



Name of Policy:

Pay Policy

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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 a 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 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 – L12 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 4 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 1st September will not be eligible for performance-related pay progression with effect from 1st 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 newly qualified teachers (NQTs), 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. This scheme will be applied to pay determinations made with effect from 1st September 2015, resulting from evidence collected during the previous appraisal cycle.

Determining Pay Progression (Leadership Group)

The Headteacher, Deputy headteacher 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 31st 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. 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)

Teaching and Learning Responsibility Payments (TLRs)

TLR1s and TLR2s

TLR1s and TLR2s are awarded to the holders of the posts indicated in the school's staffing structure, which is attached to this Pay Policy. The current values of the TLR1s and TLR2s awarded are also indicated on the staffing structure. TLRs are awarded where the Governing Body is satisfied that the additional responsibilities are significant and meet the criteria specified in the STPCD. For the award of a TLR1, the post-holder must also have line management responsibility for a significant number of people.

The annual value of a TLR1 for the academic year 2020/21 must be between £8,291 and £14,030 (FTE).

The annual value of a TLR2 for the academic year 2020/21 must be between £2,873 and £7,017 (FTE).

TLR3s

The Governing Body may award a fixed-term TLR (a 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 2020/21 must be between £571 and £2,833 (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.

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.

Special Educational Needs Allowances

A SEN allowance of between £2,270 and £4,479 (FTE) per annum for the academic year 2020/21 will be paid to a teacher:

- In any SEN post that requires a mandatory SEN qualification; and involves teaching pupils with SEN
- 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 SEN 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 has decided not to exercise its 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 has decided not to exercise its 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 SEN 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 as an appendix to this policy.

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.

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 2020 or earlier if required.

APPENDIX 1

PAY PROGRESSION FOR CLASSROOM TEACHERS 2020/21

APPENDIX 1: Model 1 Basic Approach/Minimal Change Pay policy

Pay Progression for Classroom Teachers 2020/21

This appendix explains how pay progression will be determined for classroom teachers with effect from 1st September 2019.

Pay Structure:

The school recognises and adheres to, the minimum and maximum of the established pay ranges as outlined in the School Teacher's 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.

Wallace Fields Junior School only – so these amounts relate only to the fringe area payment.

<u>Qualified Teachers Main Pay Range</u>		£
Minimum	1	26,948
	2	28,828
	3	30,883
	4	32,999
	5	35,307
Maximum	6	38,174

<u>Unqualified Teachers</u>		£
Minimum	1	19,363
	2	21,473
	3	23,587
	4	25,699
	5	27,812
Maximum	6	29,924

<u>Teachers Upper Pay Range</u>		£
Minimum	1	39,864
	2	41,295
Maximum	3	42,780

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 1st September 2020 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 points on the relevant pay range awarded
Exceptional	1	1 points 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 back dated 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

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 3: Book Moderation Evidence

Teachers will have a sample of their pupil's books moderated and these will count towards evidence of teacher standards and PRP.

Book Scrutiny

This is a basic evidence form for monitoring books. You may wish to monitor all subject areas at once, or you may simply pick out the most suitable ones according to school priorities.

Name: _____

Class _____ Year Group: _____ Date: _____

Completed by: _____

	Features observed	Evidence				Other relevant information
		much	some	little	none	
Highest impact	The marking is selective and relates to the learning objective					
	Marking makes explicit what the pupils have done well / identifies strengths e.g. highlights success*					
	Marking provides explicit guidance on HOW to improve*					
	A closing the gap prompt has been used and the child has responded positively by making a small improvement*.					
	Evidence of pupils having a role in marking their own work.*					
	There appears to be steady progress, e.g.					

Features observed	Evidence				Other relevant information
	much	some	little	none	
within units and over time					
Evidence of peer marking					
The comments are recorded neatly and clearly for children to read and follows the handwriting policy					
Individual targets are clearly given					

**Features highlighted above have the greatest impact on pupil learning Features in italics tend to have a negative impact*

General Comments:

Areas for Development:	
1.	
2.	
3.	

It is recommended that plans are monitored alongside work in books to look at how planned work and annotations on plans transpose into children's work. The development of work through a block should be evident in the children's books.

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APPENDIX 4: 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 meeting the Teaching Standards as determined by the expectations relating to professional experience outlined in the table below.

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.

Expectations Related to Professional Experience (Teachers Main Scale Point and Upper Pay Scale Point)				
Professional experience	NQT	TMSP 1- 6 (old M1 – M3) Developing	TMSP 7-11 (Old M4-M6) Contributing	UPSR 1- 5 (old U1, U2 & U3) Experienced & High Value
Lesson Observations	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 over time (strengths exceed development points)	Teaching and learning predominantly good over time (strengths exceed development points)
Effective assessment	Developing effective use of Pupil Asset	Established use of Pupil Asset	Established and effective use of Pupil Asset. Developing analysis skills.	Established effective use of Pupil Asset including analysis and use of data.
Book Monitoring	85% of books meet school marking criteria	90% of books meet school marking criteria.	100% of books meet school marking criteria	100% of books meet school marking criteria
Planning Scrutiny (Core subjects)	Planning available on the OneDrive and 80% meets monitoring expectation.	Planning available on the OneDrive and 100% meets monitoring expectation.	Planning available on the OneDrive and 100% meets monitoring expectation.	Planning available on the OneDrive and 100% meets monitoring expectation.
Academic Year Pupil Progress*	80% of pupils have made progress from the end of the previous academic year.	90% of pupils have made progress from the end of the previous academic year.	95% of pupils have made progress from the end of the previous academic year.	95% of pupils have made progress from the end of the previous academic year.
Subject leadership	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.	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 above and beyond the standard role. (This does not include subject leadership).

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

Appendix 5a: Evaluation of the Quality of Teaching

Performance Management: Termly Meeting

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	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				
	<u>Evidence of SMSC</u>					

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

Appendix 5b: Evaluation of the Quality of Teaching

Monitoring – Class book look and drop in visit (with coaching feedback grid) Date:

Time:

Class:

Teacher:

Additional Adults:

This side is for guided notes and not every box has to have a development point. The development point usually comes in the form of a question to ask the class teacher later. Feedback is prompt (that day if possible) not immediate and the teacher and visitor need time to think about the lesson and what happened during the lesson.

	Strengths (and positive points)	Development Points / Notes (to be discussed with Class Teacher (CT))
Marking and Targets: (School policy followed)		
Teaching: (subject knowledge and engagement of pupils)		
Expectations – (learning & behaviour)		
Assessment – (self-review/marking/editing)		
Spelling (non-negotiables/expectations)		

Use of Additional Adults: (Pupil learning support/fully engaged)		
Vocabulary: (verbal and displayed/expression and subject specific)		
Pupil Interviews: (Pupil attitude/understanding/challenge)		
Display and Working Walls: (Subject specific/cross curricular/exemplar extended writing / active working walls)		
Coaching Observation Feedback v4		

Post Observation Feedback Meeting – Teacher & Coach Copy

Coach should bring: 5 steps for effective feedback (this form). Pre-planned questions / evidence to share in the meeting	Teacher should bring: 5 steps for effective feedback (this document). Any useful documents e.g. examples of pupil work, copy of lesson resources, lesson plan		
Target from previous observation:			
1 Strengths	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Strengths – Narrate the positive</td> </tr> <tr> <td style="height: 150px;"></td> </tr> </table>	Strengths – Narrate the positive	
Strengths – Narrate the positive			
1 Explore 2	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Explore – Start with a targeted question (see suggestions below)</td> </tr> <tr> <td style="height: 150px;"></td> </tr> </table>	Explore – Start with a targeted question (see suggestions below)	
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3 Area of development & agree a target. (Key question/s)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Area of development points, and agree targets</td> </tr> <tr> <td style="height: 100px;"></td> </tr> </table>	Area of development points , and agree targets	
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4 Plan ahead	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Plan ahead - design / revise next lesson to implement action</td> </tr> <tr> <td style="height: 50px;"></td> </tr> </table>	Plan ahead - design / revise next lesson to implement action	
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5 Set timeline (date) for review	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Set timeline for follow up</td> </tr> <tr> <td style="height: 100px;"></td> </tr> </table>	Set timeline for follow up	
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This is the hybrid drop-in observation form with a coaching feedback form on the reverse (here). This is to be used as a mentoring/coaching hybrid feedback form to practice coaching and to help with the transition from formal mentoring observations to wholly coaching observations in the future. Shared/staff/monitoring and observation 2019/ Drop in observation blank form 2019 v4 NOV. Includes coaching feedback.

Suggestions for key coaching questions: How could you make this lesson even more effective next time?? I liked can you talk me through it? How did you use assessment for learning (AfL) to ensure progress? If you wanted to change your lesson, what element would you change and why?? What area would you like additional support with? (Use caching questions from the coaching CPD staff meeting.)
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Shared / obs and mon/ 2019 / drop in observation blank form 2019 v4 NOV 2019