



Name of Policy:

## **Pay Policy**

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<b>Role(s) responsible for updating policy</b>	SBM/Headteacher

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## Policy & Purpose

The overall aim of the pay policy is to ensure that all teaching and Support Staff are valued and receive recognition for their work and contribution to school life.

### **The purpose of the policy is to:**

- a) Enable the Governing Body to manage the remuneration of staff in a non-discriminatory, responsible and transparent way, which complies with current employment law and school policy on the fair and equal treatment of employees and with the principles of public life, namely objectivity, openness and accountability.
- b) Maintain and improve the quality of education provided for pupils in the school by having a whole school pay policy that supports the school improvement plan and reflects the agreed aims of the school.
- c) Support the equitable and objective determination of appropriate pay for staff under the school's appraisal policy.
- d) Provide for the staffing structure that will enable the school to achieve its aims and objectives under the school improvement plan.

### **The Governing Body is committed to:**

- e) Reviewing the pay policy annually against the targets set under the school improvement plan, the confines of the agreed budget and the Governing Body's spending priorities.
- f) Working within framework documents referred to in staff contracts, specifically:

For teachers: The School Teachers' Pay and Conditions Document and statutory regulations affecting the employment and conduct of teaching staff.

For Support Staff: Surrey Pay

Consulting staff members and local representatives of recognised trade unions as part of the annual review of this Pay Policy and ensuring that members of school staff have ready access to the up-to-date version.

Complying with equalities legislation, specifically the following (as amended): 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.

## The Pay Committee: Terms of Reference

The Pay Committee will have fully delegated powers to:

- g) The Governing Body will implement the Pay Policy with reference to staffing and financial budget plans
- h) Achieve the aims of the Pay Policy in a fair and equitable manner within statutory and contractual obligations
- i) Apply the criteria of the Pay Policy in determining the pay of each member of staff in the annual review
- j) Minute all decisions taken
- k) Keep abreast of relevant developments and advise when the Pay Policy needs to be revised

## Determining Salary for New Appointments

### **Classroom Teachers (All Teachers Other than Leadership Group)**

Wallace Fields Junior School retains discretion to determine starting salaries:

In determining the specific starting salary for a successful applicant, the selection panel will take into account the applicant's relevant career history, previous salary, skills and qualifications based on the evidence collected through the selection process, including references.

The selection panel may, at its discretion, recognise a teacher's upper pay range status, as awarded by another school, without requiring the teacher to reapply separately through the school's procedure. This is provided there is scope within the established pay range for the post to award a starting salary on the upper pay range and on the condition that there is sufficient evidence collected through the selection process that the teacher meets the relevant criteria (see 5.2).

Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers.

In determining the salary range for a post in which the primary purpose is modelling and leading improvement of teaching skills ('leading practitioners'), an individual post range within the overall pay range for leading practitioners will be determined, having regard to the challenge and demands of the post as well as internal pay relativities.

Additional allowances may be awarded to new appointments where the Governing Body deems this to be appropriate (see Section 6). Specifically, where market conditions are deemed to be a factor, a recruitment allowance may be awarded if the criteria in 6.2 has been met.

### **Leadership Group**

The salary range for all staff paid on the leadership spine will be determined by reference to the provisions of the School Teachers' Pay and Conditions Document (STPCD) and will include consideration of any broader responsibilities that attach to the role.

#### **Headteacher**

The Individual School Range (ISR) of 7 points for the Headteacher will also be determined by reference to the school group size and the appropriate positioning of the pay range of any Deputy or Assistant Headteacher at the school, as specified in the School Teachers' Pay and Conditions Document. The school is currently a Group 2 School. The ISR for the current head teacher extends from point L15 to point L21.

The Governing Body will only re-determine the head teacher's ISR in the circumstances specified in the School Teachers' Pay and Conditions Document.

#### **Deputy Headteacher**

The 5 point salary range for a Deputy Headteacher is L8 – L14 and shall be determined by reference to the STPCD, taking into account the appropriate positioning of the pay range of the Headteacher and any other member of the leadership group at the school.

The Governing Body will only re-determine the pay range of a Deputy Headteacher in circumstances specified in the STPCD.

Certain additional allowances may be awarded to new leadership appointments where the Governing Body deems this to be appropriate (see Section 6).

### **Support Staff**

The appointment of Support Staff shall be in accordance with provisions set out in the School Staffing (England) Regulations 2009 (as amended) and shall have regard to the DfE document 'Guidance on Managing Staff Employment in Schools'.

The salary gradings for posts shall be based on the job description prepared by the Headteacher or other appropriate person and have regard to the terms and grading applicable for similar roles or work throughout the LA and to any model frameworks for the pay and grading of Support Staff produced by the LA. In determining matters of pay and grading, the Governing Body will have particular regard to the provisions set out in the DfE's guidance.

For Support Staff newly appointed on Surrey Pay grades, appointment will normally be made on the minimum of the salary range for the relevant grade. However, the appointment can be made on a salary above the minimum of the range where the Governing Body wishes to recognise particular experience and/or qualifications appropriate to the post, the current salary of the appointee where it exceeds the minimum of the range, or any particular recruitment difficulties. In determining the specific starting salary for a successful applicant, the

selection panel will base its decision on the evidence collected through the selection process, including references.

Where an employee is promoted or re-graded onto a higher salary he/she must be placed on a salary within the new grade which is at least 2.5% higher than his/her previous salary position. This will often be the minimum of the new salary range. Whilst this is the general position, occasionally other assimilation arrangements will have been agreed or may be more appropriate.

## **Pay Reviews and Progression**

### **All Teachers (Including Leadership Group)**

All teaching staff, including those on the leadership scale, will be provided with a salary statement to take effect from 1st September each year. This statement will contain details of the annual salary plus any allowances or safeguarded sums due to the teacher. This will be provided after pay decisions have been ratified by the Governing Body.

All eligible teaching staff will have their pay reviewed annually. The Governing Body will complete annual pay reviews for all eligible teachers, other than the head teacher, by 31st October. The Headteacher's annual pay review will be completed by 31st December. Where circumstances cause a delay to pay reviews, these will be completed as soon as reasonably possible after the deadline, ensuring affected teachers are regularly updated. Reviews may also take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and, where applicable, will give information about the basis on which it was made.

All teachers can expect to receive regular, constructive feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. All teachers are expected to engage fully with this process. The current arrangements for teacher appraisal are set out in APPENDIX 5: JUDGING PAY PROGRESSION FOR TEACHERS AT WALLACE FIELDS JUNIORS which should be read in conjunction with this pay policy.

To be eligible for consideration of performance-related pay progression teachers must normally have been in post at the school for at least 26 weeks in aggregate during the previous academic year (including periods of absence for school closures, sickness or family related leave). Newly appointed teachers who have not been in post for 26 weeks as of 1<sup>st</sup> September will not be eligible for performance-related pay progression with effect from 1<sup>st</sup> September in that year unless their offer states otherwise.

Decisions regarding pay progression will be adjusted where appropriate to take into account special circumstances, for example long-term absence resulting from sick leave or maternity leave. A decision on what adjustments may be necessary will be made on a case-by-case basis depending on the exact circumstances.

### **Determining Pay Progression (Classroom Teachers)**

'Classroom teachers', for the purposes of this paragraph, includes all teachers other than the Leadership Group.

All decisions regarding pay progression will be made with reference to teachers' appraisal reports and the pay recommendations contained within them. In the case of early career teachers (ECTs), pay decisions will be made by means of the statutory induction process.

The school's scheme for determining pay progression for classroom teachers is contained within APPENDIX 1 PAY PROGRESSION FOR CLASSROOM TEACHERS 2023/24. This scheme will be applied to pay determinations made with effect from 1<sup>st</sup> September, resulting from evidence collected during the previous appraisal cycle.

### **Determining Pay Progression (Leadership Group)**

The Headteacher, Deputy Head must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to an annual appraisal at which performance against objectives will be reviewed before any performance points will be awarded.

Annual pay progression within the range for this post is not automatic. The Governing Body will consider whether to award one or two or three pay progression points. Three pay progression points will only be awarded in cases of exceptional performance.

### **Determining Pay Progression (Support Staff)**

Arrangements for pay progression are determined by Surrey County Council subject to negotiations with the recognised trade unions and with effect from 1st April each year. Details of pay progression arrangements determined each year will be notified to eligible Support Staff separately.

Pay progression may be withheld when an employee has performed unsatisfactorily. This will take place only within the context of the Governing Body's disciplinary/capability procedure.

Increments may be withheld when an employee has performed unsatisfactorily. This will take place only within the context of the Governing Body's disciplinary/capability procedure.

## **Movement to the Upper Pay Range**

### **Applications and Evidence**

Any qualified teacher may apply to be paid on the upper pay range and any such application will be assessed in accordance with this policy. It is the responsibility of the teacher to decide whether, or not they wish to apply to be paid on the upper pay range. Applications should be made by 31<sup>st</sup> March in each academic year.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any pay decision made by another school.

All applications will include the results of recent appraisals, including any recommendation on pay. The evidence should usually cover **at least the previous two year period**. Employees, who have been absent from work, for example due to maternity leave or extended sickness absence, will be able to use earlier appraisal evidence in support of their application and/or a statement and summary of evidence as outlined below.

In the event that information from appraisals is not applicable or available, a statement and summary of evidence, designed to demonstrate that the applicant has met the assessment criteria, should be presented instead.

Applications should be made by submitting a brief covering letter confirming the request to apply to be paid on the upper pay range, referring to the relevant appraisal reports and any other evidence he/she wishes to have considered.

### **Assessment**

An application from a qualified teacher will be successful where the Headteacher and Line Manager are satisfied that:

- a) The teacher is highly competent in all elements of the Teachers' Standards; and
- b) The teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this pay policy,

- "highly competent in all elements of the Teachers' Standards" means:
  - that the teacher's practice is secure, well-informed and consistently good or outstanding;
  - that the teacher is able to contribute to the professional development of others through coaching and mentoring, demonstrating effective practice, providing advice and feedback.
- "substantial and sustained" achievements and contribution means:
  - That the teacher contributes at a strategic level to policy initiatives;
  - That the teacher makes a distinctive contribution to the raising of pupil standards;

- That the teacher is skilled in collaborating with others and maximises opportunities for staff to work together, sharing responsibility and good practice;
- That the teacher contributes more broadly to the life of the school;
- That such contribution has been maintained over a period of time; this will usually require the assessor to be assured that the teacher has had at least two consecutive appraisal reports demonstrating the required standard has been met.

The initial assessment will be made by the Headteacher or performance manager (SLT) who will, in assessing against the criteria above, ensure that the contribution of a part-time teacher is considered equitably bearing in mind his/her working hours commitment.

The Headteacher will consult with the teacher's line manager as appropriate when considering the evidence.

### **Notification and Feedback**

After completing the assessment, the head teacher will notify the Governing Body of his/her recommendation. Once the Governing Body has determined the final decision, the head teacher will then provide written feedback to the teacher as promptly as possible, but in any event by no later than 30th June in each academic year.

Feedback for unsuccessful teachers will have a developmental focus, stating specifically which criteria were met and which were not met, and confirming the right to appeal. Any appeal against a decision not to move the teacher onto the upper pay range will be heard under the school's pay appeals procedure (see Section 8).

### **Pay Progression for Successful Applicants**

Upper Pay scale is only to be considered by those staff who are willing to go beyond their usual role. UPS is only to be considered if the applicant can provide additional school development above and beyond the teacher role. Progression onto the UPS should not be presumed and performance must be evidenced to be consistently above and beyond the standard role and subject responsibility. Applicants must complete the UPS application threshold form in full to their line manager and Head teacher. Successful applicants will be moved onto the upper pay range from 1st September following the application. It is the school's policy to place teachers, who have successfully applied to access the upper pay range on the minimum of the range.

Teachers will provide written evidence for each stage of the upper pay scale (UPS) progression – this will evidence significant and sustained whole school development beyond the classroom, that benefits whole school practice. Forward progression on the UPS cannot be presumed.

UPS is not an award for longevity of service.

## **Allowances & Other Payments (Teaching Staff)**

### **Recruitment and Retention Allowances**

The Governing Body will, in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where the Governing Body anticipates or encounters recruitment and/or retention difficulties. In determining whether a post will be eligible for a recruitment and retention allowance, the Governing Body will take into account the following factors:

- Whether the post is in a nationally recognised shortage subject area
- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants
- Whether previous recruitment to posts of a similar nature has proven difficult
- Whether there has been a high rate of staff turnover
- Any other relevant circumstance that the Governing Body believes is having a detrimental impact on the recruitment and retention of staff

Where such an incentive or benefit is awarded the Governing Body will determine:

- Whether the award is for recruitment or retention
- The nature of the award (e.g. cash sums, travel, housing costs, etc.) and its value



- When/how it will be paid\*
- The start date and expected duration of the award (unless it is a one-off award)
- The review date after which the award may be withdrawn
- The basis for any uplift that may be applied

(\*Allowances may be paid monthly, paid wholly or in part as a lump sum subject to satisfactory completion of service in the previous year, or paid by a combination of the two methods.)

Allowances paid to the head teacher will be subject to the overall limit on discretionary payments contained within the STPCD.

The Governing Body will conduct regular formal reviews of all recruitment and retention awards and will withdraw awards where the circumstances no longer justify their continued payment.

### **Teaching and Learning Responsibility Payments (TLRs)**

The Governing Body may award a fixed term TLR3 to a classroom teacher, who has been given a time-limited school improvement project, or one-off externally-driven responsibilities. To award a TLR3, the Governing Body must be satisfied that the significant responsibility is one not required of all classroom teachers and which is focussed on teaching and learning, requires the exercise of a teacher's professional skills and judgement and has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils.

The annual value of a TLR3 for the academic year 2023/24 must be between £639 and £3,169 (FTE).

The duration of the fixed term will be established at the outset and payment will be made monthly during this period. Pay safeguarding will not apply at the end of the fixed period.

### **Special Educational Needs Allowances**

A SEN allowance of between £2,539 and £ 5,009 (FTE) per annum for the academic year 2023/24 will be paid to a teacher:

- In any SEND post that requires a mandatory SEN qualification; and involves teaching pupils with SEND
- Who teaches pupils in one or more designated special classes or units within the school; or
- In a non-designated setting, analogous to a designated special class or unit, where the post:
  - Involves a substantial element of working directly with children with special educational needs;
  - Requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
  - 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.

The spot value of any SEND allowance within the range outlined above, to be paid in accordance with the eligibility criteria above, will be determined by mandatory qualifications, the experience/qualifications of the teacher relevant to the post, and the relative demands of the post.

### **Payments for Out of School Hours Learning Activities**

The Governing Body will make payments to any member of the teaching staff (with the exception of the Headteacher) who participates in approved out of school hours learning activities. Such payments will only be applicable in respect of those activities undertaken outside the 1265 hours of directed time for full-time teachers (or the appropriate proportion of the 1265 hours of directed time for part-time teachers). The rate of pay for such activities will be reviewed annually and will be determined as follows:

The rate of pay for undertaking one-to-one tuition outside of the normal school day will be in line with the government guidelines.

### **Payment for Initial Teacher Training Activities**

The Governing Body has decided not to exercise its discretion to make payments to teachers with regard to the provision of initial teacher training as part of the ordinary conduct of the school.



## **Payments for CPD Activities**

The Governing Body may exercise discretion to make payments to teachers in relation to continuing professional development activities outside of the school day.

## **Provision of Services by the Headteacher to Other School**

The Governing Body may exercise discretion to make payments to the teachers in relation to additional responsibilities or activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

## **Allowances for Unqualified Teachers**

Unqualified teachers are not permitted to hold TLR or SEND allowances.

The Governing Body may, however, exercise its discretion to determine that an additional allowance is payable to an unqualified teacher if they consider that the teacher has:

- A sustained additional responsibility, which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or
- Qualifications or experience, which bring added value to the role being undertaken

## **Allowances & Other Payments (Support Staff)**

The Governing Body reserves the right to approve payment of honoraria to Support Staff in recognition of work that goes beyond that normally expected of the post holder.

## **Pay Appeals**

### **All Teachers (Including Leadership Group)**

In the event of a teacher seeking reconsideration of a pay decision, he or she should first seek to resolve the matter informally through discussion with the decision-maker (usually either the head teacher, or the Chair of the Pay Committee) within 10 working days of the notification of the decision.

Where this is not possible, or the matter is still unresolved, the teacher may put his/her concerns in writing to the Pay Committee within 10 working days of the original decision, or the outcome of the informal discussion. The Pay Committee should convene a hearing within 10 working days to consider the teacher's concerns and afford the opportunity for him/her to make representations in person, accompanied by a trade union representative or work colleague if desired. The teacher should be informed, in writing, of the outcome of the meeting within 5 working days and notified of the right of appeal, where applicable.

If the teacher wishes to appeal against the decision of the Pay Committee he/she should do so within 10 working days of the written notification of the Pay Committee's decision, setting out the grounds for appeal. Any appeal against the decision of the Pay Committee should be heard by a panel of Governors who were not part of the original pay decision. The appeal hearing should normally be held within 20 working days of the date of the written appeal notification, giving the teacher at least 10 working days' notice of the date of the appeal.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination.

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

- Incorrectly applied a provision of the STPCD or this policy
- Failed to have proper regard for statutory guidance
- Failed to take proper account of relevant evidence
- Took account of irrelevant or inaccurate evidence
- Was biased
- Otherwise unlawfully discriminated against the teacher

The appellant also has the right to see all relevant papers and to be accompanied by a trade union representative or a work colleague.

If the appellant wishes to submit any written evidence as part of his/her appeal, then he/she must do so at least 5 working days prior to the appeal hearing.

Where an appeal has been submitted by a member of staff other than the Headteacher, and they are appealing against the decision of the Pay Committee, it will be for the Chair of that committee to determine whether a representative of the committee and/or the Headteacher should be present to explain their decision.

An agenda for hearing a pay appeal is included in APPENDIX 3 EXAMPLE OF AGENDA FOR PAY APPEAL HEARING .

The decision of the appeal committee should be notified in writing to the teacher within 10 working days of the appeal hearing. If the appeal is rejected, then the appeal committee should explain the reasons for their decision.

This procedure fulfils the function of the grievance procedure and therefore pay decisions cannot be reopened under the general grievance procedure.

### **Support Staff**

Where a member of Support Staff is dissatisfied with any decision relating to his/her pay, this should be raised in accordance with the Governing Body's adopted grievance procedure.

## **Flexible working Hours Request**

All requests must be made in writing by filling in the requisite application form, which can be found in Appendix 7

All requests must be submitted to the headteacher.

Any request made under this policy must include:

- The date of the application.
- The changes that the employee is seeking to their terms and conditions.
- The date on which the employee would like the terms and conditions to come into effect.
- The ways in which the impact of the request on the school and colleagues will be mitigated.
- Whether their request is being made in relation to the Equality Act 2010, e.g. reasonable adjustments for a disability.
- What effect the employee thinks the requested change would have on the organisation.
- How, in their opinion, any such effect might be managed.
- A statement that this is a statutory request.
- Whether or not the employee has made a previous application for flexible working; and if the employee has made a previous request, when the application was made.

Where the request is being made by a member of staff with a disability as part of a request for a reasonable adjustment to their working arrangements, the staff member should state this in the written application

The school will not reject out-of-hand a request that does not contain the required information. The school's **HR department** will explain to the member of staff what additional or amended information they need to provide and ask them to resubmit the request.

## **Access to Salary Records**

Staff may have access to their salary records by giving reasonable notice during term time to the School Business Manager (SBM).

## **Policy Review**

This policy will be reviewed following the publication of the School Teachers' Pay & Conditions Document 2024 or earlier if required.

## APPENDIX 1 PAY PROGRESSION FOR CLASSROOM TEACHERS 2023/24

### Model 1 Basic Approach/Minimal Change Pay policy

#### Pay Progression for Classroom Teachers 2023/24

This appendix explains how pay progression will be determined for classroom teachers with effect from 1<sup>st</sup> September 2023.

##### Pay Structure:

The school recognises and adheres to, the minimum and maximum of the established pay ranges as outlined in the School Teachers' Pay and Conditions Document (STPCD).

For the purposes of determining pay progression, the school uses reference points within the minimum and maximum as outlined in the tables below. For Wallace Fields Junior School, these amounts relate only to the fringe area payment.

<u>Qualified Teachers Main Pay Range</u>		£
Minimum	1	31,350
	2	33,150
	3	35,204
	4	37,436
	5	39,687
Maximum	6	42,689

<u>Teachers Upper Pay Range</u>		£
Minimum	1	44,579
	2	46,179
Maximum	3	47,839

<u>Unqualified Teachers</u>		£
Minimum	1	21,933
	2	24,293
	3	26,656
	4	28,738
	5	31,102
Maximum	6	33,464

### Appraisal and performance ratings

All teachers can expect to receive an annual appraisal and a written summary including an assessment of performance. The details of how the scheme will operate, including the evidence which will be used to assess performance, are contained within the school's appraisal policy.

The appraisal report will include overall performance rating for the purpose of determining pay progression.

These performance ratings are subject to moderation in accordance with the arrangements outlined in the appraisal policy.

**The performance ratings effective from 1<sup>st</sup> September 2023 are shown here:**

#### MAIN PAY & UPPER PAY SCALES

Unsatisfactory	4	No pay increase awarded
Developing (clear weaknesses)	3	0 points on the relevant pay range awarded
Effective	2	1 point on the relevant pay range awarded
Exceptional	1	1 point on the relevant pay range awarded

All pay awards are subject to available headroom within the applicable scale

### Pay recommendations

Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body's Pay Committee, having regard to the appraisal report and taking into account advice from the senior leadership team (SLT). No pay recommendation should be considered final until it has been ratified by the Governing body. The Governors will ratify in the autumn term and if successful, the pay award will be backdated to September.

### Review

The Governing Body will review the operation of this scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Teachers will be notified of any changes which may affect their future pay progression. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

## APPENDIX 2- UPPER PAY SCALE THRESHOLD APPLICATION FORM

This form is to be used when applying for the upper pay scale, as outlined in the school's latest Pay Policy. Before completing this form, you should make yourself fully aware of the school's policy and procedures concerning pay and the 'Teachers' Standards' and be certain you meet the relevant criteria for assessment with **reference to the Career progression Document.**

Your application will be successful where the **governing board** is satisfied that:

- You are highly competent in all elements of the relevant standards.
- Your achievements and contribution to the school are substantial and sustained.

### Declaration

<b>Teacher's name:</b>	
<b>Teacher reference number:</b>	
<p>I hereby certify that I understand that the decision on my progression will be based on my performance against the relevant 'Teachers' Standards' and whether my achievements and contribution to the school are substantial and sustained.</p> <p>I have used evidence from past appraisals and reviews where possible to complete the relevant section of the application form.</p> <p>I have provided a summary of the evidence from my teaching practice that demonstrates how I believe I have met the threshold standards.</p>	
<b>Teacher's signature:</b>	<b>Date:</b>

When completing the form, you should consider carefully whether your statements are:

- Relevant
- Concise
- Representative
- Supported by strong evidence
- Time-specific
- Demonstrating impact

### Upper pay range progression criteria

You should be able to demonstrate the following criteria in your work:

[The text below is example only and needs to be amended to suit your school's circumstances.]

### Professional attributes

The teacher will:

- Contribute significantly to implementing school policies and processes, where appropriate.
- Promote collective responsibility for policy implementation.

### Professional knowledge and understanding

The teacher will:

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.
- Have a clear understanding of how to personalise learning to provide opportunities for pupils and maximise their learning potential.
- Have an extensive knowledge of the assessment arrangements and requirements for the curriculum areas, including those related to public examinations and qualifications.
- Have an up-to-date knowledge and understanding of the different types of qualifications and specifications, and their suitability for meeting pupils' needs.
- Have a well-developed knowledge of their curriculum, subject areas and related pedagogy, including how learning progresses within them.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

### Professional skills

The teacher will:

- Be flexible, creative and adept at designing learning sequences within lessons that are effective and consistently well-matched to learning objectives and the needs of pupils.
- Integrate recent developments, including those relating to subject and curriculum knowledge, into their learning sequences.
- Have teaching skills which lead to pupils achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners' nationally.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

### Teaching standard 1.1: Set high expectations which inspire, motivate and challenge pupils

**Possible sources of evidence:** Planning files and records, feedback from lesson observations, performance data, performance management evidence, pupil progress records, annotated pupils' work, and records of homework set.

Explain below how you have set high expectations and inspired, motivated, and challenged pupils. You may wish to include how you have established a safe environment rooted in respect, set goals that stretched pupils' abilities and demonstrated the values and behaviour you expect from your pupils. Provide evidence where possible:

**Assessment by headteacher:**

**Standard:**      **Met** ☐ **Not yet met** ☐

### **Teaching standard 1.2: Promote good progress and outcomes by pupils**

**Possible sources of evidence:** Planning files and records, feedback from lesson observations, performance data, performance management evidence, pupil progress records, annotated pupils' work, and records of homework set.



Explain below how you have promoted good progress and outcomes for your pupils. You may wish to include: How you are accountable for pupils' attainment and outcomes? How you stay aware of pupils' capabilities and plan your lessons with these in mind? How do you guide pupils to reflect on progress and identify areas of weakness? You should also demonstrate here your knowledge and understanding of how pupils learn and how this impacts your teaching. In addition, provide evidence of how you encourage pupils to take responsibility for their own work and study. Provide evidence where possible:

**Assessment by headteacher:**

**Standard:**      **Met** ☐ **Not yet met** ☐

**Teaching standard 1.3: Demonstrate good subject and curriculum knowledge.**

**Possible sources of evidence:** Lesson observations, CPD records, planning records, performance management evidence, personal research and INSET records.

Demonstrate below how you have good subject and curriculum knowledge and how you have improved this over recent years. You may wish to highlight how you foster and maintain pupils' interest in the subject and how you address misunderstandings. You should also demonstrate a critical understanding of developments in the subject. In addition, demonstrate how you have promoted high standards of literacy, articulacy and the correct use of standard English, regardless of your specialism. Provide evidence where possible:

**Assessment by headteacher:**

**Standard:**      **Met** ☐ **Not yet met** ☐

#### **Teaching standard 1.4: Plan and teach well-structured lessons**

**Possible sources of evidence:** Lesson observations, CPD records, planning records, performance management evidence, monitoring management information, behaviour logs and pupil progress records.

Explain below how you have planned and taught well-structured lessons imparting knowledge and developing understanding through effective use of lesson time. Demonstrate how you have promoted a love of learning and intellectual curiosity. How has the homework you set consolidated and extended pupils' understanding? Do you reflect on the effectiveness of lessons and approaches to teaching? How do you contribute to the design and provision of an engaging curriculum within the relevant subject area? Provide evidence where possible:

**Assessment by headteacher:**

**Standard:**      **Met** ☐ **Not yet met** ☐

### Teaching standard 1.5: Adapt teaching to respond to the strengths and needs of all pupils

**Possible sources of evidence:** Assessment records, lesson plans, records of achievement, monitoring data, records of target setting discussions, pupils' reports, annotated pupils' work, feedback from lesson observations and parent consultation records.

Explain below how you adapt your teaching to the strengths and needs of pupils. How do you differentiate appropriately? Demonstrate how you can overcome a range of factors that can inhibit pupils' progress. Provide evidence of awareness of the physical, social and intellectual development of children and how your teaching supports this. Demonstrate how you respond to the specific needs of all pupils, including those with special educational needs or disabilities, high ability or English as an additional language. Provide evidence where possible:

**Assessment by headteacher:**

**Standard:** Met ☐ Not yet met ☐

### Teaching standard 1.6: Make accurate and productive use of assessment

**Possible sources of evidence:** Assessment records, lesson plans, records of achievement, monitoring data, records of target setting discussions, pupils' reports, annotated pupils' work, feedback from lesson observations and parent consultation records.

Explain how you have developed your knowledge and understanding of how to effectively assess the relevant subject and curriculum areas, including the statutory assessment requirements. Provide examples of when you have made use of both formative and summative assessment to secure pupils' progress. Explain how you use relevant data to monitor progress, set targets and plan subsequent lessons. Demonstrate how you give pupils regular feedback, both orally and through accurate marking, and how you encourage pupils to respond to the feedback.

**Assessment by headteacher:**

**Standard:** Met ☐ Not yet met ☐

**Teaching standard 1.7: Manage behaviour effectively to ensure a good and safe learning environment**

**Possible sources of evidence:** Lesson observations, teaching assessments, behaviour logs and records of rewards and sanctions.

Demonstrate below how you have managed behaviour effectively to ensure a good and safe learning environment. You may wish to include how you have established clear rules and routines and taken responsibility for promoting good behaviour both in your classroom and throughout the school. How have you established a framework for discipline using a range of consistent and fair strategies? Explain your strategy for managing classes effectively and motivating pupils. How have you maintained good relationships with pupils, exercised appropriate authority and acted decisively when necessary? Provide evidence where possible:

**Assessment by headteacher:**

**Standard:** Met ☐ Not yet met ☐

### Teaching standard 1.8: Fulfil wider professional responsibilities

**Possible sources of evidence:** Planning records, School Development Plan, action plans, performance management evidence, contribution to extra-curricular activities, curriculum working parties, departmental team work, evidence referenced in previous answers.

Explain below how you have made a positive contribution to the wider community and ethos of the school. How have you developed effective professional relationships? How have you deployed support staff effectively? When have you taken responsibility for improving teaching through appropriate professional development? How have you communicated effectively with parents with regards to pupils' achievements and wellbeing? Provide evidence where possible:

**Assessment by headteacher:**

**Standard:** Met ☐ Not yet met ☐

### Teaching standard 2: Personal and professional conduct



**Possible sources of evidence:** CPD records or any other relevant information about professional development, performance management evidence, supportive documentation, comments from staff, pupils and parents, feedback from lesson observations, planning records and evidence referenced in previous answers.

Explain below how you have met the personal and professional standards expected of a teacher. These include maintaining high standards, building relationships, treating pupils with dignity, safeguarding pupils' wellbeing, showing tolerance and respect, not undermining fundamental British values, and ensuring personal beliefs are not expressed in ways which exploit pupils' vulnerability. Demonstrate how you have paid regard to the policies and practices of the school and that you understand your professional duties and responsibilities. Provide evidence where possible:

**Assessment by headteacher:**

**Standard:** Met ☐ Not yet met ☐

## **APPENDIX 3 EXAMPLE OF AGENDA FOR PAY APPEAL HEARING**

**Wallace Fields Junior School**

**15th July xxxx**

1. Introduction of all those present.
2. The appellant and/or his representative to present his/her reasons for appeal with any supporting evidence, and calling witnesses\* if applicable.
3. The representative of the Governors and Headteacher to ask questions of the appellant and witnesses\* if applicable.
4. The Appeals Committee to ask questions of the appellant and witnesses\* if applicable.
5. The representative of the Governors and Headteacher to respond to the appellant's appeal, and calling witnesses\* if applicable.
6. The appellant and/or his/her representative to ask questions of the representative of the Governors and Headteacher.
7. The Appeal Committee to ask questions of the representative of the Governors and Headteacher.
8. The appellant and/or his/her representative to summarise.
9. The representative of the Governors and Headteacher to summarise.
10. Hearing to be adjourned whilst all parties, except the Appeals Committee, their adviser and the Clerk, leave the room.
11. The parties will be recalled and if the Appeals Committee has reached a decision this will be confirmed.

\*Witnesses will usually be called one at a time – and will be questioned by the other party and the panel, if necessary, before being asked to leave and the next witness called in.

## APPENDIX 4 PERFORMANCE MANAGEMENT REVIEW TARGET SUMMARY SHEET

**Name:** \_\_\_\_\_ **Line Manager:** \_\_\_\_\_ **Current Scale Point:** MSP/UPS \_\_\_\_\_

Intention to gather 2 years evidence for UPS if applicable: Yes / No

Autumn Date: \_\_\_\_\_ Spring Review Date: \_\_\_\_\_ Summer Review Date: \_\_\_\_\_

Target Area.	Improvement Point	To be achieved by:	Review date:	Met/part met / not met (date)
<b>A: Child / Teaching Target</b>  (observation feedback, drop ins, learning walks)	1.			
	2.			
<b>B: Individual Target</b>  <i>(includes CPD, coaching points on self-improvement, subject knowledge, observe another teacher)</i>				
<b>C: Subject / School Wide Targets</b>  <i>(From subject leadership review, subject data, subject observations, pupil voice, book looks, learning walks&amp; SDP)</i>	1. Subject knowledge			
	2. CPD			
	3. SDP / subject project / subject accreditation			
	4. Pupil voice / Data			

### Performance Management for Subject Leadership

Autumn Term PM meeting		
<b>Line Manager:</b>		
<b>Performance reviewee</b>		
<b>Date</b>		
<b>Subject/s lead</b>		
	SUBJECT 1:	SUBJECT 2:
Does the action plan have clear, achievable objectives for the year?		

Reference SDP*		
What is the key focus for the Autumn term?*		
What strategies does the leader have to achieve this?		
What finances (if any) are required?*		
What support does the subject leader need to achieve the long term objectives?		
For subject leadership, have they met teacher standards (Career Progression Document)? Any concerns?	YES/NO - details	
<b>Spring Term PM meeting</b>		
<b>Date:</b>	SUBJECT 1:	Review
Has the subject leader met targets identified in the Autumn term?		
If not, what has prevented this and what action is needed to make this happen?		
What are the key focus points for the Spring term?		
What finances (if any) are required?		
What support does the subject leader need to achieve the long term objectives?		
Is the subject leader on track to meet their objectives? If not, please state reasons why.		
For subject leadership, have they met required standards? (March PM review)		

Cause for concern? Requires Improvement?		
<b>Summer Term PM meeting – Full review</b>		
<b>Date:</b>	SUBJECT 1:	SUBJECT 2:
Has the line manager reported that the subject has been lead clearly?		
Has the subject leader met targets identified in the Autumn and Spring term?		
If not, what has prevented this and what action is need to make this happen?		
What are the key focus points for the Summer term?		
What finances (if any) are required?		
What support does the subject leader need to achieve the long term objectives?		
Is the subject leader on track to meet their objectives? If not, please state reasons why.		
For subject leadership, have they met required standards? Any concerns?	YES / NO -	
<b>Action/Outcome for end of year Subject Leader Assessment</b>		
	SUBJECT 1:	SUBJECT 2:
Within subject leadership, have they met required standards?		
Will the subject leader need further support in the next academic year?		



## APPENDIX 5: JUDGING PAY PROGRESSION FOR TEACHERS AT WALLACE FIELDS JUNIORS

### Pay progression is dependent on the following criteria:

Teaching standards 1-9 expectations are met including 'Personal and Professional Conduct' by the appraisee.

Performance management objectives are ranked either good or better. Performance managers will take into account significant extenuating circumstances outside the appraisee's control if the progress objective is not met. Teachers must be meeting the Teaching Standards as determined by the expectations relating to professional experience outlined in the table below, including evidence relating to teacher standards.

Providing other evidence (agreed with the Performance manager at least 8 working weeks prior to the final review meeting) that they have met or exceeded the teaching standards.

\* Line managers will use discretion of the groups during PRP review.

<b>Expectations Related to Professional Experience</b> <b>(Teachers Main Scale Point and Upper Pay Scale Point)</b>				
<b>Professional experience</b>	<b>ECT</b>	<b>MSP 1- 3 Developing</b>	<b>MSP 4-6 Contributing</b>	<b>UPS 1- 3 Experienced &amp; High Value</b>
<b>Lesson Observations</b>	Teaching and learning predominantly good over time (strengths exceed development points)	Teaching and learning predominantly good over time (strengths exceed development points)	Teaching and learning predominantly good with aspects of outstanding over time (strengths exceed development points).	Teaching and learning predominantly good with elements of outstanding over time (strengths exceed development points).
<b>Effective assessment</b>	Developing effective use of Pupil Asset	Established use of Pupil Asset	Established effective use of Pupil Asset including analysis and use of data to plan to address trends, gaps and issues.	Established effective use of Pupil Asset including analysis and use of data to plan to address trends, gaps and issues.
<b>Book Monitoring</b>	90% of books meet school marking criteria	100% of books meet school marking criteria.	100% of books meet school marking criteria	100% of books meet school marking criteria.
<b>Planning Scrutiny (Core subjects)</b>	Planning available on the OneDrive and 100% meets monitoring expectation.	Planning available on the OneDrive and 100% meets monitoring expectation. Plan includes a clear lesson plan as well as resources such as PowerPoints and Mimio slides.	Planning available on the OneDrive and 100% meets monitoring expectation. Plan includes a clear lesson plan as well as resources such as PowerPoints and Mimio slides.	Planning available on the OneDrive and 100% meets monitoring expectation. Plan includes a clear lesson plan as well as resources such as PowerPoints and Mimio slides.
<b>Academic Year Pupil Progress*</b>	90% of pupils have made progress from the end of the previous academic year.	100% of pupils have made progress from the end of the previous academic year.	100% of pupils have made progress from the end of the previous academic year.	100% of pupils have made progress from the end of the previous academic year.
<b>Subject leadership</b>	Not applicable	Clear evidence of subject leadership including lessons observations, books looks, pupil voice, CPD and SDP input.	Clear evidence of subject leadership including lessons observations, books looks, pupil voice, CPD and SDP input. SSEF complete with clear targets set. Up to date with latest research, teaching and content of curriculum in their subject. Performance management reports identify areas of Career Progression document have been met.	Evidence of exemplary subject leadership including lessons observations, books looks, pupil voice, CPD and SDP input. Staff training and inter-school links. Sustain and substantial whole school development beyond the standard role. (This does not include subject leadership). SSEF complete with clear targets set. Up to date with latest research, teaching and content of curriculum in their subject. Performance management reports identify areas of Career Progression document have been met.



## APPENDIX 6A: EVALUATION OF THE QUALITY OF TEACHING

**Performance Management: Termly Meeting- self-evaluation and review**

**Teacher's name:**

**Term: Autumn/ Spring / Summer    Date:**

Teachers' Standards			Strength	Evidenced	Area for improvement	Comment
Set high expectations which inspire, motivate and challenge	1.1	Safe & stimulating environment				
	1.2	Learning supports and challenges all pupils				
	1.3	Pupils demonstrate consistent positive attitudes, values and behaviour				
Promote good progress and outcomes by pupils	2.1	Attainment, progress and outcomes evident				
	2.2	Planning builds on pupils' capabilities and prior knowledge				
	2.3	Planning and teaching demonstrate knowledge of how pupils learn				
	2.4	Pupils show responsible and conscientious attitudes to learning				
Demonstrate good subject knowledge and curriculum knowledge	3.1	Planning and teaching maintains pupils' interest and addresses misconceptions				
	3.2	Structure promotes the value of independence				
	3.3	Staff demonstrates high standards of literacy, articulacy and the correct use of Standard English				
	3.4	Staff have clear understanding of progression in phonics				
	3.5	Staff have clear understanding of strategies for mathematics				
Plan and teach well-structured lessons	4.1	Effective use of lesson time including use of additional support				

Teachers' Standards			Strength	Evidenced	Area for improvement	Comment
	4.2	Children show love of learning and intellectual curiosity				
	4.3	Activities consolidate and extend knowledge				
	4.4	Planning demonstrates reflection on the effectiveness of lessons and approaches to teaching				
	4.5	Planning and design of curriculum is engaging				
Adapt teaching to respond to the strengths and needs of all pupils	5.1	Differentiation is used appropriately and effectively				
	5.2	Staff demonstrates an understanding of factors that can inhibit pupils' learning and how to overcome these				
	5.3	Teaching engages and supports all pupils including SEND, high attainers and EAL				
Make accurate & productive use of assessment	6.1	Use of formative and summative assessment ensures pupils' progress and informs subsequent lessons				
	6.2	Feedback, both oral and written, supports pupils to reflect on progress made and emerging needs				
Manage behaviour effectively to ensure a good & safe learning environment	7.1	Clear structures and routines promote good behaviour at all times				
	7.2	Good relationships are maintained with all pupils and when necessary staff act decisively				
Fulfil the wider responsibilities	8.1	Make a positive contribution to the wider life and ethos of the school				

Teachers' Standards			Strength	Evidenced	Area for improvement	Comment
	8.2	Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support				
	8.3	Deploy support staff effectively				
	8.4	Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues				
	8.5	Communicate effectively with parents with regard to pupils' achievements and well-being				
Personal and professional conduct	Part 2A	Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school				
	Part 2B	Teachers must have proper and professional regard to the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality				
	<b><u>Evidence of SMSC</u></b>					

Teachers' Standards			Strength	Evidenced	Area for improvement	Comment
	<u>SUMMARY</u>					
	<u>Targets</u>					

## APPENDIX 6B: EVALUATION OF THE QUALITY OF TEACHING PEER TO PEER OBSERVATION SPRING TERM

### Peer to Peer Observation

**Date:** \_\_\_\_\_ **Observer:** \_\_\_\_\_ **Observed Teacher** \_\_\_\_\_

**Time:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Additional Adults:** \_\_\_\_\_

This is for guided notes and not every box has to have a question. The questions are to ask the class teacher later.

Discussion time is prompt (that day if possible) not immediate and the teacher peers need time to think about and discuss the lesson.

Observed class teacher pre-populates this section.		
Observation focus requests by teacher.  Based on previous formal observation (AUT) the class teacher can request a focus for the peer feedback for example class management, EAL or SEND scaffolding.	1.	2.
	<b>Strengths, positive points and ideas.</b>	<b>Notes and questions</b>
Marking, success checkers, cross curricular writing etc.		
Subject knowledge and engagement of pupils.		
Behaviour Management / dealing with low level behaviour – non-verbal)		
Feedback (verbal / active teaching in the classroom)		

Use of Additional Adults: Support staff / volunteers		
Vocabulary: (expression and subject specific language)		
Pupil attitude / understanding learning / challenge)		
Display and Working Walls: extended writing / active working walls / subject vocabulary / reference to vocabulary		
Discussion:		

**APPENDIX 6C: EVALUATION OF THE QUALITY OF TEACHING. FORMAL OBSERVATION FORM.**

**Class Teacher Lesson Observation Form**

<b>Teacher / HLTA:</b>		<b>Observer:</b>	
<b>Class:</b>		<b>Additional Adults:</b>	
<b>Lesson Theme:</b>		<b>Date &amp; time of lesson:</b>	
<b>Number of pupils in class/group</b>		<b>Teacher's target/s</b> From last observation:	
<b>School focus points (2023-24)</b>	Teacher engaging the children through active questioning and active feedback around the class 9 Inc. formative assessment Active teaching is evidenced. Individual feedback through 1: conversations/ marking / interactivity and individual support.		

<b>Impact on pupil progress: Evaluation</b>		<b>Teachers' Standard reference</b>
<b>Focus child 1: PPG/EAL/E6/SEND</b>	<b>Focus child 2: PPG/EAL/E6/SEND</b>	
<b>Name:</b>	<b>Name:</b>	

**Teachers' Standards reference:**



TS1: Set high expectations which inspire, motivate and challenge pupils TS2: Promote good progress and outcomes by pupils TS3: Demonstrate good subject and curriculum knowledge TS4: Plan and teach well-structured lessons	TS5: Adapt teaching to respond to the strengths and needs of all pupils TS6: Make accurate and productive use of assessment TS7: Manage behaviour effectively to ensure a good and safe learning environment TS8: Fulfil wider professional responsibilities Part Two: Personal and professional conduct
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Strengths		Teachers' Standard reference
Targets (discussed with observed teacher).		Teachers' Standard reference
Signatures		
Observer's Signature:		
Teacher's Signature:		

## APPENDIX 7 APPLICATION FOR FLEXIBLE WORKING HOURS

### Flexible working request: employee pro forma

#### 1. Personal details

Name	
Staff or payroll number	
Manager	
National insurance number	

To the employer,

I would like to apply to work a flexible working pattern that is different to my current working pattern. I confirm I meet each of the eligibility criteria as follows:

- I have worked continuously as an employee of the school for the last 26 weeks.
- I have not made a request to work flexibly under this right during the past 12 months.

Date of any previous request to work flexibly under this right:

Day/Month/Year \_\_\_\_\_

<b>a. Describe your current working pattern (days/hours/times worked):</b>	
<b>b. Describe the working pattern you would like to work in future (days/hours/times worked):</b>	
<b>c. Impact of the new working pattern – I think this change in my working pattern will affect my employer and colleagues as follows:</b>	
<b>d. Accommodating the new work pattern – I think the effect on my employer and colleagues can be dealt with as follows:</b>	
I would like this working pattern to commence from:	
Employee name:	
Date:	

Please return marked 'private and confidential' to: [The headteacher](#)