



Conisbrough Ivanhoe Primary Academy

Pay Policy

2016/2017

Policy for determining teachers' pay

The Governing Body of Conisbrough Ivanhoe School adopted this policy on 9th July 2013 and reviewed on 12 December 2016..

INTRODUCTION

1. This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with the recognised trade unions. A copy of this policy will be sent to all staff and a copy of all relevant documents on pay and conditions will be made available to staff by the school.
2. In adopting this pay policy the aim is to:
 - Ensure that decisions are evidence based in every case
 - assure the quality of teaching and learning at the school;
 - to ensure that staff progression and reward is evident throughout the school
 - to develop, recruit and retain highly motivated and highly performing teachers
 - support recruitment and retention and reward teachers appropriately; and
 - ensure accountability, transparency, objectivity and equality of opportunity.¹
3. Pay decisions at this school are made by the Governing Body which has delegated certain responsibilities and decision making powers to the Pay Committee as set out in Appendix One. The Pay Committee shall be responsible for the establishment and review of the pay policy, subject to the approval of the Governing Body, and shall have full authority to take pay decisions on behalf of the Governing Body in accordance with this policy. The head teacher shall make recommendations regarding teachers pay to the pay Committee.

PAY REVIEWS

4. The Governing Body will ensure that each teacher's salary is reviewed annually with effect from 1 September and that each teacher is notified of the outcome by no later than 31 November each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
5. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

¹ Including compliance with equalities legislation ie Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and Equalities Act 2010/2012

6. Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

BASIC PAY DETERMINATION ON APPOINTMENT

7. The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.
8. In making such determinations, the Governing Body may take into account a range of factors including:
 - *The nature of the post*
 - *The level of qualifications, skills and experience required*
 - *Market conditions*
 - *The needs of the school*
 - *The school staffing profile*
 - *The School Improvement Plan*

Classroom teacher posts

9. The Governing Body has established that it will continue to use the main pay scale and the upper pay scale as reference points only for pay.
10. The Governing Body undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.

Leading Practitioner teacher posts

11. The Governing Body has established the following pay scale[s] for Leading Practitioner teacher posts paid on the Leading Practitioner Pay Range:

To be inserted

12. Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.
13. When determining the pay scales for such posts, the Governing Body and the Head teacher will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.

14. The policy of the Governing Body is to appoint any new Leading Practitioner teacher at the bottom point of the pay range.
15. The Governing Body will establish such posts from 1 September 2013 for all teachers previously employed in the school as Advanced Skills Teachers or Excellent Teachers and will pay them at a scale point in line with the salary range for Advanced skills teachers.

Unqualified teachers

16. The Governing Body has established the following pay scale for unqualified teachers employed in classroom teacher posts:

From 1st September 2013

Band A	Point 1	£16,461
	Point 2	£18,376
	Point 3	£20,289
Band B	Point 4	£22,204
	Point 5	£24,120
	Point 6	£26,034

Leadership teacher posts (head teacher, deputy & assistant head teachers)

17. The pay ranges for the head teacher, deputy head teacher[s] and assistant head teacher[s] will be determined in accordance with the criteria specified in the 2013 STPCD and ensuring fair pay relativities.
18. Discretionary payments to the head teacher will be determined in accordance with the provisions of the 2013 STPCD and will be reviewed annually.
19. The Governing Body will normally appoint new leadership teachers at the bottom point of the relevant pay range, however they can use their discretion to appoint on one of the four bottom points.
20. The Governing Body will pay teachers as deputy or assistant head teachers only where the Governing Body is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role –
 - (a) is focused on teaching and learning;
 - (b) requires the exercise of a teacher's professional skills and judgment;
 - (c) requires the teacher to lead and manage the school through:
 - development of teaching and learning priorities across the school;
 - accountability for the standards of achievement and behaviour of pupils across the school;

- accountability for the planning and deployment of the school's resources;
 - leading policy development and implementation across the school in accordance with statutory provisions;
 - managing whole school operational activity;
 - working with external bodies and agencies; and
 - securing pupils' access to their educational entitlements;
- (d) has an impact on the educational progress of the school's pupils;
- (e) involves leading, developing and enhancing the teaching practice of the school's staff; and
- (f) includes line management responsibility for a significant number of people and/or the line management of other line managers.
21. In the case of a deputy head teacher post, the Governing Body must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an assistant head teacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the head teacher.

PAY PROGRESSION BASED ON PERFORMANCE

22. The arrangements for teacher appraisal are set out in the school's appraisal policy.
23. Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the criteria as determined by the school and set out at Appendix 5. In the case of NQTs, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
24. The Governing body is committed to ensuring that decisions relating to pay will be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions
25. A range of evidence will be used including and giving priority to appraisal process.
26. Where teachers have joined the school part way through a appraisal cycle, the Governing Body will, where necessary, seek evidence from the previous schools to assist pay decisions and will seek evidence from the teachers themselves.
27. Employees who are on maternity leave at any point during the annual cycle of appraisal and pay decisions will, as detailed in point 5 have a review meeting with their appraiser to set objectives. A range of evidence from the previous cycle and the return to work period will be used to inform pay decisions in line with the criteria determined by the school.
28. Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the

awarding body, having regard to the appraisal report and the criteria as outlined in the pay policy, taking into account advice from the headteacher.

29. The Governing Body will ensure that appropriate funding is allocated for pay progression for all eligible teachers.
30. All teachers can expect progression to the top of their pay range as a result of successfully meeting the criteria for progression as defined in this policy. The school promotes and encourages outstanding performance in its teachers, therefore teachers who demonstrate consistent and sustained outstanding performance will have access to accelerated progression as set out in Appendix 5.
31. The awarding body will make pay decisions according to the criteria for progression set out appendix 5.
32. Teachers at this school are encouraged to maintain their own evidence file of CPD.

Leadership teachers (Head teacher, deputy & assistant head teachers)

33. The head teacher, deputy head teacher(s) and assistant head teacher(s) will be awarded additional scale points in accordance with the provisions of the 2013 STPCD ie they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress.

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

34. Any qualified teacher may apply to be paid on the Upper Pay Range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.
35. Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix 3) which should be submitted by the teacher to the appraiser at the appraisal planning meeting. The teacher's application will be appended to their appraisal planning statement.
36. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school or schools. This school will not be bound by any pay decision made by another school.

The Assessment

37. An application from a qualified teacher will be successful where the Governing Body is satisfied that:
 - (a) the teacher is highly competent in all elements of the relevant standards;
and

(b) the teacher's achievements and contribution to the school are substantial and sustained.

38. In this school highly competent means:

- Performance is not only good but it is also good enough to provide coaching and mentoring to other teachers including staff meetings/policies etc
- Giving other teachers advice and demonstrating effective teaching practice impacting on raising standards
- Makes a clear wider contributions to the work of the school in addition to their high quality work in the classroom

Substantial means:

- Consistently plays a critical role in the life of the school
- Provides a role model for teaching and learning and in their personal and professional responsibilities
- Makes distinctive contribution to the raising of pupil standards
- Takes advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

Sustained means:

- High level performance sustained over at least 2 school years (the most recent)

39. In making its decision, the Governing Body will have regard to the two most recent performance management/appraisal reviews and additional evidence to demonstrate point 37 (a) and (b). Reviews will be deemed to be successful if the teacher demonstrates that they meet all of criteria under point 38.

Processes and procedures

40. The assessment will be made within 10 working days of the receipt of the application or the conclusion of the appraisal process, whichever is later. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale. If unsuccessful, feedback will be provided by the head teacher as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's general appeals arrangements.

PART-TIME TEACHERS

41. Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

SHORT NOTICE/SUPPLY TEACHERS

42. Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.
43. Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate.

PAY INCREASES ARISING FROM CHANGES TO THE STPCD

44. The school is committed to awarding the pay uplift resulting from national pay awards (as outlined in the STPCD) to all existing pay points and allowances for all teachers from September 2016.

DISCRETIONARY ALLOWANCES AND PAYMENTS

Teaching & Learning Responsibility Payments (TLRs)

45. The Governing Body pays TLR 1 and 2 payments to teachers in line with the 2013 STPCD as updated from time to time
46. The criteria for the award of TLR 1 and 2 payments are as follows:
Before awarding any TLR 1 or 2 payment, the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:
 - a. is focused on teaching and learning;
 - b. requires the exercise of a teacher's professional skills and judgement;
 - c. requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
 - d. has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and

- e. involves leading, developing and enhancing the teaching practice of other staff.
47. In addition, before awarding a TLR1 payment, the Governing Body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.
48. The relevant body may award a fixed term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvements projects, or one off externally driven responsibilities. The annual value of a TLR3 must be no less than £500 and no greater than £2,500. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part time teacher it must be paid pro rata basis.

Special educational needs (SEN) allowances

49. The Governing Body will award SEN allowances in accordance with the criteria and provisions set out in the 2016 STPCD.
50. The value of SEN allowances to be paid at the school will be no less than £2001 and no more than £3954 per annum.

Acting allowances

51. Where any teacher is required to act as head teacher, deputy head teacher or assistant head teacher for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.
52. Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

OTHER PAYMENTS

Continuing professional development outside directed time; Initial teacher training activities; and Out-of-school learning activities

53. The Governing Body may make additional payments to teachers (including the head teacher) who agree to undertake such activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and following consideration by the Pay Committee, at a higher level reflecting the responsibility and size of commitment. Payment will only be considered where the activities involve a substantial and on-going commitment and in particular where this involved working with pupils or others at weekends or during school holiday periods.

Recruitment and retention incentives and benefits

54. Where the Governing Body wishes to make recruitment and retention payments to teachers, the level, duration and criteria for such payments will be set out clearly in the documents associated with the decision made by the relevant committee. Such payments will be reviewed annually.

SAFEGUARDING

55. The Governing Body will operate salary safeguarding arrangements in line with the provisions of the 2016 STPCD.

APPEALS

56. The arrangements for considering appeals on pay determination are set out in Appendix 2 of this policy.

MONITORING THE IMPACT OF THE POLICY

57. The Governing Body will monitor the outcomes and impact of this policy on an annual basis

APPENDIX ONE

REMIT FOR THE PAY COMMITTEE OF THE GOVERNING BODY

The Pay Committee will comprise at least three governors. Employees of the school are not restricted from being a member of the governing body, however employees who are members of the governing body and governors related to individuals will not be considered for the pay committee as there may be a conflict of interest.

Establishment of the policy

The Pay Committee is responsible for:

- establishing the policy, in consultation with the head teacher, staff and trade union representatives, and submitting it to the Governing Body for approval.

The Governing Body is responsible for:

- formal approval of the policy.

Monitoring and review of the policy

The Pay Committee is responsible for:

- reviewing the policy annually, in consultation with the head teacher, staff and trade union representatives; and submitting it to the Governing Body for approval.

The Governing Body is responsible for:

- considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;

Application of the policy

The head teacher is responsible for:

- ensuring that pay recommendations for the deputy and assistant head teacher(s), classroom teachers and support staff are made and submitted to the Pay Committee in accordance with the terms of the policy;
- advising the Pay Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Pay Committee and of the right of appeal.

The Pay Committee is responsible for:

- taking decisions regarding the pay of the deputy and assistant head teacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the head teacher;
- taking decisions regarding the pay of the head teacher following consideration of the recommendations of the governors responsible for the head teacher's performance review;
- submitting reports of these decisions to the Governing Body; and
- ensuring that the head teacher is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

The Appeals Committee of the Governing Body is responsible for:

- taking decisions on appeals against the decisions of the Pay Committee in accordance with the terms of the appeals procedure of the policy.

APPENDIX TWO

PAY APPEALS PROCEDURE

The Governing Body is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Governing Body (or a committee or individual acting with delegated authority) that affects their pay.

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

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

- a) incorrectly applied any provision of the STPCD;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal

panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal meeting the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows.

Introductions

Chair introduces everyone and what their role is:

- Self as Chair
- other panel member(s) (if applicable)
- employee
- employee representative
- any witnesses for the employee side
- management representative who will state the management case
- any witnesses for the management side
- person who will clerk the meeting
- HR manager to give advice to the panel

Goes over the order of the hearing:

- Employee will state their case
- Chair asks questions of the employee/employee representative
- Chair invites panel (if applicable) to ask questions
- Management will state their case
- Chair asks questions of the management
- Chair invites panel (if applicable) to ask questions
- Appellant to sum up
- Manager to sum up
- Chair to adjourn hearing to deliberate

The employee case

Employee/representative presents employee case:

- what is the evidence that supports their case
- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

The management case

Management representative presents management case:

- what is the evidence that supports the disputed pay decision
- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

Summing up

If appropriate, the Chair can sum up the key points on both sides.

End of hearing

Chair ends the hearing and advises employee that will let him/her have the panel's decision in writing within timescale

Chair advises employee that he/she will have a right of appeal and that the letter will contain full details

Decision-making

HR clerk notes Main points of panel discussion and their decision

Panel obtains HR advice if required to inform their decision-making

Communication of decision

Employee is notified of decision

Decision and reason for the decision confirmed in writing, within 10 working days.

APPENDIX THREE
UPPER PAY RANGE APPLICATION FORM

Teacher's Details:

Name _____

Post _____

PM/Appraisal Details:

Years covered by planning/review statements

Schools covered by planning/review statements

Self Evaluation – How I meet Threshold standards with associated evidence or evidence sources.

Teachers are responsible for providing the relevant evidence

Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period, together with the relevant evidence to meet the school's criteria.

Applicant's signature _____
Date _____

APPENDIX FOUR

UPPER PAY RANGE PROGRESSION CRITERIA

(1) Professional attributes

- 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

- 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- 2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

(3) Professional skills

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

APPENDIX FIVE

SCHOOL STAFFING STRUCTURE AND SALARY VALUES

Teachers Pay Band 1

SCALE	MINIMUM	SCALE	MAXIMUM
MPS 1	£22,244	MPS 1A	£23,353
MPS 2	£24,001	MPS 2A	£25,524
MPS 3	£25,931	MPS 3A	£27,197

Progression criteria for Teachers Pay Band 1

1. Progression by one pay point

In order to progress by one point, for example from MPS1 to MPS 1A, a teacher needs to have met all their objectives under the School's appraisal policy and the Teachers Standards.

Progression	Progression by one point
Criteria	Objectives and all the Teachers Standards must be met
Evidence used	Evidence from Appraisal process

2. Progression by two pay points

In order to progress by two points, for example from MPS1 to MPS 2, a teacher needs to have met all their objectives under the School's appraisal policy and all the Teachers Standards and demonstrate that most aspects of their teaching are at least good.

Progression	Progression by two points	Progression by two points
Criteria	Objectives and all the Teachers Standards must be met	Teaching over time is judged to be good
Evidence used	Evidence from Appraisal process	Lesson Observations

3. Progression by three pay points

In order to progress by three points, for example from MPS1 to MPS 2A, a teacher needs to have met all their objectives under the School's appraisal policy, all the Teachers Standards, demonstrate that most aspects of their teaching are at least good and be able to show that most pupils make progress in line with school expectations.

Progression	Progression by three points	Progression by three points	Progression by three points
Criteria	Objectives and all the Teachers Standards must be met	Teaching over time is judged to be good	Most pupils progress in line with school expectations with additional support
Evidence used	Evidence from Appraisal process	The majority of lesson observations are good	Pupil progress data

4. Progression by four pay points

In order to progress by four points, for example from MPS1 to MPS 3, a teacher needs to have met all their objectives under the School's appraisal policy all the Teachers Standards, demonstrate that most aspects of their teaching are outstanding and be able to show that most pupils make progress in line with school expectations.

Progression	Progression by four points	Progression by four points	Progression by four points
Criteria	Objectives and all the Teachers Standards must be met	Most aspects of teaching over time is outstanding	Most pupils progress in line with school expectations without additional support
Evidence used	Evidence from Appraisal process	The majority of lesson observations are outstanding	Pupil progress data

No Progression and restricted progression

5. Where a teacher has not met their objectives and throughout the cycle of appraisal and termly one to one meetings further support has been provided, but the objectives have still not been met, no progression will be awarded.

6. Teachers who through the process of appraisal are identified as not meeting the national standards will have their performance dealt with under the capability process, any teacher who receives a formal sanction under the formal process will have their progression restricted to half a point on the basis that they go on to meet their objectives. If there is no improvement and the objectives are not met then as in point 1 above no progression will be awarded.

Teachers Pay Band 2 – Accomplished Teacher

SCALE	MINIMUM	SCALE	MAXIMUM
MPS 4	£28,207	MPS 4A	£28,171
MPS 5	£30,430	MPS 5A	£30,394
MPS 6	£33,160	MPS 6A	£32,866

Pending pay award

Progression criteria for Teachers Pay Band 2

1. Progression by one pay point

In order to progress by one point, for example from MPS4 to MPS 4A, a teacher needs to have met all their objectives under the School's appraisal policy, met all the teachers standards and demonstrate that all teaching is good.

Progression	Progression by one	Progression by one
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	point	point
Criteria	Objectives and all the Teachers Standards must be met	All teaching over time is good
Evidence used	Evidence from Appraisal process	All lesson observations over time are good

2. Progression by two pay points

In order to progress by two points, for example from MPS4 to MPS5, a teacher needs to have met all their objectives under the School's appraisal policy, met all the Teachers Standards, demonstrate that all of their teaching is good as well as demonstrating that most of their pupils progress in line with school expectations.

Progression	Progression by two points	Progression by two points	Progression by two points
Criteria	Objectives and all the Teachers Standards must be met	All teaching over time is good	Most pupils make progress in line with school expectations without additional support
Evidence used	Evidence from Appraisal process	All lesson observations are good	Pupil data

3. Progression by three pay points

In order to progress by three points, for example from MPS4 to MPS6, a teacher needs to have met all their objectives under the School's appraisal policy, met all the Teachers Standards, demonstrate that many aspects of their teaching is outstanding and that all pupils make progress in line with school expectations..

Progression	Progression by three points	Progression by three points	Progression by three points
Criteria	Objectives and all the Teachers	Most aspects of teaching over time is	All pupils make progress in line with school expectations

	Standards must be met	outstanding	without additional support
Evidence used	Evidence from Appraisal process	Majority of lesson observations over time are judged to be outstanding	Pupil data

4. Progression by four pay points

In order to progress by four points, for example from MPS4 to MPS6A, a teacher needs to have met all their objectives under the School's appraisal policy, met all the Teachers Standards, demonstrate that many aspects of their teaching is outstanding and that all pupils make progress in line with school expectations..

Progression	Progression by four points	Progression by four points	Progression by four points	Takes a proactive role identifying areas for professional development
Criteria	Objectives must be met	All aspects of teaching over time is outstanding	Most pupils progress in line with school expectations without additional support	Consistently demonstrates a proactive role in school initiatives, in line with school development plan
Evidence used	Evidence from Appraisal process	Majority of lesson observations are outstanding	Pupil progress data	Evidence provided by the teacher

No Progression and restricted progression

- Where a teacher has not met their objectives and throughout the cycle of appraisal and termly one to one meetings further support has been provided, but the objectives have still not been met, no progression will be awarded.
- Teachers who through the process of appraisal are identified as not meeting the national standards will have their performance dealt with under the capability process, any teacher who receives a formal sanction under the

formal process will have their progression restricted to half a point on the basis that they go on to meet their objectives. If there is no improvement and the objectives are not met then as in point 1 above no progression will be awarded.

Teachers Pay Band 3 – Expert Teacher

Progression based on every two years

SCALE	One full point
UPS1	£35,571
UPS 2	£36,889
UPS 3	£38,250

Pending pay award

Expert Teacher Progression	“Competent”	“Substantial”	“Sustained”
Criteria	<p><i>Performance is better than good but it is also good enough to provide coaching and mentoring to other teachers including staff meetings/policies etc.</i></p> <p><i>Giving other teachers advice and demonstrating effective teaching practice impacting on raising standards</i></p> <p><i>Makes a clear wider contributions to the work of the school in addition to their high quality work in the classroom</i></p> <p><i>Appraisal Objectives</i></p>	<p><i>To understand and be able to demonstrate outstanding practice</i></p> <p><i>Consistently plays a critical role in the life of the school</i></p> <p><i>Provides a role model for teaching and learning and in their personal and professional responsibilities</i></p> <p><i>Makes distinctive contribution to the raising of pupil standards</i></p> <p><i>Takes advantage of</i></p>	<p><i>Lead proactive investigation, research and dissemination of good practice.</i></p> <p><i>Play a critical role in the life of the school and in particular foster collegiate school activity.</i></p> <p><i>Subject action plan completed well showing a deepening demonstration of a proactive role in moving the school forward as part of the SIDP, making significant contributions to the strategic leadership of school improvement.</i></p> <p><i>To act as an ambassador for the school in its relations with all its stakeholders as required e.g. With parents &</i></p>

	<p><i>met or exceeded</i></p> <p><i>Teacher standards exceeded</i></p>	<p><i>appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning in their own classroom and others.</i></p>	<p>Governors</p> <p><i>Mentor & support the development of NQT's, JQT's and new staff</i></p> <p><i>High level performance sustained over at least 2 school years (the most recent)</i></p> <p><i>The teacher must have had two highly successful appraisal reports and have made good progress towards their objectives; they will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.</i></p> <p>Threshold standards are consistent across UPS1-3, however it is expected that at</p> <p>UPS1 standards for ET are met</p> <p>UPS2 standards for ET are met well</p> <p>UPS3 standards for ET are exceeded</p>
Evidence used	Evidence from Appraisal process and self-review	Teaching over time profile file	Self-review