviser (SIP). The objectives will be agreed as early as possible in the autumn term;
* the Pay Committee will review the performance of the Headteacher annually against the performance objectives. Where objectives have been met and the Headteacher has demonstrated sustained high quality of performance, with particular regard to leadership, management and pupil progress the pay committee may agree to increase their salary and will determine to what level within the relevant pay scale;
* where an award is made, this must be paid with effect from 1 September, backdated as appropriate.

10.2 **The appointment of a Headteacher to more than one school on a permanent basis:**

* The governing body of the Headteachers original school or under Collaborating Regulations the collaborating body will determine the Headteacher Group by determining the total unit score of all the schools for which the Headteacher is responsible.

10.3 **Temporary Payments**

* the Pay Committee may agree additional payment to be made to the Headteacher for clearly temporary responsibilities or duties which are in additional to their current post as long as they had not previously been taken into consideration when determining the Headteacher’s pay range.
* The sum of this payment will not exceed 25% of the Headteacher’s annual salary and the total sum of salary and other payments made to the headteacher will not exceed the maximum of the Headteacher group apart from in exceptional circumstances with the agreement of the full Governing body who will have sought external independent advice before reaching this decision.

10.4 **Deputy Headteacher Pay**

**For new appointments:**

* the Pay Committee will determine an appropriate pay range for the Deputy Headteacher in accordance with the document and within the school range. This will reflect the size and nature of the school and any particular challenges these may present;
* the Pay Committee will record its reasons for the determination of the Deputy Headteacher pay range, in accordance with the document;
* the pay range for a Deputy Headteacher will only overlap the headteacher’s pay range

in exceptional circumstances.

**For deputy Headteachers already in post**

* the Pay Committee delegates to the Headteacher the agreement of performance objectives relating to school leadership and management and pupil progress with the Deputy Headteacher.
* Objectives will be agreed and reported to the Pay Committee as early as possible in the autumn term;
* the Pay Committee, on the advice of the Headteacher, will review the performance of the Deputy Headteacher against the performance objectives. Where objectives have been met and the Deputy Headteacher has demonstrated sustained high quality of performance, with particular regard to leadership, management and pupil progress the pay committee may agree to increase their salary and will determine to what level within the relevant pay scale; where an award is made, this must be paid with effect from 1 September, backdated as appropriate.

10.5 **Assistant Headteacher Pay**

**For new appointments**

* the Pay Committee will determine an appropriate pay range for the Assistant Headteacher in accordance with the document and within the school range. This will reflect the size and nature of the school and any particular challenges these may present;
* the Pay Committee will record its reasons for the determination of the Assistant Headteacher pay range, in accordance with the document;
* the pay range for an Assistant Headteacher will only overlap the headteacher’s pay range in exceptional circumstances.

**NOTE:** The governing body will determine the pay range for Deputy Heads and Assistant Heads when making new appointments or where there is a significant change in the responsibilities of serving staff. Account will be taken of the responsibilities of the post, the background of the pupils and whether the post is difficult to fill. This may be undertaken at any time if the governing body considers it necessary to retain a deputy or assistant head.

10.6 **Acting Allowances**

Acting allowances are payable to teachers who are assigned and carry out the duties of head, deputy head or assistant head in accordance with the school teacher’s pay and conditions document. The pay committee will, within a four week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher who carries out the duties of head, deputy head, or assistant head, for a period of four weeks or more, will be paid at an appropriate point of the head’s ISR, deputy head range or assistant head range, as determined by the pay committee. Payment will be backdated to the commencement of the duties.

#### 11. Main Scale Teachers

11.1 The Governing Body will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the School Teachers Pay and Conditions Document.

11.2 The Governing Body has established a pay structure for these posts (see Appendix A).

11.3 The Governing Body has agreed to differentiate between bands within the teacher pay scales by the use of Professional Career Stage Level Descriptors for each band which are detailed in Appendix B.

11.4 Progression between bands will be based on the teacher demonstrating, through performance appraisal that they meet the teachers’ standards and Career Stage Expectations/Professional Skills Level Descriptors for the next band. This must include evidence of working at the higher level for a minimum of one year.

11.5 Progression within a pay band will be subject to a review of the teacher’s performance set against the annual appraisal objectives and the Teacher Standards. The Governing Body will award one increment within the band for sustained high quality performance in line with school expectations. For exceptional performance the Governing Body may consider awarding two increments.

11.6 Where a teacher’s performance does not demonstrate a sustained level and is below the school’s expectations at that level of post, the Governors may determine that no incremental progression will be awarded in that year.

11.7 A teacher reaching the top of Band A would normally be expected to progress to the next band if they meet the criteria for the higher band, have successfully met their appraisal objectives and are recommended for progression by their appraiser.

11.8 A teacher in Band B currently at or moving to reference point M6 may be awarded additional pay up to the Main Scale maximum range where performance has exceeded expectations.

**12. NQTs**

12.1 On successful completion of the NQT year a teacher will have a minimum entitlement to be paid on pay point 2 of the Teacher Band A.

12.2 The Governing Body has determined that a teacher appointed as a ‘Newly Qualified Teacher’ would, other than in exceptional circumstances, be expected to have progressed to the

Established Teacher band within 4 years of taking up their post. In circumstances where a teacher’s performance is not at that level this will be addressed through the school’s appraisal and possibly capability procedure.

**13. Upper Pay Range Teachers**

13.1 A teacher being considered for a move onto the Upper Pay Range (Band C - Expert Teacher) must be able to demonstrate that they are highly competent and have met the expectations as set out in the school’s Professional Career Stage Level descriptors for Band C. Their contribution must show:

* substantial and sustained achievement of objectives, appropriate skills and competence in all elements of the Teachers’ Standards; and
* potential and commitment to undertake professional duties which make a wider contribution (which involves working with adults) beyond their own classroom

13.2Applications for progression to Band C (Threshold) will be considered from Accomplished Teachers who have been in Band B for one year or more and whose last two performance appraisals support their progression.

13.3 Applications must be submitted in writing to the Headteacher, together with relevant supporting evidence, by 30 September for consideration in the same academic year. If successful, pay will be backdated to 1 September.

13.4For teachers on the Upper Pay Range (Band C - Expert Teacher) progression would normally be considered after 2 years of sustained high quality performance or earlier where performance has exceeded school expectations.

**14. Unqualified Teachers**

14.1 The Governing Body will appoint unqualified teachers to a salary within the range set out in the School Teachers Pay and Conditions Document.

14.2 The points in upper band overlap with the Teacher Band on the Qualified Teacher scale and therefore the Governing Body will take account of the professional skill level descriptors for those teachers in setting the relevant expectations for an unqualified teacher paid at this level.

14.3 A newly appointed unqualified teacher will be appointed at an appropriate point in the band determined by the Headteacher according to their previous experience relevant to their role in school.

14.4 Progression within the range will be subject to a review of the teacher’s performance set against the annual appraisal review and the appropriate Teacher Standards. The Governing Body may decide to award one increment for sustained high quality performance. Where performance has not been of a sustained high quality the Governing Body made decide that there should be no pay progression. In such circumstances where a teacher’s performance is not at the required level this will be addressed through the school’s appraisal and possibly capability procedure.

**15. Part Time Teachers**

15.1 Teachers employed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The governing body will give them a written statement detailing their working time obligations and the mechanism used to determine their pay.

15.2 Part-time staff are paid a proportion of the pay that would be appropriate if they were full-time. This also applies to TLR payments.

15.3 The document 2016 sets out the method of calculating pay and working time.

**16. Teachers Absent due to sickness or maternity/paternity/parental leave**

16.1 The school will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period. An assessment will be made of whether a teacher has met the required performance criteria for their next pay point prior to and/or on the return from absence and if this is the case that they will continue to meet the required performance criteria.

# 17. Supply Teachers

17.1Teachers employed on a short notice or supply basis will have their pay determined in line with the arrangements outlined in this policy for other teachers unless employed through an agency. Teachers employed other than those contracted through a supply agency:

* will be paid on a daily basis will have their salary assessed as an annual amount divided by 195. For temporary teachers on short notice this will be multiplied by the number of days to be worked.
* Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual salary by 1,265 to give an hourly rate.

17.2 A short notice teacher who is employed by the school throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment during that period.

**18. Teaching and Learning Responsibility Payments (TLRs)**

18.1 TLRs will only be awarded in the context of the school staffing structure and pay policy where a classroom teacher undertakes a sustained additional responsibility, for the purpose of ensuring the continued delivery of high-quality teaching and learning, that is not required of all classroom teachers and:

* is focused on teaching and learning;
* requires the exercise of a teacher’s professional skills and judgment;
* requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
* has an impact on the educational progress of pupils other than the teacher’s assigned classes or groups of pupils;
* involves leading, developing and enhancing the teaching practice of other staff.

18.2 TLRs will be awarded to the holders of the posts as indicated in the attached staffing structure.

18.3 The values of the TLRs are set out below as set out in accordance with the STPCD as follows: (Sept’ 16 rates have been increased by 1% and 2% minimum & maximum of Main Scale)

|  |  |  |
| --- | --- | --- |
| TLR | Level | Payment |
| 1  Significant Line Management Responsibility | C (upper) | £13,027 |
| B | £9,379 |
| A | £7,699 |
| 2 | C (upper) | £6,515 |
| B | £4,398 |
| A | £2,667 |
| 3 |  | £529 - £2,630  dependingon project |

18.4 A TLR payment will not be awarded in respect of teaching duties for Special Educational Needs; this is recognised within section 20 of this Pay Policy.

18.5 If the governing body determines, whether as a result of a change to the school’s pay policy or to the school’s staffing structure, or otherwise that the teacher’s duties are no longer to include the significant responsibility for which the TLR was awarded; or that the significant responsibility merits a TLR of lower value, the governing body will pay the teacher a safeguarded sum, for a period of up to three years in accordance with the STPCD.

18.6 The Governing Body pay committee may award a temporary TLR3 payment between £529 and £2,630 to a post requiring additional duties for a time limited period project. The value awarded will be determined within the above range on an individual basis based on the individual complexity and level of responsibility of the role.

18.7 The duration of temporary TLR3 payments will not normally exceed a period of 2 years after which time they will be reviewed and may be extended if appropriate. There will be no safeguarding of any temporary TLR payments.

**19. Special Educational Needs**

19.1 The governing body will award a Special Educational Needs Allowance to a classroom teacher in the following circumstances:

* in any SEN post that requires a mandatory SEN qualification
* in a special school
* if they teach pupils in one or more designated special class or units in a school
* in any non-designated setting that is analogous to a designated special class or unit where the post:

1. involves a substantial element of working directly with children with special educational needs
2. requires the exercise of a teacher’s professional skills and judgment in the teaching of children with special educational needs
3. has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school

19.2 Subject to the above, the Pay Committee will determine the spot value of the allowance, taking into account the structure of the school’s SEN provision and the following factors:

* whether any mandatory qualifications are required for the post
* the qualifications or expertise of the teacher relevant to the post
* the relative demands of the post

19.3 The Governing Body has determined that, taking account of the circumstances outlined above the value of an SEN allowance will be:

|  |  |
| --- | --- |
| SEN Level | Payment |
| Level 1 | £2,106 |
| Level 2 | £3,118 |
| Level 3 | £4,158 |

**20. Recruitment and Retention Incentives and Benefits**

20.1 The Pay Committee reserves its right to exercise its discretion to award recruitment and retention incentives and benefits.

20.2 Incentives and benefits may be awarded as a lump sum or for a fixed period of up to three years for recruitment and retention purposes. In exceptional circumstances an award for retention may be extended for a longer period.

20.3 The Pay Committee will determine what payments, financial assistance, support or benefits will be awarded to recruit and retain teachers and any conditions attached to them.

20.4 Payments will only be made for recruitment and retention purposes, not for carrying out specific responsibilities or to supplement pay for other reasons. In order to receive an allowance the following evidence needs to be demonstrated:

* To attract suitable candidates for a post which it has been or it is considered difficult to recruit to;
* Required to retain skills and expertise particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill;
* To recognise performance which exceeds the schools expectations and which is not recognised through accelerated salary progression in other sections in this policy.

20.5 The value of any recruitment and retention payment will be determined according to the circumstances of each case, but will take into account salary relatives across the school structure and known standing changes in the future and would normally be within the range of £500 to £3,000.

20.6 The duration of the payment will be determined according to the circumstances of the payment. Initially this may be for a period of 2 years but will be subject to annual reviews, the period of the payment may be extended if it is deemed it is appropriate.

**21. Additional payments**

The Governing Body may make payments as they see fit to a teacher, including a head teacher in respect of:

* continuing professional development undertaken outside the school day;
* activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
* participation in out-of-school hours learning activity agreed between the teacher and the head teacher or, in the case of the head teacher, between the head teacher and the relevant body;
* additional responsibilities and activities due to, or in respect of, the provisions of services by the head teacher relating to the raising of educational standards to one or more additional schools.

The Pay Committee will make additional payments to teachers in accordance with the provisions of the Document where advised by the head.

**22. Honoraria**

22.1 The governing body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

**Support Staff Pay**

**23. Pay Scales**

23.1 The pay scales adopted by the Governing Body for support staff employed in this school are the NJC scales.

23.2 The Governing Body has determined the grade and salary range for all support staff posts using the agreed job evaluation scheme adopted by the school.

**24. Starting Salaries**

24.1 The Governing Body will normally appoint to the minimum of the grade, unless the individual member of staff was previously paid under the same conditions of service at a higher salary, in which case the salary offered on appointment may be equivalent to the previous salary, but not exceeding the maximum of the grade. Exceptionally the governors may also consider appointing above the minimum of the grade where previous experience and/or qualifications or previous salary justify so doing, within the overall grade of the post.

**25. Incremental Progression**

25.1 Support staff may, subject to satisfactory performance, progress by annual increments to the maximum of the scale for the post.

25.2 Subject to the above, incremental progression will take place on 1 April each year, except where a member of staff starts after 1 October in the previous year in which case incremental progression will occur at the start of the month following completion of 6 months service and then on 1 April in subsequent years.

**26. Acting up Allowances**

26.1 Where a member of staff covers the full range of duties of a higher graded post for a period of 4 weeks or more, the Governing Body will pay that member of staff at the appropriate point on the higher scale (normally the minimum) for the period of acting up.

26.2 Where a member of staff is covering some, but not all of the duties of the higher graded post, the governors will consider an honorarium payment, calculated on the difference in salary between the substantive and higher graded post and taking account of the proportion of higher graded work undertaken. In exceptional circumstances the Governing Body may wish to recognise this additional work through the award of an additional increment within the pay band.

26.3 Where a member of staff is required to meet a short term excessive workload, to undertake essential tasks within a defined timescale, the Headteacher may give prior approval to the member of staff to work additional hours at their normal hourly rate or to be paid at agreed overtime rates where the weekly hours worked exceed the standard hours for a relevant full time member of support staff. No overtime will be paid if it has not been sanctioned by the Headteacher.

**27. Other additional payments**

27.1 The Governing Body will consider other additional payments for support staff in accordance with the arrangements set out earlier in the document for teaching staff, where these are relevant and appropriate for support staff. The Governing Body may consider the award of an honorarium to a member of support staff in exceptional circumstances.

**28. Pay Appeals Procedure**

28.1 A member of staff may seek a review of any determination in relation to their pay or any decision taken by the Pay Committee or any individual acting on behalf of the Pay Committee on the following grounds:

* Incorrectly applied any provision of the School Teachers Pay and Conditions Document;
* Failed to have proper regard for statutory guidance;
* Failed to take proper account of relevant evidence;
* Took account of irrelevant of inaccurate evidence;
* Was biased;
* Otherwise unlawfully discriminated against the member of staff;

28.2 The stages of the appeal process are:

Stage 1:

Informal discussion with headteacher/appraiser re pay determination before it is actioned by pay committee.

Stage 2:

Formal appeal in writing followed by representations hearing with person or governor’s committee who confirmed pay decision.

Stage 3:

Formal appeal in writing followed by representations hearing with appeals panel of governors.

28.3 The procedure for making a pay appeal is set out in Appendix D.

28.4 Staff appealing pay decisions are legally entitled to be accompanied by a colleague or representative from a trade union (Stage 2 and Stage 3) and will be informed of this right in writing. Staff can choose to bring a representative at Stage 1, if they wish, however as this stage is an informal stage, they will not be informed in writing of the option to bring a representative.

**Appendix A (SEPT 17 RATES)**

Teacher Pay Scales

|  |  |  |  |
| --- | --- | --- | --- |
| **Pay Band** |  | **STPCD Reference Point** | **\*Salary** |
| Unqualified Teacher |  | Minimum | £16,626 |
| Maximum | £26,295 |
| BAND A | NQT  Teacher | Main Scale Minimum (M1) | £22,917 |
| M2 | £24,484 |
| M3 | £26,453 |
| BAND B | Accomplished Teacher | M4 | £28,488 |
| M5 | £30,733 |
| M6 | £33,162 |
| Main Scale Maximum | £33,824 |
| BAND C | Expert Teacher | UPS 1 | £35,927 |
| UPS 2 | £37,279 |
| UPS 3 | £38,633 |

Leadership Pay:

|  |  |
| --- | --- |
| **Role** | **Salary range** |
| Headteacher  L12 – L18 | £51,638 - £59,857 |
|
|
| Assistant  Headteacher  L1 – L4 | £39,374 - £42,398 |
|
|
|

**APPENDIX B Professional Career Stage Level Descriptors for Teachers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill area** | **Teachers Standards** | **Band A**  **Teacher** | **Band B**  **Accomplished Teacher** | **Band C**  **Expert Teacher** |
|  |  | **M1 M2 M3** | **M4 M5 M6** | **U1 U2 U3** |
| **Teaching** | Preamble  1.1, 1.2,1.3, 1.4, 1.5, 1.6, 1.7, 1.8 | Many, but not all aspects of teaching are good over time | All aspects of teaching are good over time | All aspects of teaching are good over time, with may being outstanding |
| **Achievements** | Preamble  1.1, 1.2, 1.5, 1.6 | With appropriate support, most pupils progress is in line with school expectations | Most pupils progress in line with school expectations without additional support | Significant numbers of pupils exceed school expectations |
| **Relationships** | Preamble  1.1., 1.6, 1.7, 1.8, 2.1 | There are positive working relationships with pupils, colleagues and parents | Positive working relationships result in good progress by all groups of pupils and sharing of good practice with others | Working relationships with colleagues show a commitment to helping them improve professionally |
| **Self Development** | Preamble  1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.1 | Develops professional practice with support from experienced colleagues | Takes a lead in identifying areas for professional development and successfully acting on them | Leads the professional development of others so that their practice significantly improves |
| **Conduct** | Preamble  1.1, 1.7, 1.8,21., 2.2, 2.3 | Meets the standards for professional conduct as set out in the Teachers Standards | Meets the standards for professional conduct as set out in the Teachers Standards | Meets the standards for professional conduct as set out in the Teachers Standards |

**Appendix C**

**Pay Grades for Support Staff (From April 2017)**

|  |  |
| --- | --- |
| **Spinal Point** | **Scale** |
| **Per annum** | **Per hour** |
| 6 | 1a | £15,014 | £7.78 |
| 7 | 1b | £15,115 | £7.83 |
| 8 | 1b / 1c | £15,246 | £7.90 |
| 9 | 1c | £15,375 | £7.97 |
| 10 | 1c | £15,613 | £8.09 |
| 11 | 2 | £15,807 | £8.19 |
| 12 | 2 | £16,123 | £8.36 |
| 13 | 2 | £16,491 | £8.55 |
| 14 | 3 | £16,781 | £8.70 |
| 15 | 3 | £17,072 | £8.85 |
| 16 | 3 | £17,419 | £9.03 |
| 17 | 3 | £17,772 | £9.21 |
| 18 | 4 | £18,070 | £9.37 |
| 19 | 4 | £18,745 | £9.72 |
| 20 | 4 | £19,431 | £10.07 |
| 21 | 4 | £20,139 | £10.44 |
| 22 | 5 | £20,660 | £10.71 |
| 23 | 5 | £21,268 | £11.02 |
| 24 | 5 | £21,963 | £11.38 |
| 25 | 5 | £22,659 | £11.74 |
| 26 | 6 | £23,398 | £12.13 |
| 27 | 6 | £24,174 | £12.53 |
| 28 | 6 | £24,964 | £12.94 |
| 29 | SO1 | £25,951 | £13.45 |
| 30 | SO1 | £26,821 | £13.90 |
| 31 | SO1 | £27,668 | £14.34 |
| 32 | SO2 | £28,485 | £14.76 |
| 33 | SO2 | £29,324 | £15.20 |
| 34 | SO2 | £30,152 | £15.63 |
| 35 | POa | £30,784 | £15.96 |
| 36 | POa | £31,600 | £16.38 |
| 37 | POa | £32,486 | £16.84 |
| 38 | POb | £33,436 | £17.33 |
| 39 | POb | £34,537 | £17.90 |
| 40 | POb | £35,444 | £18.37 |

**Appendix D**

**Pay Appeals Procedure**

The order of proceedings is as follows:

* + 1. The staff member receives written confirmation of the pay determination and where applicable the basis on which the decision was made. If the staff member is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
    2. Where this is not possible, or where the staff member continues to be dissatisfied, he/she may follow a formal appeal process.
    3. The staff member should set down in writing the grounds for questioning the pay decision, which must relate to the grounds as set out above, and send it to the person, or committee, who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
    4. The committee or person who made the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. Following the hearing the staff member should be informed in writing of the hearing’s decision and the right to appeal.
    5. 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 the receipt of the written appeal notification and give the teacher 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.

**APPENDIX E Staffing Structure**

**Appendix F – Pay Progression Application Form for Teachers**

Name …………………………………………………………………………………………………

Position in School …………………………………………………………………………………..

Existing Pay Level …………………………………………………………………………………..

Evidence to support application:

(Please list all items used for evidence and attach copies)

1:

2:

3:

4:

5:

6:

I am applying for a move to …………………. (Pay level).

Signed …………………………………..……….

Please complete, sign and return this form to your appraiser by 30 September.

Your appraiser will check the information supplied for accuracy and completeness and pass to the head teacher.

The head teacher will assess the information supplied and make recommendation on the evidence to the Pay Committee.

Pay decisions will be undertaken by 31st October and backdated to 1st September if applicable. You will be informed of the outcome in writing.

**Appendix G**

**BRIGHTONE CE PRIMARY**

**TEACHER PERFORMANCE MANAGEMENT / APPRAISAL PROCESS**

**Contents**

1 Purpose

2 Application of the Policy

**Part A**:

3.1 Appraisal

3.2 Appraisal Period

3.3 Appointment of Appraisers

3.4 Objective setting

3.5 Reviewing performance

* Observation (3.5.1)
* Development and support (3.5.4)
* Feedback (3.5.6)

3.6 Transition to capability

3.7 Assessment

3.8 Confidentiality

3.9 Equality and consistency

3.10 Retention of statements

**Appendices**

Appendix I: The National Standards

Appendix II: National Standards – Career Stage Expectations

Appendix III: Procedure for Conducting National Standards Audits

Appendix IV D: Observation of Teaching and Leadership Practice

Appendix V: Provision of Additional Support Where National Standards Are Not Met

**Policy for Performance Management**

***In formulating its policy, the Governing Body has taken account of the principles set out in the Introduction to the national model policy and retained all text in bold from the main body of the model policy itself.***

**1 Purpose**

1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school’s plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

**2 Application of the policy**

2.1 **The policy covers appraisal, applies to the head teacher and to all teachers**

**employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the school’s capability policy.**

2.2 Throughout this policy, unless indicated otherwise, all references to ‘teacher’ include the head teacher.

3 **Teacher appraisal**

3.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

3.2 **The appraisal period**

The appraisal period will run for twelve months from 1 September to 31 August.

3.2.1 The annual audit against national standards is optional and can be completed by the reviewee no later than 30th July, in order to review the current and prepare for the next appraisal period. ( end of Oct in the first year, due to new policy). The reviewer will also complete the audit using previous observations, data analysis and other monitoring outcomes to be used as a basis for setting objectives for the forth-coming year.

3.2.2 Teachers who are employed on a fixed-term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy.

The length of the period will be determined by the duration of their contract.

3.2.3 Where a teacher starts their employment at the school part way through a cycle, the head teacher or in the case where the employee is the head teacher, the Governing Body, shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle of other teachers as soon as possible.

3.2.4 Where a teacher transfers to a new post within the school part way through a cycle, the head

teacher, or if the employee is the head teacher, the Governing Body, will review the objectives to ensure accurate reflection of the new post.

3.3 **Appointing Appraisers**

3.3.1 The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

3.3.2 In this school, the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body, excluding the Chair. Where the head teacher is of an opinion that any of the governors appointed by the Governing Body are unsuitable to act as an appraiser, he/she may submit a written request to the chair of governors, for that governor to be replaced, clearly stating the reasons for the request. The chair of governors will make the final decision.

3.3.3 The head teacher will decide who will appraise other teachers and ensure they have received appropriate training. In this school, this will normally be:

* the head teacher or
* a member of the senior leadership team;

Where teachers have an objection to the head teacher’s choice, their concerns will be carefully considered but ultimately it will be the head teacher’s decision.

**3.4 Setting objectives**

3.4.1 The head teacher’s objectives will be set by the Governing Body after consultation with the external adviser. It is the Governing Body’s responsibility to select a suitably qualified external advisor. Objectives will be focused on key school priorities and take account of the National Standards for Head Teachers (2004).

3.4.2 Objectives for each teacher, including the head teacher, will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be linked to the relevant standards, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher’s role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the teacher may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised if circumstances change.

3.4.3 The objectives set for each teacher, including the head teacher, will, if achieved, contribute to the school’s plans for improving the school’s educational provision and performance and improving the education of pupils at that school. This link will be made by ensuring:

* that the pupil progress objective (all teachers) addresses the key attainment priority identified by the school improvement plan;
* that the professional development objective (all teachers) addresses the key development priority identified by the annual audit against teacher standards (see Appendices A and B);
* that the leadership and management objective (all teachers with paid leadership responsibilities) addresses the key development priority identified by consideration of the leader’s effectiveness - with reference to any relevant leadership standards - in addressing key school improvement plan priorities. Where no national standards currently exist (e.g. for assistant and deputy head teachers), the head teacher will develop appropriate standards for these roles by reference to the draft national standards produced by the National College of School Leadership (NCSL).

3.4.4 Under normal circumstances teachers will have a maximum of 3 objectives. However, in exceptional circumstances where teachers who are found not to be meeting standards at the appropriate level for their career stage (Appendix B) by the annual standards audit (Appendices A and B), (prior to transition to the capability procedure see Appendix E) they may be given a reasonable number of additional objectives and corresponding support. The appraiser will take into account the effect of an individual’s circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When a teacher returns from a period of extended absence, objectives may be adjusted to allow them to re-adjust to their working environment. An extended absence is deemed to be four consecutive weeks or more (usually working weeks).

3.4.5 Before, or as soon as practicable after the start of each appraisal period, each teacher will be informed of the standards against which that teacher’s performance in that appraisal period will be assessed. All teachers will be assessed against the set of standards contained in the document called “Teachers’ Standards” published in May 2012. Assessments will also be conducted (if appropriate) against:

* National Head Teacher Standards (2004)
* National Standards for Subject Leaders (1998)
* Excellent Teacher Standards
* Advanced Skills Teacher Standards
* Special Educational Needs Coordinator (SENCO) standards
* Draft National Standards for School Leaders (NCSL)

3.4.6 The head teacher will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the standards audit. All objectives will be referred to the head teacher prior to the commencement of the cycle of monitoring. Where the head teacher has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser. The objectives may require amendment following discussion with the teacher.

3.4.7 Pay progression

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision making body will be based on the statutory criteria and guidance set out in the School Teachers’ Pay and Conditions Document and the relevant Teachers’ Standards. The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers’ pay in accordance with the School Teachers’ Pay and Conditions Document. The Governing Body will ensure the decisions on pay progression are made by 31st December for head teachers and 31st October for other teachers.

**3.5 Reviewing performance**

**3.5.1 Observation**

3.5.2 This school believes that observation of classroom and leadership practice is important both as a way of assessing teachers’ performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion by those with qualified teacher status.

3.5.3 Detailed arrangements for the observation of classroom and leadership practice are set out in Appendix D

3.5.4 **Development and support**

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

**3.5.6 Feedback**

3.5.7 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the teacher, will highlight particular areas of strength as well as any areas that need attention and could determine any appropriate action required.

3.5.8 Where, following the audit against teacher standards or during the review cycle, there are concerns about any aspects of the teacher’s performance these will be addressed via the procedure set out in Appendix E

3.5.9 When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

3.6 **Transition to capability**

3.6.1 If the appraiser is not satisfied with progress following consultation with the head teacher (if the head teacher or governors are not the appraisers), the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the school’s capability procedure. This notification will trigger the commencement of the formal capability procedure.

3.7 **Annual assessment**

3.7.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body will consult the external adviser.

3.7.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:

* lesson observations;
* Pupil progress meetings
* planning and work scrutiny, including work moderation;
* termly meeting with appraiser;
* mid-cycle review meeting with appraiser;
* observation / scrutiny of leadership and management activities where appropriate;
* other feedback obtained during the cycle relevant to the teacher’s overall performance.

3.7.3 Within two months of the end of each appraisal period, the teacher will receive – and have the opportunity to comment in writing on - a written appraisal report. In this school, teachers, including the head teacher, will receive their written appraisal reports no later than 31 October. The appraisal report will include:

* details of the teacher’s objectives for the appraisal period in question;
* an assessment of the teacher’s performance of their role and responsibilities against their objectives and the relevant standards;
* an assessment of the teacher’s training and development needs and identification of any action that should be taken to address them;
* a recommendation on pay, where that is relevant.

3.7.4 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

3.7.5 Any recommendations on pay will be referred to the head teacher before being referred on to the Governing Body.

3.8 **Confidentiality**

3.8.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the head teacher and / or nominated member of the senior management team and where appropriate the school’s human resources advisors. Please note that Ofsted may request anonymised performance management documentation.

3.9 **Equality and consistency**

3.9.1 As outlined in paragraph 3.4.6 above, the head teacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The head teacher may delegate responsibility for monitoring consistency and equality of application of the process by a member of senior management.

3.9.2 The head teacher will be responsible for reporting annually to the governing body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process, but will not include specific details relating to individual members of staff.

3.9.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by the school’s single equalities scheme.

3.10 **Retention of statements**

3.10.1 The Governing Body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

|  |  |
| --- | --- |
| **Appendix I – National Standards** |  |

**CONFIDENTIAL TEACHERS’ STANDARDS AUDIT**

**AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER**

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

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

|  |  |  |
| --- | --- | --- |
| **Standard** | **+\*** | **-\*** |
| **1.1. Set high expectations which inspire, motivate and challenge pupils**   1. **Establish a safe and stimulating environment for pupils, rooted in mutual respect** 2. **Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions** 3. **Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils** |  |  |
| **1.2. Promote good progress and outcomes by pupils**   1. **Be accountable for pupils’ attainment, progress and outcomes** 2. **Plan teaching to build on pupils’ capabilities and prior knowledge** 3. **Guide pupils to reflect on the progress they have made and their emerging needs** 4. **Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching** 5. **Encourage pupils to take a responsible and conscientious attitude to their own work and study** |  |  |
| **1.3. Demonstrate good subject and curriculum knowledge**   1. **Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject and address misunderstandings** 2. **Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship** 3. **Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject** 4. **If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics** 5. **If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies** |  |  |

|  |  |
| --- | --- |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Standard** | **+** | **-** |
| **1.4. Plan and teach well structured lessons**   1. **Impart knowledge and develop understanding through effective use of lesson time** 2. **Promote a love of learning and children’s intellectual curiosity** 3. **Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired** 4. **Reflect systematically on the effectiveness of lessons and approaches to teaching** 5. **Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)** |  |  |
| **1.5. Adapt teaching to respond to the strengths and needs of all pupils**   1. **Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively** 2. **Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these** 3. **Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development** 4. **Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them** |  |  |

|  |  |  |
| --- | --- | --- |
| * 1. **. Make accurate and productive use of assessment**  1. **Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements** 2. **Make use of formative and summative assessment to secure pupils’ progress** 3. **Use relevant data to monitor progress, set targets, and plan subsequent lessons** 4. **Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback** |  |  |
| **1.7 Manage behaviour effectively to ensure a good and safe learning environment**   1. **Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy** 2. **Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly** 3. **Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them** 4. **Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary** |  |  |
| **1.8 Fulfil wider professional responsibilities**   1. **Make a positive contribution to the wider life and ethos of the school** 2. **Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support** 3. **Deploy support staff effectively** 4. **Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues** 5. **Communicate effectively with parents with regard to pupils’ achievements and well-being** |  |  |

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

|  |  |  |
| --- | --- | --- |
| **Part 2 Personal and Professional Conduct**  **The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career** | **+\*\*** | **-\*\*** |
| **2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**   1. **Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position** 2. **Having regard to the need to safeguard pupils’ well-being, in accordance with statutory provisions** 3. **Showing tolerance of and respect for the rights of others** 4. **Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs** 5. **Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law**    1. **Teachers must have a proper and professional regard for the ethos, policies and practice of the school**   **in which they teach, and maintain high standards in their own attendance and punctuality**   * 1. **Teachers must have an understanding of, and always act within, the statutory frameworks which set**   **out their professional duties and responsibilities** |  |  |

|  |  |  |
| --- | --- | --- |
| **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** |  |  |

**\*\* + performance in line with expectations - performance may be below expectations**

Appendix II – National Standards Career Stage Expectations

**TEACHER STANDARDS CAREER STAGE EXPECTATIONS**

**Confidential INITIAL ASSESSMENT AND AUDIT**

**Name Pay Point Date Self/School Assessment Page**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Professional area** | **Relevant standard** | **M2** | **M4** | **M6** | **UPS1** | **UPS3** | **+** | **-** | Standards for professional dialogue |
| **Professional practice** |  | All teaching satisfactory; much good or better | All teaching good or better | All teaching good ; some outstanding | All teaching good ; some outstanding | All teaching good ; much outstanding |  |  |  |
| **Professional outcomes** |  | Most pupils achieve in line with school expectations | Almost all pupils achieve in line with school expectations | Almost all pupils achieve in line with school expectations, some exceed them | Almost all pupils achieve in line with school expectations, some exceed them | Almost all pupils achieve in line with school expectations, many exceed them |  |  |  |
| **Professional relationships** |  | Positive working relationships with pupils, colleagues and parents | These relationships are securely focussed on improving provision for pupils | Professional relationships with pupils, colleagues and parents lead to excellent class provision | Plays a proactive role in building key stage teams to improve provision and outcomes | Plays a proactive role in building school wide teams to improve provision and outcomes |  |  |  |
| **Professional development** |  | Abel, with support, to identify key professional development needs and responds to advice and feedback | Takes a proactive role in accessing relevant support and professional development from colleagues | Fully competent practitioner able to keep up to date with changes and adapt practice accordingly | Plays a proactive role in leading professional development of key stage colleagues | Plays a proactive role in leading the professional development of colleagues across the school |  |  |  |
| **Professional conduct** |  | Meets all standards | Meets all standards | Meets all standards | Meets all standards | Meets all standards |  |  |  |

**Appendix III – Procedure for conducting national standards audits**

Ideally the audits should take place in the summer term as this would be the ideal time to identify appropriate performance management objectives for the coming year. The annual audit and professional dialogue will be useful in this regard.

The school is required to adopt a procedure which is fair, consistent and based on evidence to enable a judgment to be made whether or not the standards are met as required by the 2012 Appraisal Regulations. It is important therefore that teachers are informed of the standards against which the teacher will be assessed.

Key stages:

Teachers, who choose to complete the self-audit, should be given reasonable time to self-audit against those career stage expectations as detailed in Appendix B

The teacher’s appraiser along with the head teacher or other appropriate member of the senior leadership team should also complete the audit. If it is decided that performance does not meet the standard required there should be adequate objective evidence to support that judgment and which the teacher has been previously made aware.

At least a week before the professional dialogue meeting the audits should be exchanged which will allow the teacher the necessary time to collate any information required in preparation for the meeting.

Initially, the standards against which the teachers performance will be agreed for assessment in the next appraisal cycle.

Where there is agreement that the relevant standards have been met the teacher is able to identify professional development objectives within the national standards by which s/he would like to be assessed.

Where there is agreement at the initial audit that the standards are not met, these standards will be used to assess the teacher’s performance will be assessed in the next appraisal cycle.

In the event that the teacher and appraiser (where the appraiser is not the head teacher) cannot agree whether or the standard is met, the matter should be referred to the head teacher who will discuss the issue with the teacher and will consider all the evidence available and make a decision.

If the teacher is dissatisfied with the head teacher’s decision there will be a right of appeal to governors.

**Appendix IV – Observation of teaching and leadership practice protocol**

**For appraisal purposes**

1. It is recommended that teachers have one formal lesson observation every term with a total of three formal lesson observations during the school year (other than for those teachers who are taking part in the support programme in Appendix E).
2. A minimum of five working days’ notice should be given.
3. A teacher may request that all observations are unannounced.
4. A teacher with responsibilities outside the classroom will have those responsibilities observed and assessed as part of the appraisal process and for the reasons stated below.
5. Oral feedback will be given as soon as possible in a suitable environment after the observation and no later than the end of the following working day (unless this is not practicable). Written feedback will normally be provided within five working days.

**For monitoring and evaluation purposes**

1. Head teachers (or leaders with the responsibility for monitoring learning and teaching standards) may ‘drop in’ or undertake additional observations for the purpose of:

* evaluating and monitoring teaching and learning standards (which might include work scrutiny, analysis of assessment results and examination of lesson planning records);
* ensuring that high standards of professional performance are established and maintained.

1. Wherever possible notice will be given of these additional ‘drop-ins’ but it will depend on the circumstances whether or not notice is give as will the length and duration of the ‘drop-in’ and the feedback given as some may be ‘light-touch’ and relatively informal.
2. The information gathered during the drop-ins may be used, as appropriate for a variety of purposes (for example, subject area reviews and school improvement strategies with the aim of minimising the total number of occasions that teachers are observed.

**Other leadership visits to lessons**

1. The school will put in place external validation of the school’s leadership practice and this will be used as part of the head teacher’s performance review. It is the responsibility of governors to ensure that external validation is carried out by a suitable person and recorded in the head teacher’s report to governors.

**Appendix V - Provision of additional support where national standards are not met (National Standards Support Programme)**

If it is identified that a national standard has not been met at the appropriate career stage expectation arrangements will be made for appropriate support to be provided which may include:

* the appointment of a reviewer from the senior leadership team;
* the setting of an appropriate number of additional appraisal objectives above the school norm;
* additional formal lesson observations, some of which may be unannounced.

When a decision has been made by the head teacher that a situation has arisen that, during an appraisal cycle, a standard at the appropriate career stage expectation has not been met, these new arrangements, including changing the reviewer if appropriate, will begin as soon as possible after the decision has been made.

As a consequence of the identification that a national standard has not been met at the appropriate career stage expectation (by whatever means) appraisal objectives will be set through an action plan to a significantly shorter timescale – for example one term but this may be a shorter timescale if the head teacher feels that the circumstances warrant such a decision.

At the end of the period decided upon progress will be reviewed and one of the following decisions should be taken:

* the support programme should end and the normal appraisal arrangements should resume;
* the support programme should continue. Further reasonable and short-term objectives should be set;
* suspend the support programme and move immediately into the capability procedure.