

Pay Policy (Schools and Academies)

(Policy and Procedure)

September 2020

Schools / Academies should review their current pay policy in accordance with the new pay values set out in the 2020 School Teachers' Pay and Conditions Document

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

The term 'school' refers to the schools in the ASPIRE Federation: Kingswood Primary, Ulcombe CE Primary, Platts Heath Primary and Leeds and Broomfield CE Primary. The term may refer to them jointly or individually.

A School Partnership In Rural England

Motto : ' **We Aspire to Inspire** '

Our Values – using the initials of the names of the schools.

K – Kindness

U – Understanding

P – Patience

H – Honesty

L – Love

B – Boldness



Pay Policy

At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

Leeds & Broomfield Church of England Primary School

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

"As many hands build a house, so many hearts make a school." (Matthew Ch 7 24-27)

RESPECT RESILIENCE EMPATHY CURIOSITY HONESTY

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of 'many hearts make a school'.

Ulcombe Church of England Primary School

"Unity and diversity in the body – one body, many members." (Corinthians Ch 12 12-27)

HOPE RESPECT ENDURANCE TRUST

At Ulcombe Church of England Primary School endurance plays an important role in both our social learning and cultural ethos, where children aspire to be the best they can be. Diversity is the key to our curriculum and opportunities to progress and succeed both academically and as individuals are provided – many members working in unity with respect for each other. Hope is at the heart of our school community and is explicitly shown by both children and adults in our school, regardless of where the path of life leads them. Through God's love and trust each individual learns the skills important for them but also adds value to the community as a whole.

We are Ulcombe Church of England Primary School and each one of us is a part of it!

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Version Control

Date	Revisions
September 2020	Appendix 2 Schools are also advised to refer to the revised Pay Policy Guidance Notes available as a separate document

Guidance Note:

This model Pay Policy has been developed by SPS for use in all Schools and Academies.

This policy may be adopted in its entirety or adapted for use by Schools and Academies

The Schools' Personnel Service is able to advise and support Schools and Academies in developing their own policies.

Kent Schools

The Local Authority expects that all KCC Community and Voluntary Controlled Schools will use this document as the basis for their Pay Policy. This document is also strongly recommended for consideration for adoption by Foundation and Aided Schools.

Kent Schools should also give careful consideration to any guidance issued by the Local Authority regarding pay progression for teachers and support staff.

Using this model document

This document has been developed to comply with legal requirements and the provisions of the Burgundy Book for Teachers and Kent Scheme Conditions of Service for Support Staff.

There are a number of areas of discretion available to Schools / Academies regarding the development of their pay policy. Areas where Schools / Academies may determine their own approach or adopt varied provisions are indicated in italics throughout. There are additional guidance notes within the policy which should be deleted from the final version.

A separate guidance document is available to support Schools / Academies in developing their own policy. These include a range of model pay frameworks which Schools / Academies may wish to adopt.

Consultation on this policy has taken place with KCC's recognised professional associations and Trade Unions although agreement has not been reached on all points with all of these organisations.

Schools / Academies are strongly advised to ensure that there is meaningful consultation with all staff and their trade union / professional representatives at a local level on the development and review of their pay policy where there have been material changes.

Please note that this document uses 'School' to denote reference to Schools and Academies.

Part A - Policy

1 Policy Statement

This policy sets out the framework for making pay decisions for all Employees of the ASPIRE Federation.

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

**delete where the school does not adhere to Kent Scheme Conditions of Service*

2 Scope

This Policy applies to all current Employees of the ASPIRE Federation.

3 Adoption Arrangements and Date

This policy was adopted by the ASPIRE Federation Governing Body on 30 November 2021 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

Guidance Note:

School to determine which delegation arrangements apply. It should be noted that there should be an appropriate separation of roles - the individual making pay recommendations should not also be responsible for making pay decisions.

Any delegation arrangements for pay decision's should be consistent with the terms of reference of the school's Governing Body.

Option A

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.

(School has discretion to determine which staff groups will have their pay determined by Pay Committee - please specify the arrangements which apply)*

Option B

In this School the Governing Body has delegated pay decisions for all Employees to a Pay Committee of the Governing Body. The Pay Committee will be comprised of one or more members of the Governing Body.

Pay recommendations will be made by the Headteacher for consideration by the Pay Committee or their delegated representative.

Pay recommendations for the Headteacher will be made by the Chair of the panel responsible for the Headteacher's appraisal.

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

Staff Governors will not be appointed to serve on any Pay Committee or appeal panel.

The terms of Reference for the Governing Body, Pay Committee and Headteacher with regards to pay decisions are at Appendix 1 to this policy.

5 Annual Pay Review

Guidance Note:

It is recommended that Schools and Academies carefully consider the financial affordability of their chosen pay framework and the implications of any pay progression decisions. These implications should be on both the year any increases take effect as well as future years. A strategy adopted by some schools is to set aside a pay progression pot (based on what is affordable) which then informs pay progression decisions

Please amend the sections below according to the specific arrangements in your school

5.1 Teachers

Guidance Note:

Pay reviews for all Teachers and Leadership Teachers should take place in a timely manner.

Schools should determine locally a date by which pay decisions will be made for teachers in the school. A suggested date for this is 31st December for Leadership teachers and 31st October for all other 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 the pay decisions will be made for Leadership Teachers by the head of school and for all other teachers by the head of school and exec

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

Guidance Note:

Schools should choose the appropriate wording from the options below. Schools have local discretion to determine whether to follow an April or September Total Contribution Pay

cycle (TCP). Appropriate consultation should take place with staff and unions before varying the cycle followed.

Where a Kent Maintained School follows a September TCP cycle - due regard should be given to any specific guidance issued by the Local Authority regarding the management of pay progression.

Schools should identify an appropriate date for TCP assessments. All staff who are in post at this date will be eligible for a pay review .

The assessment date should be no earlier than the end of the Autumn Term where the school follows an April TCP cycle and the end of the Summer Term where the school follows a September TCP cycle.

For Academies which do not follow Kent Scheme and / or TCP

Decisions relating to support staff eligible for salary progression will be made in accordance with the timescales and provisions set out in the Schools locally agreed pay framework for support staff and within the timescales specified below.

Specify details here

OR

For Maintained Schools and Academies which follow Kent Scheme and / or TCP

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.

For Schools / Academies which have adopted an April to March TCP cycle

The Governing Body will determine annually how any performance related uplift to Kent Scheme salaries will be applied in this School.

The pay of eligible members of support staff will be reviewed annually*

All Employees who are in post at the assessment date will be eligible for a pay review. In this School the assessment date is **annually each October**

Any pay determination will take effect from 1st April.

OR

For Schools / Academies which have adopted a September to August TCP cycle

The Governing Body will determine annually how any performance related uplift to Kent Scheme salaries will be applied in this School

The pay of eligible members of support staff will be reviewed annually.*

All Employees who are in post at the assessment date will be eligible for a pay review. In this School the assessment date is annually in October

Any pay determination will take effect from 1st September

** for details of eligible staff please refer to paragraph 26/27*

6 Notification of pay determinations

The Chair of the Pay Committee / 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

Guidance Note:

It is good practice for the School to provide feedback during the course of the year as part of the appraisal process on those areas of performance where the Employee may need to improve to ensure a positive assessment at the end of the pay cycle.

Schools are advised to ensure Employees are alerted to the possibility that their performance may not merit pay progression where the evidence would seem to indicate this potential position. This may be done by letter or meeting as appropriate and should happen at the earliest opportunity possible to ensure the Employee has the opportunity to remedy the position.

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 8.

9 Equality Considerations

Guidance Note:

Schools are advised to refer to supplementary guidance issued by the DfE - Implementing your School's Approach to Pay for further guidance on equality considerations with regards to pay. Schools should review pay progression outcomes of teachers with protected characteristics to ensure that they are not being treated less favourably as a consequence of policies, criteria and/or practices

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 2.

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

Guidance Note:

In most cases it would be expected that a school would want or need to offer a salary commensurate with that of a teacher's current position where the new post is of the same or broadly similar responsibility to their previous school.

However where a school is considering an offer below current salary, consideration should be given to potential recruitment and equality implications.

The Pay Committee / 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 2 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. The Pay Committee / 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 2.

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 2.

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 / Pay Committee.

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 3.

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 2 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 2.

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

Guidance Note:

Schools have discretion to determine the deadline by which threshold applications should be made, timescales for considering applications and the date which any uplift in pay will take effect for successful applicants. There is no requirement for a written application form to be completed - however schools may determine locally that this forms part of the application process.

A deadline of 31st August for receipt of applications with movement to the Upper Pay Range for successful applications taking effect from 1st September is suggested. A 15 working day timescale for considering applications is also suggested.

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 **October annually**

In assessing the application the Headteacher will have regard to the outcome of the 2 most recent appraisal reviews. Teachers who have had significant period of absence from work may submit additional evidence from the 2 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 2 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 4 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 5 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 **September of the academic year - backdated**

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 8.

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 2 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.

Guidance Note:

When assessing whether a Teacher who has been absent has met the criteria for pay progression, the following may be considered:

- *The individual's performance before they were absent.*
- *The individual's performance on return to work - how does it differ from previous performance. Have mitigating factors been considered?*
- *When taking all reasonable factors into account, would pay progression have been given if the absence had not occurred?*

Teachers returning from maternity / adoption / shared parental leave should be given any pay increase they would have received had they not been on maternity leave. The same approach may be appropriate where an absence has been due to disability related reasons.

Where a Teacher has been absent for a maternity / disability related reason - the school are strongly advised to take guidance from their personnel provider if they are considering withholding pay progression.

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 5

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 / Pay Committee 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 / Pay Committee 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

Guidance Note:

The pay committee of a maintained school have a statutory duty to appoint an external professional advisor for the purposes of providing it with advice and support in relation to the appraisal of the Headteacher. It should be noted that this statutory duty does not apply to Governors in Academies but would be considered best practice.

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 5.

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 2.

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

Guidance Note:

Consideration should be given to both the appropriate payment due to the individual in respect of any additional responsibilities and any payment which may be due to the school to cover the release of the individual.

It should be noted that any additional payments made to a Leadership Teacher should be via the usual payroll arrangements and not on an invoiced basis. All income received as remuneration for support provided by a school is for the purpose of the school and must therefore be paid directly to the school. No member of staff employed by one maintained school can receive direct payments for work undertaken or expenses from another maintained school.

A memorandum of understanding between the schools involved may also be considered.

Schools may wish to seek guidance from their personnel provider on appropriate secondment / acting up arrangements.

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

Guidance Note:

This paragraph applies to Leadership teachers appointed after 1st September 2014 or who had their pay redetermined after this date. Please refer to the current STPCD for all other 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

Guidance Note:

Please amend the sections below according to the specific arrangements in your school

For Maintained Schools and Academies which follow Kent Range

Support staff will be appointed in accordance with the Kent Range Grade Framework. The Kent Range Grade Framework is attached at Appendix 6.

23 Pay On Appointment

The Pay Committee / 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

For Academies which have adopted a locally determined pay framework - please specify the pay progression arrangements here and at Appendix 7

OR

Kent Range TCP

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 7.

Guidance Note:

Further information regarding the TCP process is available at:

<https://www.kelsi.org.uk/hr-and-training-for-staff/working-in-kent/pay-conditions-and-benefits/total-contribution-pay>

25 Annual Pay Determination

Guidance Note:

Please amend the sections below according to the specific arrangements in your school.

KCC determines annually the % increase to be applied to each of the TCP performance levels. Schools have discretion to determine different % increases. Where the School intends to exercise discretion this should be reflected in their Pay Policy. The school should ensure appropriate consultation has taken place with staff and unions prior to exercising any discretion.

Kent Maintained Schools should refer to the TCP Rules and Examples for Schools Guidance Document

Additionally where a Kent Maintained School follows a September TCP cycle - due regard should be given to any specific guidance issued by the Local Authority .

For Academies which have adopted a locally determined pay framework - please specify the pay progression arrangements here

OR

For Maintained Schools and Academies which follow Kent Range.

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.

For Schools who wish to undertake to always follow KCC determined TCP percentages for Support Staff

This School will award pay progression in accordance with the TCP percentage increase for each performance level determined annually by KCC.

OR

For Schools who wish to exercise discretion regarding the percentage pay award

Whilst consideration will be given the TCP ratings published by KCC, this School will determine locally the percentage pay increase to be applied each year to each TCP rating.

For all

Please refer to Appendix 6 for details of the current pay framework and Appendix 7 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 April / 1st September* each year. The details of the pay award for the current year is at Appendix 6.

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

Guidance Note:

Please refer to the TCP Rules and Examples for Schools for guidance on how pay progression should be managed for new starters where the school follows a September TCP cycle

<https://www.kelsi.org.uk/hr-information-and-guidance-for-kent-maintained-schools/kent-maintained-schools-hr-guidance/total-contribution-pay;>

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 April / 1st September. *(delete according to the school’s pay progression date)*

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 Governing Body / 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 £XX (*School to specify*) in any one year.

School to specify any additional delegation arrangements - e.g. payments over £250 to be approved by the resources committee.

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 / Pay Committee 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.

Where school has adopted a locally determined pay framework - please specify the re-grading arrangements here

OR

Where a school has adopted Kent Scheme

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

Where school has adopted a locally determined pay framework please specify any safeguarding arrangements that apply here

OR

Where a school has adopted Kent Scheme

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: Terms of Reference

Governing Body

It is the role of the Governing Body to:

- establish the School's pay policy, including the criteria and framework for pay decisions and review these provisions annually
- determine the annual budget for pay and any uplift to be applied to the School's pay scales for Teachers and support staff
- determine which functions are to be delegated to the Pay Committee / Headteacher
- monitor the application and effectiveness of the policy, ensuring pay decisions are linked to evidence of performance and the criteria for pay progression are applied consistently, fairly and objectively
- to ensure the School meets its statutory and contractual obligations with regards to pay

Pay Committee (or Headteacher where the authority to make pay decisions has been delegated)

It is the role of the Pay Committee to:

- determine the pay progression to be awarded to individual Employees
- apply the criteria set out in the School's Pay Policy and consider fully the recommendations made by the Headteacher [*Line Manager where pay decisions have been delegated to the Headteacher*] regarding an individual's pay
- ensure all Employees are made aware of the outcome of their individual pay review in writing
- record the reasons for the pay decisions taken
- report summary information regarding pay decisions to the full Governing Body as required

Where pay decisions are made by a pay committee - the Headteacher may provide professional advice and guidance to the panel to assist with decision making.

Headteacher (or line manager/ appraiser where the authority to make pay recommendations has been delegated)

It is the role of the Headteacher to:

- ensure Employees are appraised in accordance with School policy
- make written recommendation to the Pay Committee [*Headteacher where pay recommendations have been delegated to the line manager / appraiser*] regarding an individual's pay with reference to the criteria for pay progression within the School
- ensure that appropriate written records are kept of appraisal discussions - including targets set and any progress / review meetings
- undertake moderation of pay recommendations to ensure consistency and fairness across staff groups

In the case of the Headteacher, where pay decisions are made by a Pay Committee - to provide professional advice and guidance to assist with decision making.

Appendix 2: Pay Framework for Teachers and Leadership Teachers

School to insert their chosen pay framework or detail their own approach to pay here

Schools may adopt their own approaches to pay providing they are consistent with the requirement to base pay decisions upon evidence of performance.

Schools may also adopt whichever pay framework is appropriate to the needs of school so long as the pay range values are compliant with those set out in the STPCD.

From September 2020 advisory reference points on the main and upper pay range have been reintroduced within the STPCD. These are not mandatory - however the Dfe encourages schools to use them in their decision making. Pay progression continues to be based on evidence of performance. Please refer to the Pay Policy Guidance Notes for further information.

The accompanying Pay Policy Guidance Notes for Schools and Academies outlines a number of alternative pay frameworks models which could be used:

Model A: STPCD Advisory Points

Model B: Reference Points Framework

Model C: Differentiated Rates of Progression

Model D: Flat Percentage Increase

Model E: Annually determined Cash Increase

Model F: Differentiated Cash Increase

Appendix 3: Pay Progression Criteria for Teachers

Guidance Note:

Schools may wish to specify their own criteria or use / adapt the criteria provided below. Schools / Academies are strongly advised to consider carefully developing specific criteria relevant to their local context and performance expectations.

Pay decisions should be evidence based. Evidence requirements should relate to the appraisal process and enable all teachers to have a fair opportunity to demonstrate they have achieved the expected performance criteria.

The school should set out within this policy the range of evidence that will be considered. Schools should ensure that progression criteria and evidence do not unfairly disadvantage certain groups of staff such as part time workers.

In the case of threshold teachers who are required to demonstrate a 'substantial' and 'sustained' contribution - this should be evidenced within directed time hours

Main Pay Range

In this School the following criteria will be considered when assessing whether pay progression will be awarded to a Teacher paid on the Main Pay Range:

- *The Teacher must have made good progress towards their appraisal objectives*
- *The Teacher must be able to demonstrate sound evidence of consistently good teaching, learning and assessment practice throughout the assessment period*
- *The Teacher must be able to evidence that they have met the Teachers Standards throughout the assessment period*

Upper Pay Range

In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher paid on the Upper Pay Range:

- *The Teacher must have made good progress towards their appraisal objectives*
- *The Teacher must be able to demonstrate sound evidence of consistently good teaching, learning and assessment practice throughout the assessment period with increasing aspects of outstanding practice*
- *The Teacher must be able to evidence that they are highly competent in the Teachers Standards throughout the assessment period - demonstrating an increasing breadth and depth of knowledge, skill, understanding and application*
- *The Teacher must demonstrate evidence that they have continued to meet the criteria for moving to the Upper Pay Range and they have further developed their practice*

- *The Teacher must be able to demonstrate that they are continuously developing as a practitioner and are supporting colleagues in developing their practice*

Leading Practitioner Pay Range

In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher paid on the Leading Practitioner pay range:

- *The Leading Practitioner must have made good progress towards their appraisal objectives*
- *The Leading Practitioner must be able to demonstrate that they are highly competent in the professional standards*
- *The Leading Practitioner must be an exemplar of the highest level teaching skills and professional practice with a demonstrable impact on the wider school*
- *The Leading Practitioner must have made a measurable impact on the effectiveness of colleague's practice or those areas of pupil outcomes identified for improvement*
- *The Leading Practitioner must have demonstrated strong Leadership in developing, implementing and evaluating policies and practices which contribute to School improvement*

Unqualified Pay Range

In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher on the Unqualified Pay Range:

- *Good progress towards their appraisal objectives*
- *Development of the effectiveness and impact of their teaching practice*
- *An increasing positive impact on outcomes for students*
- *An increasing contribution to the work of the school*

Sources of Evidence

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

- Assessment against Appraisal Objectives
- Assessment against Teachers Standards
- Classroom Observations
- Self-Assessment & Peer Review
- Relevant Pupil Progress Data

Appendix 4: Criteria for Progression to the Upper Pay Range

Guidance Note:

Schools may wish to specify their own criteria or use / adapt the criteria provided below. Schools / Academies are strongly advised to consider carefully developing specific criteria relevant to their local context and performance expectations.

To progress to the Upper Pay Range a Teacher must meet the following criteria:

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

In this School, this is interpreted as follows:

Highly Competent

- *The Teacher demonstrates consistently good teaching and learning with evidence of aspects of outstanding practice*
- *The Teacher evidences an excellent depth and breadth of knowledge, skill, understanding and application of the Teachers standards*
- *The Teacher contributes to the professional development of colleagues through coaching / mentoring, demonstrating effective practice and providing advice, guidance and feedback. The Teacher continually develops their practice through effective application of professional development activities*

Substantial

- *The Teacher plays a critical role in the life of the School outside of their classroom*
- *The Teacher is making a significant wider contribution to School improvement and pupil outcomes outside of their class*
- *The Teacher makes a significant contribution to policy and practice which has improved teaching and learning across the School*

Sustained

- *The Teacher's performance levels should be sustained over a two-year period as evidenced in the two previous appraisal reports*

Sources of Evidence

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

- Assessment against Appraisal Objectives
- Assessment against Teachers Standards
- Classroom Observations
- Self-Assessment & Peer Review
- Relevant Pupil Progress Data

Appendix 5: Pay Progression Criteria for Leadership Teachers

Guidance Note:

Schools may wish to specify their own criteria or use / adapt the criteria provided below. Schools / Academies are strongly advised to consider carefully developing specific criteria relevant to their local context and performance expectations.

Headteacher

In this School the following criteria will be considered when assessing whether pay progression should be awarded to the Headteacher:

- *The Headteacher must have met or made good progress towards their appraisal objectives*
- *The Headteacher must be able to evidence that they are highly competent in the Teachers' Standards to a level consistent with their Leadership responsibilities*
- *The Headteacher must be able to demonstrate sustained high-quality performance with particular regard to strategic Leadership and management practice and their positive impact on whole School standards, pupil progress and outcomes.*

Leadership Teachers

In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Leadership teacher, other than the Headteacher:

- *The Leadership Teacher must have met or made good progress towards their appraisal objectives*
- *The Leadership Teacher must be able to evidence that they are highly competent in the Teachers' Standards to a level consistent with their Leadership responsibilities*
- *The Leadership Teacher must be able to demonstrate sustained high quality performance with particular regard to strategic Leadership and management practice and their positive impact on whole School standards, pupil progress and outcomes or operational areas in the school for which they have responsibility.*

Guidance Note:

The School may also wish to refer to the National Standards of Excellence for Headteachers to identify and inform performance expectations for all Leadership teachers. However it should be noted that these standards are not mandatory and should not be used as a checklist against which to assess performance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/396247/National_Standards_of_Excellence_for_Headteachers.pdf;

Sources of Evidence

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

- Assessment against Appraisal Objectives
- Assessment against relevant standards - e.g. Ofsted Inspections
- SIP / SEF
- Classroom Observations (where relevant)
- Relevant Pupil Progress Data
- Self-Assessment

Appendix 6: Pay Framework for Support Staff

From **Kent scheme** 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	
Excellent: Performance exceeds expectations some of the time	
Outstanding: Performance exceeds expectations most of the time	

Appendix 7: Pay progression Criteria for Support Staff

*Guidance Note:
Schools may wish to specify their own criteria or use / adapt the criteria provided below.
Schools / Academies are strongly advised to consider carefully developing specific criteria relevant to their local context and performance expectations.*

<i>Contribution Level</i>	<i>Summary of Definition</i>
<i>Not Assessed</i>	<p><i>Assessment was not made because of</i></p> <ul style="list-style-type: none"> • <i>the employee’s performance is being monitored and reviewed within the School’s formal capability procedure or</i> • <i>there is insufficient evidence of performance and the TCP assessment will be deferred</i>
<i>Performance Improvement Required</i>	<p><i>Employee did not achieve the standards expected in the job. This may be due to one or a combination of:</i></p> <ul style="list-style-type: none"> • <i>one or more performance management objectives not being met without adequate explanation</i> • <i>evidence of behaviour or conduct contrary to that expected in the role</i> • <i>a less than satisfactory attendance or punctuality record compared to the normal standards across the School</i> <p><i>overall standards of performance in the job are less than expected</i></p>
<i>Successful - Performance meets expectations all of the time</i>	<p><i>The Employee has achieved all the performance objectives or if this is not the case there is an understandable and acceptable reason for this.</i></p> <p><i>Additionally performance generally is consistently sound across all key areas of the role and the behaviours demonstrated by the Employee are consistently positive.</i></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 8: 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 / Chair of the Pay Committee 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 / Pay Committee 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 / Chair of the Pay Committee) 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