

*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow
weary,
they will walk and not be faint.' Isaiah 40:31*

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TRUST PAY POLICY 2018-2019



Multi Academy Trust Policy

Common Trust Policy, Use as Published

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Part A – Policy Statement

1 Policy Statement

This policy sets out the framework for making pay decisions for all employees across Aquila, The Diocese of Canterbury Academy Trust.

A central aim of the Academy Trust's HR strategy is to develop Aquila as an employer of choice and in this aim we fully understand the importance of ensuring all employees are appropriately recognised and rewarded for the contribution they make to the performance of their school and to outcomes for all pupils.

Pay and reward decisions will be made within the framework set out in the School Teachers' Pay and Conditions Document for Teachers (STPCD) and the Kent Scheme Conditions of Service for Support Staff. Aquila will use the discretions and flexibilities available within these terms and conditions to recruit, reward and retain staff with the skills, experience and aptitudes to meet the needs of all children in Aquila schools.

Aquila requires all schools within the Academy Trust to ensure that all employees are treated fairly and equitably and that pay determinations are managed in an objective, transparent manner whilst keeping within the overall budget available. Aquila will establish the budget available for cost of living and performance awards on annual basis and in good time prior to the timeframe for pay progression decisions.

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.

Each school will review the pay position of all eligible employees on an annual basis. All pay decisions will give careful consideration to the written recommendation however pay progression is not automatic and will be subject to all relevant evidence from the performance assessment.

Should the STRB make a recommendation which is reflected in the STPCD the Trust will honour this recommendation.

The pay progression criteria to be used in this assessment process for each staff group is set out in the respective appendix to this policy. In applying the criteria the school will ensure there is a clear and robust link between evidence of performance, as demonstrated through the appraisal process and related arrangements. Pay progression will normally only be made where the evidence demonstrates the employee fully meets the criteria unless there have been relevant factors outside the employee's control. However, where good progress has been made against a challenging objective pay progression may be awarded.

All employees have a responsibility to play a full and active role in the appraisal process, making positive use of coaching opportunities provided to ensure there is appropriate and sufficient evidence available on which effective pay decisions can be made.

Each school must ensure that employees are informed in a timely manner about any pay determination and where an employee lodges an appeal the appeal process in appendix 7 is followed.

Whilst we understand pay is an important element in the recruitment, recognition and retention of staff Aquila is fully committed to developing effective reward strategies other than pay. In this respect Aquila has invested in making regular coaching opportunities available to all staff across schools in our Academy Trust as part of a wider learning and development strategy for all. We regard this as an important mechanism to support staff to achieve their potential and Aquila will continue to explore other strategies to develop all staff and to recognise their efforts, achievements and contributions.

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.

This policy explains:

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

2 Scope

This Policy applies to all current employees of all academies in The Diocese of Canterbury Academies Trust.

3 Adoption Arrangements and Date

Aquila requires all schools within the Academy Trust to adopt this policy and to ensure pay decisions and arrangements are fully consistent with the provisions set out below. This policy was adopted by the Trust Board in July 2018 and therefore supersedes any previous Pay Policy.

This policy will be reviewed by the Board of Trustees annually or earlier if there is a need. Where changes are proposed this will involve consultation with the recognised unions.

Part B – Framework for Pay Decisions

4 Delegation

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 three members of a Governing Body who have had no previous involvement in the process.

Pay recommendations will be made by the Headteacher for consideration by the Pay Committee.

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 three members of a Governing Body who have had no previous involvement in the process.

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

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 Moderation

Aquila will establish a framework for cross-school moderation of pay decisions with a panel of representatives from schools within the Academy Trust. The brief for this panel will be to review a sample of proposed pay progression decisions within each level of Performance Assessment and to reach an agreed position prior to confirmation. This is to ensure consistency and transparency of pay progression decisions across the Academy Trust. The Trust will ensure sample material is anonymized to ensure confidentiality.

6 Annual Pay Review

6.1 Teachers

Aquila will determine annually the uplift to Teachers' salaries and allowances that can be awarded by schools within the Academy Trust. Any increase will be made within the minimum / maximum of each of the pay ranges published annually within the STPCD and with clear reference to the performance criteria expected for the relevant pay range.

The pay of all eligible Teachers will be reviewed annually *

Pay reviews will be completed and individuals normally notified of their pay decision by 31st October for all Teachers, including Teachers paid on the Leadership range and by 31st December for the Headteacher.

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 in 26 weeks in the preceding academic year up to 1st September. Periods of sick / maternity / paternity leave and other family statutory leave also qualify towards this service).

6.2 Support Staff

Aquila will determine annually the values for pay progression for all support staff in Academy Trust schools as part of the Kent Scheme for Total Contribution Pay.

Decisions relating to support staff eligible for salary progression will be effective from 1st September in any one school year and all pay decisions will be made by schools as soon as possible after this date. To be eligible for pay progression an employee must have started in post on or before 1st March prior.

6.3 Central Trust Staff

The Trust Board will determine annually the pay progression for all central team staff including the CEO. Pay reviews will be completed and individuals normally notified of their pay decision by 31st October for all staff. Any pay determination will be backdated to 1st September.

7 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.

8 Withholding Pay Progression

Schools should ensure that there is regular feedback to an employee during the course of the year and this should include any areas of performance where improvement is required for a positive assessment at the end of the appraisal cycle.

Pay progression may be withheld where performance, as evidenced through the appraisal arrangements, 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 who are receiving support within the formal stages of the capability procedure will not receive pay progression.

Aquila expects schools within the Academy Trust to have suitable arrangements in place for early conversations with employees during the assessment period where performance may not warrant pay progression so that this does not come as a surprise to employees.

9 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.

10 Equality Considerations

Aquila is committed to ensuring consistency of treatment and fairness and consequently requires schools within the Academy Trust to give full regard to equality and equal pay considerations when making pay determinations. The local governing body and the Trust board will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of staff to assess its effect and the school's continued compliance with equalities legislation.

Part C – Pay for Teachers

11 Teachers' Pay Ranges

Aquila has determined the pay framework for all teachers employed in schools across the Academy Trust. This is attached at Appendix 2. Aquila will review this pay framework annually with effect from 1st September to reflect any changes to the national pay framework as set out in the STPCD.

12 Pay on Appointment

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. Generally, it is anticipated that a teacher will be offered a starting salary in line with their existing point/value however schools within the Academy Trust may exercise reasonable discretion and take due account of the following factors:

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

Where a school is considering an offer below or above the teacher's existing point/value then full consideration of the implications for recruitment/retention and equalities issues will be taken into consideration.

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.

12.1 Senior Teacher Range (UPR)

Where a teacher has been paid on the Upper Pay Range (UPR) in a previous school or made a successful application to move up to the UPR in a previous post there is no obligation for the school to honour this assessment and to appoint to the Senior Teacher Range. However full consideration will be given to this within the context of the needs of the school when determining the starting salary or range.

12.2 Newly Qualified Teachers

Newly Qualified Teachers (NQTs) 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.

12.3 Leading Practitioners

Aquila does not, at this stage, regard it appropriate or necessary to appoint Leading Practitioner posts. However, this position will be kept under review.

12.4 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 an Aquila school will be appointed on a starting salary that equals or exceeds any previous salary and allowances they received as an Unqualified Teacher.

12.5 Pay on Appointment (specific circumstances)

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

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

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

13 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.

13.1 Teaching Learning and Responsibility Payments (TLR)

TLR payments may be awarded to posts which require a teacher to undertake a sustained and significant 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 teacher.

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 Senior Leader, Leading Practitioner or Unqualified Teacher cannot receive a TLR payment.

13.2 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.

A school within the Academy Trust that is considering making a Recruitment and Retention payment must first discuss the reason with the Finance and Business Director at Aquila prior to making the offer.

A Headteacher, Deputy Headteacher, Assistant Headteacher or Unqualified Teacher, may not receive a recruitment and retention payment unless they are already in receipt of such a payment under previous STPCDs.

13.3 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 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.

13.4 Additional Payments

An Aquila school may make, at its discretion, additional payments to a teacher in respect of the following activities (any such agreement must be in writing to be effective):

- Continuing professional development undertaken outside of the School day
- Participation in out of School learning activities agreed between the teacher and headteacher
- 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

13.5 Additional Payments to Unqualified Teachers

An Unqualified Teacher may receive an additional allowance (TADSAS) 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 TADSAS payment will be determined by the Headteacher.

14 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. Sustained good performance evidenced through the appraisal process should give the teacher an expectation of progression to the top of their current pay range.

The Trustees 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.

Aquila's criteria for pay progression for each of the pay ranges is at Appendix 3.

Where the evidence demonstrates a teacher is meeting the performance expectations in their school it is usual that they will receive the appropriate pay progression.

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

In the case of NQTs whose appraisal arrangements are different, pay decisions will be made with reference to evidence from the statutory induction process. Whilst NQTs have no automatic entitlement to pay progression on completion of their induction period if they have successfully completed their NQT year they will receive the appropriate pay progression..

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, it should not come as a surprise because the teacher will have received feedback about performance prior to this point. Further appropriate feedback will be provided explaining the reasons for this decision and how any developmental issues can be addressed.

15 Senior Teacher Range (UPR) Applications

A qualified teacher may apply to be paid on the Senior Teacher Range (UPR) following pay progression to the maximum value of the Main Pay Range.

Additionally a teacher who has achieved three assessments as being outstanding across the review period may also apply for progression to the Upper Pay Range without the requirement to have attained the maximum value of the Main 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 for assessment to the Headteacher using the School's Upper Pay Range Application Form. All Upper Pay Range decisions will be made by the Headteacher.

A teacher may only submit one application in each academic year for progression to the Senior Teacher Range (UPR) and this must be received by the Headteacher by the last day of the school year.

In assessing the application the Headteacher will have regard to all relevant evidence including the outcome of the two most recent appraisal reviews. Teachers who have had statutory family related leave and/or significant period of absence from work may submit additional evidence from the 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 two or more schools, they are required to submit separate applications for each employment. An Aquila school will not be bound by any Senior Teacher Range [UPR] progression decision made by another school whether within or outside Aquila as the expectations and responsibilities may be sufficiently different.

15.1 Criteria for Progression to the Senior Teacher [UPR] Pay Range

To progress to the Senior Teacher Range in an Aquila school a teacher will be required to demonstrate that they have consistently made good progress towards their appraisal objectives over the two most recent appraisal cycles.

In addition he/she will need to demonstrate that:

- he/she is 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.

15.2 Procedure for assessing Senior Teacher [UPR] Pay Range Applications

The Headteacher will assess the teacher's application against the school's criteria and advise him / her in writing as soon as possible and usually within 15 working days whether the application has been successful.

Where the application is successful the teacher will progress to the minimum value of the Senior Teacher pay range from the following 1st September. In the event that the successful application was submitted prior to the last day of the school year but the decision was not confirmed until after the 1st September following then the award will be backdated.

Where an application is unsuccessful the teacher will receive feedback (as soon as reasonably practicable and usually within 10 working days) 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.

16 Absence during the pay review cycle

A teacher returning from maternity leave will be given any pay increase they would have received had they not been on maternity leave. The same approach is appropriate where an absence has been for disability related reasons.

Adjustments will be made to the pay review process where a teacher has had a significant period of absence due to family related leave, long term sick leave or disability related absence. The exact adjustments will be made on a case-by-case basis, depending on the individual's circumstances and the school's circumstances following discussion with the teacher.

The length and impact of the absence on the teacher's ability to achieve his/her objectives will be taken into account in the assessment at the end of the appraisal cycle.

Where a teacher 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 appraisal cycles immediately prior to the period of absence may also be considered.

Appraisal objectives may also be reviewed prior to a planned period of absence to ensure that they are realistic for the period during which the teacher will be at work.

17 Other Pay Considerations for Teachers

17.1 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. In line with the STPCD if the safeguarded sum exceeds £500 the teacher's assigned duties must be reviewed and additional duties (as reasonably) assigned. If the teacher unreasonably refuses the assigned duties they risk losing their safeguarded sum.

Part D – Pay for Leadership Teachers

18 Leadership Pay Range

The pay framework for teachers paid on the Leadership Pay Range is attached at Appendix 5. Details regarding the CEO are contained in paragraph 6.3.

The Trust Board of Trustees 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.

19 Pay on Appointment

19.1 Headteacher

The Governing Body and CEO 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, including the CEO, will identify a pay range, within the relevant headteacher group size for the School taking into consideration the permanent accountabilities of the post to which the Headteacher will be appointed in line with the STPCD.

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, in consultation with Aquila, 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, following consultation with Aquila 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.

19.2 Deputy and Assistant Headteachers

The Governing Body / Pay Committee, in consultation with the CEO, will determine the appropriate pay range for other Leadership posts within the school prior to advertising in line with the STPCD.

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

20 Pay Progression for Leadership Teachers

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

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

Pay reviews will take place no later than 31st December for the Headteacher and by 31st October for all other Leadership Teachers. Any pay increase will be backdated to 1st September.

The Pay Committee may seek the guidance of an external professional advisor or external reports with regards to the school's overall progress when determining the appropriate pay progression for the Headteacher and other Leadership Teachers.

Aquila 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 Leadership Teacher. This criteria is set out 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.

21 Absence during the pay review cycle

Please refer to paragraph 15 above.

22 Other considerations regarding the pay of Leadership Teachers

All payments made under this section must be confirmed in writing with the reason for the payment and any relevant conditions such as temporary period clearly stated.

22.1 Re-determination of Leadership Ranges

The Trustees may re-determine 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.

22.2 Temporary Payments to a Headteacher

The Governing Body may determine that an additional temporary payment be made to a Headteacher for time limited responsibilities / duties additional to the substantive post for which their salary has been determined. This may, following consultation with the appropriate Aquila Officer, 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.

It is envisaged that any such temporary payment will be within the 25% flexibility permitted by the STPCD. In the event it were to exceed this, the Governing Body would seek external independent advice in line with the STPCD.

22.3 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.

22.4 Discretionary Allowances for Leadership Teachers

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

The Governing Body, following consultation with an appropriate Aquila officer may at its discretion consider reimbursing housing or relocation costs.

22.5 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. In line with the STPCD if the safeguarded sum exceeds £500 the teacher's assigned duties must be reviewed and additional duties (as reasonably) assigned. If the teacher unreasonably refuses the assigned duties they risk losing their safeguarded sum.

Part E – Pay for Support Staff

23 Support Staff Pay Range

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

24 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. Reference can also be made to externally benchmarked job profiles / appropriate benchmarking data to support with grading decisions.

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, within or outside Aquila, 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.

25 Pay Progression for Support Staff

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

Sustained 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:

- Effectiveness in the job role
- Performance against individual Appraisal Objectives
- Values and behaviours demonstrated
- Wider contribution to the School*
- Application and impact of any personal development undertaken

Performance will be assessed against one of 3 contribution levels

- Performance Improvement Required
- Good (Meets Required Standards)
- Exceeding Required Standards

Descriptors for these different levels of performance are available at Appendix 7.

26 Annual Pay Determination

The percentage increase to be applied to the employee's current salary will be determined by their assessed contribution level.

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

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.

Pay increases are effective from 1st September each year. The detail of the pay award for the current year is at Appendix 6.

27 Absence during the pay cycle

An employee returning from maternity leave will be given any pay increase they would have received had they not been on maternity leave. The same approach is appropriate where an absence has been for disability related reasons.

Adjustments will be made to the pay review process where an employee has had a significant period of absence due to family related leave, long term sick leave or disability related absence. The exact adjustments will be made on a case-by-case basis, depending on the individual's circumstances and the school's circumstances following discussion with the employee.

The length and impact of the absence on the employee's ability to achieve his/her objectives will be taken into account in the assessment at the end of the appraisal cycle.

Where an employee 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 appraisal cycles immediately prior to the period of absence may also be considered.

Appraisal objectives may also be reviewed prior to a planned period of absence to ensure that they are realistic for the period during which the teacher will be at work

Evidence from the appraisal cycles immediately prior to the period of absence may also be considered.

28 Staff starting mid-way through the pay cycle

Support staff are eligible for a pay review with effect from 1st September if they started in post on or before the previous 1st March.

Where an employee starts after this date they will not be eligible for a pay review in the September of their first year of service and will not be entitled to a salary increase until the following September.

Where an employee is promoted internally to a new post on a different grade during the pay cycle they will only be eligible for a pay assessment where they have completed 6 months service in the new post by the date at which the annual salary increase is effective. If this is not the case they will need to wait until the following pay review date to receive their first assessment for a salary increase.

29 Discretionary Allowances and Additional Payments for Support Staff

All payments made under this section must be confirmed in writing with the reason for the payment and any relevant conditions such as temporary period clearly stated.

29.1 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

29.2 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 written approval of the Headteacher and all claims must be appropriately authorized by the Headteacher or Line Manager as appropriate.

29.3 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 and significant task or project outside the normal scope and expectation of their role. In this school Cash Awards to an individual will not normally exceed £500 in any one year unless approved by the school's Resources Committee.

30 Other Pay Considerations for Support Staff

All payments made under this section must be confirmed in writing with the reason for the payment and any relevant conditions such as temporary period clearly stated.

30.1 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 a 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.

30.2 Redetermination of Grade

Where the Headteacher determines that there has been a permanent change in the accountabilities of a post, a role may be regraded. Written notification will be provided of any change in salary or grade.

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

Salary changes as a result of a regrading will take effect from the beginning of the month in which the assessment took place. Where an individual is upgraded they will normally be placed at the bottom of the new grade or receive a salary increase of at least 2.5%, whichever is the greater.

30.3 Salary Protection

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

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

Aquila

It is the role of Aquila to:

- establish the Academy Trust's pay policy, including the criteria and framework for pay decisions including moderation across the Academy Trust and to 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

Governing Body of the school

It is the role of the Governing Body of this school to:

- accept the pay policy for application in this school
- 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
- ensure all pay progression decisions are made within the budget set for this purpose

Pay Committee *(or Local Governing Body 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 this policy and consider fully any recommendations made by 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.

Local Governing Body

It is the role of the LGB to:

- ensure employees are appraised in accordance with Trust policy
- make written recommendation to the Pay Committee (as appropriate) *or* 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

This school, in line with all other Aquila schools has adopted an approach to pay whereby an annual % increase will be applied to the salary of each teacher who meets the criteria for pay progression in this school.

From 1st September 2018 Teachers and Leadership Teachers will be paid in accordance with the following framework:

Main Pay Range

	Non Fringe
Minimum	£23,720
Maximum	£35,008

Senior Teacher [UPR] Pay Range

	Non Fringe
Minimum	£36,646
Maximum	£39,406

Unqualified Pay Range

	Non Fringe
Minimum	£17,208
Maximum	£27,216

Leadership Teachers

The Headteacher at this school is appointed within the range of a **Group 3** school.

Minimum	£51,234
Maximum	£69,673

The Assistant Headteacher will be paid within the following range:

Minimum	£45,123
Maximum	£49,937

Allowances

In Aquila schools the range and values for TLR payments and SEN allowances are set below:

TLR

	Minimum	Maximum
TLR1 Range	£7,853	£13,288
TLR2 Range	£2,721	£6,646
TLR3 Range	£540	£2,683

SEN Allowance

	Minimum	Maximum
Range	£2,149	£4,242

Aquila will consider annually the increase to be applied to any allowances in payment. Any increase will be consistent with the percentage increase applied to allowances as set out in the STPCD.

Pay Progression

Aquila will review the pay framework for all teachers with effect from 1st September annually to reflect the provisions of the STPCD and will increase the minimum and maximum pay values of each pay range in line with any uplift of the values stated in the STPCD.

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

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

Where the teacher 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:

Performance Assessment	% Pay Increase
Performance Improvement Required	0%
Good (meets required standard)	1%
Exceeding Required Standards	3%

The above framework for progression applies to all teachers, including Leadership Teachers

Appendix 3: Pay Progression Criteria for Teachers

Examples of Evidence

To be fair and transparent, assessments of performance will be properly rooted in evidence.

The evidence we will use will include:

- Assessment against Appraisal Objectives
- Assessment against Teachers’ Standards
- Classroom observations
- Self-assessment and peer review
- Relevant pupil progress/ attainment data
- Relevant information relating to other pupil outcomes
- Evidence of wider impact on school improvement
- Significant contribution to development of school policy and/ or practice
- Significant support to colleagues in other Aquila schools

Main Pay Range

Assessments of performance and pay progression will be made against the criteria outlined below.

An assessment of the teacher's overall performance will be made by their appraiser and they will be ranked as one of the following:

Progression will be recommended only where a teacher has achieved an appraisal rating of 1 or 2.

Where a rating of 3 has been achieved progression will not normally be recommended, and the expectation is that supportive interventions will be put in place for the member of staff.

Criteria for Progression through the Main Teacher Pay Range [MTPR]

	Criteria	Notes
Exceeding Required Standards Rating 1	<ul style="list-style-type: none"> ➤ <i>Meet all and exceeds some appraisal objectives</i> ➤ <i>Delivers significant additional work tasks</i> ➤ <i>Consistently role-models positive behaviours</i> ➤ <i>Fully meets the Teachers’ Standards throughout the assessment period</i> ➤ <i>Overall performance is outstanding</i> 	
Good Rating 2	<ul style="list-style-type: none"> ➤ <i>Meets all appraisal objectives</i> ➤ <i>Consistently demonstrates positive behaviours</i> ➤ <i>Fully meets the Teachers’ Standards throughout the assessment period</i> ➤ <i>Overall performance is good</i> 	

	Criteria	Notes
Performance Improvement Required Rating 3	<ul style="list-style-type: none"> ➤ <i>Meets only some of the objectives (or partially achieved against objectives)</i> ➤ <i>Demonstrates some positive behaviours</i> ➤ <i>Does not meet all of the Teachers' Standards or is inconsistent in meeting them over the assessment period</i> ➤ <i>Overall performance does not meet the required standard</i> 	<i>Teachers will be made aware before the end of the performance management cycle that improvement is required and they will be provided with both improvement targets and support</i>

If there is inadequate performance demonstrated by failure to meet key objectives, demonstration of negative behaviour, overall performance below the required standards and/or failure to meet the Teachers' Standards on a regular basis the teacher will be subject to formal capability procedures.

Senior Teacher [UPR] Pay Range

At Aquila the title of Senior Teacher Pay Range is used for the Upper Pay Range as set out in the STPCD. This is to reflect the higher levels of expertise, impact and significant contributions required of teachers progressing to the higher range in Aquila schools.

To progress to the Senior Teacher Range in an Aquila school a teacher will be required to demonstrate that they have consistently made good progress towards their appraisal objectives over the two most recent appraisal cycles.

In addition he/she will need to demonstrate that:

- he/she is highly competent in all elements of the professional standards
- their achievements and contributions to the school are substantial and sustained

To meet this expectation in an Aquila school the teacher must demonstrate the evidence of meeting the criteria set out below:

Criteria for Progression onto and through the Senior Teacher Pay Range [UPR]

	Criteria	Notes
Exceeding Required Standards 1	<ul style="list-style-type: none"> ➤ <i>Plays a substantial, critical role in the life of the Trust, beyond their own school with evidence of impact on children's learning beyond own classroom</i> ➤ <i>Takes advantage of appropriate CPD opportunities and can evidence impact on pupils' learning</i> ➤ <i>Significant achievements and contribution to the wider school – raising standards of teaching and learning in own classroom and whole school</i> ➤ <i>Significant wider contribution to school improvement impacting on pupil progress and</i> 	<p><i>For example – contribution to subject leader networks or leading a particular small scale project across several academies</i></p> <p><i>For example - team teaching,</i></p>

	Criteria	Notes
	<p><i>effectiveness of other colleagues including evidence of support across the Trust and/or local collaboration of schools</i></p> <p>➤ <i>Excellent depth and breadth of evidence of the Teachers' Standards, demonstrating consistently outstanding teaching and learning</i></p>	
Good 2	<p>➤ <i>Excellent depth and breadth of evidence of the Teachers' Standards, demonstrating predominantly outstanding teaching and learning or evidence of teaching expertise has grown over the relevant period and is consistently Good to Outstanding</i></p> <p>➤ <i>Effective coaching and mentoring of other teachers with advice and demonstration of excellent teaching practice</i></p> <p>➤ <i>Advice and role modelling wider contribution to the work of the school and Trust</i></p> <p>➤ <i>Highly organised with excellent time management skills</i></p> <p>➤ <i>Clear, distinctive contribution to raising pupil standards in line with school targets beyond their own classroom</i></p> <p>➤</p>	<i>For example – colleagues from other academies observing lessons to share good practice</i>
Performance Improvement Required 3	<p>➤ <i>Failed to meet key objectives</i></p> <p>➤ <i>Demonstrates some negative behaviours</i></p> <p>➤ <i>Overall performance is significantly below required standard and is inadequate</i></p> <p>➤ <i>Failure to meet the Teachers' Standards on a regular basis</i></p>	<i>Teachers will be made aware before the end of the performance management cycle that improvement is required and they will be provided with both improvement targets and support</i>

Notes:

1. Teachers are eligible to apply to progress to the Senior Teacher Range following progression to the maximum value of the Main Pay Range
2. Alternatively a teacher who has attained three appraisal assessments as Outstanding may also apply for progression to the Senior Teacher Range irrespective of the position attained within the Main Pay Range
3. Normally a teacher will progress to the minimum value of the Senior Teacher Range from 1st September following a successful application

Upon progression to the Senior Teacher Range the teacher will need to demonstrate continuing evidence of meeting the criteria for pay progression which may be awarded every two years until reaching the maximum value

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:

	Criteria	Evidence
Exceeding Required Standards Rating 1	<ul style="list-style-type: none"> ➤ Exceeds all appraisal objectives ➤ Consistently role-modelled positive behaviours ➤ Positive impact on outcomes for students ➤ Contributes to school ➤ Excellent development in effectiveness and impact of teaching practice ➤ Overall performance is outstanding. 	
Good Rating 2	<ul style="list-style-type: none"> ➤ Meets all objectives ➤ Consistently demonstrates positive behaviours ➤ Strong development of own effectiveness and impact of teaching practice ➤ Positive impact on outcomes for students ➤ Overall performance is good 	
Performance Improvement Required Rating 3	<ul style="list-style-type: none"> ➤ Met only some of the objectives (or partially achieved against objectives) ➤ Demonstrates some positive behaviours. ➤ Inconsistent progress in effectiveness and impact of teaching practice ➤ Overall performance does not meet the required standard 	<p><i>Teachers will be made aware before the end of the performance management cycle that improvement is required and they will be provided with both improvement targets and support</i></p>

Appendix 4: Pay Progression Criteria for Leadership Teachers

Headteacher

In Aquila schools 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 challenging 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.*

Criteria for Pay Progression - Headteacher

	Criteria	Evidence
Exceeding Required Standards Rating 1	<ul style="list-style-type: none"> ➤ Inspirational leader ➤ Demonstrates clear values and moral purpose, focuses on an excellent standard of education, optimistic personal behaviour, positive relationships and attitudes, leads by example ➤ Wide, current knowledge of educational matters, commitment to own development and CPD as well as others ➤ Excellent communication skills, articulates clear vision for school, builds engagement across the whole school ➤ Delegates effectively amongst leadership team ➤ Financially astute and excellent management of school budget ➤ Strategic, curriculum led financial planning ➤ Leads by example ➤ Achieves high standards from staff and pupils ➤ Establishes rigorous, fair and transparent systems and measures ➤ Provides a safe, calm and well-ordered environment ➤ Excellent working relationship with governing body ➤ Strong governance ➤ Creates an outward focused school ➤ Develops effective relationships with other public services 	

	Criteria	Evidence
	<ul style="list-style-type: none"> ➤ Meets or exceeds all appraisal objectives 	
Good Rating 2	<ul style="list-style-type: none"> ➤ Effective leader ➤ Demonstrates clear values and moral purpose, focuses on educational achievement across the school, optimistic personal behaviour, positive relationships and attitudes, leads by example ➤ Good knowledge of educational matters, commitment to own development and CPD as well as others ➤ Good communication skills, works well with all school staff ➤ Delegates effectively amongst leadership team ➤ Financially competent in managing school budget and plans accordingly ➤ Achieves good standards from staff and pupils ➤ Establishes rigorous, fair and transparent systems and measures ➤ Provides a safe, calm and well-ordered environment ➤ Effective working relationship with governing body ➤ Strong governance ➤ Creates an outward focused school ➤ Develops effective relationships with other public services ➤ Achieves all appraisal objectives or makes substantial progress towards them 	
Performance Improvement Required Rating 3	<ul style="list-style-type: none"> ➤ Inconsistent communication across school ➤ Lack of discipline over budgetary and financial management ➤ Ineffective delegation leading to lack of organisation or over-loading of self or colleagues ➤ Inconsistent improvement or sustained improvement in educational standards ➤ Shortcomings in creating a safe, calm and well-ordered are evident and there is a failure to tackle these ➤ Meets some objectives ➤ Struggles with constructive feedback ➤ Tendency to focus inwards 	<p><i>Headteacher will be made aware before the end of the performance management cycle that improvement is required and they will be provided with both improvement targets and support</i></p>

If there is inadequate performance demonstrated by failure to meet key objectives, resolve conflict, manage budget, poor educational standards and failure to create a safe, calm and well-ordered working environment then the Headteacher will be subject to formal capability procedures.

Leadership Teachers

In Aquila schools 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 challenging 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.*

Criteria for Pay Progression - Leadership

	Criteria	Notes
Exceeding Required Standards Rating 1	<ul style="list-style-type: none"> ➤ <i>Meets or exceeds all appraisal objectives which include working in the wider community/Trust</i> ➤ <i>Positively and effectively contributes to strategic leadership of school</i> ➤ <i>Substantial contribution to pupil progress and outcomes or operational areas where they have responsibility</i> ➤ <i>Leads by example</i> ➤ <i>Strong positive relationships with staff and pupils</i> 	
Good Rating 2	<ul style="list-style-type: none"> ➤ <i>Achieves all appraisal objectives or makes substantial progress towards them</i> ➤ <i>Works effectively as member of leadership team</i> ➤ <i>Delegates work appropriately</i> ➤ <i>Supports strategic direction of school</i> ➤ <i>Takes personal responsibility</i> 	
Performance Improvement Required Rating 3	<ul style="list-style-type: none"> ➤ <i>Inconsistent communication across school</i> ➤ <i>Lack of organisation or over-loading of self or colleagues</i> ➤ <i>Inconsistent improvement or sustained improvement in educational standards</i> ➤ <i>Meets some objectives</i> 	<i>Senior Leader will be made aware before the end of the performance management cycle that improvement is required and they will be provided with both improvement targets and support</i>

	Criteria	Notes
	➤ <i>Struggles with constructive feedback</i>	
	➤ <i>Inability to resolve or deal with staff conflict</i> ➤ <i>Poor or falling educational standards in area of responsibility</i> ➤ <i>Causes factions or cliques to develop</i> ➤ <i>Fails to instill good education standards in area of responsibility</i> ➤ <i>Fails to meet the majority of appraisal objectives</i> ➤ <i>Fails to take personal ownership or responsibility</i>	

If there is inadequate performance demonstrated by failure to meet key objectives, poor or failing educational standards in area of responsibility, failure to resolve conflict, poor educational standards and failure to take personal ownership or responsibility then the Senior Leader will be subject to formal capability procedures.

Sources of Evidence

- Assessment against Appraisal Objectives
- Assessment against relevant standards including National Standards of Excellence for Headteachers and the relevant Ofsted Framework
- SIP / SEF
- Classroom Observations (where relevant)
- Relevant Pupil Progress/Attainment Data
- Impact on other pupil outcomes
- Where included as a specific objective within the appraisal system, wider support for the Academy Trust including impact on school improvement and/or pupil outcomes in other Aquila schools

Appendix 5: Pay Framework for Support Staff

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%
Good (Meets Required Standard)	1%
Exceeds Required Standard	3%

Appendix 6: Pay Progression Criteria for Support Staff

The matrix below sets out the criteria for assessing the performance of Support Staff within Aquila schools. This criteria will be used for making pay progression recommendations and decisions. All pay progression decisions must be firmly supported by relevant evidence.

Sources of Evidence

Guidance Note: Schools may wish to set out further examples of the range of evidence which may be considered in making TCP [Total Contribution Pay] decisions

- Appraisal Objectives
- Observations
- Monitoring records
- Training / CPD Records
- Feedback from colleagues, pupils and/or parents
- Evidence of contributions at meetings, school events etc

Criteria for Support Staff TCP Assessments

	Performance Improvement Required	Good (Meets Required Standard)	Exceeds Required Standard
General Descriptor	<p>At least one key area has been discussed with the appraisee and a clear action plan to secure improvement was agreed.</p> <p>Evidence overall is that appraisee is doing the minimum necessary.</p>	<p>Evidence indicates good performance in all areas of the role. Duties and tasks consistently completed to good standard and on time.</p> <p>Accepts responsibility and accountability for own performance including setting of high standards of performance and conduct at work</p> <p>School rules/code of conduct are followed and evidence that school values are supported.</p> <p>Attendance is good and always punctual.</p>	<p>Clear evidence of being a stand-out performer in all aspects of their role.</p> <p>Consistently 'goes the extra mile'.</p> <p>Consistently demonstrates pride in their work and the school with high levels of flexibility and goodwill over work start and finish times.</p>
Performance Objectives	<p>At least one key objective was not fully met without adequate explanation or factors external to the appraisee's control.</p>	<p>Meets all performance objectives.</p> <p>Alternatively there is acceptable reason outside the appraisee's control and the appraisee notified their appraiser at the earliest, practicable opportunity.</p>	<p>Some or all performance objectives are clearly exceeded in some way.</p> <p>Achievements will be impressive and 'stand out', based on clear evidence.</p>

<p>Supports Children's Learning</p>	<p>Evidence demonstrates this factor is clearly short of the Good descriptor in some way</p>	<p>Clear evidence of understanding how their role and actions at work supports children's learning and able to demonstrate good evidence of helping children to attain their potential</p> <p>Takes opportunities to communicate high expectations effectively to children in ways appropriate to own role in school</p> <p>Consistently role models the high standards of behaviours expected of children</p> <ol style="list-style-type: none"> Where the post holder has a direct role in supporting children's learning, the expectation is that the data and other evidence would normally reflect good or above progress and attainment <p>Where the post holder does not have a direct role to support children's learning, evidence can be provided from their substantive responsibilities and how that impacts on the quality of children's learning</p> <ol style="list-style-type: none"> This factor is applicable to all staff. Evidence may also include day to day interactions with children, around the school generally and also from involvement in any school activity or event 	<p>Proactive in making suggestions or initiating changes that has significant and positive impact on children's learning.</p> <p>This may be from substantive role that has direct interaction with children. Other staff can use examples from their work that is more indirect or informal including day to day interaction with children and the positive impact on behaviour and attitudes to learning.</p> <p>Can also include significant examples of role-modelling appropriate behaviours for children</p>
<p>Demonstrates appropriate independence and</p>	<p>Evidence demonstrates this factor is clearly short of the Good descriptor in some way</p>	<p>Able to undertake all responsibilities with minimal direction or supervision. Good evidence of prioritising so that the important things are always</p>	<p>Regarded as expert in their role and requiring little or minimal supervision and guidance to achieve very high standards.</p>

<p>initiative</p>		<p>done well. Uses any quiet time to best effect. Demonstrates appropriate initiative in work and in working relationships</p>	<p>Demonstrates high level of initiative or problem-solving skills to deal with difficult and sometimes complex issues</p>
<p>Works collaboratively with others and encourages strong teamwork</p>	<p>Evidence demonstrates this factor is clearly short of the Good descriptor in some way</p>	<p>Regarded as a consistently good ‘team-player’ making positive contributions to effective work of the team(s). Always respectful, encouraging and supportive.</p> <p>Good contributions at meetings.</p> <p>Consistent evidence of positive and effective communications with all groups of people.</p>	<p>Demonstrates excellence consistently in supporting their team – strong evidence of ‘going the extra mile’. Always reliable, constant focus on the needs of the team and others.</p> <p>Clear evidence of accepting individual responsibility for doing everything reasonably possible to achieve team/school priorities.</p>
<p>Positivity in work and in work relationships</p>	<p>Evidence demonstrates this factor is clearly short of the Good descriptor in some way</p>	<p>Consistently demonstrates a positive attitude to their work and their relationships with colleagues, pupils and parents [where relevant to role]</p> <p>Will respond positively when requested to undertake additional duty and/or shows flexibility when possible in working hours or arrangements. Generally demonstrates a ‘can do’ attitude when difficulties arise.</p> <p>Demonstrates a willingness to learn and develop in their role</p>	<p>Always positive, even when under pressure or difficulties arise. Nothing appears to be ‘too much trouble’</p> <p>Continually works to improve working relationships and communications in a positive and effective way</p> <p>Frequently demonstrates active use of feedback and learning to develop own skills and abilities</p>
<p>Wider Contribution</p>	<p>Evidence demonstrates this factor is clearly short of the Good descriptor in some way</p>	<p>Some evidence of wider contribution is an essential factor for at least a Good TCP assessment.</p> <p>Examples include: active individual involvement in</p>	<p>Evidence of positive impact wider than immediate job role is strong</p> <p>Continuously seeking better ways of doing things or improving the way things are done with</p>

		<p>running extra-curricular activities and/or clubs [including at lunchtime]; using personal skills and experiences to positive effect outside normal role; noticeable and positive contributions at school events, team meetings</p>	<p>practical examples and/or ideas. This can include making significant suggestions for improving value for money.</p> <p>Regarded as an ambassador for the school- strong evidence of positively promoting the school and the people within its community</p>
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Appendix 7: Pay Appeals

Prior to making an appeal an employee is encouraged to speak informally to their appraiser / Headteacher about any concerns they have about the pay decision that 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 one or more of the following grounds – that the school has:

- incorrectly applied the pay policy
- failed to have proper regard for statutory guidance (which applies directly to the school or which the school has chosen to follow)
- 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 normally within 20 working days of the receipt of the appeal.

The role of the Committee 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 Hearing

- The Chair of the Appeal Committee 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. Any questions put to the employee should be answered by the employee.

- 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 relevant questions of the school's representative.
- The Committee 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 Committee during the appeal hearing. If new evidence is presented the appeal may need to be adjourned while this is investigated.
- The appeal hearing will 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 appeal may be reconvened or all parties may agree for the outcome to be communicated in writing normally within 5 working days of the decision being made.