



PAY POLICY

Joydens Wood Infant School has adopted this pay policy.

We will review our pay policy in accordance with the new pay values set out in the 2020 School Teachers' Pay and Conditions Document

Pay decisions for 2020 should be made with reference to the pay framework and principles for pay progression set out in the pay policy. Any changed arrangements should be effective from the start of a new pay and appraisal cycle.

Adapted By: R. Hatley
Date: October 2020

Contents

Part A - Policy	4
1 Policy Statement.....	4
2 Scope	5
3 Adoption Arrangements and Date	5
Part B – Framework for Pay Decisions	6
4 Delegation	6
5 Annual Pay Review	6
5.1 Teachers.....	6
5.2 Support Staff.....	6
6 Notification of pay determinations.....	7
7 Withholding Pay Progression.....	7
8 Appeals.....	7
9 Equality Considerations	7
Part C – Pay for Teachers	8
10 Teachers' Pay Ranges	8
11 Pay on Appointment	8
11.1 Post Threshold Teachers.....	8
11.2 Newly Qualified Teachers.....	8
11.3 Leading Practitioners	9
11.4 Unqualified Teachers.....	9
12 Discretionary Allowances and Payments for Teachers.....	9
12.1 Teaching Learning and Responsibility Payments (TLR).....	9
12.2 Recruitment and Retention Payments	10
12.3 Special Educational Needs Payment (SEN)	10
12.4 Additional Payments	10
12.5 Additional Payments to Unqualified Teachers	11
13 Pay Progression for Classroom Teachers	11
14 Upper Pay Range Applications.....	11
14.1 Criteria for Progression to the Upper Pay Range	12
14.2 Procedure for assessing Upper Pay Range Applications	12
15 Absence during the pay review cycle.....	12
16 Other Pay Considerations for Teachers.....	13
16.1 Salary Safeguarding	13
Part D – Pay for Leadership Teachers	14
17 Leadership Pay Range	14
18 Pay on Appointment	14
18.1 Headteacher	14
18.2 Deputy and Assistant Headteachers.....	14
19 Pay Progression for Leadership Teachers.....	15
20 Absence during the pay review cycle.....	15
21 Other considerations regarding the pay of Leadership Teachers	15
21.1 Redetermination of Leadership Ranges	15
21.2 Temporary Payments to a Headteacher	16
21.3 Acting Allowances.....	16
21.4 Discretionary Allowances for Leadership Teachers	16

21.5 Salary Safeguarding	16
Part E – Pay for Support Staff	17
22 Support Staff Pay Range	17
23 Pay On Appointment.....	17
24 Pay Progression for Support Staff	17
25 Annual Pay Determination	18
26 Absence during the pay cycle	18
27 New Employees and staff changing roles during the pay cycle	19
28 Discretionary Allowances and Additional Payments for Support Staff	19
28.1 Allowances	19
28.2 Overtime	19
28.3 Cash Awards	19
29 Other Pay Considerations for Support Staff.....	20
29.1 Acting up arrangements.....	20
29.2 Redetermination of Grade	20
29.3 Salary Protection	20
Appendix 1: Pay Framework for Teachers and Leadership Teachers	21
Appendix 2: Pay Progression Criteria for Teachers	23
Appendix 3: Pay Framework for Support Staff	38
Appendix 4: Pay progression Criteria for Support Staff	38
Appendix 5: Pay Appeals	40

Version Control

Date	Revisions
September 2020	Schools are also advised to refer to the revised Pay Policy Guidance Notes available as a separate document

Part A - Policy

1 Policy Statement

This policy sets out the framework for making pay decisions for all Employees of Joydens Wood Infant School.

The School understands the importance of ensuring all Employees are appropriately recognised and rewarded for the contribution they make to the performance of the School and to outcomes for pupils. The School will endeavour to reward all staff appropriately within the budget available.

Pay determinations will be made within the framework set out in the School Teachers' Pay and Conditions Document for Teachers and the Kent Scheme Conditions of Service for Support Staff*. The School may use the discretions and flexibilities available within these terms and conditions to recruit, reward and retain the highest quality Employees according to the needs of the School.

The School will ensure that all Employees are treated fairly and equitably and that pay determinations are managed in an objective and transparent manner.

Pay on appointment will be determined with reference to the accountabilities of the role and the skills / knowledge required to fulfill the responsibilities of the post.

The School will review the pay of all eligible Employees on an annual basis. In making pay decisions, careful consideration will be given to recommendations regarding pay progression made by the Headteacher / Appraiser. Annual pay progression within the pay framework for all Employees is not automatic and will be subject to a performance related assessment. Continued good performance as evidenced through the appraisal process should give an expectation of pay progression.

The criteria against which entitlement to pay progression will be assessed is set out in this policy. In applying these criteria the School will ensure there is a clear and robust link between evidence of performance, as demonstrated through appraisal, and pay determinations. Where an Employee is not meeting the performance expectations of the School, pay progression may be withheld.

All Employees have a responsibility to engage in the appraisal process and ensure there is appropriate evidence available from this on which pay decisions can be made.

The School will ensure that Employees are informed in a timely manner about any pay determination and will endeavour to ensure appeals against pay decisions are managed promptly, fairly and objectively.

This policy has been developed to comply with the provisions of the School Teachers' Pay and Conditions Documents (STPCD), Kent Scheme Conditions of Service*, The Education (School Teacher's Appraisal) (England) Regulations 2012 for Teachers and relevant equalities legislation (Employment Relations Act 1999, the Equality Act 2010, Part Time Workers (Prevention of Less Favourable Treatment Regulations) 2000 and the Fixed Term Employees (Prevention of Less Favourable Treatment Regulations) 2002).

This policy explains:

- The School's adopted pay framework for Teachers and Support Staff
- The criteria which will be considered when making pay decisions
- The process by which pay determinations / decisions will be made
- The role of Governors, the Headteacher / Line Manager with regards to pay decisions

2 Scope

This Policy applies to all current Employees of Joydens Wood Infant School.

3 Adoption Arrangements and Date

This policy was adopted by the Governing Body of Joydens Wood Infant School in September 2002 and supersedes any previous Pay Policy.

This policy will be reviewed by the Governing Body annually or earlier if there is a need. Where changes are proposed this will involve consultation with the recognised unions where there are material changes.

Part B – Framework for Pay Decisions

4 Delegation

In this School the Governing Body has delegated pay decisions for all Employees, with the exception of pay decisions for members of the Leadership team, to the Headteacher.

Pay recommendations will be made by the individual Employee's line manager for consideration by the Headteacher.

All pay decisions for members of the Leadership team / individuals paid on the Leadership pay range including the Headteacher, will be made by a Pay Committee of the Governing Body. The pay committee will be comprised of one or more members of the Governing Body.*

Pay appeals will be heard by a panel of one or more members of the Governing Body.

The terms of Reference for the Governing Body, Pay Committee and Headteacher with regards to pay decisions are referenced in the schools Scheme of Delegation.

5 Annual Pay Review

5.1 Teachers

The Governing Body will determine annually the uplift to Teachers' salaries and allowances. Any increase will be made with reference to the minimum / maximum of each of the pay ranges published annually within the STPCD.

The pay of eligible Teachers will be reviewed annually *

Pay reviews will be completed in a timely manner and individuals notified not later than one month after their pay decision. In this school, for all teaching staff, pay recommendations will be made by the Headteacher and pay decisions will be made by the Governors (Pay Committee).

Any pay determination will be backdated to 1st September.

(* Teachers are eligible for a pay review if they have completed a year of service. This is defined as having been employed for a minimum of one session per week during 26 term time weeks in the preceding academic year up to 1st September. Periods of sick / maternity / paternity leave also qualify towards this service)

5.2 Support Staff

In this school support staff are paid in accordance with the Kent Scheme Pay Range.

Performance related pay increases are determined via the Total Contribution Pay (TCP) process.

6 Notification of pay determinations

The Headteacher will confirm in writing the pay determination of all teaching and support staff and notify the School's payroll /personnel provider of any salary increase. In the case of pay decisions relating to the Leadership Team, this will be the responsibility of the Chair of the Pay Committee or their delegated representative.

As required by the STPCD the School will provide Teachers with a formal salary statement on an annual basis setting out the component elements of their salary.

7 Withholding Pay Progression

Pay progression may be withheld where performance, as evidenced through appraisal, does not meet the School's criteria to receive a pay increase.

Pay progression may be withheld even in cases where the Employee is not subject to the School's capability procedure.

Employees currently under the formal stages of the capability procedure will not receive pay progression.

To allow an Employee the opportunity to address performance concerns the School will endeavour to have early conversations during the assessment period where performance may not warrant pay progression.

8 Appeals

An Employee may seek a review of any pay determination.

Prior to making an appeal an Employee is encouraged to speak informally to their appraiser / Headteacher about any concerns they have with regard to the pay recommendation which has been made.

Pay appeals will be heard by a committee of the Governing Body. The arrangements for pay appeals are set out in Appendix 5.

9 Equality Considerations

The School is committed to ensuring consistency of treatment and fairness and will give due regard to equality and equal pay considerations when making pay determinations.

Part C – Pay for Teachers

10 Teachers' Pay Ranges

The Governing Body has determined the pay framework for Teachers. This is attached at Appendix 1.

The Governing Body will review the pay framework annually with effect from 1st September to reflect any changes to the national pay framework as set out in the STPCD.

11 Pay on Appointment

The Headteacher will determine the appropriate pay range for a teaching post prior to advertising. When determining the pay range consideration will be given to the responsibilities of the post and the need to ensure pay is fairly differentiated between roles across the school with differing levels of accountability.

On appointment the Headteacher will determine the starting salary within the pay range to be offered to the successful candidate.

In determining the appropriate starting salary the following factors will be taken into consideration:

- The nature and responsibilities of the post
- The qualifications, skills and experience required
- The market conditions
- The wider School context

Consideration will be given to ensuring that Teachers returning to the profession following a career break / time out to care for a family are not placed at a disadvantage in terms of pay offered on appointment.

The School will give every regard to the current salary of a Teacher who is appointed from another School. A Teacher may be paid a rate equivalent to their current salary, however there is no assumption that a Teacher will automatically be paid at the same level or on the same pay range as they were in their previous School.

11.1 Post Threshold Teachers

Where a Teacher has been paid on the upper pay range in a previous school or made a successful threshold application in a previous post there is no obligation for the school to honour this assessment, however consideration may be given to this when determining the starting salary or range.

11.2 Newly Qualified Teachers

Newly Qualified Teachers in their first year of teaching will usually be appointed at the minimum of the main pay range, however the Headteacher has discretion to appoint at a higher salary in recognition of prior skills and experience.

Newly qualified Teachers who start employment with the School before receiving confirmation of their QTS status and completion of the basic skills test will initially be engaged as an Unqualified Teacher and paid within the unqualified Teacher salary range.

11.3 Leading Practitioners

The School may determine the need to appoint Leading Practitioner posts within the school. It is the School's policy to appoint leading practitioners at the bottom of the identified pay range

11.4 Unqualified Teachers

Unqualified Teachers may be appointed by the school as trainees working towards qualified teacher status; as instructors with a particular skill, specialist qualification or experience; or, for a maximum of 4 years only, as an overseas trained teacher (trained outside of the EEA).

An Unqualified Teacher who gains QTS within this School will be appointed on a starting salary that equals or exceeds any previous salary and allowances they received as an Unqualified Teacher.

11.5 Pay on appointment in particular circumstances

Where a Teacher is engaged in two schools simultaneously there is no requirement for them to receive the same rate of pay for each employment.

Where a Teacher is appointed on a part time basis their salary, allowances and working time will be calculated in accordance with the pro rata principle.

Teachers engaged on a supply basis will receive a daily rate equivalent to 1/195 of the annual pay they would be entitled to if they were engaged on a regular contract. Supply Teachers who work less than a full day will receive a proportion of the daily rate pro rata'd to the hours for which they have been engaged.

12 Discretionary Allowances and Payments for Teachers

Allowances and additional payments will be determined in accordance with the provisions of the STPCD. Headteacher may determine on appointment or at any point during employment whether any allowance or additional payment is to be made to a Teacher.

12.1 Teaching Learning and Responsibility Payments (TLR)

TLR payments may be awarded to identified posts which require a Teacher to undertake a sustained additional responsibility for which s/he is accountable.

The School will make reference to the current criteria and provisions within the STPCD in determining which posts will warrant a TLR.

TLR 1 and 2 will be awarded for additional responsibilities undertaken on a permanent basis. A TLR 3 payment may be awarded on a temporary basis for clearly time limited School improvement projects or externally driven responsibilities. No safeguarding will be paid when a TLR3 payment ends.

The current values of TLR payments in this School are specified in Appendix 1.

Where a TLR is awarded the reason, additional payment, and in the case of a temporary TLR3, duration / reason will be confirmed in writing to the Employee.

A Teacher cannot be in receipt of both a TLR1 and TLR2 but can receive a TLR1 or TLR2 in addition to a TLR3.

A member of the Leadership Group, Leading Practitioner or Unqualified Teacher cannot receive a TLR payment.

12.2 Recruitment and Retention Payments

Additional payments may be awarded as an incentive for the recruitment or retention of a Teacher in accordance with the criteria and provisions of the STPCD. Such payments may be made as a lump sum or as a periodic / recurring payment.

Other financial assistance may be awarded at the discretion of the School – for example full or partial reimbursement of travel / relocation costs.

When awarding such additional payments the reason / duration and end or review date will be confirmed in writing to the Employee.

School may wish to state any specific criteria for the award of RR payments / specify who has delegated authority to award these

Members of the Leadership Group and Unqualified Teachers may not receive a recruitment and retention payment with the exception of reasonable housing or relocation expenses incurred by the Leadership Group. See also paragraph 21.4

12.3 Special Educational Needs Payment (SEN)

SEN allowances will be awarded in accordance with the criteria and provisions set out in the STPCD.

The current value of SEN Payments in this School specified in Appendix 1.

A member of the Leadership Group, a Leading Practitioner or Unqualified Teacher cannot receive a SEN payment.

All payments will be made at the hourly or daily rate appropriate to their substantive salary.

12.4 Additional Payments

The School may make, at its discretion, additional payments to a Teacher in respect of the following activities:

- Continuing professional development undertaken outside of the School day
- Participation in out of School learning activities
- Additional responsibilities and activities related to the provision of services to raise the educational standards in other Schools
- Activities relating to the provision of initial Teacher training

12.5 Additional Payments to Unqualified Teachers

An Unqualified Teacher may receive an additional allowance where they have taken on sustained additional accountability focused on teaching and learning and requiring the application of a teacher's professional skills and judgement or possess qualifications or experience relevant to the role.

The value of any additional payment will be determined by the Headteacher.

13 Pay Progression for Classroom Teachers

Decisions regarding pay progression will be made with reference to the Teacher's appraisal report and the pay recommendations it contains.

Continued good performance as evidenced through the appraisal process should give the Teacher an expectation of progression to the top of their current pay range.

The Governing Body has determined the criteria for pay progression for each of the pay ranges. The criteria reflect the Teaching Standards and expectations appropriate to the career stage and seniority of the Teacher.

The Schools criteria for pay progression for each of the pay ranges is at Appendix 2.

Where a Teacher paid on the main pay range is meeting the performance expectations in this school it is usual that they will receive pay progression annually.

In the case of Teachers paid on the upper pay range pay progression will usually be awarded every two years subject to meeting and sustaining the performance expectations for pay progression.

In the case of NQTs whose appraisal arrangements are different, pay decisions will be made with reference to evidence from the statutory induction process. It should be noted that NQTs have no automatic entitlement to pay progression on completion of their induction period.

The amount awarded in pay progression will be determined annually with reference to any pay uplift stated in the STPCD. The schools pay progression arrangements are at Appendix 1.

In circumstances where a teacher does not receive pay progression, appropriate feedback will be provided explaining the reasons for this decision and how any developmental issues can be addressed.

14 Upper Pay Range Applications

All qualified Teachers may apply to be paid on the upper pay range.

It is the responsibility of the Teacher to decide whether they wish to apply to be considered for progression to the upper pay range. All applications must be submitted to the Headteacher using the appropriate school process. All threshold applications will be assessed by the Headteacher.

A Teacher may only submit one application in each academic year for progression to the upper pay range. In this School the deadline for submitting an application is 1st April.

In assessing the application the Headteacher will have regard to the outcome of the two most recent appraisal reviews. Teachers who have had significant period of absence from work may submit additional evidence from the two appraisal cycles immediately prior to their period of absence to demonstrate how they meet the criteria for progression.

Where a Teacher is simultaneously employed at another School(s), they are required to submit separate applications for each employment. The School will not be bound by any threshold progression decision made by another School.

14.1 Criteria for Progression to the Upper Pay Range

To progress to the Upper Pay Range a Teacher will be required to demonstrate that they have consistently made good progress towards their appraisal objectives over the two most recent appraisal cycles.

In addition they will need to demonstrate that:

- they are highly competent in all elements of the professional standards
- their achievements and contributions to the School are substantial and sustained

Appendix 2 sets out how the school will interpret whether a Teacher meets the criteria to progress to the Upper Pay Range.

14.2 Procedure for assessing Upper Pay Range Applications

The Headteacher will assess the Teacher's application against the school's criteria and advise him / her in writing within 10 working days whether the application has been successful.

Where the application is successful the Teacher will progress to the minimum value of the upper pay range from 1 September 2020 in the following academic year.

Where an application is unsuccessful the Teacher will receive feedback on the reasons for the decision from the Headteacher.

A Teacher may appeal against an unsuccessful application by following the School's pay appeal process detailed in Appendix 5

15 Absence during the pay review cycle

Consideration will be given to adjusting the pay review process where a Teacher has had a significant period of absence due to maternity / family related leave, sick leave or disability related absence.

The length and impact of the absence on the Teacher's ability to achieve his/her objectives will be taken into consideration when making pay recommendations and determinations.

The end of year review meeting may be brought forward to enable performance to be reviewed prior to a planned period of absence. Any pay recommendation would still be considered in line with the School's usual timescales and pay progression awarded from 1st September.

Where a Teacher is not in work at the end of the appraisal cycle or has been absent for some or all of the assessment period, an assessment may be based on performance during any periods of attendance and/or prior performance. Evidence from the two appraisal cycles immediately prior to the period of absence may also be considered.

The precise nature of the adjustments will be determined on a case by case basis following discussion with the Teacher.

16 Other Pay Considerations for Teachers

16.1 Salary Safeguarding

Where a TLR 1 / TLR2 or other allowance is withdrawn as a result of organisational change, salary safeguarding will be paid for up to 3 years in accordance with the provisions of the STPCD.

The Headteacher may require a Teacher in receipt of safeguarding to undertake reasonable duties commensurate with the value of the safeguarded sum.

Part D – Pay for Leadership Teachers

17 Leadership Pay Range

The pay framework for Teachers paid on the Leadership Pay Range is attached at Appendix 1

The Governing Body will review the pay framework for Leadership Teachers annually with effect from 1st September to reflect any changes to the national pay framework as set out in the STPCD.

18 Pay on Appointment

18.1 Headteacher

The Governing Body will review the Headteacher group size whenever it proposes to appoint a new Headteacher.

The Headteacher group size will be calculated in accordance with the provisions of the STPCD.

The Governing Body / Headteacher Recruitment Panel will identify a pay range within the group size for the School taking into consideration the permanent accountabilities of the post to which the Headteacher will be appointed.

In determining the pay range consideration will be given to:

- The specific requirements of the post
- The School context and challenge
- The complexity of the post
- The requirement to recruit and retain appropriate candidates
- Affordability and comparable salary benchmarking

However, the governing body may consider using its discretion to determine a range up to 25% greater in value than the maximum group size for the School should the circumstances warrant.

Exceptionally the governing body may determine a pay range which exceeds the 25% ceiling but only after considering the full business case and seeking external independent advice.

In determining the salary range for the Headteacher, the pay and ranges of other staff will also be taken into account to ensure appropriate differentials are maintained between posts of differing responsibility.

On appointment the Governing Body / Headteacher Recruitment Panel will determine the appropriate starting salary to be offered to the successful candidate. Consideration will be given to ensuring there is appropriate scope within the range to allow for performance related pay progression over time.

18.2 Deputy and Assistant Headteachers

The Governing Body will determine the appropriate pay range for other Leadership posts within the School prior to advertising.

Consideration will be given to the accountabilities of the role, challenges of the post and any potential recruitment issues when determining the pay range.

The maximum of the Deputy or Assistant's range will not exceed the maximum of the Headteacher range and will only overlap that of the Headteacher in exceptional circumstances.

When determining the pay ranges of Leadership posts, consideration will also be given to the respective levels of accountability and the need to ensure pay is fairly differentiated between Leadership roles across the School with differing levels of responsibility and between teaching and Leadership posts.

On appointment the Governing Body will determine the starting salary to be offered within the identified pay range ensuring there is appropriate scope for performance related pay progression over time

19 Pay Progression for Leadership Teachers

Decisions regarding the pay progression of Leadership Teachers will be made with reference to their appraisal report and the recommendations it contains.

Sustained performance as evidenced through the appraisal process should give the Leadership Teacher the expectation of progression through the range.

The Governing Body has determined the criteria for pay progression for Teachers paid on the Leadership pay range. The criteria reflect expectations appropriate to the career stage and seniority of the Teacher.

The Schools criteria for pay progression are at Appendix 2.

The amount awarded in pay progression will be determined annually with reference to any pay uplift stated in the STPCD.

The schools pay progression arrangements for the Leadership pay range are at Appendix 1.

20 Absence during the pay review cycle

Please refer to paragraph 15 above.

21 Other considerations regarding the pay of Leadership Teachers

21.1 Redetermination of Leadership Ranges

The Governing Body may redetermine the pay range of any Leadership Teacher in post should it be considered necessary where there has been a significant change in the permanent accountabilities of the post.

This may include circumstances where post holders take on additional accountabilities for more than one School on a permanent basis.

21.2 Temporary Payments to a Headteacher

The Governing Body may determine that an additional temporary payment be made to a Headteacher for time limited responsibilities / duties additional to the substantive post for which their salary has been determined. This may include circumstances in which a Headteacher is temporarily accountable for the Leadership of another School.

Any such payment should not exceed 25% of the Headteacher's annual salary. The total of all discretionary payments in any one year should not be more than 25% above the ceiling of the Headteacher group size for the School.

21.3 Acting Allowances

An Acting Allowance may be payable to individuals who are assigned to carry out the duties of a Headteacher, Deputy or Assistant Headteacher on a temporary basis.

Payment of an acting allowance will be at the discretion of the Governing Body. Consideration as to whether to pay an acting allowance will be made within 4 weeks of the start of the additional duties.

Where it is determined that an acting allowance should be paid this will be at a rate no less than the minimum of the pay range of the substantive post holder and will be backdated to the start of the additional duties.

21.4 Discretionary Allowances for Leadership Teachers

Leadership Teachers may not receive a recruitment and retention payment – any payments with regards to recruitment and retention should be taken into consideration when determining the individual's substantive pay range and salary at the time of appointment.

The Governing Body may at its discretion consider reimbursing housing or relocation costs.

21.5 Salary Safeguarding

Where the pay range of a Leadership Teacher is reduced as a result of organisational change, salary safeguarding may be paid for up to 3 years in accordance with the provisions of the STPCD.

A Teacher in receipt of safeguarding is expected to undertake reasonable duties commensurate with the value of the safeguarded sum.

Part E – Pay for Support Staff

22 Support Staff Pay Range

Support staff will be appointed in accordance with the Kent Range Grade Framework. The Kent Range Grade Framework is attached at Appendix 3.

23 Pay On Appointment

The Headteacher will determine the grade of a support staff post prior to advertising.

In determining the grade for the post consideration will be given to the scope and accountabilities of the role.

On appointment, the Headteacher will determine the starting salary to be offered within the pay range. New starters will normally be appointed at the minimum of the main pay range for the grade. However the Headteacher has discretion to pay above the minimum in recognition of prior skills, qualifications and experience.

Where a member of support staff joins the School from another School post – there is no obligation for the School to match their current grade or salary.

Where an Employee works part time (i.e. less than 37 hours per week / 52 weeks per year) their salary will be pro rata to the hours and weeks worked. Employees engaged on a term time only basis will receive a payment in respect of their annual leave entitlement incorporated within their annual salary.

24 Pay Progression for Support Staff

Annual pay progression will be determined with reference to the outcome of the Employee's appraisal and Total Contribution Pay Assessment.

Continued good performance as evidenced through appraisal should give the Employee the expectation of pay progression to the top of their grade.

In assessing an Employee's Total Contribution the following will be taken into consideration:

- Performance against the accountabilities of the job role and individual Appraisal Objectives
- Values and behaviours demonstrated
- Wider contribution to the School*
- Application and impact of any personal development undertaken
- Working Better – evidence of actions the Employee takes which leads to continuous improvement

*Employees on grade KR7 and above are expected to demonstrate evidence of wider contribution for an outstanding or above assessment. Where Employees on lower grades have had an opportunity to demonstrate wider contribution this will form part of their assessment. However

where an Employee has not had the opportunity to demonstrate wider contribution their assessment will not be adversely affected.

Performance will be assessed against one of 4 contribution levels

- Outstanding: Performance exceeds expectations most of the time
- Excellent: Performance exceeds expectations some of the time
- Successful: Performance meets expectations all of the time
- Performance Improvement Required: Performance does not meet expectations all of the time

Descriptors for these different levels of performance are available at Appendix 4.

25 Annual Pay Determination

The performance related TCP increase to be applied to the Employee's current salary will be determined annually in accordance with their assessed contribution level.

The percentage increase to be applied annually to each of the TCP contribution levels will be determined by the Governing Body.

Please refer to Appendix 3 for details of the current pay framework and Appendix 4 for progression arrangements for support staff in this school.

Employees who are at the top of their pay grade may receive a one-off payment consistent with the percentage increases applied for their assessed contribution level. Where staff are nearing the top of their pay grade a combination of salary increase and lump sum may be paid.

Performance related pay increases are effective from 1st September each year. The details of the pay award for the current year is at Appendix 4.

26 Absence during the pay cycle

Employees who have been absent for a period of time will be considered for salary progression.

A 'successful' rating will be given to any employee who is on maternity leave or who has been on maternity* leave during the period being reviewed unless there is evidence from before or after their period of absence which suggests an alternative rating might be more appropriate.

(*also includes employees on adoption / shared parental leave)

A 'successful' rating will be given to any employee who is on extended sick leave at the time the assessment is due/who has had several periods of sickness absence unless there is evidence which indicates a different rating is more appropriate.

In instances where performance before or after a period of absence has not met the expectations of the school pay progression may be withheld.

27 New Employees and staff changing roles during the pay cycle

New starters or those who changed roles during the pay cycle due to secondment or promotion will normally have a Total Contribution Assessment at the time the assessment is due.

The assessment may be deferred where there is insufficient evidence to make a judgement about an employee's performance. If an assessment is deferred the school will ensure that an assessment is carried out at such time they judge there to be evidence available. This will usually be within 6 months from the date of the deferral. Any increase in pay will be backdated to 1st September.

28 Discretionary Allowances and Additional Payments for Support Staff

28.1 Allowances

The following allowances may be paid to eligible staff:

- First Aid Allowance – payable to Employees undertaking first aid duties who have an appropriate recognised first aid at work qualification
- SENA Allowance – payable to Teaching Assistants working in Special School and Special Units only

School may specify other allowances in payment

28.2 Overtime

Overtime for Employees graded KR8 or less who work in excess of 37 hours in any week will be paid as follows:

Monday to Friday	Saturday / Sunday	Public Holidays
1.33	X 1.33	X 2

Overtime should only be worked with the prior approval of the Headteacher and all claims must be appropriately authorised.

Extra time of less than half an hour each day will not constitute overtime. Overtime is aggregated for each calendar month and paid in complete half hours. Where less than half an hour overtime is worked in a month this will be paid at plain time.

Overtime will not be paid to staff Graded KR9 or above. Time off with lieu may be granted with the prior agreement of the Headteacher.

28.3 Cash Awards

The Headteacher may at its discretion make a cash award to recognise members of support staff who have undertaken a specific task or project. In this School cash awards to an individual will not exceed £1,500 in any one year.

29 Other Pay Considerations for Support Staff

29.1 Acting up arrangements

Where a member of staff takes on additional accountabilities on a temporary basis the Headteacher may determine whether they should move to a higher grade commensurate with the additional responsibilities for a time limited period.

An Employee may also be seconded to a higher graded post to cover the temporary absence of the substantive post holder.

Where an Employee is on secondment or acting up they will receive their TCP assessment and pay progression on their temporary role. When they revert to their substantive post any percentage increase received in their temporary role will be applied to their substantive pay.

29.2 Redetermination of Grade

Where the Headteacher determines that there has been a permanent change in the accountabilities of a post, a role may be regraded.

Written notification will be provided of any change in salary or grade.

Any redetermination will be made with reference to provisions of the Kent Scheme conditions of service for support staff

Salary changes as a result of a regrading will take effect from the beginning of the month in which the assessment took place. Where an individual is upgraded they will normally be placed at the bottom of the new grade.

29.3 Salary Protection

Employees who are engaged on Kent Scheme terms may be eligible to be paid salary protection for up to 18 months should the grade of their post be reduced or if they are redeployed to a lower graded post as a result of organisational change.

Where the redeployment is to a post which is more than two grades below the Employee's previous post, the Loss of Earnings compensation will only apply to a maximum of two grades above the grade of the new substantive post.

Changes in hours / weeks worked will not attract salary protection.

Appendix 1: Pay Framework for Teachers and Leadership Teachers

Differentiated Rates of Progression

This School has adopted an approach to pay whereby differentiated rates of progression will be determined by a teacher's assessed contribution level.

From 1st September 2020 Teachers and Leadership Teachers will be paid in accordance with the following framework:

Main Pay Range

	Non Fringe	Fringe Area
Minimum	25,714	26,948
Maximum	36,961	38,174

Upper Pay Range

	Non Fringe	Fringe Area
Minimum	38,690	39,864
Maximum	41,604	42,780

Unqualified Pay Range

	Non Fringe	Fringe Area
Minimum	18,169	19,363
Maximum	28,735	29,924

Leading Practitioner Range

Leading Practitioners will be paid within the salary range 43,570 to 65,631

School to identify a an appropriate salary range within the leading practitioner range below

	Non Fringe	Fringe Area
Minimum	42,402	43,570
Maximum	64,461	65,631

Leadership Teachers

The Headteacher will be paid within the following range

	Non Fringe	Fringe Area
Minimum	50,151	51,314
Maximum	68,347	69,509

The Deputy Headteacher will be paid within the following range

	Non Fringe	Fringe Area
Minimum	45,434	43,570
Maximum	49,019	50,190

Allowances

TLR

	<i>Minimum</i>	<i>Maximum</i>
TLR1 Range	8,291	14,030
TLR2 Range	2,873	7,017
TLR3 Range	571	2,833

SEN Allowance

	Minimum	Maximum
Range	2,270	4,479

Pay Progression

The School will review the pay framework for teachers with effect from 1st September annually to reflect with the provisions of the STPCD.

The School will increase the minimum and maximum pay values of each pay range in line with any uplift the values stated in the STPCD.

Any teacher paid the minimum of the pay range will progress to the new minimum value.

Any teacher paid the maximum of the pay range may progress to the new maximum subject to meeting the school's criteria for pay progression.

The school will determine annually the rate of pay progression between the minimum and maximum values.

Appendix 2: Pay Progression Criteria for Teachers

Appendix 2: Teachers' Standards

Preamble

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

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

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

2. Promote good progress and outcomes by pupils

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

3. Demonstrate good subject and curriculum knowledge

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

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching

- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

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

6. Make accurate and productive use of assessment

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

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

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

8. Fulfil wider professional responsibilities

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

Part Two: Personal and Professional Conduct

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

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

Appendix 2: Career Stage Expectations

This is outline guidance identifying ratings in relation to the teachers' standards that will be applied during performance management but is not an exhaustive list and will be used for a 'best fit' overall judgement.

Newly Qualified Teachers (teachers who are subject to induction year)

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching (Teachers' Standards 1-7): <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning environment and behaviour management 	Overall performance against Teachers' Standards is inadequate. Performance requires significant improvement in significant areas (e.g. behaviour management, progress of pupils and quality of teaching). Considerable support is required to develop practice and/or address progress of pupils.	Performance against Teachers' Standards is broadly acceptable, although may require some improvement. Practice is not yet consistent. Support is required to develop practice, subject knowledge and/or to address progress of groups of pupils. At least 80%+ make expected progress as defined by the school	Performance against Teachers' Standards is good. Practice is broadly consistent. Subject knowledge and practice has developed with a reasonable level of support. Is addressing progress of groups of pupils. Will only be rated here if most lesson observations have been graded good or better and others are no less than requiring improvement and there is evidence of response to	Performance against Teachers' Standards is consistently good or better and no standards are rated as requiring improvement or inadequate. Practice is consistent and good pedagogy is evident. Sustained progress of pupils is evident. Can only be rated here if all lesson observations are graded good or better. <i>At least 97% make expected progress</i>

	79% or below make expected progress as defined by the school		professional feedback as a result. At least 90% make expected progress as defined by the school.	<i>as defined by the school.</i>
Wider Professional Responsibilities (Teachers' Standard 8):	No contribution outside of own classroom. Does not respond to feedback and advice of mentor. Does not communicate effectively.	Makes little contribution to wider life and ethos of the school. Responds to advice and feedback but does not take initiative in own development. Communication undertaken with advice and support provided.	Contributes appropriately to the wider life of the school. Responds well to advice and feedback and makes improvements. Independently communicating across school community. Works collaboratively with colleagues.	Contributes well to the wider life of the school. Responds positively to advice and feedback. Identifies own professional development needs. Communicates positively across school community. Works collaboratively.
Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
Leadership and Management	Does not manage class(es) well. Poor working environment. Makes little or no contribution to the team. Does not deploy support staff or communicate with colleagues effectively.	Manages class(es) appropriately most of the time. Creates an acceptable working environment with advice and support. Works as part of a team. Does not always deploy support staff effectively.	Manages own class(es) well. Creates a positive working environment and contributes to a team. Deploys support staff appropriately and builds good working relationships.	Manages own class(es) well. Creates a positive learning focused environment and makes strong contribution to a team. Deploys support staff very well for maximum learning and builds good working relationships.
Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility.	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility,	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and

	impact demonstrated beyond their own class(es).	Is unable to evidence consistent impact of their responsibility beyond their own class(es).	through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan,
Performance Management objectives	n/a	n/a	n/a	n/a

Recently Qualified Teachers (normally second and third year of teaching)

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching (Teachers' Standards 1-7): <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning environment and behaviour management 	<p>Overall performance against Teachers' Standards is inadequate or requires considerable improvement. Is consistently inadequate in significant areas.</p> <p><i>Less than a very large majority (80%) make expected progress</i></p>	<p>Performance against Teachers Standards is broadly acceptable although some areas may require improvement. Practice is not always consistent. Some support is required to develop practice, subject knowledge and/or to address progress of groups of pupils. Will be rated here if fails to achieve good or better in majority of lesson observations.</p> <p><i>A very large majority (80%+) make expected progress.</i></p>	<p>Performance against Teachers' Standards is good. Practice is consistent. Sustained progress of pupils is evident as is good subject knowledge. Can only be rated here if most lesson observations are graded good or better.</p> <p><i>A very large majority (80%+) exceed expected progress.</i></p>	<p>Performance against Teachers' Standards is always good or better. Practice is embedded and good pedagogy is evident. Sustained progress of pupils is evident. Can only be rated here if at least one lesson observation is outstanding and others are no less than good.</p> <p><i>The vast overwhelming majority (97%+) exceed expected progress.</i></p>
Wider Professional Responsibilities (Teachers' Standard 8)	<p>Little or no contribution outside of own classroom. Does not improve after feedback and advice from colleagues. Does not communicate effectively.</p>	<p>Makes little contribution to wider life and ethos of the school. Makes effort to improve in response to feedback but is reactive in own development. Communicates with</p>	<p>Contributes appropriately to the wider life of the school. Responds well to advice and feedback and makes improvements. Independently communicates effectively members</p>	<p>Contributes well to the wider life of the school. Responds positively to advice and feedback. Identifies own professional development needs. Communicates positively with all</p>

		members of school community with advice and support.	of school community. Works collaboratively with colleagues.	stakeholders. Works collaboratively.
Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
Leadership and Management	Does not manage class(es) well. Creates a poor working environment. Makes little contribution to the team. Does not deploy support staff or communicate with colleagues effectively.	Manages class(es) appropriately most of the time. Creates an orderly working environment. Works as part of a team. Does not always deploy support staff effectively	Manages own class(es) well. Creates a positive working environment and contributes well to a team. Deploys support staff appropriately and builds good working relationships.	Manages own class(es) exceptionally well. Creates a stimulating learning focused environment and makes strong contribution to a team. Deploys support staff very well for maximum learning and builds good working relationships.
Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and

			school improvement plan.	contribution to the school improvement plan,
Performance Management objectives	Has not met objectives.	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level	Has significantly exceeded performance management objectives

Experienced Main Pay Range Teachers

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching (Teachers' Standards 1-7): <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning Environment and Behaviour Management 	<p>Overall performance against Teachers' Standards is inadequate and requires improvement. Students are not making the required progress. Will be rated here if lesson observations are consistently graded less than good.</p> <p><i>Less than a very large majority (80%) make expected progress</i></p>	<p>Performance against Teachers Standards is acceptable. Practice is broadly consistent. Some support is required to sustain performance, embed practice and/or improve subject knowledge. Not all students /groups of students are making required levels of progress. Will be rated here if lesson observations are graded less than good.</p> <p><i>A very large majority (80%+) make expected progress.</i></p>	<p>Performance against Teachers' Standards is good. Practice is consistent. Sustained progress of pupils is evident as is good subject knowledge. Can only be rated here if lesson observations are consistently graded good or better.</p> <p><i>A very large majority (80%+) exceed expected progress.</i></p>	<p>Performance against Teachers Standards is always good or better. Practice is embedded and good pedagogy is evident. Sustained progress of pupils is evident. Can only be rated here if lesson observations are outstanding with none less than good.</p> <p><i>The vast overwhelming majority (97%+) exceed expected progress.</i></p>
Wider Professional Responsibilities (Teachers' Standard 8)	<p>Little contribution outside of own classroom. Does not respond or improve after feedback from colleagues or take responsibility for own professional development to improve quality of teaching and learning. Does not communicate effectively with members of school community to support learning and wellbeing.</p>	<p>Makes some contribution to wider life and ethos of school. Occasionally supports an event or activity but does not take a lead or initiate input. Doesn't consistently respond to feedback from colleagues but makes effort to improve through professional development. Communicates with members of school community but does not always impact positively on pupil learning and wellbeing.</p>	<p>Contributes to the wider life of the school. Takes part in activities and events and sometimes initiates them. Takes responsibility for improving teaching, learning and behaviour management through professional dialogue, responding to feedback and own professional development. Communicates effectively with school community and others to support pupil learning and wellbeing</p>	<p>Contributes well to the wider life of the school. Initiates opportunities for events and activities. Responds very positively to feedback, creating a professional dialogue that improves teaching, learning and behaviour management. Seeks and plans own professional development. Communicates positively and effectively with school community and is able to evidence significant impact on pupil</p>

				learning and wellbeing.
Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
Leadership and Management	Does not manage class(es) well. Creates a poor working environment. Makes little contribution to the team. Does not deploy support staff in most effective way to support pupil learning.	Manages class(es) appropriately. Creates an orderly environment but it is not consistently stimulating. Works as part of a team but does not make a significant contribution. Deploys support staff, to support pupil learning but not always in the most effective way.	Manages own class(es) well. Creates a stimulating and positive working environment and makes a strong contribution to a team. Deploys support staff appropriately to improve teaching, learning and behaviour and builds good working relationships.	Manages own class(es) exceptionally well. Creates an exciting, stimulating and positive environment. Makes strong contribution to a school team. Initiates events and activities including those focused on professional development of others. Deploys support staff very effectively to improve teaching, learning and behaviour and builds very positive relationships.
Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and

				contribution to the school improvement plan.
Performance Management objectives	Has not met objectives.	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level	Has significantly exceeded performance management objectives

Lower Upper Pay Range Teachers

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching (Teachers' Standards 1-7): <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning Environment and Behaviour Management 	At upper pay range, teachers are expected to be highly competent in all of the teachers' standards. Highly competent is performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.			
	Overall performance against Teachers' Standards is inadequate or requires improvement. Will be rated here if failing to evidence enhanced practice (i.e. that highly competent against the Teachers' Standards). <i>Less than a very large majority (80%) make expected progress</i>	Performance against Teachers Standards evidences inconsistency in enhanced practice/high levels of competence. Practice does not consistently evidence enhanced skills and ability to demonstrate and cascade best practice. Will be rated here if any lessons are graded less than good. <i>A very large majority (80%+) make expected progress.</i>	Performance against Teachers' Standards is consistently good or outstanding. Best practice is embedded, consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained progress of pupils is evident. Can only be rated here if all lesson observations are graded good or better. <i>A very large majority (80%+) exceed expected progress.</i>	Performance against Teachers Standards is regularly outstanding and never less than good. Enhanced practice is embedded and outstanding pedagogy is evident. Best practice is consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained and rapid progress of target groups of pupils is evident. Can only be rated here if most lesson observations are outstanding and others are no less than good. <i>The vast overwhelming majority (97%+) exceed expected progress.</i>
Wider Professional Responsibilities (Teachers' Standard 8)	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	Little or no contribution to sharing good practice and developing the curriculum. Does not lead learning within own team or is	Makes some whole school contribution to sharing good practice and developing the curriculum. Leads learning within their own team but does not always impact	Clear and effective substantial and sustained whole school contribution, sharing good practice, developing the curriculum and supporting the school improvement plan.	Significant and sustained whole school contribution, sharing good practice and developing the curriculum and impacting significantly on pupil progress. Personal contribution to the school

	ineffective in leading learning. Does not contribute to or have impact upon the professional development of others or coach or mentor colleagues. Little contribution to development and implementation of policies.	on standards and improvement. Engages in own professional development but does not impact on development of others. Narrow range of contribution to development and implementation of policies.	Personal contribution to the school improvement plan is clear and distinctive. Takes responsibility for improving teaching, learning and behaviour management through effective professional dialogue, coaching and mentoring and supporting the development of others. Contributes to and implements whole school or workplace policies and supports others to uphold them.	improvement plan is distinctive and exceptional. Has significant impact in improving teaching, learning and behaviour management through outstanding professional dialogue, coaching and mentoring. Is able to evidence significant impact on the development of others. Makes a significant contribution to development of policies and develops others to uphold them.
Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Leadership and Management	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	Does not impact on development of individuals and teams. Does not effectively lead or shows no evidence of focusing leadership on improving pupil outcomes. Does not support school leadership team in delivering its priorities.	Supports, but does not effectively lead others in improving pupil outcomes. Manages but does not lead in area of responsibility. Supports but does not contribute to delivering school leadership team priorities.	Leads a team concerned with pupil progress or improvement in teaching, learning or behaviour management. Personally impacts on improving pupil outcomes across the school and in developing school or workplace practices. Leads a team to uphold and develop school policies. Contributes to delivering school leadership priorities	Leads a team that makes significant impact on learning, pupil progress, learning or behaviour across school. Personally has a whole school or workplace impact on pupil outcomes and improved practice. Actively develops and leads others to develop school policies. Makes a significant contribution to delivering school leadership priorities.
Teaching and Leadership Responsibilities (where in	Fails to manage their area of responsibility. Does not evidence good	Does not consistently manage their area of responsibility effectively. Is not	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice.

receipt of TLR 1 or 2)	leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan,
Performance Management objectives	Has not met objectives	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level adding substantial value to the school	Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school and wider community

Higher Upper Pay Range Teachers

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching (Teachers' Standards 1-7): <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning Environment and Behaviour Management 	At upper pay range, teachers are expected to be highly competent in all of the teachers' standards. Highly competent is performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.			
	Overall performance against Teachers' Standards is less than good. Will be rated here if failing to evidence enhanced practice (i.e. that highly competent against the Teachers' Standards).	Performance against Teachers' Standards evidences inconsistency in enhanced practice/high levels of competence. Practice does not evidence enhanced skills and ability to demonstrate and cascade best practice. Will be rated here if any lessons are graded less than good and failing	Performance against Teachers' Standards is consistently good or outstanding. Best practice is embedded, consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained progress of pupils is evident. Can only be rated here if all lesson observations are graded good or better.	Performance against Teachers' Standards is regularly outstanding and never less than good. Enhanced practice is embedded and outstanding pedagogy is evident. Best practice is consistently demonstrated and cascaded. Learning from professional development is evident through pupil's learning. Sustained and rapid progress of pupils is evident. Can only be rated here if most lesson observations are outstanding and others are no less than good

	<i>Less than a very large majority (80%) make expected progress</i>	to evidence consistent enhanced practice or high competence. <i>A very large majority (80%+) make expected progress.</i>	<i>A very large majority (80%+) exceed expected progress.</i>	<i>The vast overwhelming majority (97%+) exceed expected progress.</i>
Wider Professional Responsibilities (Teachers' Standard 8)	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	Makes some contribution to sharing good practice and developing the curriculum. Leads learning within their own team but does not always impact on standards and improvement. Engages in own professional development but does not impact on development of others. Narrow range of contribution to development and implementation of policies.	Clear but not always effective contribution to sharing good practice and developing the curriculum. Developing role in improving teaching, learning and behaviour management through professional dialogue, coaching and mentoring and beginning to support in the development of others. Contributes to and implements whole school or workplace policies and supports others to uphold them.	Makes a substantial and sustained significant whole school contribution, sharing good practice and developing the curriculum. Has a significant impact on pupil progress across school. Personal contribution to the school improvement plan is clear and distinctive. Takes responsibility for improving teaching, learning and behaviour management through effective professional dialogue, coaching and mentoring and supporting the development of others. Can evidence their impact on the development of others. Makes a significant contribution to development of whole school policies and develops others to uphold them. Takes responsibility for sharing initiatives and development across the local partnership of schools.	Leads teams to make a substantial and sustained significant whole school impact, sharing good practice and impacting significantly on curriculum development and pupil progress. Personal contribution to the school improvement plan is distinctive and exceptional. Has a significant impact in improving teaching, learning and behaviour management. As an experienced coach and/or mentor, is able to support others to develop coaching and mentoring skills. Drives pupil progress through deployment of these skills. Leads teams in developing policies and develops others to lead improvement. Personal contribution to the improvement plans across the local partnership of schools is distinctive and exceptional.

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
Leadership and Management	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of			

	appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	Does not lead effectively lead a team in sharing good practice or shows no evidence of focusing leadership on leading learning. Manages but does not lead in area of responsibility. Support does not contribute to delivering senior leadership team priorities.	Leads a team concerned with improvement and sharing good practice. Leads learning through their team but not yet showing evidence of whole school impact. Leads a team to uphold school policies. Not effectively contributing to the development and upholding of school policies.	Leads a team that makes significant impact on teaching, learning and behaviour management across the workplace. Has whole school or workplace impact and initiates and develops improved practice. Actively develops and leads others to develop school policies. Contributes to delivering senior leadership team priorities.	Leads teams that make a long term sustained impact on school improvement. Uses and demonstrates professional skills across the school and significantly develops and influences the practice of others. Initiates and innovates in areas of school policy and supports others to make a significant contribution. Makes a significant and sustained contribution to delivery of the senior leadership team priorities.
Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan,
Performance Management objectives	Has not met objectives	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level adding substantial value to the school	Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school and wider community

Leading Practitioners

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching (Teachers' Standards 1-7): <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning Environment and Behaviour Management 	<p>Performance against Teaching Standards is less than good.</p> <p><i>Less than a very large majority (80%) make expected progress</i></p>	<p>Performance against Teaching Standards' fails to reach outstanding levels but is never less than good. Own practice does not evidence use of recent research.</p> <p><i>A very large majority (80%+) make expected progress.</i></p>	<p>Performance against Teaching Standards' is regularly outstanding and never less than good. Own teaching practice evidences use of recent research and best practice and is effectively shared with colleagues.</p> <p><i>A very large majority (80%+) exceed expected progress.</i></p>	<p>Performance against Teachers' Standards is always outstanding. Own teaching practice always evidences use of recent research and the significant impact of sharing own practice is evident.</p> <p><i>The vast overwhelming majority (97%+) exceed expected progress.</i></p>
Wider Professional Responsibilities (Teachers' Standard 8)	<p>Fails to lead team effectively. Does not demonstrate best practice to colleagues. Coaching, mentoring, induction, professional development and demonstration skills are not evident. Research is not gathered or shared. Fails to support colleagues in respect of statistical information.</p>	<p>Does not consistently lead teams effectively in development of policies. Does not consistently implement and evaluate policies. Best practice is not consistently demonstrated or cascaded. Coaching, mentoring, induction, professional development and demonstration skills require some development. Research is not appropriately shared with colleagues. Fails to provide effective support to teachers experiencing difficulties. Fails to evidence effective support to colleagues in respect of statistical information.</p>	<p>Effectively leads teams to develop, implement and evaluate policies and practice, promoting collective responsibility for implementation. Best practice is consistently demonstrated and cascaded effectively with good skills in coaching, mentoring and induction. Skills are also demonstrated well to staff and effective professional development is often delivered. Research and materials are regularly shared with teachers. Effective support is provided to teachers experiencing difficulties (where such support is required). Effectively demonstrates support colleagues in assessment of local and national statistical information as a basis for improving teaching and learning</p>	<p>Leadership of teams demonstrates a significant impact on the development, implementation and evaluation of policies. Shows significant evidence of leading others in collective responsibility. Best practice is always demonstrated and cascaded with outstanding skills in coaching, mentoring and induction skills. Practice is also effectively cascaded through outstanding delivery of professional development and outstanding demonstration of teaching and learning practices. Research and material are regularly shared with teachers. Outstanding support is provided to teachers experiencing difficulties (where such support is required). Outstanding understanding of local and national data is evident. Such understanding of data is effectively shared with colleagues and there is</p>

				evidence of impact on the development of their understanding.
Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Leadership and Management	Does not lead effectively lead a team in sharing good practice or shows no evidence of focusing leadership on leading learning. Manages but does not lead in area of responsibility. Support does not contribute to delivering senior leadership team priorities.	Leads a team concerned with improvement and sharing good practice. Leads learning through their team but not yet showing evidence of whole school impact. Leads a team to uphold school policies. Not effectively contributing to the development and upholding of school policies.	Leads a team that makes significant impact on teaching, learning and behaviour management across the workplace. Has whole school or workplace impact and initiates and develops improved practice. Actively develops and leads others to develop school policies. Contributes to delivering senior leadership team priorities.	Leads teams that make a long term significant impact on school improvement. Uses and demonstrates professional skills across the school and significantly develops and influences the practice of others. Initiates and innovates in areas of school policy and supports others to make a significant contribution. Makes a significant and sustained contribution to delivery of the senior leadership team priorities.
Performance Management objectives	Has not met objectives	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level adding substantial value to the school	Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school

Appendix 3: Pay Framework for Support Staff

From 1 September 2020 where a member of support staff is eligible for a pay review and evidence of performance meets the School's criteria for pay progression as set out in this policy; the Employee will progress as follows:

TCP Contribution Level	% Pay Increase
Performance Improvement Required	0%
Successful: Performance meets expectations all of the time	3.6%
Excellent: Performance exceeds expectations some of the time	5%
Outstanding: Performance exceeds expectations most of the time	6.5%

Appendix 4: Pay progression Criteria for Support Staff

Contribution Level	Summary of Definition
Not Assessed	<p>Assessment was not made because of</p> <ul style="list-style-type: none"> the employee's performance is being monitored and reviewed within the School's formal capability procedure or there is insufficient evidence of performance and the TCP assessment will be deferred
Performance Improvement Required	<p>Employee did not achieve the standards expected in the job. This may be due to one or a combination of:</p> <ul style="list-style-type: none"> one or more performance management objectives not being met without adequate explanation evidence of behaviour or conduct contrary to that expected in the role a less than satisfactory attendance or punctuality record compared to the normal standards across the School <p>overall standards of performance in the job are less than expected</p>
Successful - Performance meets expectations all of the time	<p>The Employee has achieved all the performance objectives or if this is not the case there is an understandable and acceptable reason for this.</p> <p>Additionally performance generally is consistently sound across all key areas of the role and the behaviours demonstrated by the Employee are consistently positive.</p>

	<p><i>In common terms an Employee with this assessment would be regarded as sound, positive, reliable and doing a 'good job' all round and there will be a range of evidence to substantiate this.</i></p>
<p>Excellent: Performance exceeds expectations some of the time</p>	<p><i>Employees at this level will be those whose performance clearly stands out as above the norm. Their work will be seen to be consistently of a high calibre with a sense of pride in the quality of their work. Performance objectives will have been met and exceeded in some way unless the objectives were regarded as 'stretch' targets or particularly challenging in some way.</i></p> <p><i>There will be evidence of using own initiative and taking personal responsibility to seek out new tasks or responsibilities that are desirable, appropriate and have a positive impact on children and/or colleagues.</i></p> <p><i>Typically attendance would be expected to be very high.</i></p> <p><i>The Employee will also consistently demonstrate very positive behaviours towards their work, children and colleagues with clear evidence of effective outcomes.</i></p>
<p>Outstanding: Performance exceeds expectations most of the time</p>	<p><i>Performance objectives will be delivered to an exceptionally high standard. The quality of work throughout the year will be regarded as first class and impressive in terms of what is achieved and how it is delivered.</i></p> <p><i>Employees at this level will be regarded by others as 'exceptional' in their role and they demonstrate exceptionally positive behaviours towards children, parents (if appropriate to role) and colleagues.</i></p> <p><i>There will be clear evidence of often going the 'extra mile', of doing things over and above expectation on a regular basis and constantly demonstrating behaviours consistent with the values, principles and ethos of this School.</i></p>

Sources of Evidence

Guidance Note: Schools may wish to set out examples of the range of evidence which may be considered

- Appraisal Objectives
- Lesson Observations (where relevant)
- Training / CPD Records

Appendix 5: Pay Appeals

Prior to making an appeal an Employee is encouraged to speak informally to their appraiser / Headteacher about any concerns they have about their pay recommendation which has been made.

An Employee may register a formal appeal against a decision regarding their pay. Appeals should be made in writing to the Headteacher within 10 working days of receipt of written confirmation of the pay decision.

An appeal may be made on the following grounds – that the School has:

- incorrectly applied the School's pay policy
- incorrectly applied any provision of the national or local terms and conditions of service
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence
- taken account of irrelevant or inaccurate evidence
- failed to act objectively or fairly in making the pay assessment

The letter of appeal should include full details of the reasons why the Employee is making an appeal on the stated grounds.

The Employee must submit to the Chair of the Appeal Committee any documentation in support of their appeal together with a summary of their case at least five working days prior to the Appeal Hearing.

Appeals will be considered by a panel of one or more governors within 20 working days of the receipt of the appeal.

The role of the panel is to review the original pay decision on the basis of the grounds of appeal presented by the Employee.

The outcome may be to:

- To uphold the original pay decision
- To uphold the Employee's appeal
- To refer the matter for reassessment by the Headteacher who made the original decision or to seek the advice of an additional independent advisor

The Employee will be advised of the outcome of the appeal hearing, including reasons for the decision, usually within 5 working days of the Committee's decision being made. There is no further right of appeal.

The Employee is entitled to be accompanied at the Appeal Hearing by a workplace colleague or trade union / professional association representative. A postponement of up to 5 working days may be requested to allow the Employee's trade union or workplace colleague of choice to attend.

Procedure for an Appeal Meeting

- The chair of the appeal panel will introduce those present and their roles, explain the case to be considered, the procedure to be followed and the format of the meeting.
- The Employee or their representative shall put the case in support of the grounds for appeal. This may include referring to written submissions and evidence. The School's representative and panel and their respective advisors may ask questions of the Employee and their representative.
- The School's representative (Headteacher) presents the case for upholding the original pay decision and refers to written documentation. The Employee, their representative and the panel may ask questions of the School's representative.
- The panel will invite both parties to sum up their cases, with the Employee or his/her representative having the final word. The hearing will then be adjourned whilst the panel deliberates over the evidence
- Adjournments may be requested by both parties or by the panel during the appeal hearing. If new evidence is presented the appeal may need to be adjourned while this is investigated.
- The appeal hearing will then be adjourned whilst the panel deliberates over the evidence. If further clarity is required both parties may be recalled and the hearing reconvened so that all parties may hear any additional evidence.
- The appeal hearing is reconvened and the outcome is communicated verbally to the Employee. This should also be confirmed in writing. On occasion it may not be possible for the panel to reach a decision on the day of the hearing in which case the panel will reconvene at the earliest opportunity to make a decision and the outcome communicated in writing within 5 working days of the decision being made.