

## NOTICE OF MEETING

# STAFFING AND REMUNERATION COMMITTEE

**Tuesday, 26th July, 2016, 7.00 pm - Civic Centre, High Road, Wood Green, N22 8LE**

**Members:** Councillors Raj Sahota (Chair), Liz McShane (Vice-Chair), Jason Arthur, Sarah Elliott and Bernice Vanier

Quorum: 3

### **1. FILMING AT MEETINGS**

Please note that this meeting may be filmed or recorded by the Council for live or subsequent broadcast via the Council's internet site or by anyone attending the meeting using any communication method. Although we ask members of the public recording, filming or reporting on the meeting not to include the public seating areas, members of the public attending the meeting should be aware that we cannot guarantee that they will not be filmed or recorded by others attending the meeting. Members of the public participating in the meeting (e.g. making deputations, asking questions, making oral protests) should be aware that they are likely to be filmed, recorded or reported on. By entering the meeting room and using the public seating area, you are consenting to being filmed and to the possible use of those images and sound recordings.

The chair of the meeting has the discretion to terminate or suspend filming or recording, if in his or her opinion continuation of the filming, recording or reporting would disrupt or prejudice the proceedings, infringe the rights of any individual or may lead to the breach of a legal obligation by the Council.

### **2. APOLOGIES FOR ABSENCE AND SUBSTITUTIONS (IF ANY)**

To receive any apologies for absence.

### **3. URGENT BUSINESS**

The Chair will consider the admission of any late items of Urgent Business. (Late items of Urgent Business will be considered under the agenda item where they appear. New items of Urgent Business will be dealt with under agenda item 7 below. New items of exempt Urgent Business will be dealt with at agenda item 10 below).

#### **4. DECLARATIONS OF INTEREST**

A member with a disclosable pecuniary interest or a prejudicial interest in a matter who attends a meeting of the authority at which the matter is considered:

- (i) must disclose the interest at the start of the meeting or when the interest becomes apparent, and
- (ii) may not participate in any discussion or vote on the matter and must withdraw from the meeting room.

A member who discloses at a meeting a disclosable pecuniary interest which is not registered in the Register of Members' Interests or the subject of a pending notification must notify the Monitoring Officer of the interest within 28 days of the disclosure.

Disclosable pecuniary interests, personal interests and prejudicial interests are defined at Paragraphs 5-7 and Appendix A of the Members' Code of Conduct

#### **5. MINUTES (PAGES 1 - 6)**

To confirm and sign the minutes of the meeting of the Staffing and Remuneration Committee held on 7 June 2016 and the minutes of the special meeting of the Staffing and Remuneration Committee held on 14 July 2016 (to follow).

#### **6. SCHOOLS PAY AND APPRAISAL POLICIES (PAGES 7 - 52)**

Report of the Assistant Director, Human Resources to present two reviewed policies (Pay and Teacher Appraisal) to be recommended by the Council from 27<sup>th</sup> July 2016 for adoption by the governing bodies of the community, voluntary controlled, community special and maintained nursery schools which the Council maintains and to be implemented by the Council in respect of any unattached teachers it employs from September 2016.

#### **7. NEW ITEMS OF URGENT BUSINESS**

To consider any new items of urgent business admitted by the Chair under agenda item 3 above.

#### **8. EXCLUSION OF THE PRESS AND PUBLIC**

Item 10 is likely to be the subject of a motion to exclude the press and public from the meeting as it contains exempt information as defined in Section 100a of the Local Government Act 1972 – paragraph 1; namely information relating to an individual.

**9. EXEMPT MINUTES**

To consider the exempt minutes of the special meeting of the Staffing and Remuneration Committee held on 14 July 2016. (To follow)

**10. NEW ITEMS OF EXEMPT URGENT BUSINESS**

Helen Chapman, Principal Committee Co-ordinator

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Monday, 18 July 2016

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**MINUTES OF THE MEETING OF THE STAFFING AND  
REMUNERATION COMMITTEE HELD ON TUESDAY, 7TH JUNE,  
2016, 7.00 - 8.15 pm**

**PRESENT:**

**Councillors: Raj Sahota (Chair), Liz McShane (Vice-Chair) and  
Bernice Vanier**

**7. FILMING AT MEETINGS**

The Chair referred Members present to agenda Item 1 as shown on the agenda in respect of filming at this meeting, and Members noted the information contained therein'.

**8. APOLOGIES FOR ABSENCE AND SUBSTITUTIONS (IF ANY)**

Apologies for absence were received from Cllr Arthur and Cllr Elliott.

**9. URGENT BUSINESS**

There were no items of urgent business.

**10. DECLARATIONS OF INTEREST**

There were no declarations of interest.

**11. DEPUTATIONS / PETITIONS / PRESENTATIONS / QUESTIONS**

There were no such items.

**12. MINUTES**

**RESOLVED**

That the minutes of the meeting of the Committee held on 31 March 2016 be confirmed as an accurate record and signed by the Chair.

**13. STAFF CAR PARKING REVIEW**

The Committee considered the report on a new Staff Parking Policy and Procedure. The report was presented by Brenda Brown, FM Services Manager, who outlined changes that had been made to the proposed policy since the previous meeting of the Committee as set out in paragraph 6.9 of the report.

In response to a question from the Committee regarding the feedback from the trade unions, Ms Brown advised that in consultation with the unions it had been decided that this policy should apply to staff only and not elected Members, and also that the unions had also raised some concerns around Priorities 4 and 5, Restricted Mobility (Temporary) and Reasonable Adjustment for Disabled Staff, and whether fees should be payable for permits allocated under these priorities.

The Committee asked about bicycle parking, and it was confirmed that facilities were available at each Council building. Following the allocation of additional resources by Transport for London, it was reported that additional bicycle parking would also be provided at those buildings most used by cyclists.

The Committee advised that parking at River Park House remained an issue, although it was acknowledged that there had been an improvement in enforcement to prevent unauthorised access to the car park. In response to a question regarding spaces within the shuttered car park which appeared unused, it was confirmed that these were not allocated to individual staff members, but were reserved for the use of disabled staff on a first come, first served basis and the Committee welcomed this clarification.

In response to a question from the Committee regarding policies and incentives in place to reduce the level of car use by Council staff, Ms Brown advised that this was covered by the separate Staff Travel Plan, which was still in draft form; it was agreed that it would be useful for the Staff Travel Plan to come to the Staffing and Remuneration Committee for information.

### **RESOLVED**

- i) That the Committee approve the Staff Car Parking Policy and Procedure as attached to the report, to take effect from 1<sup>st</sup> July 2016.
- ii) That the Committee authorise the Assistant Director of Commercial and Operations, in consultation with the Chair of the Committee, to make such amendments to the Staff Car Parking Policy and Procedure as he considers minor, any such amendments to be reported back to the meeting of the Committee immediately following the making of the amendments.

#### **14. PEOPLE MANAGEMENT REPORT Q4 - JANUARY TO MARCH 2016**

The Committee considered the People Management report for Quarter 4, 2015/16, as presented by Carole Engwell, HR Quality Assurance Manager. It was noted that the number of consultants and interims had decreased from 60 in June 2015 to 52 by the end of March 2016, and the number of agency workers had decreased from 424 to 337 over the same period. The Committee was advised that most consultants were engaged in transformation programmes; one of the largest of these, the Business Improvement Programme, had ended in March and a number of consultant contracts had ended at the same time. This would be reflected in the next quarterly update.

In response to a request from the Committee for an example of a specialist role filled by a consultant in relation to a transformation programme, the Chief Operating Officer gave the example of the Project Advisor for the Development Vehicle, who was providing specialist expertise around the development of the proposed Haringey Development Vehicle and the procurement of a partner for the vehicle. Officers clarified that the salaries provided on the appendices to the report were calculated to provide an indication of the annual salary for the post were it to be full-time, and did not represent that actual salaries received by the post-holders. It was further noted that day rates were automatically reduced after a certain period of time. In response to a question from the Committee regarding the lengths of contracts, it was confirmed that each contract would have a fixed end-date and that a formal business case would be required for any proposed extension.

The Committee noted that there was a need for specialist expertise while the Council was in the process of changing the way it operated, however there was also a need to closely monitor spending in this area as this was an issue that people were concerned about. It was reported that officers were working on developing forecast figures relating to the use of consultants, interim and agency staff and that these would be included in future reports. It was noted that there were no specific targets related to reduction of spend in this area, however any spend had to be business critical in order to be approved and that a formal process was in place for the determination of what was business critical activity. As an example the Chief Operating Officer reported that there had been a cut in the number of agency staff approved for seasonal work on obtaining green flag status for parks, as this was not a business critical function.

The Committee agreed that it wished to continue to receive reports on this area on a quarterly basis and that the Chair would liaise with officers regarding the format of future reports.

### **RESOLVED**

That the content of the report be noted.

#### **15. INCLUSION AND DIVERSITY ACTION PLAN, PROGRESS REVIEW**

The Committee considered the report on the inclusion and Diversity Action Plan, presented by Carole Engwell, HR Quality Assurance Manager. The Committee noted that the action plan had been re-worked since it had last been presented to the Committee, and it was agreed that the new presentation was clearer and easier to use.

Jacquie McGeachie, Assistant Director, Transformation and Corporate Resources, highlighted that there was an issue with BAME staff being under-represented at grades higher than PO4 and advised that work was taking place to establish focus groups to address the issues around this. The Committee expressed concern regarding the red flag status for adding questions to the new e-recruitment system to alert managers to stereotyping and unconscious bias, and asked for a wider update on the work in Theme 3; managers leading from the front. Jacquie McGeachie advised that the Chief Executive was leading on work to map what good management looks like, and that managers leading from the front in respect of diversity and

inclusion issues was a key aspect of this work. With regard to the issues around unconscious bias and recruitment, it was recognised that there was a need for specific training for managers in this area, and work was taking place to implement this. It was also recognised that there was a need to support managers who may find conversations relating to diversity and inclusion issues difficult and that this was being looked at as part of the action plan.

In response to a question from the Committee regarding the activities without a completed RAG status, it was reported that these would be updated by the steering group at its next meeting. The Committee suggested that it would be useful to review progress in this area again in a year's time to see how effective the work had been. It was also suggested that case-studies would be particularly useful.

**RESOLVED**

That the content of the report be noted.

**16. PROPOSAL TO CLUSTER HR POLICIES**

The Committee considered the report on the proposal to streamline the review of HR policies and procedures through a process of grouping, as presented by Julie Amory, HR Policy Development Manager. The report set out the benefits of grouping policies in this way, the proposed themes for clustering and a review plan, which also gave the Committee an indication of when policies were likely to be presented to the Committee for approval.

In response to a question from the Committee, it was confirmed that it was the intention to have completed the review of all policies by 2018/19.

**RESOLVED**

That the Committee agree the proposal to cluster HR policies as set out in the report.

**17. HARINGEY FUSE UPDATE**

The Committee considered the update on Haringey Fuse, presented by Karen Rowing, Haringey Academy Manager. The report set out the background, progress to date, early challenges and next steps, and it was reported that there were currently 21 communities, with around 300 active users. Benefits for the organisation included the ability to share information in an immediate way, and developing a culture change from classroom-based learning to digital-supported learning on the job.

The Committee was advised that a private community had been established specifically for elected Members – a showcase event had been held earlier in the year, and work was continuing on identifying ways in which Members could use the system. It was agreed that Members would be provided with the link so that they could explore Fuse themselves and raise any questions or issues directly with officers outside the meeting.



**RESOLVED**

That the content of the report be noted.

**18. FORWARD PLAN REPORTS - OCTOBER 2016 TO MARCH 2017**

The Committee considered the report on the Staffing and Remuneration Committee forward plan, presented by Carole Engwell, HR Quality Assurance Manager. The Committee noted the distinction between the HR client side and HR SSC functions, and that those dates incorrectly listed as 2015 on the forward plan appended to the report would be updated to read 2016. It was noted that additional items would be added to the forward plan as the year progressed, and that the Committee could request any specific reports they wished to bring forward for their consideration during the course of the year.

**RESOLVED**

That the content of the report be noted.

**19. NEW ITEMS OF URGENT BUSINESS**

There were no new items of urgent business.

**20. EXCLUSION OF THE PRESS AND PUBLIC**

**RESOLVED**

That the press and public be excluded from the meeting for consideration on the following item as it contained exempt information as defined in Section 100a of the Local Government Act 1972, paragraph 1; information relating to an individual.

**21. EXEMPT MINUTES**

The Committee noted the content of the exempt minutes of the special meeting of the Committee held on 23 May 2016, as outlined by Jacquie McGeachie, Assistant Director, Transformation and Corporate Resources, in particular the names of the individuals appointed to the posts of Assistant Director – Transformation and Resources and Assistant Director – Shared Service centre, and the respective salaries for these posts.

**RESOLVED**

That the exempt minutes of the special meeting of the Staffing and Remuneration Committee be approved as a correct record and signed by the Chair.

**22. NEW ITEMS OF EXEMPT URGENT BUSINESS**

There were no new items of exempt urgent business.

The Committee noted the agenda for the Standards Committee on Monday 13<sup>th</sup> June 2016, which included proposals to amend the terms of reference of the Staffing and Remuneration Committee, prior to these amendments going up to Full Council for approval. Committee Members were invited to contact the Chair of the Standards Committee if they had any comments they wished to make in respect of these proposed changes.

The meeting closed at 8.15pm.

CHAIR: Councillor Raj Sahota

Signed by Chair .....

Date .....

**Report for:** Staffing and Remuneration Committee

**Item number:** 6

**Title:** Schools Pay and Appraisal Policies  
**Report authorised by:** Jacquie McGeachie – Assistant Director, Human Resources

**Lead Officer:** Victoria Tricarico, Head of People and Change, Human Resources

**Ward(s) affected:** All

**Report for Key/  
Non Key Decision:** N/A

**1. Describe the issue under consideration**

1.1 This reports presents two reviewed policies (Pay and Teacher Appraisal) to be recommended by the Council from 27<sup>th</sup> July 2016 for adoption by the governing bodies of the community, voluntary controlled, community special and maintained nursery schools which the Council maintains and to be implemented by the Council in respect of any unattached teachers it employs from September 2016.

**2. Cabinet Member Introduction**

2.1 Not required for the Staffing & Remuneration Committee.

**3. Recommendations**

3.1. That the Committee approves the model Pay Policy and model Teacher Appraisal Policy, attached at Appendix A and Appendix B, to:-

- (i) be recommended by the Council from 27<sup>th</sup> July 2016 for adoption by the governing bodies of the community, voluntary controlled, community special and maintained nursery schools which the Council maintains
- (ii) to to be implemented by the Council in respect of any unattached teachers it employs from September 2016.

3.2. That the Committee authorises the Assistant Director Transformation and Resources in consultation with the Chair of the Committee to make such amendments to the Pay Policy and Teacher Appraisal Policy as he considers minor, any such amendments to be reported back to the meeting of the Committee immediately following the making of the amendments. This includes publishing pay scales in line with the teacher national pay award.

**4. Reason for decision**

- 4.1 Having good HR policies and procedures assists in providing schools with a framework to manage their employees effectively, and ensures compliance with employment law, but also statutory requirements relating to staff in schools. A full review of schools policies is underway, with full consultation with stakeholders.

**5. Alternative options considered**

- 5.1 None.

**6. Background information**

- 6.1 The Council has various model HR policies and procedures that cover its employment relationship with its staff in schools. The decision whether to adopt certain of these policies and procedures, including those dealing with teachers' pay and the appraisal of teachers, lies with the governing bodies of those schools. In the case of these policies and procedures, the Council from time to time recommends a model policy/procedure to these governing bodies for adoption. Owned by Human Resources, these documents are periodically reviewed and will now be presented to the S&R Committee for ratification following a full consultation process with key stakeholders including headteachers, governing bodies, the unions, and the Schools Consultative Group. It is good practice to review HR policies regularly to ensure that these are statutorily compliant and meet the needs of our schools, so that schools may deliver the best possible educational outcomes for children of the borough.

**7. Model Pay Policy (Appendix A)**

- 7.1 Under the terms of the School Teacher's Pay and Conditions Document 2015 (STPCD), the 'relevant body' (usually the governing body) must adopt a policy that sets out the basis on which it determines teachers' pay and the date by which it will determine teachers' annual pay reviews. The 'relevant body' must also establish procedures for addressing teachers' grievances in relation to their pay in accordance with the ACAS Code of Practice. The STPCD 2015 is accompanied by statutory guidance ( to which local authorities and governing bodies are required to have regard) , which says that the pay policy should :-
- Set out clearly the basis on which all decisions that determine pay will be made and communicated to all teachers;
  - Set out the extent to which specific functions relating to pay determination will be delegated to others, such as the headteacher;
  - Explain the role that the relevant body will play in making decisions relating to individual teachers;
  - Make clear the relevant body's compliance with discrimination legislation;
  - Set the date(s) by which it will annually determine teachers' pay;
  - Set out the procedures that apply when any teacher seeks a review of any decision made by the headteacher or relevant body that affects their pay

- 7.2 The draft model policy meets these statutory requirements and statutory guidance and is based on the current version of the STPCD (2015).
- 7.3 The School Teacher's Review Body has issued its 26<sup>th</sup> Report earlier this month. This report forms the basis of the reviewed STPCD for the 2016-2017 school year, which if normal practice is followed will be issued late August / early September for use from the beginning of the school year in September 2016. Currently no significant changes are proposed, other than the following:
- From September 2016, a 1% uplift to the minima and maxima of all classroom teacher pay ranges and leadership pay ranges in the national pay framework, and to classroom teacher allowances (Teaching and Learning Payments (TLR's) and Special Educational Needs Payments (SEN payments)).
  - The inclusion of a section in the statutory guidance making clear that a salary advance scheme for rental deposit is one of a number of tools that schools might consider for aiding recruitment or retention, and detailed advice will be provided on the implementation of such schemes on the DfE web pages.
- 7.4 As in previous years, it is proposed to continue to apply a 1% increase to all paypoints to ensure that the Council continues to remain competitive in a challenging recruitment market. This would also reflect the average increase to paypoints that have been recently awarded to centrally employed Haringey staff and support staff in schools. These changes will be confirmed within the policy and released to schools once the STPCD 2016 is released.

## **8 Model Teacher Appraisal Policy (appendix B)**

- 8.1 Schools must have an appraisal policy for teachers which complies with The Education (School Teachers' Appraisal) (England) Regulations 2012, made under the Education Act 2002, which came into force on 1 September 2012 and replaced The Education (School Teacher Performance Management) (England) Regulations 2006.
- 8.2 The regulations place a legal obligation on qualifying schools to have an appraisals procedure in place for all teachers (with certain exclusions, for example newly qualified teachers).
- 8.3 In addition, as part of their overall inspection framework, Ofsted requests to see evidence in schools that the appraisal procedure is used effectively and enables school improvement; if appraisal evidence is not available, this is likely to impact negatively on the Ofsted inspection grade for leadership and management within an individual school. Therefore, it is important that a robust policy is in place.
- 8.4 The draft model policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and for supporting their development needs within the context of the school's improvement plan, within the parameters of the aforementioned appraisal regulations and Ofsted requirements.

**9 Contribution to strategic outcomes**

9.1 The Council's Corporate Plan sets out an ambitious agenda, and one that will require significant change to deliver. Having robust HR policies and procedures is a key element of how the Council will meet the Corporate Plan objectives by having fair and consistent approaches on how it manages and develops its workforce. Specifically effective people management within schools will also contribute to the achievement of Priority 1.

**10 Statutory Officers' comments (Chief Finance Officer (including procurement), Assistant Director of Corporate Governance, Equalities Assistant Director of Corporate Governance Comments**

10.1 Legal Services have been involved in the drafting of the Policies. They comply with all relevant legal requirements.

**11. Chief Finance Officer Comments**

11.1 The Chief Finance Officer comments that the cost of staff employed in schools is met primarily from the Dedicated Schools Grant (DSG) delegated to governing bodies.

11.2 In discharging its duty of managing its school's budget a governing body is required to conform to the Schools Financial Value Standards (SFVS). The SFVS evaluation asks the following.

- Does the school review its staffing structure regularly?
- Have your pay decisions been reached in accordance with a pay policy reflecting clear performance criteria?
- Has the use of professional independent advice informed part of the pay decision process in relation to the headteacher?

11.3 The pay and appraisal documents will provide the framework for governing bodies to meet these standards.

**12. Use of Appendices**

Appendix A – Haringey Schools Model Pay Policy

Appendix B – Haringey Schools Model Teacher Appraisal Policy

**13. Local Government (Access to Information) Act 1985**

Not Applicable.

# Haringey Schools Policies

## Model Pay Policy

<b>Date of issue:</b>	<b>September 2016</b>
Status: This Model Pay Policy is effective from September 2016. A process of consultation with the relevant trade unions has been undertaken. This policy is the recommended policy for adoption by the Governing Bodies of Community and Voluntary Controlled schools. Voluntary aided or foundation schools may also choose to adopt it Advice and support on this policy is available from the school's HR service.	

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## 1. Introduction

- 1.1 This pay policy seeks to ensure that all staff are fairly and equitably rewarded for their contribution to the school. This policy is intended to be a whole school policy, however it predominately relates to setting a framework for making decisions on teachers' pay.
- 1.2 This policy has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document 2016 (STPCD). This policy should be read and implemented in accordance with the STPCD.
- 1.3 Changes in the pay of support staff in community schools will be determined in accordance with the Council's decisions as recommended to governing bodies. The Council will consult with recognised trade unions prior to making any changes to this policy.
- 1.4 The pay policy will work in conjunction with the school's teacher appraisal policy with regard to pay decisions (which are linked to individual performance), and the appraisal policy should be read in conjunction with this policy.
- 1.5 The policy will be reviewed annually by the governing body and particularly where there are changes in the STPCD affecting areas of discretion to be exercised by the 'relevant body' (which, for community schools, is the governing body).

## 2. Principles

- 2.1 The governing body is committed to the operation of an appraisal process for teachers and support staff, with the objective of supporting the progress of pupils and the maximising professional development of all staff.
- 2.2 In this school all staff can expect to receive regular, constructive feedback on their performance. In addition, all staff will be given an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. For teachers, decisions regarding pay progression will be made annually with reference to the most recent appraisal report.
- 2.3 The governing body will ensure that its processes are open, transparent and fair. All decisions made in line with this policy will be reasonable and justified.

### 3. Roles and Responsibilities

#### 3.1 The governing body will:

- Maintain and improve the quality of education offered by the school by adopting a pay policy which supports the school's overall aims and priorities (as set out in the school development plan).
- Balance the competing demands made on the school's limited budget so that all needs are addressed as effectively as possible.
- Manage its pay policy in a fair, reasonable and open manner.
- Keep its policy in line with the government's initiatives around workforce reform.
- Support the Council's policy to pay employees an hourly rate no lower than the London Living Wage as announced by the Mayor of London. Contractors are encouraged to commit to paying the London Living Wage to staff they employ to provide services to the school.
- In relation specifically to leadership pay:
  - Consider annually whether or not to increase the salary of members of the leadership group;
  - Set the appropriate levels of pay for the different roles;
  - Assure themselves that appropriate arrangements for linking appraisal to pay are in place and can be applied consistently, and that pay decisions can be reasonable and justified;
  - Approve salaries and the award of performance pay in line with the school's pay policy; and
  - Identify and consider budgetary implications of pay decisions and consider these in the school's spending plan.
- Establish a pay committee, comprising of at least three governors. All governors will be eligible for membership of the pay committee and will be eligible to take part in any discussions (including those relating to individuals) where their interest cannot be called into question in terms of any form of bias to one individual or another on the basis of prior, existing or expected future relationships, professional or personal. Decisions of the pay committee will be placed in the confidential section of the governing body's agenda.

#### 3.2 The Pay Committee will:

- Ratify pay decisions for individual teachers as required by the pay policy, taking into account the recommendations contained within appraisal documentation.
- Review the implementation of the policy annually including assessment of the impact of the policy on progression trends to ensure compliance with equalities legislation, consulting with the headteacher, staff and trade union representatives; and submitting findings to the governing body for approval.
- Be responsible for organising teacher pay appeals.

#### 3.3 The headteacher will:

- Submit any updated pay policy to the governing body for approval.

- Ensure that the school's Senior Leadership Team (SLT) are briefed as appropriate on the application of the governing body's approach to linking performance appraisal to pay progression and ensure consistency of approach in the application of this policy.
- Have the final say on all recommendations in relations to pay progression or otherwise.
- Submit pay recommendations to the governing body and ensure the governing body has sufficient information upon which to make pay decisions;
- Ensure that teachers are informed about decisions reached and that records are kept of recommendations and decisions made.

## **4. Equality**

4.1 Decisions relating to pay must always be applied fairly and in accordance with employment legislation and the school's Equality and Diversity in Employment Policy.

## **5. Support staff pay**

5.1 The governing body will apply the national (the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service - Green Book) and locally agreed conditions of service.

5.2 The Greater London Provincial Council (GLPC) job evaluation methodology for support staff should be used as a method of reviewing grades when duties change, jobs are created or the governing body reviews salaries for support staff. Grading structures and allowances will reflect those set out in the Equal Pay & Conditions Review – 'Single Status' Agreement (2008).

5.3 Where an employee was previously employed under Local Government service conditions of service immediately prior to his/her taking up a post at the school the employee will be paid a salary at the equivalent spinal point where this is within the overall grade of the post.

5.4 Support staff can appeal a job evaluation grading if their grade goes down or they can request a review of their grade evaluation by their HR provider if the job is evaluated at the same grade as previously, or a lower than the expected grade. Advice from the school's HR service will be sought on the specifics of the appeal process.

5.5 For additional time limited tasks, an honorarium may be paid. Where honoraria are proposed a record should be kept of the additional work undertaken by the individual and any advice sought from the school's HR service on the appropriate size of the size of the honoraria. Where honoraria are being considered consideration should be given to ensuring all staff have equal access to the opportunity. Honoraria shall be reviewed regularly and



will not be used as a substitute for updating structures and job descriptions where the change is likely to be permanent.

5.6 Where a post's hourly rate falls beneath the London Living Wage rate, a supplement shall be paid to the Employee to bring them up to this level. In line with the Haringey agreement increases in the London Living Wage rate shall be effective from the date of the announcement from the Mayor's Office.

## 6. Teachers' pay

All teachers employed at the school are paid in accordance with the statutory provisions of the STPCD, as updated. A copy of the STPCD 2016 may be viewed online at [XXX](#).

### 6.1 Pay Reviews and Progression

6.1.1. The governing body (through the pay committee) will ensure that every teacher's salary is reviewed with effect from (and any decisions backdated to) 1 September each year and no later than 31 October (31 December for headteachers). Where a teacher is on long term absence at the relevant time consideration will be given to adjusting the timing on a case-by-case basis. By 31 October, the governing body will provide the teacher with an individual written statement setting out their salary and any allowances to which they are entitled.

6.1.2 Pay reviews for all teachers, including the headteacher, will be conducted in line with the STPCD, and will be based on performance as recorded through staff appraisal. Pay progression is not automatic for teachers. Every appraisal report will contain a pay recommendation (see the teacher appraisal policy). Final decisions about whether or not to accept pay recommendations will be made by the governing body (through the pay committee where appropriate), having regard to evidence provided as part of the performance appraisal review and process. All pay decisions (i.e. no movement, one point or two points) will be clearly attributable to the performance of the teacher. The governing body /pay committee must be able to justify its decision.

6.1.3 For eligible teachers to move up the teachers' pay range, all teachers, including the headteacher will need to have successfully completed their appraisal. The evidence used will be only that available through the performance appraisal process as outlined in the teacher appraisal policy.

6.1.4 Decisions not to progress up the pay spine will only be made in circumstances where concerns about standards of performance have already been raised as part of the appraisal process,

6.1.5 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that leads to a change in the basis for calculating an individual's pay. A written statement will be provided after any

review and where applicable will give information about the basis on which a decision was made.

## **6.2 Absence or partial completion of objectives**

6.2.1 Where a teacher has been absent for some or all of the appraisal cycle, for example, as a result of long-term sickness absence or maternity leave, the assessment in relation to pay progression will be based on performance during any period of attendance and/or prior performance. In exceptional circumstances, for example where objectives have not been fully met due to factors entirely outside the control of the appraisee, the appraiser may apply discretion in recommending pay progression where good progress towards objectives has been made.

## **6.3 Headteacher Pay**

### ***6.3.1 Determining the Headteacher group and pay range***

The governing body will assign the school to a headteacher group as set out in the STPCD by reference to the school's total unit score, calculated in accordance with the STPCD before determining the headteacher's pay range for the post. This determination includes STPCD advice on headteacher pay if the headteacher is appointed as headteacher of more than one school. In any determination or redetermination of leadership pay, the pay range for the headteacher will start no lower than the minimum of the relevant headteacher group and the pay range for any deputy or assistant head.

On Appointment:

When determining the headteacher pay range, the governing body will take into account:

- all the permanent responsibilities of the role, including any permanent responsibility as the headteacher of more than one school;
- any challenges that are specific to the role;
- all the other relevant considerations, for example, any recruitment and retention difficulties, the requirements for a fixed-term appointment or candidate specifications, including how well the appointee meets the requirements of the post; and
- how much room is appropriate for progression for the individual.

The governing body may also determine to use its discretion to set the leadership pay range up to 25% above the headteacher group. In exceptional circumstances that are supported by a robust business case, the governing body may agree to award above the 25% limit. In both such circumstances the governing body must seek external independent advice (e.g. from the LA) before a decision is made.

When determining the headteacher pay range to advertise, the governing body will consider whether or not it would pay above the advertised pay range for an exceptional candidate. If the governing body considers that it would, this information

will be clearly stated in the advertisement and/or recruitment pack. The governing body will record its reasons for the determination of the head pay range and salary on appointment.

Where the headteacher pay range has been determined prior to 1 September 2011 and is above the calculated group size, it will remain in place for so long as that headteacher pay range applies and until a new determination is made. A new determination must be made should the headteacher post become vacant.

Where the governing body has, prior to 1 September 2011, made a decision to increase the individual school range beyond the maximum of the leadership pay range this will remain in place and the governing body will continue to determine the value of each point above the highest point for so long as that headteacher pay range applies.

The governing body will ensure that the process of determining the remuneration of the headteacher is fair and transparent. There will be a proper record made of the reasoning behind the determination of the headteacher pay range and the ratification of decisions made in this respect.

The school group range for the academic year 2016-17 is: group [x, £minimum value to £maximum value] per annum. The headteacher pay range for the academic year 2016-2017 is:

Reference point	Value
L[number]	£[value]
L	£
L	£
L	£
L	£
L	£
L	£

### **6.3.2 Headteacher pay progression**

See 6.1 for further details.

One point progression will be awarded where there has been a sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school. The governing body may consider awarding two-point progression where performance is assessed as having significantly exceeded the sustained and high quality of performance that must be demonstrated for one point progression.

The pay committee may re-determine the serving headteachers' pay range, in accordance with the provisions of the STPCD, as at 1 September or at any time if they consider it is necessary and justified.

### **6.3.3 Temporary payments to the headteacher**

An additional temporary payment (of up to 25% of annual salary) in accordance with the provisions of the STPCD will only be considered for additional responsibilities that are undertaken on a clearly temporary or irregular basis, and which have not already been taken into account when determining the headteacher pay range, for example, any temporary responsibility for additional schools. All recruitment and retention considerations must be taken into account when setting the headteacher's pay range.

The pay committee will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on temporary payments, as set out in the STPCD. However, before agreeing to do so, it will seek the agreement of the governing body, which in turn will seek external independent advice before providing such agreement.

#### **6.3.4 Overall limits on Headteacher pay**

Ordinarily, the pay committee will ensure that the total sum of salary and any other payments made to the headteacher in any school year does not exceed 25% above the maximum of the headteacher group, excepting any additional payments made for residential duties that are a requirement of the post or payment in respect of relocation benefits which relate solely to the personal circumstances of the headteacher.

In wholly exceptional circumstances, the governing body will consider using its discretion to exceed the normal limits on temporary payments and the sum of total salary, as set out in the STPCD. However, before agreeing to do so, the governing body will seek advice from the Council before providing such agreement.

### **6.4 Deputy/Assistant headteachers**

#### **6.4.1 Determining the Deputy / Assistant headteacher pay range**

Posts will meet the basic criterion of "leadership responsibilities across the whole school" to be paid on the leadership pay ranges. The professional duties of deputy and assistant headteachers are set out within the STPCD 2016.

The governing body will determine a five point pay range for deputy and assistant headteachers on 1 September each year or at any other time of year in the following circumstances:

- When it proposes to make new appointments, or
- Where there is a significant change in circumstances and / or the responsibilities of serving deputy or assistant headteachers.

The governing body will, when a new appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

- Teachers will start no lower than the minimum of the leadership scale;

- The pay committee will determine a pay range which must take into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations, including recruitment and retention factors;
- Ensure that salary on appointment is such that there is scope for future performance related pay progression.

In making any decision to exercise its discretion in this respect, the governing body will ensure that to action such an increase will offer the school value for money in the services it is able to provide in relation to the costs incurred and will require evidence to support any such case. The governing body will record the rationale for leadership pay determinations and the reasons for any redetermination of pay.

When determining the deputy/assistant head pay range to advertise, the governing body will consider whether or not it would pay above the advertised pay range for an exceptional candidate. If the governing body considers that it would, this information will be clearly stated in the advertisement and/or recruitment pack. The pay committee will record its reasons for the determination of the deputy/assistant head pay range and salary on appointment.

The governing body has determined that [number] deputy headteacher posts and [number] assistant headteacher posts are to be included in the school's staffing structure. Where there is more than one deputy headteacher or more than one assistant headteacher, the governing body have the discretion to determine different pay ranges for each post.

The governing body has determined a pay range for deputy and assistant headteachers in accordance the provisions of the STPCD 2016 with due regard to pay rates for other teaching posts and the headteacher.

The pay range for deputy headteachers for the academic year 2016-2017 is as follows:

Reference point	Value
L [number]	£ [value]
L	£
L	£
L	£
L	£

The pay range for assistant headteachers for the academic year 2016-2017 is as follows:

Reference point	Value
L [number]	£ [value]
L	£
L	£
L	£



L	£
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#### **6.4.2 Deputy / Assistant headteacher pay progression**

See 6.1 for further details.

One point progression will be awarded where there has been a sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school. The governing body may consider awarding two-point progression where performance is assessed as having significantly exceeded the sustained and high quality of performance that must be demonstrated for one point progression.

### **OTHER CLASS ROOM TEACHERS**

#### **6.5 Leading practitioners**

##### **6.5.1 Determining the Leading Practitioner pay range**

The governing body has determined that [number] leading practitioner posts are to be included in the school's staffing structure. These posts have the primary purpose of modelling and leading improvement of teaching skills. Additional duties will be set out in the job description of the leading practitioner. Successful candidates will demonstrate excellence in teaching and will be able to contribute to leading the improvement of teaching skills.

Where there is more than one leading practitioner post, the governing body have the discretion to determine different pay ranges for each post. The governing body will be able to justify its decision.

The pay range for each leading practitioner post for the academic year 2016-2017 is as follows:

<b>Minimum £[value]</b>	<b>Maximum £[value]</b>
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A Leading Practitioner is not eligible for a teaching and learning responsibility payment or a special educational needs allowance.

##### **6.5.2 Progression on the Leading practitioner pay range**

See 6.1 for further details.

The governing body will consider awarding one pay point on the individual range for the post having regard to evidence provided as part of the Performance Appraisal review, the appraisal report, the relevant teachers' standards and taking into account advice from senior leaders. The governing body may consider awarding two-point progression where performance is assessed as having significantly exceeded the

sustained and high quality of performance that must be demonstrated for one point progression.

## 6.6 Classroom teachers

### 6.6.1 Pay on appointment

Although governing bodies are no longer required to match a teachers' existing salary on either the main, upper or the unqualified pay scales, governors will ensure that the existing pay point of teachers applying for posts in the school is matched where the salary reflects an appropriate reference point in this policy. In exceptional circumstances the governing body reserves the right to consider offering a higher alternative salary level. Advice will be sought from school's HR service before any such decision is taken.

### 6.6.2 Upper Pay Range

Qualified teachers who have applied for and been assessed by this school as meeting the standards for payment on the Upper Pay Range will be paid in accordance with the school's upper pay range. The criteria and process to progress to the Upper Pay range can be found in Appendix B and C.

Reference Point	Value
U1 (minimum)	£ [value]
U2	£
U3 (maximum)	£

Any points awarded on the upper pay range are permanent, while the teacher remains in the same post or takes up another post in this school.

#### *Progression on the Upper Pay Range*

See 6.1, and appendix 1 and 2 for further details.

All decisions regarding pay progression will be made annually with reference to the most recent appraisal report. UPR teachers will be eligible to progress to the next point on the school's upper pay range where their appraisal outcome confirms that their performance over at least two academic years in this school has been highly competent in all elements of the Teachers standards and that their achievements and contribution to the school are substantial and sustained. Pay progression will be judged as evidenced by Performance Appraisal outcomes.

Any points awarded on the upper pay range are permanent, while the teacher remains in the same post or takes up another post in this school.

For new appointees the teacher's performance appraisal reports from previous schools can be considered by the Headteacher and/ governing body where it assists with pay progression decisions.

### 6.6.3 Main pay range

Qualified teachers who have not been assessed as meeting the criteria to access to upper pay range will be paid in accordance with the main pay range.

The Governing Body has adopted the following main pay range:

Reference point	Value
M1	£
M2	£
M3	£
M4	£
M5	£
M6	£

In determining where on the main pay range an individual teacher should be placed on appointment, the governing body will consider **[add details, examples below]**:

- Specialist skills and knowledge
- Specialist qualifications
- Number of year's teaching experience
- The teacher's current remuneration

#### *Progression on the Main Pay Range*

See 6.1 for further details.

The evidence used will be only that available through the performance management/appraisal process, and meeting the teacher's standards taking into account their role in the school. The governing body may consider awarding two-point progression where performance is assessed as having significantly exceeded the sustained and high quality of performance that must be demonstrated for one point progression. Decisions not to progress up the pay spine will be made in circumstances where concerns about standards of performance have been raised in writing as part of the appraisal process.

The pay committee will be advised by the headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The pay committee must be able to objectively justify its decisions.

### 6.6.4 Newly Qualified Teachers

Decisions on pay progression for newly qualified teachers subject to statutory induction arrangements will be taken by 31<sup>st</sup> October each year to take effect on and be backdated to 1<sup>st</sup> September of that year and will be based on a recommendation from the headteacher which takes account of the teacher's assessment under the

induction arrangements and against the Teachers' Standards. Judgments will be properly rooted in evidence provided as part of the Induction process.

### **6.6.5 Unqualified Teachers Pay Range**

An unqualified teacher is either a trainee working towards qualified teacher status, an overseas trained teacher who has not exceeded the four years they are allowed without obtaining qualified teacher status, or an instructor with a particular skill.

In determining where on the unqualified teacher range an individual teacher should be placed on appointment, the governing body will consider:

- Specialist skills and knowledge
- Specialist qualifications
- Previous teaching experience
- The teacher's current remuneration

The school's pay range for an unqualified teacher is:

<b>Reference Point</b>	<b>Value</b>
U1	£
U2	£
U3	£
U4	£
U5	£
U6	£

#### *Progression on the Unqualified Pay Range*

See 6.1 for further details.

Any pay points awarded to unqualified teachers are permanent, while the teacher remains in the same post or takes up a new one at this school.

Unqualified teachers are not eligible for teaching and learning or special educational needs allowances. The governing body will not under any circumstances determine a salary for an unqualified teacher outside of the unqualified teacher pay spine.

#### *Unqualified Teachers' allowance*

The governing body has the discretion to award an additional allowance to an unqualified teacher where it considers that, 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 teacher's professional skills and judgement, or where the teacher holds qualifications or experience which bring added value to the role being undertaken.

The governing body will pay an unqualified teacher on one of the employment based routes into teaching on the classroom teacher/unqualified teacher pay scale. The governing body may choose which pay scale will be applied to such teachers and in what circumstances. It is recommended that a graduate teacher be paid as a qualified teacher and a registered teacher as an unqualified teacher.

## 6.7 Allowances for classroom teachers

### 6.7.1 Teaching and Learning Responsibility Payments

TLRs can only be awarded to posts held by qualified teachers paid on the main or upper payscale. They cannot be awarded to unqualified teachers, Leading Practitioners or members of the Leadership Group.

The pay committee may award a TLR to a classroom teacher in accordance with the STPCD.

TLR 1 or 2 payment will be made for undertaking a sustained additional responsibility in the schools staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.

All job descriptions will be regularly reviewed and will make clear the responsibility or package of responsibilities for which a TLR is awarded.

The pay committee may award a fixed-term TLR3 of between **XX** and **XX** for identifiably time-limited school improvement projects, 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. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3. No safeguarding will apply in relation to an award of a TLR3.

TLRs are awarded at the discretion of the governing body and will only be awarded if the governing body is satisfied that the duties of the post include a significant responsibility that is not required of all classroom teachers and that:

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;

In addition to the above, the award of a TLR 1 or 2:

- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils, and;
- e) involves leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1, the governing body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

<b>TLR 1</b>	<b>Range</b>
1a	£
1b	£
1c	£
<b>TLR 2</b>	<b>Range</b>
2a	£
2b	£
2c	£
<b>TLR 3</b>	<b>Range £ - £</b>
Temporary / Project specific	Amount agreed by GB based on range

### **6.7.2 Special Educational Needs Allowance**

An SEN allowance can only be awarded to posts held by qualified teachers paid on the main or upper pay scale. They cannot be awarded to unqualified teachers, Leading Practitioners or members of the Leadership Group. The role of SENCO, as a managerial responsibility, is not one that meets the criteria for a SEN allowance, but rather it is more appropriately rewarded by a TLR payment. If, in addition to their SENCO role, a teacher meets the criteria set out in the STPCD, then they should be eligible for both a TLR payment and a SEN allowance. However, they are distinct payments – one payable for additional responsibility, the other for the demands of the teaching role they are carrying out.

The governing body will award a Special Educational Needs (SEN) Allowance to a classroom teacher or SEN support teacher:

- a) in any SEN post that requires a mandatory SEN qualification (not including the mandatory SENCO qualification leading to the achievement of the National Award for Special Educational Needs Co-Ordination),
- b) in a special school,
- c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service,
- d) in any non-designated setting (including any pupil referral unit) that is analogous to a designate special class or unit, where the post:
  - i. involves a substantial element of working directly with children with special educational needs,
  - ii. requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs, and
  - iii. has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the schools or unit within the school or, in the case of an unattached teacher, the unit or service.

The SEN allowance is determined as a spot value, taking into account the structure of the school's SEN provision and:

- a) whether any mandatory qualifications are required,
- b) the qualifications and expertise of the teacher relevant to the post, and
- c) the relative demands of the post.

The values of the SEN allowance to be awarded are set out below:

SEN 1 £[amount *note: must be no less than £X and no more than £X per annum*] to the holder of [list posts attracting this allowance]

SEN 2 £[amount *note: must be no less than £X and no more than £X per annum*] to the holder of [list posts attracting this allowance]

## 6.8 Additional allowances

### 6.8.1 Acting allowance for Teachers

Where a teacher is assigned and carries out duties of a headteacher, deputy headteacher, or assistant headteacher, but has not been appointed as an acting headteacher, deputy headteacher or assistant headteacher, the governing body will, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an 'acting allowance' must be paid in accordance with the following provisions.

Where the governing body determines that an acting allowance will not be paid but the relevant duties continue, then the governing body may review this decision and make a further determination at a future date as to whether or not an acting allowance may be paid.

If paid, the acting allowance will be of such value as to ensure that the teacher receives remuneration of equivalent value to such point on the leadership pay spine as the governing body has determined applies to the headteacher, deputy headteacher or assistant headteacher (as set out in this policy).

For as long as an acting allowance is being paid, the teacher will be expected to undertake the professional responsibilities applicable to a headteacher, deputy headteacher or assistant headteacher and work to the relevant teachers' standards.

Where a member of staff covers the full duties of a higher graded role on a temporary basis, for example to cover a vacancy or in the absence of the substantive post holder (other than to cover for annual leave), for the period of at least 12 weeks, they may be paid an acting allowance equivalent to the grade of the post they are covering. Acting arrangements are time limited and will be subject to regular review.

Where an employee who is not a teacher is undertaking partial duties of a higher graded role, a special recognition agreement may instead be considered.

### 6.8.2 Additional Payments

The relevant body may make such payments as it sees fit to a teacher in respect of:

- a) Continuing professional development undertaken outside the school day;
- b) Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- c) Participation in out-of-school hours learning activity agreed formally between the teacher and the headteacher or governing body. Teachers will not be compelled to offer such an activity but, where they do, the governing body will expect a more formal commitment from the teacher and that the head teacher may direct the place, timing, frequency of the activity as well as which pupils take part and the content. In these circumstances the school will offer a payment to the teacher equating to an appropriate value for example at a flat hourly rate.
- d) In order to ensure effective work life balance and also value for money in the delivery of the services provided the governing body should consider carefully who is best placed to undertake these activities. It may not necessarily be a teacher and the use of support staff might be more appropriate. Activities should be offered to staff following a fair and transparent process.
- e) Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

### **6.8.3 Recruitment and retention incentives and benefits**

Payments will not be made under the 'recruitment and retention' criteria for additional work undertaken, for specific responsibilities or to supplement pay for other reasons. Nor will any recruitment and retention payment be made to a headteacher, deputy or assistant headteacher; as the governing body will take into account recruitment and/or retention difficulties in determining the relevant pay range.

In the case of retention, a recommendation to offer incentives or benefits would be made by the headteacher for teachers to the pay committee.

Governing bodies are free to determine the value of any reward. In their determinations, the governing body should consider whether recruitment and retention incentives and benefits should be offered to new or existing teachers, and if so their nature, value, duration and the circumstances under which they may be paid. These should be set out in writing and if necessary include a review date. The governing body must make budget provision for such payments. The governing body will be able to justify its decision and have clearly defined criteria for making such decisions.

The Governing Body will conduct a formal regular assessment of such award.

### **6.9 Part-time teachers**

Teachers employed on an ongoing basis at the school who work less than a full working week are deemed to be part time. The governing body will ensure that part



time teachers are given a written statement detailing their working time obligations (within and beyond the school day) and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements and by comparison to the school's timetabled teaching week for a full time teacher in an equivalent post.

Part time teachers will be paid a pro-rata percentage of the appropriate full time equivalent salary against the timetable week and the same percentages will be applied to any allowances awarded, other than a TLR3.

Further guidance is available from the council to assist schools with calculating part-time entitlement and pay.

### **6.10 Short notice/supply teachers**

Teachers employed on a day to day or other short notice basis must be paid in accordance with the STPCD 2016 on a daily rate calculated by dividing the annual amount by 195.

Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual amount by 1,265 to give an hourly rate.

A short notice teacher who is employed by the school or another school in the authority throughout a period of 12 months (beginning August or September) will not be paid more in respect of that period that s/he would have if s/he had been in regular employment throughout the period.

### **6.11 Salary sacrifice**

The governing body supports the following salary sacrifice arrangements: [details. e.g. Childcare vouchers, cycle scheme, etc.] Arrangements will be made to enable staff to participate in these schemes should they wish to do so.

### **6.12 Salary safeguarding**

Salary safeguarding will be paid to eligible teachers and in line with the provisions of the STPCD.

## **7. Teacher Pay Appeals**

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

7.2 Appeals may be made on the grounds that the person or committee by whom the decision was made, for example:

- a) Has incorrectly applied any provision of the STPCD;
- b) Has failed to have proper regard for statutory guidance;
- c) Has failed to take proper account of relevant evidence;
- d) Was biased, and/or;
- e) Otherwise unlawfully discriminated against the teacher concerned.

This list is not exhaustive.

7.3 Further detail on the order of proceedings for a teacher pay appeal is included in appendix 3.

## Appendix 1: Progression to the Upper Pay Range

It is the responsibility of teachers to decide whether they wish to apply to be paid on the Upper Pay Range. Determinations as to whether a teacher progresses to the upper pay range will be made in accordance with paragraph X of the STPCD 2016 and the process set out in this pay policy.

An application from a qualified teacher will be successful where the governing body is satisfied that the teacher has evidence of high performance in this school in the previous two years which shows that the teacher is highly competent in all elements of the teachers standards and that their achievements and contribution to the school are substantial and sustained and they are able to demonstrate that they have developed professionally in their teaching expertise.

In this school teachers will be eligible to apply for progression where the teacher has progressed to the top of the school's main pay range. All applications should include the results of the two most recent appraisals in this school. Where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Further evidence can be produced as appropriate at the discretion of the headteacher. For example, in cases where a teacher has been absent, through disability or maternity, they may cite written evidence from a three year period before the date of application in support of their application.

### Process:

One application may be submitted annually. The closing date for applications is normally 31 October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the school's UPR application form (Appendix 2). Submit the application form and any supporting evidence the teacher wants to present to the headteacher by the closing date.
- Notification of the name of the assessor of the application will be sent to the teacher within 5 working days;
- The assessor will assess the application, which will include a recommendation to the pay committee of the relevant body;
- The application, evidence and recommendation will be passed to the headteacher for moderation purposes, if the headteacher is not the assessor;
- The pay committee will make the final decision, advised by the headteacher;
- Teachers will receive written notification of the outcome of their application by [insert date]. Where the application is unsuccessful, the written notification will

include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).

- If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 school days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR backdated to 1 September of the year of application.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in this pay policy.

### **Assessment:**

The teacher will be required to meet the criteria set out in paragraph X of the STPCD, namely that:

- The teacher is highly competent in all elements of the relevant standards; and
- The teacher's achievements and contribution to the school are substantial and sustained.

In this school, this means:

"highly competent": the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and application of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

"substantial": the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a positive contribution to the wider life and ethos of the school, which impacts on pupil progress and the effectiveness of staff and colleagues.

"sustained": the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see paragraph 5.1 of this policy). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently in line with the expectations contained in the school's appraisal policy.

For further information, including information on supporting evidence, please refer to the teacher appraisal policy.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This will not be bound by any pay decisions made by another school.

Progression to the upper pay range is permanent, while the teacher remains in the same post or takes up another post in this school.



## **Appendix 3 – Teacher Pay Appeals**

### **Stage 1 – Representation Hearing**

For the representation hearing and appeal hearing, the teacher may be accompanied by a colleague or trade union representative.

1. The teacher receives written confirmation of the pay determination and, where applicable, the basis on which the decision was made.
2. If the teacher wishes to discuss the decision, or make representations, he/she should do so in writing to the chair of the Pay Committee, within ten working days of the decision. The letter should outline the grounds of appeal.
3. The Pay Committee will arrange to meet the teacher to discuss the issues within 20 working days. The head teacher should also attend the meeting to clarify the grounds for the recommendation.
4. The Pay Committee will further consider the decision and will write to the teacher with the outcome.
5. Where the teacher continues to be dissatisfied, he/she may proceed to stage 2 of the process.

### **Stage 2 - Appeal Hearing**

1. The teacher should set out in writing the grounds for appealing the pay decision and send it to the Chair of the Appeal Committee / head teacher / other designated person (as determined by the governing body) within ten school working days of receipt of the written outcome of the stage 1 decision (see above)
2. The Clerk to Governors will arrange for an appeal hearing to take place, normally within 20 school working days of the receipt of the written appeal notification.
3. The appeal should be heard by a panel of three eligible governors who were not involved in the original decision,

The procedure for formal appeal meetings will be:

- Chair introduces everyone and their role in the proceedings. Those required to attend:
  - Chair and other panel members
  - Employee and employee representative (if accompanying employee)
  - Any witnesses for the employee side
  - Pay Committee representative who will state the management case
  - Any witnesses for the management side
  - Clerk to the meeting
  - HR Adviser to give advice to the panel (if in attendance)
- The teacher will present their case including any evidence they wish to have considered and any witnesses to support their case
- Chair and/or panel members ask questions
- Pay Committee representative will state their case including the evidence on which the decision was based and any witnesses to support the case
- Chair and/or panel members ask questions of the management
- Both parties may make a closing statement if they wish

- The Appeal Committee will then consider all the evidence in private and reach a decision
- The Appeal Committee will write to the teacher outlining its decision and the reason/s for it
- The decision of the Appeal Committee is final

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# Haringey Schools Policies

## Teacher Appraisal Policy

<b>Date of issue:</b>	<b>XXX</b>
Status: This Model Teacher Appraisal Policy is effective from XXX. A process of consultation with the relevant trade unions has been undertaken. This policy is the recommended policy for adoption by the Governing Bodies of Community and Voluntary Controlled schools. Voluntary aided or foundation schools may also choose to adopt it. Advice and support on this policy is available from the school's HR service.	

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## 1. Introduction

- 1.1 This policy is based on the national revised appraisal arrangements which come into force on 1<sup>st</sup> September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replaced the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations).
- 1.2 The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one school term or more.
- 1.3 The governing bodies of maintained schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and where they are an employer, comply with other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).
- 1.4 Governing bodies must have an appraisal policy for teachers employed at the school and local authorities must have an appraisal policy for unattached teachers they employ. Governing bodies must also have a capability policy in place for all staff at the school.

## 2. Purpose

- 2.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher, and for supporting their personal and professional development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers/headteachers.
- 2.2 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers/headteachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers/headteachers are able to continue to improve their professional practice and develop as teachers/headteachers. The appraisal process outcomes also provide the evidence by which pay decisions will be made (see the school's Pay Policy for further detail).
- 2.2 The appraisal procedure will also be used to address any initial concerns that are raised about a teacher/headteacher's performance. If concerns are such that they cannot be resolved through this appraisal process, then the headteacher (or the

governing body, as appropriate) will consider whether to commence a formal performance management process under the Capability Policy.

### **3. Scope**

3.1 This policy applies to the headteacher and to all teachers employed by the school, except those employed for less than one school term, those undergoing induction (ie NQTs) and those who are already being formally performance managed under the terms of the Capability Policy. It has been written in the context of schools but the same principles apply to unattached teachers.

3.2 Separate arrangements exist for the appraisal of school support staff.

### **4. Roles and responsibilities**

4.1 The governing body will:

- Adopt an appraisal policy that sets out the appraisal process for teachers and make that document available to teachers employed at the school;
- Ensure that the headteacher carries out his/her duties in respect of appraising other teachers;
- Form a committee responsible for the headteacher's appraisal, and ensure that the headteacher's appraisal is conducted in line with this policy.

4.2 The headteacher will:

- Submit any updated appraisal policy to the governing body for approval;
- Ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- Ensure that the school's Senior Leadership Team (SLT) are briefed as appropriate on the application of the governing body's approach to linking performance appraisal to pay progression in alignment with the schools' Pay Policy and ensure consistency of approach in the application of this policy.

4.2 Appraisers will:

- Agree a timeline for all stages of the process and ensure that this is appropriately managed;
- Prepare for and conduct reviews in a professional way, ensuring that the appraisee fully understands the process;
- Ensure that appraisal paperwork is completed in a timely manner, and that appropriate records are kept.

#### 4.2 Teachers will:

- Engage with appraisal- this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- Keep records of their objectives and review them throughout the appraisal process;
- Share any evidence they consider relevant with their appraiser;
- Ensure they have an annual review of their performance.

## 5. Confidentiality

5.1 All parties involved in the implementation of this policy will be expected to observe the principle of confidentiality in relation to the contents of appraisals and any documentation that is created during the appraisal process.

5.2 Any documentation arising from, or the content of any discussions during, appraisal meetings may be shared by the headteacher/appraiser with individuals involved in monitoring performance, or those involved in any capability proceedings that may follow and for quality assurance/moderation purposes. The appraisee should be informed if documentation relating to their appraisal is shared.

5.3 Documentation arising from, or the content of any discussions during appraisal meetings, should be stored securely. To prevent unauthorised access, maintain data accuracy and ensure confidentiality, the school has in place appropriate electronic and managerial procedures to ensure the information held is protected appropriately.

5.4 Appraisal information will be retained for a minimum period of six years on the personnel file.

## 6. Equality

6.1 The appraisal process must always be applied fairly and in accordance with employment legislation and the school's Equality and Diversity in Employment Policy.

## 7. Timings

7.1 Appraisal processes should normally be conducted within the timescales laid down in this procedure. However, if there is a valid reason to do so, timescales can be

varied. If this is initiated by management, the appraisee should be given an explanation and informed when a response or meeting can be expected.

- 7.2 All efforts should be made by employees to attend meetings that constitute part of this procedure. When there are valid reasons to reschedule meetings then these should be rearranged without undue delay. Meetings will be scheduled during the working day. For teachers these meetings can take place as part of directed time but should not be held in PPA time, lunchtime etc.

## **8. The Appraisal Period**

- 8.1 The appraisal period will run for 12 months, normally from 1 September to 31 August each year.
- 8.2 Where teachers/headteachers are employed on a fixed term contract of less than one year, the appraisal period is the period of employment to which the contract relates.
- 8.3 Where a teacher/headteacher starts their employment at the school partway through a school year, the headteacher or, in the case where the employee is the headteacher, the Governing Body shall determine the length of the first appraisal period for that teacher/headteacher, with a view to bringing his/her appraisal period into line with the appraisal period for other teachers as soon as possible.
- 8.4 Where a teacher/headteacher transfers to a new post within the school partway through an appraisal period, the headteacher or, in the case where the employee is the headteacher, the Governing Body shall determine whether the appraisal period shall begin again and whether to change the Appraiser.

## **9. Appointing Appraisers**

### **Headteachers**

- 9.1 The headteacher will be appraised by a committee of the Governing Body, consisting of two or three members of the Governing Body, who have been delegated to perform that function, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose.
- 9.2 The task of appraising the headteacher, will including the setting of objectives and informing the headteacher of the standards against which the headteacher's performance in the appraisal period will be assessed.

9.3 Where a headteacher is of the opinion that any of the governors appointed by the Governing Body is unsuitable to act as his/her Appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request.

### **Other teachers**

9.4 The headteacher will decide who will appraise other teachers on behalf of the headteacher. All appraisers appointed by the headteacher will be qualified teachers and will have current or recent teaching experience.

9.5 Where a teacher has an objection to the headteacher's choice, their concerns will be carefully considered by the headteacher, and where appropriate, an alternative appraiser will be offered.

9.6 If it becomes apparent that the appraiser appointed by the headteacher will be absent for the majority of the appraisal cycle, the headteacher may perform those duties her/himself or delegate those duties to another teacher for the duration of that absence.

9.7 If the headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom s/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

9.8 Where the headteacher is not the appraiser, and the headteacher considers it appropriate to do so (for example where a teacher is experiencing difficulties), the headteacher may undertake the role of appraiser.

## **10. Setting Objectives**

10.1 The headteacher's objectives will be set by a committee of the Governing Body in consultation with the external adviser. Teachers' objectives will be set by their appraiser.

10.2 Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Timebound (SMART) and will be appropriate to the teacher's role and level of experience. Teachers will have no more than three objectives, unless the appraisee requests that additional objectives are set.

10.3 The objectives set for each appraisee must, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school, and will include a description

of what success may look like. The objectives may also take into account the professional aspirations of the appraisee.

- 10.4 The agreed objectives will contain a description of what success may look like. Where use of numerical objectives is appropriate, these will be reasonable, taking into account the circumstances in which the teacher works and it will be recognised in setting such objectives that factors outside the teacher's control may significantly affect success.
- 10.5 The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Teachers may register objections on the appraisal record if objectives are not agreed. Objectives may be revised if circumstances change.
- 10.6 The school operates a system of moderation to ensure that all appraisers are working to the same standards. Objectives will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility.

## **11. Teacher Standards**

- 11.1 Before, or as soon as practicable after, the start of each appraisal period, each teacher (including the head teacher) will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. Teachers (including the headteacher) will be assessed against the set of standards contained in the document entitled "Teachers' Standards", published by the Secretary of State in July 2011, and updated in June 2013.
- 11.2 The headteacher (or the governing body in the case of the headteacher) will need to decide whether certain teachers should be assessed against other sets of standards published by the Secretary of State that are relevant to their performance.
- 11.3 All teachers should be able to demonstrate competence against the relevant professional standards. It is expected that competence will be further developed as a teacher's career progresses. Teachers' written appraisal reports must include an assessment of their performance against the standards upon which they are being assessed. It is up to individual schools to decide how detailed those assessments should be, although the Teachers Standards will not be used as a checklist against which the teacher's performance is assessed.
- 11.4 Where the appraiser believes that a teacher is not meeting one or more of the standards, the head teacher will raise this with the teacher. As part of the appraisal process, teachers cannot be judged to be not performing against a standard, if what



the standard requires of the teacher is unclear, without this being made clear, verbally and in writing, beforehand.

## **12. Classroom Observation**

- 12.1 There are a variety of ways to assess/gather evidence of the teacher/headteacher's performance against the objectives set during the appraisal process. Classroom observation is also likely to form part of the review of performance for teachers with a classroom teaching role, as this can be an effective way of assessing teachers' performance, allowing the identification of any particular strengths and areas for development they may have. It is also a method of obtaining information which can inform school improvement more generally.
- 12.2 All observations under this policy will only be carried out by those with qualified teacher status. Observations will be conducted in a supportive fashion, with professionalism, integrity and courtesy, and should result in a professional dialogue and constructive feedback.
- 12.3 For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions which will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school.
- 12.4 At least five working days notice of the date and time of the observation will be given. Teachers should be made aware of the purpose(s) of any proposed observation before it takes place, and should have the opportunity to discuss and seek to agree the focus of the observation through a pre-observation meeting if they wish. In the absence of agreement the appraiser will decide the focus of the observation. Appendix 1 provides a checklist that could be used for discussions.
- 12.5 In exceptional circumstances observations may be rescheduled or a re-observation may be requested by the teacher being observed.
- 12.6 For the purpose of professional development, feedback on lesson observations should be developmental, and not only a judgement using Ofsted grades. Verbal feedback should be provided as soon as is reasonably practicable after the observation, normally within 48 hours of the observation taking place.
- 12.7 The appraiser will produce a statement of written feedback within five working days of the observation. The appraisee should be given a copy of this statement and be given the opportunity to request changes and to make written comments. The amended statement should be returned to the appraiser within five working days of receipt. The final report, which should be signed by both appraiser and appraisee, should be produced within 10 working days of the observation.

12.8 The school may use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions when teachers are observed.

12.9 In addition to formal observation, headteachers or other leaders with responsibility for teaching and learning standards 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 ins” and the notice to be given will vary depending on specific circumstances.

12.10 Teachers (including the headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

### **13. Development and Support**

13.1 Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

13.2 As part of the appraisal process, the teacher’s professional development needs will be assessed and any action that should be taken to address them identified. The impact of any continuing professional development on the appraisee’s performance will be also assessed.

13.3 The School CPD programme will be informed by the training and development needs identified as part of the appraisal process. In this regard, the Governing Body will ensure that in budget planning, as far as possible, resources are made available in the school budget for appropriate development opportunities.

13.4 In the case of competing demands on the school budget in relation to CPD opportunities, a decision on relative priority will be taken by the headteacher with regard to the extent to which:

- The training and support will help the school achieve its priorities; and
- The CPD identified is essential for an appraisee to meet their objectives.

13.5 During the annual assessment/review meetings, account will be taken of circumstances where it has not been possible for the appraisee to fully meet their objectives because any support recorded in the planning statement has not been provided, taking into account the reason why the support has not been provided.

## **14. Feedback and monitoring**

14.1 Appraisees will receive constructive feedback on their performance throughout the year and soon after any observation has taken place or other evidence becomes available. Feedback will highlight particular areas of strength as well as any areas for further development.

14.2 The objectives set for each appraisee will, if achieved, contribute to the School's plans for improving the School's educational provision and performance and to improving the education of pupils at that School. The monitoring of this will be specific to each School. The monitoring that occurs may vary from School to School and will be dependent upon the role the appraisee has in the School.

## **15. Annual Assessment**

15.1 Each appraisee's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the Governing Body must consult the external adviser.

15.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed as required throughout the year in interim meetings, particularly where there are concerns about the appraisee's performance.

15.3 The appraisee will receive a written Appraisal Report as soon as practicable following the end of each appraisal period, and have the opportunity to add comments. In this school, the headteacher will receive their written appraisal report by 31 December in each year and all other teachers will receive their written appraisal reports by 31 October in each year, unless exceptional circumstances apply. The appraisal report will include:

- Details of and evaluation of the appraisee's objectives for the appraisal period in question;
- An assessment of the appraisee's performance of their role and responsibilities against their objectives and the relevant standards;
- An assessment of the appraisee's future training and professional development needs and identification of any action that should be taken to address them;
- A recommendation on pay where that is relevant
- Performance objectives with success criteria for the next appraisal period ; and
- A space where the appraisee can add their comments (if they wish).

15.4 The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

## **16. Pay Progression**

16.1 Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the appraisal objectives. The decision made will be based on the criteria outlined within the School's Pay Policy, the statutory criteria and guidance set out in the School Teachers' Pay and Conditions Document (STPCD) and the relevant teacher standards.

16.2 The Governing Body will ensure that decisions on pay progression are made by 31 December in each year for headteachers and by 31 October in each year for other teachers.

## **17. Appeals**

17.1 If the appraisee has any concerns about any aspect of the appraisal process they should in the first instance raise this quickly and informally with the appraiser. It may be that some further explanation or an agreed amendment can resolve the concerns quite quickly.

17.2 After exhausting the matter informally, the appraisee may lodge an appeal in writing to the headteacher setting out their reasons for the appeal. The appeal must be submitted within 5 working days of the objectives or review of performance at the end of the appraisal period being finalised. Appeals will be heard by the headteacher. If the appraisee reports directly to the headteacher, the appeal will be heard by a member of the governing body.

## **18. Teachers experiencing difficulties**

18.1 In situations where the appraisee's performance becomes a cause for concern, additional review meetings may take place and additional support discussed, to assist the appraisee in achieving their objectives. Support will be offered as soon as possible, without waiting for the formal annual assessment.

18.2 Following consultation with the headteacher, the appraiser will write to the teacher concerned informing them of the initial meeting and the reasons for the meeting taking place, advising them that they may be accompanied by a trade union representative or work colleague. This meeting is a transition meeting, which will suspend the appraisal process, and put in place a programme of support and

monitoring for the teacher. This meeting does not form part of the formal capability process.

18.3 During any additional meetings, the appraiser will clearly outline the nature of the concerns, so that the appraisee is fully aware of what is required to achieve their objectives.

18.4 The meeting will allow the appraiser to:

- Discuss the specific areas of concerns with the appraisee based on evidence of performance and previous support
- Give the appraisee the opportunity to respond before a decision is made
- Consult the appraisee on their needs for support/development
- Consider whether adequate training and support has been provided
- Consider what would help the appraisee to reach the required standard (for example, counselling, peer review or mentoring)
- Decide a strategy and timescale for improvement and advise accordingly, setting clear targets that can be evaluated as met, partially met or not met (“the Action Plan”)

18.5 At this meeting, the appraiser should explain to the appraisee that the Capability Policy will be invoked if no, or insufficient improvement is made. The appraiser should also explain the implications of this for the teacher and process that will be followed.

18.6 The appraisee’s progress will continue to be monitored as part of the appraisal process and a reasonable time given for the appraisee’s performance to improve. This will depend upon the circumstances but will be for a period of at least six weeks, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the appraisee will be given regular feedback on progress and arrangements will be made to modify or extend the support programme if appropriate.

18.7 If sufficient progress is made such that the appraisee is performing at a level that indicates there is no longer a possibility of the Capability Policy being invoked, the appraisee should be informed of this at a formal meeting with the appraiser or headteacher. Following this meeting the appraisal process will continue as normal.

18.8 If no, or insufficient, improvement has been made over this period, the appraisee will be invited to a formal meeting to determine whether formal capability proceedings need to be commenced or the appraisal process is extended and remains in place with further support provided.

18.9 The formal stage of the capability procedure may also be invoked before any informal discussion or counselling, where it is considered appropriate due to the seriousness of the concerns.

## 19. Grievances

19.1 Where a teacher raises a grievance during the appraisal or transition to capability process, where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently. In some cases, the appraisal or transition to capability process may be temporarily suspended in order to deal with the grievance.

## 20. Monitoring and Evaluation

20.1 The Governing Body and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

20.2 The headteacher will provide the Governing Body with a written report on the operation of the school's appraisal policy annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on the school's teaching staff by reference to the protected characteristics of:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Belief
- Age
- Part – time status
- Maternity and pregnancy
- Gender reassignment

20.3 The headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged unlawful discrimination.

## Appendix 1

The checklist below could be used for discussions between the appraiser and appraisee prior to the observation.

- Has the purpose of the observation been made clear?
- What is the focus of the observation?
- Which lesson or parts of lessons are going to be observed?
- Has there been an opportunity for the teacher being observed to describe the context of the lesson?
- What level of involvement should the observer/appraiser have in the observed lesson?
- When and how should feedback be given?
- What use will be made of any information arising from the observation?

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