



Herts & Essex Multi-Academy Trust

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Pay & Performance Appraisal Policy

All references in this document to 'The Hertfordshire & Essex High School' or 'the school' stand equally for HEMAT and any of its schools.

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Introduction

The Governing Body has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for all staff employed in the school. It is based on the Herts for Learning model Staff Pay and Performance Appraisal Policy which has been consulted on with relevant professional associations and trade unions.

The Governing Body recognises the requirement that all pay progression decisions for all teaching and support staff must be linked to annual appraisal of performance; for teachers this is statutory. This policy sets out the framework for a clear and consistent assessment of the overall performance of staff, including the Headteacher, and for supporting their development within the context of the schools' plan for improving educational provision and performance, and the standards expected. It also sets out the arrangements that will apply when staff fall below the levels of competence that are expected of them.

This policy applies to all employees of the school, except the appraisal section for those on contracts of less than one term, those undergoing induction (eg NQTs), support staff during their probation period, and those who are subject to the formal stages of the schools' capability policy.

In this school, all teaching staff (whether qualified or not) are employed in accordance with the provisions of the School Teachers' Pay & Conditions Document (STPCD) and the accompanying statutory guidance; all support staff are employed in accordance with the Local Government Services terms and conditions, commonly known as the 'Green Book'.

Aims of the Policy

The Governing Body aims to use the school pay policy to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high quality workforce
- recognise and reward staff for their contribution to school improvement
- ensure that pay and performance appraisal arrangements enable the current and future delivery of the curriculum and school improvement plans
- ensure that pay decisions are made in a fair and transparent way
- ensure that available monies are allocated appropriately

Pay decisions are made by the Trustees, based on the recommendations of the Headteacher (for staff other than the Headteacher).

Pay Determination

1 All posts

- a. 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.
- b. In making such determinations, the Governing Body will take into account a range of factors, including:
 - the nature of the post
 - the level of qualifications, skills and experience required
 - market conditions
 - the wider school context

- (for teachers) any specific restrictions set out in the School Teachers' Pay & Conditions Document (STPCD)
- c. There is no assumption that any employee will be paid at the same rate as they were being paid in a previous school.
 - d. The Governing Body may, at its discretion, award an additional payment in respect of housing or relocation costs. For teachers in the leadership group this will not be included in the calculation of the Individual School Range (ISR) or the 25% of basic salary restriction on temporary payments.

2 Leadership Posts (Headteacher, Deputy, Senior Assistant and Assistant Heads)

- a. The pay ranges for the Headteacher, Deputy Heads, Senior Assistant Heads and Assistant Heads will be determined in accordance with the criteria specified in the current STPCD.
- b. The Governing Body will assign a seven point ISR for the Headteacher and a six point ISR for other leadership group posts. The current ranges are set out in Appendix 1.
- c. The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. The amount paid to a previous post holder will not influence the range that may be set for a new appointment.
- d. Temporary payments to the Headteacher will be determined in accordance with the provisions of the STPCD and will be reviewed annually.
- e. On appointment the salary of the Headteacher will be within the agreed ISR. Governors reserve the right to make an offer at any point on the range for an exceptional candidate.
- f. Other than in exceptional circumstances, the Governing Body will ensure that there is no overlap of pay points between the Headteacher and any other leadership post.
- g. On appointment a teacher paid within the leadership range will be appointed according to skills and experience at any point below the maximum of the range.
- h. The pay range for teachers paid on the leadership spine will be reviewed where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to maintain consistency across the leadership group.

3 Senior Lead/Lead Practitioner Posts (secondary setting only)

Senior Lead Practitioners will be appointed to provide permanent enhancements to the wider school leadership team in respect of whole school responsibilities at a senior level. They will be paid on the leadership range, on an ISR of L7 – L12.

Lead Practitioners will be appointed to provide temporary enhancements to the leadership of the school. They will be paid on TLR 2C.

4 Unqualified Teacher Posts

- a) The Governing Body will appoint unqualified teachers to a salary within the range set out in the School Teachers' Pay and Conditions Document where there is not a better candidate with QTS eg vocational teachers.

- b) The Governing Body has determined that this should be on the Unqualified Teachers' Pay Scale (see Appendix 1).
- c) A newly appointed unqualified teacher will usually be appointed at the minimum of the scale.
- d) Progression within the range will be subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teacher Standards. In such circumstances where a teacher's performance is not at the required level, this will be addressed through the school's appraisal and possibly capability procedure.

5 Supply Teacher and Temporary Support Staff Posts

- a) 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 as follows: teachers employed on an hourly basis will have their salary assessed as the daily amount divided by five for each lesson worked. Supply teachers may be asked to cover registration periods in addition to this time, where they are being paid to teach the lesson adjacent to a registration period, without additional payment, unless they are only engaged to teach p5, in which case payment would be made for the 20 minute afternoon registration. The payment of former teachers as supply teachers is identified in Appendix 5, and the payment of supply teachers in Appendix 6.
- b) Agency Workers Regulations provide for an agency teacher who has worked in the same school for more than 12 weeks to have the right to be paid in accordance with the normal terms and conditions applied by the school for the post undertaken. This will normally be limited to payment within the main pay range (up to Accomplished Teacher 3) as agency teachers will not usually be expected to meet the requirements of an upper pay range teacher.
- c) Staff employed on a temporary basis to cover support staff roles will be paid by the hour at the rate of pay on the relevant Hay scale. This payment will include holiday pay.

Discretionary Allowances and Payments

1 Teaching and Learning Responsibility Payments (TLRs)

- a) TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure.
- b) TLR payments will be awarded to a teacher on the Teacher, Accomplished Teacher or Expert Teacher pay scales where a teacher is required to undertake a sustained additional responsibility within the schools' staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable.

i.e. where a post:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgment;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;

- involves line management, leading, developing and enhancing the teaching practice of others; and
 - must be a significant responsibility that is not required of all classroom teachers.
- c) In order to qualify for a TLR1 payment, the post holder's role must include line management responsibility for a significant number of people.
- d) The Governing Body will award TLR payments within the range prescribed in the School Teachers' Pay and Conditions Document. In this school the Governing Body has determined that TLR payments will be as set out in Appendix 1.
- e) TLRs will not generally be awarded in a primary setting for subject co-ordination, as all teachers, where not otherwise restricted from doing such work, will have the same responsibility and are not therefore eligible for a TLR.
- f) A teacher is not entitled to be awarded more than one TLR of any value, with the exception of a TLR3.
- g) The Governing Body may award a fixed-term TLR3 to a classroom teacher for clearly time-limited school improvements, or one-off externally driven responsibilities. The annual value of a TLR3 will fall within the range set by the STPCD applicable at the time. 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 on a pro-rata basis.

2 Special Educational Needs (SEN) Allowances

- a) The Governing Body will award SEN allowances in accordance with the criteria and provisions set out in the current STPCD.
- b) The value of SEN allowances to be paid at the school are set out in Appendix 1.

3 Unqualified Teacher Allowance

- a) The Headteacher may determine that an additional allowance be paid to an unqualified teacher who is paid on the Unqualified Teachers' Pay Range where, in the context of its staffing structure, the teacher has taken on a sustained additional responsibility which is:
- focussed on teaching and learning; and
 - requires the exercise of a teachers' professional skills and judgement: or
 - qualifications or experience which bring added value to the role s/he is undertaking.
- b) The Headteacher will determine the amount of any such allowances having due regard to consistency, fairness and transparency.

4 Acting Allowances

- a) Where a teacher is assigned and carries out the duties of a Headteacher, Deputy Head, Senior Assistant Head or Assistant Head, but has not been appointed in an acting capacity the Governing Body shall, within four weeks, determine whether or not an allowance should be paid in accordance with the provisions of the School Teachers' Pay & Conditions Document.
- b) Consideration may be given to backdating any increase to when the additional duties commenced.

5 Provision of Service to Another School(s)

- a) The Governing Body will formally authorise any agreement for the Headteacher to provide services relating to the raising of standards in one or more other school. Where such an agreement is authorised, the Governing Body will determine, what, if any, proportion will be paid to the Headteacher and/or other staff, of additional income received by the school as part of the agreement. Any such payments will be in accordance with the terms of the Teachers' Pay & Conditions Document and will be temporary with no entitlement to safeguarding when they cease.
- b) This does not apply to the Headteacher where the Headteacher is appointed as the Headteacher of more than one school, as this responsibility will be reflected in the setting of the ISR or an additional temporary allowance.

6 Out of Hours Learning Activities

- a) Additional payments will be made to staff who engage in activities to deliver Extended Services which are outside the school's core activities eg Duke of Edinburgh's Award Scheme or Arts Award. Such services will have been approved for payment by the Governing Body in advance.
- b) The rate of payment will be according to the current out-of-hours allowance (see Appendix 1).
- c) Other than in respect of housing or re-location expenses, the Headteacher will not be entitled to a separate recruitment and retention payment. Remuneration in respect of any recruitment and retention payment will be reflected in the Individual School Range for the Headteacher's salary.

7 Recruitment and Retention Incentives and Benefits (teachers on Teacher/ Accomplished Teacher and Expert Teacher scales only)

- a) The Governing Body may, on the advice of the Headteacher, consider the award of a recruitment and retention payment to a teacher where there is clearly demonstrated evidence that such a payment is:
 - required to attract suitable candidates for a post which it has been or it is considered difficult to fill; or
 - required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill;
- b) The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future and would normally be within the range £500 - £10,000.
- c) The duration of the payment will be determined according to the circumstances of the payment. Such payments will be subject to annual review which may extend the period if appropriate.

8 Honoraria payments

- a) The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

- b) Such awards may however be made to support staff, such payments will be exceptional in their use rather than the norm. Honoraria payments can be used when an individual is undertaking work that is part but not all of a higher graded position for a period of four weeks or more.
- c) Honoraria payments can also be used to reward additional or onerous tasks or a specific piece of project work at the same grade or lower, for a specific period over 4 weeks or more. In such circumstances the payment would not normally exceed the value of the difference of an employee's monthly salary and one or two incremental points higher, this relates to spinal column points not Hay grades.
- d) Where the full duties of a higher grade are undertaken this will be treated as acting up. The difference in salary between the two posts should be paid in relation to the percentage of duties of the higher post being undertaken i.e. if taking on 50% of higher graded post duties, post will usually be paid 50% of the difference between the two posts.
- e)

9 Pay Increases Due to 'Cost of Living' Awards and Changes to the STPCD

- a) All teachers are paid in accordance with the statutory provisions of the document as updated from time to time. The Governing Body will ensure that all teachers are paid within the statutory ranges set out in the STPCD.
- b) The Governing Body will determine the extent of any uplift to its pay points annually within the minimum and maximum amounts of the pay ranges and TLR allowances. This may see the school apply the uplift that applies to the ranges within the STPCD to each point or set its own percentage increase, or do nothing. There is no obligation on the Governing Body to uplift, or if performance is below expectations, to progress. The application of any uplift to teachers will be linked to performance appraisal. The exception to this is those staff at the bottom of a range who will as a minimum be uplifted to ensure their pay does not fall outside the relevant range contained within the STPCD.
- c) For support staff employed on NJC Local Government terms and conditions of service, any uplift will be applied in accordance with any nationally agreed award.

Safeguarding

The Governing Body will operate salary safeguarding arrangements in line with the provisions of the STPCD applicable at the time of safeguarding being applied.

Staff Appraisal

Appraisal in this school will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop.

In this school all employees can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.

1 The Appraisal Period

- a) For teachers and support staff the appraisal period will run for twelve months from 1 November to 31 October.

- b) Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

2 Appointment of Appraisers

- a) The Headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.
- b) In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three members of the Governing Body, together with an additional, external appraiser.
- c) The Headteacher will decide who will appraise other employees.
- d) Teaching staff will not be appraised or formally observed by anyone other than an individual holding Qualified Teacher Status (QTS). Support staff may be appraised by a member of the teaching staff.

3 Setting objectives

- a) The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the relevant national standards.
- b) Objectives for all employees, including the Headteacher, will be set before or as soon as practicable after, the start of each appraisal period. In most circumstances it will be possible to set objectives for the upcoming year in the same meeting that objectives are reviewed from the previous year.
- c) The objectives set will be linked to the relevant occupational standards for the role undertaken, where applicable, and take account of the individual's job description and person specification for the role where applicable. The objectives will be specific, measurable, achievable, realistic and time-bound.
- d) The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the employee may record their comments in writing as an appendix to the appraisal statement.
- e) Objectives may be revised if circumstances change.
- f) The objectives set for each teacher, including the Headteacher, will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of students at that school. This link will be made:
- by ensuring that the student progress objective (all teachers) addresses the key attainment priority identified by the school improvement plan;
 - by ensuring that the student support objective (all tutors) addresses the key development priority identified by the school improvement plan;
 - by ensuring that the leadership and management objective (all teachers with paid leadership responsibilities) addresses the key development priority identified by consideration of each

leader's impact on relevant school improvement priorities – with reference to any relevant leadership standards;

- by ensuring that, where necessary, professional development supports each objective set, and that all such professional development also addresses the key development priorities identified by the annual audit/s against teacher standards (see Appendix 3).

- g) For support staff the objectives should also link directly to the school improvement plan, where this is appropriate.
- h) Agreed continuing professional development (CPD) for individuals should support the achievement of these objectives.
- i) Some roles, such as teachers, have national standards which form a core expectation of the standards that employees fulfilling those roles will consistently meet. These standards will be considered as part of the review process and must be deemed to have been met for a cycle to be successful.
- j) Before, or as soon as practicable after, the start of each appraisal period, each employee will be informed of the standards against which their performance in that appraisal period will be assessed. All teachers will be assessed against the set of standards contained in the document called 'Teachers' Standards' (Appendix 3). In addition, those teachers holding a TLR will be assessed against the school's Leadership Standards, as set out in the Leadership Audit (Appendix 3). A self-audit and reviewer comparison exercise will be undertaken to inform employee development needs.
- k) Under normal circumstances employees will have a reasonable number of objectives that is relative to the role that they undertake in the school. Under normal circumstances teachers without a TLR and support staff who are full-time, or largely full-time, will have three objectives. Teachers with a TLR are likely to have more. Employees with whole-school responsibility (SLT) may, at the discretion of the appraiser, have one or two further objectives. However, employees who are found not to be meeting standards at the appropriate level (see Appendix 3 for teaching staff, and the Review of Competencies sheet, at Appendix 4, from the performance appraisal paperwork for secondary support staff) should be given as many additional objectives as are required in order to ensure that the most appropriate support can be provided and the relevant standard met.
- l) The Headteacher will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the audit/s, where relevant. All objectives will be moderated by the Headteacher and the senior leadership team to ensure this consistency and that there is consistency across staff fulfilling equivalent roles. Where the Headteacher has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser. The objectives may require amendment following discussion with the employee.

4 Observation

- a) This school believes that observation of classroom, leadership and work practice as applicable is important both as a way of assessing employee performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally.

- b) All observation of teachers will be carried out in a supportive fashion by those with QTS. For support staff work scrutiny will be carried out by those with knowledge of the employee's work. Appropriate and timely oral and/or written feedback will be given.
- c) Where support staff are delivering lessons, for cover or supervision purposes (eg LSAs and Cover Supervisors), lesson observations will be necessary to assess objectives where relevant.
- d) In this school teachers' performance will be regularly observed; the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. In addition to formal observation, the Headteacher or other leaders with responsibility for teaching and learning may 'drop in' in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of 'drop in' observations will vary depending on specific circumstances. Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- e) Additional formal observation may be deemed necessary in circumstances where concerns arise where it is felt appropriate to facilitate and monitor the effectiveness of management support. This would usually be explained at the time concerns are raised with an employee.
- f) Formal observation outlined above excludes school reviews, Ofsted visits, learning walks with a specific focus e.g. pupil premium provision or a department review. The areas excluded cover circumstances where it is a whole school or department focus rather than an individual focus.

5 Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all employees take responsibility for improving their teaching/skills through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual employees as detailed in section 6.5 on "Setting Objectives" above.

6 Feedback

- a) Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after formal observation has taken place or other evidence has come to light. Feedback will include discussion with the employee, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.
- b) If during the review cycle, there are concerns about any aspects of an employee's performance these will be addressed in accordance with section 6.6.
- c) When progress is reviewed mid-cycle, if the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

7 Transition to Capability

- a) Where standards such as the national standards for teachers or the competencies for support staff are found not to be met at the appropriate level in line with the schools' expectations, special arrangements will be made to ensure that the appropriate support can be provided. These may include:

- the appointment of an appraiser from the senior leadership team;
 - the setting of an appropriate number of additional performance appraisal objectives above the school norm;
 - further lesson observations (where appropriate), many or all of which may be unannounced.
- b) Where information comes to light during the course of an appraisal cycle that leads the Headteacher to conclude that national standards are not met at the appropriate professional skills level/behaviour descriptors, these new arrangements (as outlined in 7a) above), which may include a change of appraiser, will come into force as soon as possible after the decision has been made.
- c) Where the relevant standards (for teachers, the Teachers' Standards, Professional Skills Level Descriptors and the Leadership Skills Level Descriptors and as identified by the performance appraisal paperwork for support staff) are identified as not being met, performance objectives will be reviewed according to a much shorter timescale, typically between half a term and a term as the Headteacher decides the situation warrants. At the end of each such period, progress will be reviewed, and a decision made on whether:
- to end the support programme and resume normal appraisal arrangements;
 - to continue to provide support within appraisal by setting further short-term objectives;
 - to suspend performance appraisal and move immediately into the formal capability procedure.

8 Annual Assessment

- a) Where the appraiser indicates that performance is unsatisfactory, (s)he will be able to present evidence previously shared with the member of staff.
- b) Employees and their appraiser will, as a minimum, attend a formal appraisal meeting annually, where their performance will be formally assessed in respect of each appraisal period. The aim of the meeting will be to determine appraisal review outcomes or performance related pay outcomes where appropriate, to set objectives for the coming year and to determine any professional development requirements. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.
- c) Where appraisee and appraiser cannot reach agreement as to appraisal review outcomes or PRP outcomes, the matter will be referred to the Headteacher (or to the member of senior staff with delegated responsibility for the process) who will meet with the appraisee, consider all available evidence, and inform the appraisee of their decision
- d) Disputes concerning appraisal review outcomes or PRP outcomes will be dealt with through the schools' pay appeal process in section 10.
- e) This assessment is the end point of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:
- Professional dialogue
 - Lesson or task observations;
 - Planning and work scrutiny;
 - Termly meeting with appraiser;
 - Mid-cycle review meeting with appraiser;
 - Observation / scrutiny of leadership and management activities where appropriate;

- Other feedback obtained during the cycle relevant to the employee's overall performance.
- f) As soon as practicable following the end of each appraisal period, the employee will receive, and have the opportunity to comment in writing on, a written appraisal report. The appraisal report will include:
- details of the employee's objectives for the appraisal period in question;
 - an assessment of the employee's performance of their role and responsibilities against their objectives, the relevant standards, and their job description (for support staff)
 - an assessment of the employee's training and development needs and identification of any action that should be taken to address them;
 - a recommendation on pay progression where that is relevant and in keeping with the relevant terms and conditions of employment. For support staff this will be on the incremental progression sheet, where relevant, in March each year.
- g) The assessment of performance and of training and development needs will inform the planning process for the following appraisal and training period.
- h) Recommendations on pay will be referred to the Headteacher before being referred on to the Governing Body.

9 Confidentiality

Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Headteacher and/or nominated member of the senior management team and those with line management responsibilities.

10 Equality and Consistency

- a) The Headteacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The Headteacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team. The School Business Manager will often take this role for support staff.
- b) The Headteacher will be responsible for reporting regularly to the Governing Body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.
- c) The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

11 Retention of Statements

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Annual Pay Reviews

1 Pay Review Process

- a) 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 October each year or 31 December for the Headteacher, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
- b) Support staff will have their pay reviewed annually in either March or September, according to their contract; notification of the outcome will be given by no later than 30 April/23 December each year. Pay determinations will take effect from 1 April/1 September each year, as appropriate.
- c) 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.
- d) Where a pay determination leads or may lead to the start of a period of salary 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.
- e) It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
- f) To 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.
- g) Decisions regarding pay progression will be made with reference to performance appraisal reports and the pay recommendations they contain (including the incremental progression sheet for supports staff). In the case of NQTs, pay decisions will be made by means of the statutory induction process.
- h) Teachers' performance appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the performance appraisal report and taking into account advice from the Headteacher. The Governing Body will consider its approach in the light of the schools' strategic priorities and ensure that appropriate funding is allocated for pay progression at all levels.
- i) In this school, judgements of performance will be made against objectives met and any relevant standards which apply to the role; and in addition, for teachers the Teachers' Standards, Professional Skills' Reference Points and Leadership Audit (as appropriate).

2 Pay Progression Based on Performance

- a) For all members of staff, progression through the relevant pay range will be subject to a review of their performance set against the annual appraisal review. For teaching staff this will also include performance against the relevant skills level descriptors, as applicable. Teachers will not move from Band 1 (Teacher) to Band 2 (Accomplished Teacher) or from Band 2 to Band 3 (Expert Teacher) on their range or ISR as appropriate until all the elements of the skills level descriptors applicable to the post for either Band 2 or Band 3 respectively have been met. For support staff this will include performance against the support staff competencies.

- b) The Governing Body may award one increment for sustained high quality performance against the criteria in section a) above. For teachers, the Governing Body may award two or more increments where performance has been exceptional and exceeded the expectations set out in paragraph a) of this section. For teachers, incremental rises will not exceed progression beyond one band above that in which a teacher is currently remunerated.
- c) Where performance has not been of a sustained high quality the Governing Body may decide that there should be no pay progression.
- d) The Governing Body has determined that a member of the teaching staff appointed to Band 1 would, other than in exceptional circumstances, be expected to have progressed to Band 2 within 2 to 3 years of taking up their post. In circumstances where the employee's performance is not at that level this will be addressed through the school's appraisal, and possibly capability procedure.
- e) For teachers, decisions regarding annual pay progression within the relevant ranges will be made with reference to their performance appraisal statements and the pay recommendation they contain. In the case of Newly Qualified Teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.
- f) The Governing Body expects all members of staff to perform at the highest possible level and to continue to improve their professional practice year on year. Performance Appraisal objectives will be progressive and developmental, thereby ensuring that good performance is rewarded and that staff have the opportunity, over a number of years, to progress to the maximum of their respective pay range.
- g) A teacher will be eligible for annual performance pay progression where they:
- have been assessed as meeting all of the teaching standards, throughout the assessment period;
 - have had their teaching assessed as at least good overall_during the assessment period;
 - 2a) Band 3 teachers will be expected to demonstrate increasing levels of outstanding teaching overall
 - 2b) Lead Practitioners will be expected to demonstrate outstanding teaching overall
 - have been assessed as meeting the requirements of their job description/job role;
 - meet their individual performance appraisal objectives;
 - consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives;
 - have demonstrated a personal responsibility for identifying and meeting their CPD needs;
 - are performing in line with the Teachers' Standards, Professional Skills' Reference Points and Leadership Audit (as appropriate).
- i) The evidence which will be considered in assessing teacher performance will include:
- student progress data;
 - quality of teaching against the Teachers' Standards, including observed practice;
 - self-assessment;
 - professional dialogue;
 - received feedback;
 - performance appraisal statements;
 - CPD records.

- and in the case of Band 3 teachers and Lead Practitioners, evidence of their contribution beyond their own classroom and their impact on the wider school.
- j) Where a teacher has been absent for some or all of the assessment period, an assessment will be based on performance during any periods of attendance and/or prior performance.
- k) Where the performance pay progression criteria are not met, the member of staff will not receive any performance pay progression. A decision not to award performance pay progression may be made without recourse to capability procedures. However, members of staff who fail to meet the minimum teaching standards (for teachers), or who fail to make progress at an appropriate pace against the competencies (support staff) and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.
- l) Where a decision not to progress is made, the member of staff will be supported through the performance appraisal process to improve their performance.

3 Movement to Band 3 (Expert Teacher) (Teachers only)

- a) Any qualified teacher in Band 2 may apply to be paid in Band 3 once a year. It is the responsibility of the teacher to decide whether or not they wish to make such a request by asking for a meeting with the Headteacher prior to any performance appraisal review meeting.
- b) A request will be successful, if the Headteacher and the Pay Committee are satisfied that:
- the teacher is highly competent in all elements of the Teachers' Standards; and,
 - the teacher's achievements and contribution to the school are substantial and sustained; and,
 - the teacher has fulfilled the Professional Skills' Reference Points and Leadership Audit (as appropriate) and
 - the teacher has been assessed as meeting their performance appraisal objectives over a sustained period;

and in addition that:

- teaching has been rated as good overall, with some outstanding, over a sustained period;
 - the teacher has demonstrated over a sustained period an ability to support students to meet or exceed expected levels of progress/achievement;
 - the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and students' learning;
 - the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include:
 - i. demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice;
 - ii. contributing to policy and practice which has improved teaching and learning across the school;
- c) Sustained means maintained continuously over a period of at least 2 school years.
- f) The Headteacher will assess all applications to be paid on Band 3 and their recommendation will be considered by the Pay Committee.

- g) The Headteacher will use the evidence contained in the teacher's performance appraisal review paperwork to make their assessment.
- h) A teacher may, if they wish, provide additional evidence to support their application, but is not obliged to do so.
- i) The Headteacher will discuss her recommendation with any member of staff where expected pay progression is not being recommended. The Pay Committee will confirm its decisions in respect of pay progression by 31 November.
- j) Where the application is approved, the teacher will progress to the minimum of Band 3 backdated to 1 September (this will in effect be the beginning of the new appraisal year following the submission in the previous appraisal year).
- k) Where the application is not successful, the Headteacher will provide feedback and the teacher will be provided with advice and support through the performance appraisal process to develop their skills with a view to them making a future successful application.

4 Appeals

- a. Pay recommendations will be contained within Performance Appraisal Review Statements (teachers) and on the Incremental Progression Sheet (support staff) and these will be discussed with employees at the review meeting (teachers) or in a subsequent meeting (support staff). Where an employee has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.
- b. An employee may make a formal appeal against a decision on pay, which must be submitted in writing within seven calendar days of receipt of written notification of that decision.
- c. The grounds of appeals are that the decision maker(s):
 - incorrectly applied the provisions of the Teachers' Pay & Conditions Document/national/local terms and conditions as appropriate
 - failed to have proper regard for statutory guidance;
 - failed to take proper account of relevant evidence and/or took account of irrelevant or inaccurate evidence;
 - were biased; or
 - otherwise unlawfully discriminated against the employee.
- d. Appeals will be heard by the Pay Appeals Committee.
- e. The appeals will be heard at a meeting, normally within 20 working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or a member of a Professional Association or Trade Union.
- f. Any written submissions relevant to the appeal must be circulated to all parties at least three working days prior to the meeting.
- g. The decision of the Pay Appeals Committee will be notified in writing and, where the appeal is rejected, this will include a note of the evidence considered and the reasons for the decision.

- h. The decision of the Governing Body's Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.
- i. The Headteacher shall be entitled to attend, for the purposes of providing information and advice (except in the case of his/her own salary), all proceedings of the Pay Appeals Committee.
- j. The role of the Pay Appeals Committee is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and has been made taking proper account of equal opportunities and that correct procedures have been followed.

Monitoring the Impact of the Policy

- a) The Governing Body will monitor the outcome and impact of this policy annually assess its effect and continued compliance with equalities legislation. The effect of the policy will be assessed particularly with reference to trends in progression across specific groups of teachers and the correlation between this and performance appraisal reviews and outcomes for students.
- b) The pay of individual staff will remain confidential, shared only with those responsible for making pay decisions and managing administrative matters.

Herts & Essex High Multi-Academy Trust is committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.

APPENDIX 1

SALARY SCALES FOR ALL TEACHING POSTS FROM SEPTEMBER 2020

Pay Scale for Band 1: Teacher

Spine point	Annual Salary Fringe Area
	£
T1	26,948.00
T2	28,828.00
T3	30,883.00

Pay Scale for Band 2: Accomplished Teacher

Spine point	Annual Salary Fringe Area
	£
AT1	32,999.00
AT2	35,307.00
AT3	38,174.00

Pay Scale for Band 3: Expert Teachers

Scale point	Annual Salary Fringe Area
	£
ET1	39,864.00
ET2	41,295.00
ET3	42,780.00

Pay Scale for Unqualified Teachers

Scale point	Annual Salary Fringe Area
	£
UQ1	19,363
UQ2	21,473
UQ3	23,587
UQ4	25,699
UQ5	27,812
UQ6	29,924

Pay Scale for Leadership Teachers

Spine point	Annual Salary Fringe Area
	£
L1	43,356
L2	44,415
L3	45,495
L4	46,604
L5	47,737
L6	48,901
L7	50,190
L8	51,314
L9	52,568
L10	53,888
L11	55,254
L12	56,506
L13	57,890
L14	59,302
L15	60,744
L16	62,333
L17	63,746
L18	65,310
L19	66,900
L20	68,536
L21	70,204
L22	71,914
L23	73,661
L24	75,466
L25	77,307
L26	79,195
L27	81,124
L28	83,105
L29	85,139
L30	87,221
L31	89,357
L32	91,549

L33	93,795
L34	96,083
L35	98,443
L36	100,848
L37	103,327
L38	105,855
L39	108,402
L40	111,086
L41	113,828
L42	116,653
L43	118,356

TLR Payments

	£
3C	571 – 2,833
2C	2,873
2B	4,785
2A	7,017
1D	8,291
1C	10,205
1B	12,116
1A	14,030

Out of Hours Payment

	£
Single point	2,421

APPENDIX 2

SECONDARY TLR STAFFING STRUCTURE

TLR Payments	Post
TLR 1A	
TLR 1B	
TLR 1C	
TLR 1D	SL: English or Maths
TLR 2A	
TLR 2B	Careers Co-ordinator Key Stage Leader: English or Maths SL Art SL Biology SL Business Studies & Economics SL Chemistry SL Classics & Latin SL Computing SL Design & Technology SL Drama SL Film & Media Studies SL French SL Geography SL History SL Music SL PE SL Physics SL Psychology SL RE SL Sociology SL Spanish Year Leader: 7 to 12
TLR 2C	Challenge Champion KS4 General Games Programme/extra curricular activities inc subject links with Amwell View Pupil Premium Champion SL Government & Politics SL Health & Social Care
TLR 3	

KS = Key Stage Leader, SL = Subject Leader

APPENDIX 3

TEACHER STANDARDS AND THE PROFESSIONAL SKILLS LEVEL DESCRIPTORS AND THE LEADERSHIP SKILLS LEVEL DESCRIPTORS (DRAFT)

These can be found on the T drive in the Whole School Issues folder/Performance Appraisal/Teaching Staff 20120-21

APPENDIX 4

SUPPORT STAFF COMPETENCIES (SECONDARY)

These can be found on the T drive in the Whole School Issues folder/Performance Appraisal/Support Staff 2016-17 (*subsequently 2017-18*), Section 5

APPENDIX 5

PAYMENT OF FORMER STAFF

Supply Teaching

It was agreed that former teachers employed by the school to carry out supply teaching would be paid at Accomplished Teacher 3 (previously MPS6). If they are required to cover for extended periods of time, they would be paid the same rate, but would also be given PPA time, for which they would be paid.

Other casual work for which staff are specifically required to take a role of responsibility

Former teachers are asked to undertake a variety of tasks other than supply teaching. They might do any of the following at the request of the school:

- drive the minibus for a trip (this will need to be funded through the cost of the trip or the supply budget: discuss with Deputy Head i/c Trips & Visits)
- deliver study sessions on a particular topic
- be one of the key responsible staff on a school trip
- attend a meeting/conference on behalf of the school where feedback will be required

Payment should be agreed in advance and will normally be at the Accomplished Teacher 3 rate. Should additional preparation be required, this will be paid at the same rate, consideration being given to the number of hours being needed to complete the work, and agreed in advance.

Where a former member of staff is asked to accompany a residential trip, (s)he will be paid for a maximum of five hours per day.

One-to-one teaching

This will normally be at the member of staff's rate of pay up to a maximum of Accomplished Teacher 3 rate.

Voluntary work

This is where staff are asked if they would like to accompany a trip eg Cuffley Camp/DofE expeditions where they have no significant responsibility for students. It is unpaid.

General

In all cases, requests to former members of staff for help of one kind or another should make clear whether they are being asked to undertake paid or voluntary work. If paid, this will have needed to be agreed with the budget holder (usually Cathy) in advance.

Human Resources should be advised in all cases so that a letter can be drawn up, where appropriate, and safeguarding procedures checked and updated.

APPENDIX 6

PAYMENT OF SUPPLY TEACHERS

Where a teacher is on a contract of 0.4 fte or more at Herts & Essex (s)he will be paid for any supply work undertaken at her/his current rate of pay.

Contracted staff should be used to do this only where they are covering lessons within their area of expertise.

Where a teacher is not on contract at Herts & Essex (s)he will be paid for any supply work undertaken at AT3 + and if applicable, will also be paid for PPA time, pro rata.

Contact with staff who are retiring/leaving but who may be still interested in supply should be formalised to make such staff fully aware of this.

As this will not change the situation for any current member of staff, there is no need to consult on any change, or flag it up in advance.

APPENDIX 7: SUPPORT STAFF SALARY SCALES FROM 1 APRIL 2020

<i>GRADE/HAY</i>	<i>SCP</i>	<i>£</i>	<i>GRADE/HAY</i>	<i>SCP</i>	<i>£</i>	<i>GRADE/HAY</i>	<i>SCP</i>	<i>£</i>
HB	1	17,842	H6	14	23,080	M3	40	43,857
				15	23,541		41	44,863
HA	1	17,842		16 (New)	24,012		42	45,859
	2	18,198		17	24,491		43	46,845
H1			H7	18 (New)	24,982	M4	43	46,845
				19	25,481		44	47,847
H2	2	18,198		19	25,481		45	48,850
	3	18,562		20	25,991		46	49,866
H3	4	18,933		21 (New)	26,511	M5	46	49,866
				22	27,041		47	50,906
H4	3	18,562		23	27,741		48	51,958
	4	18,933	H8	24	28,672		49	53,042
				25	29,577			
H5	5	19,312		26	30,451			
	6	19,698	H9	28	32,234			
				29	32,910			
H6	6	19,698		30	33,782			
	7	20,092		31	34,728			
H7	8	20,493	M1	32	35,745			
	9	20,903			33	36,922		
H8				34	37,890			
				35	38,890			
H9	9	20,903		36	39,880			
	10	21,322	M2	37	40,876			
(New)				38	41,881			
H10	11	21,748		39	42,821			
	12	22,183		40	43,857			
H11	13	22,627						
	(New)							
H12	14	23,080						

Fringe allowance £597 per annum pro rata