

Teachers' Pay and Appraisal Policy



Redbridge Community School

Person responsible -	Jason Ashley, Headteacher
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INTRODUCTION

This policy sets out the framework for making decisions on teachers' pay at Redbridge Community School. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and the Teacher Standards have been applied and consulted with the relevant trade unions.

In adopting this pay policy the aim is to:

- Maximise and consistently improve quality of teaching and learning at the school
- Support the recruitment and retention of a high quality teacher workforce
- Enable the school to recognise and reward teachers appropriately for their contribution to the school
- Help to ensure that decisions on pay are managed in a fair, just and transparent way
- Use the programme of Novous, Medias and Provectus (please see pages 7-11) to develop teachers

Pay decisions are made by the SMT pay committee consisting of the Headteacher and Assistant Headteacher responsible for CPD, with support from the School Business Manager. Decisions on pay have been delegated to the SMT Pay Committee by the Governing Body.

Once agreed the pay decisions will be ratified by the governing body who will look at the fairness and transparency of the SMT Pay Committee decisions within anonymised samples. Once ratified, the school will issue a salary letter confirming the decision. The letter will also contain advice on where this policy can be read for openness and transparency reasons.

PAY REVIEWS

The governing body will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis of calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

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

Teachers are required to check that their salary is correct on their appraisal documentation by no later than 31st December in any given year and any errors should be brought to the school Business Manager in the first instance. Errors noted after 31st December cannot be rectified.

BASIC PAY DETERMINATION ON APPOINTMENT

The governing body will determine the pay range for a vacancy at the end of each academic year, amending the pay scale as necessary. On appointment this will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the governing body may take into account a range of factors, including:

- The nature of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider school context

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

PAY PROGRESSION BASED ON PERFORMANCE

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

With the exception of Early Career Teachers (ECT), all teachers will be required to meet four targets that have been agreed for their appraisal.

Personalised teaching and learning Target 1, Target 2 and Target 3: These are likely to be whole school targets set by SMT that focus on whole school development **and attendance**

Target 4: This target is set between the appraiser and appraisee and should focus on the professional development of the teacher to **help secure pay progression**

The four appraisal objectives and evidence provided by the teacher should show that the teacher is broadly meeting the behaviours and traits of the Novous, Medias and Provectus programme they are working within.

In addition to the targets at Redbridge Community School, three programmes have been developed as 'Teacher Standards' descriptors. The programmes are:

Novous: This programme covers the first three years of teacher progression

Medias: This programme covers the next three years

Provectus: This programme covers the top salary range (formally UPS 1, 2 & 3)

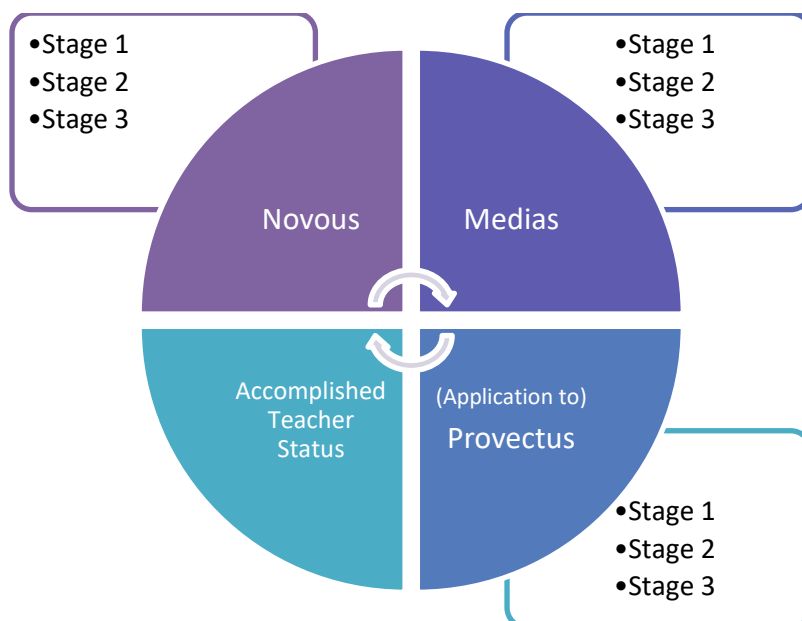
Teachers are provided with a potential, but not exhaustive list of ways they can evidence that they have met their targets.

Decisions regarding pay progression will be made with reference to the teacher's appraisal reports regarding their objectives and their development against the Teacher Standards. In the case of ECTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

Teachers' appraisal reports will contain pay recommendations from the appraiser. Decisions about whether or not to accept a pay recommendation will be made by the SMT pay committee, having regard to the appraisal report and taking into account advice from the senior management team, line managers and evidence files. The SMT pay committee will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels. Recommendations by the SMT pay committee will be ratified by the Full Governing Body to ensure fairness and transparency. .

It is important to reiterate that to be considered for pay progression, an individual teacher must meet the criteria of the Novous, Medias and Provectus programme that they are working within and successfully meet their appraisal objectives.

All teaching staff are required to collect supportive evidence, ideally online, to support progress towards pay progression. However, this will not be the only determinant of this.



MOVEMENT TO THE PROVECTUS PROGRAMME *(previously Upper Pay Spine by application only)*

Applications and evidence

Any qualified teacher who has successfully completed the Novous and Medias Programme, combined, may apply to be paid within the Provectus pay range. It is the responsibility of the teacher to decide whether or not they wish to apply to be a Provectus teacher.

Applications should be made during the appraisal cycle assessment point between 1st September and 31st October. At the time of appraisal, the teacher should inform their appraiser that they wish to be considered for the Provectus programme. The applicant must submit evidence to be assessed at the given time against the specific Provectus criteria.

In any case, intention to apply for the Provectus programme must be before 31st October of the appraisal year.

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 Provectus programme in that school or schools. This school will not be bound by any pay decision made by another school.

Redbridge Community School, has a strong commitment in retaining and promoting the best teachers and will offer an additional pay scale called the Accomplished Teacher programme. An intention to apply for this must be made to the appraiser during the appraisal meeting. **Accomplished Teacher Status will be received annually based on specific targets set by the Headteacher. All colleagues applying for Accomplished Teacher Status will have a 1:1 meeting with the Headteacher in addition to their appraisal meeting.** This status is held for one year and to retain ATS annual applications must be made. This status can be awarded and removed at the next review.

The decision to award or remove ATS will be taken by the Headteacher.

APPEALS AGAINST PAY DECISIONS

A teacher can appeal against any decision taken by the SMT pay committee. This appeal should be sent to the chair of governors within 5 working days of the date of the confirmation letter.

The letter should outline the reason for the appeal and evidence supplied accordingly.

A governors' pay committee will convene to hold an appeal hearing to look at teacher's evidence and will take a decision to uphold the teacher's appeal or to dismiss the teacher's appeal.

The decision taken by the Governors' Pay Committee is final and there are no further grounds for appeal or grievance.

The teacher will be notified by letter within 10 working days of the appeal hearing. If a pay decision is upheld, pay will be 'backdated' accordingly to 1st September.

In addition to the Governors' Pay Committee, a teacher can make an informal request to the SMT Pay Committee to ask the SMT Pay Committee to re-look at evidence. Within this request the teacher must outline what element of the policy has not been followed by the SMT Pay Committee. This must be done within five working days of the confirmation letter. If the SMT Pay Committee upholds their original decision, the teacher will have a further five working days, from the date of the second letter, to appeal this decision as outlined above.



TEACHING PAY SCALE

N1	Starting salary for all teachers who passed their QTS.
N2	An N2 teacher will have passed all their ECT standards.
N3	An N3 teacher can demonstrate consistent success with students' results and outcomes. School based data is used to inform lesson planning, which means the lesson plans are skilled at meeting the needs of all learners and can plan appropriately for all school and department identified priority niche groups. Particular monitoring and relevant interventions of the Pupil Premium students, Shine students and SEN students is essential and evident. The N3 teacher achieves is successful in the appraisal observations and it is evident lesson planning promotes engagement resulting in positive and at least good personal development, taking into account the Fundamental 5 and metacognitive strategies. The N3 teacher fulfils wider professional responsibilities with extra-curricular activities beyond the classroom. There is initial evidence of emerging leadership skills. An N3 teacher actively promotes above school targets in attendance as a tutor, teacher or leader.
M1	An M1 teacher can demonstrate consistently positive success with students' results and outcomes. School based data is used to inform lesson planning, which means lesson plans are skilled at promoting challenge for all learners and they can plan using a range of teaching strategies for all school and department identified priority niche groups. Specific monitoring and highly relevant intervention of Pupil Premium students, Shine students and SEN students is essential and evident. The M1 teacher continually promotes the Fundamental 5 and metacognitive strategies resulting in high levels of engagement resulting in positive and good or outstanding personal development. The M1 teacher fulfils wider professional responsibilities with extracurricular activities beyond the classroom. There is now initial evidence of leadership skills. An M1 teacher actively promotes above school targets in attendance as a tutor, teacher or leader.
M2	An M2 teacher can demonstrate consistently positive success with students' results and outcomes. School based data is used to inform lesson planning, which means lesson plans are skilled at promoting challenge for all learners and they can plan using a range of teaching strategies for all school and department identified and priority niche groups. Specific monitoring and highly relevant intervention of Pupil Premium students, Shine students and SEN students is essential and evident. The M2 teacher continually promotes the Fundamental 5 and metacognitive strategies resulting in high levels of engagement resulting in positive good and/or outstanding personal development. The M2 teacher fulfils wider professional responsibilities with extracurricular activities beyond the classroom. There is now evidence of effective leadership skills which manifests itself in the support of other colleagues in the Novus Programme. An M2 teacher actively promotes above school targets in attendance as a tutor, teacher or leader.
M3	An M3 teacher can demonstrate consistently positive success with students' results and outcomes. School based data is used to inform lesson planning, which results in highly skilled lesson plans that promote challenge for all learners and they can plan using a range of highly effective teaching strategies for all school and department identified and priority niche groups. Precise monitoring and highly relevant interventions are evident for Pupil premium students, Shine students and SEN students. Progress of Pupil Premium students is at least in line with other learners and in some cases exceeds them. The M3 teacher continually promotes the Fundamental 5 and metacognitive strategies and is inspirational in lesson planning and delivery which in turn promotes high levels of engagement that results in outstanding personal development. The M3 teacher fulfils wider professional responsibilities with extracurricular activities beyond the classroom. There is significant evidence of effective leaderships in the support of colleagues in the Novus Programme which results in an improvement in teaching and learning and consequently the support Novus colleagues makes salary progression. An M3 teacher actively promotes above school targets in attendance as a tutor, teacher or leader.
P1	A P1 teacher has exceeded the requirements of the Novus and Medias Programme. A P1 teacher can therefore provide evidence of sustained success in all of the requirements of the Novus and Medias Programme. In addition to this a P1 teacher is a consistently outstanding teacher. A P1 teacher will take on whole school responsibility in the development of key areas such as: teaching and learning, assessment collaboration. They will lead within their department and across the school. There are a champion of effective teaching and learning. A P1 teacher actively promotes above school targets in attendance as a tutor, teacher or leader.
P2	A P2 teacher meets and at least exceeds the criteria for a P1 teacher. In addition a P2 teacher will develop the latest pedagogy in their curriculum area and across the school. They are confident in leading this challenge whole school through the school CPD systems; supporting colleagues in implementing these ideas and beginning to develop systems for evaluation of success. A P2 teacher actively promotes above school targets in attendance as a tutor, teacher or leader.
P3	A P3 teacher meets and exceeds the criteria for a P2 teacher. In addition a P3 teacher embeds their internal pedagogic leaderships and visible outcomes of their work are evident. They are adept at evaluating and monitoring the effectiveness of their work. They are reflective and can action plan, as a consequence of this work, for sustained and continuous whole school improvement. They work collaboratively with other external institutions to develop teaching and learning. They are able to scrutinise and monitor the effectiveness of this work and outcomes are clear to see. A P3 teacher actively promotes above school targets in attendance as a tutor, teacher or leader.
ATS	An accomplished teacher meets and exceeds all of requirements of the Novus, Medias and Provecus Programme. An accomplished teacher is an individual who is exemplary in all of the Teachers' Standards. Their classroom continually promotes the Fundamental 5 and metacognitive strategies and is a hive of inspiration, motivation and engaging activity. Students exceed their targets and school niche groups perform above national averages. Students who are in receipt of the Pupil Premium, Shine and SEN characteristically show high levels of engagement, satisfaction and outcome. They achieve above the standards set. Accomplished teachers take in additional responsibilities because they wish to share their expertise with more inexperienced staff. They have high expectations of all colleagues they work with and can share, collaborate, self-evaluate and evidence impact. They are an inspiration to all. In the classroom students take ownership of their own learning and the behaviour traits of students demonstrates independence and leadership. They are happy to share, self-assess, peer assess and teach other students. An ATS teacher actively promotes above school targets in attendance as a tutor, teacher or leader.

The Assessment

An application from a qualified teacher will be successful where the SMT Pay Committee are satisfied that:

- a) The teacher is competent in all elements of the relevant teacher standards and Redbridge Community School's teacher programmes (Novous, Medias and Provectus) and had met their four objectives
- b) The teacher's achievements and contribution to the school are substantial and sustained

For the purpose of this pay policy:

- 'Competent' means that at each stage of each programme of the criteria is met by that teacher, this incorporates the teacher standards.
- 'Substantial' means that the teacher can evidence each programme requirement during the appraisal process.
- 'Sustained' means each teacher is moving positively within each programme; and in addition towards their four appraisal objectives.

1.1.1 The application will be assessed by the Headteacher, Deputy Headteacher and the School Business Manager (who make up the SMT Pay Committee). The Headteacher will provide an anonymised sample of successful applicants and unsuccessful applicants to the governing body for auditing.

1.1.2 Processes and Procedures

The assessment will be made within 20 working days of the 31st October of any academic year.

If successful, applicants will move to the next relevant programme by 1st January.

A teacher's pay, once successfully passed in the assessment period of that cycle (1st September to 31st October), will be backdated to 1st September.

Any additional concerns raised, with respects to safeguarding, capability and disciplinary will mean that a teacher cannot make pay progression as they would not have met the relevant teacher standards.

The teacher will be expected to provide evidence that their performance meets the requirements of the Novous, Medias and Provectus range. This could include data, observation forms, and information to demonstrate practice from responsibilities where the candidate can demonstrate impact. When reaching M3, P1, P2 and P3 a teacher must stay on this scale for two years to enable them to have sufficient time to evidence that they are 'competent' in these standards.

If unsuccessful, feedback will be provided, if the teacher wishes, by the Headteacher and Deputy Headteacher who will meet with the individual to explain the decision if so desired. It is possible that the first indication that pay progression is not achieved will be when receiving the confirmation letter.

As previously mentioned, appeals against the SMT Pay Committee decision should be sent to the Chair of Governors within 5 working days of the receipt of the confirmation letter.

PART-TIME TEACHER

Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. The governing body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. This means any pay award will be determined as a relevant full time equivalent e.g.0.4/ 0.6 etc.

SHORT NOTICE/ SUPPLY TEACHER

Teachers employed on a day-to-day basis or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days (including 5 INSET days); periods of employment for less than a day being calculated pro-rata. This Pay Policy is for the purposes of appraisal and does not include supply teachers.

MATERNITY LEAVE

A teacher who is taking their statutory maternity leave will be entitled under this policy to progress accordingly with relevant evidence. It may be the case that insufficient evidence is accrued during this time, which can prevent progression. All statutory legal rights for maternity will be respected and adhered to. Teachers who are on maternity leave during the appraisal cycle will agree appraisal targets on return. In any case not having an appraisal due to statutory maternity does not necessarily prevent pay progression if significant evidence is provided.

PAY INCREASES ARISING FROM CHANGES TO THE DOCUMENT

All teachers are paid in accordance with the statutory provisions of this document as updated from time to time. It will be necessary to update salary figures once SCC and STPCD agree on teacher pay. A teacher once awarded a pay rise cannot have this taken from them. Members of staff on the leadership scale are subject to performance related pay. Members of SMT will be appraised by the Headteacher. The Headteacher will be performance managed by the governors' pay committee on behalf of the governing body. Targets will relate to the strategic objectives of the school and relate to the teacher standards. In any case, they will appoint an external adviser, independent of the school, to support them. This will normally be the school improvement partner.

All members of SMT are within their agreed parameter within the agreed Leadership Group pay scale as set by the relevant group size of the school.

TLR Management Structure (*Teaching and Learning Responsibility payment*)

The governing body will agree annually the TLR payment structure for those who hold a management position in the school.

TLR payment 2

Minimum: £3,017
Maximum: £7,368

TLR payment 1

Minimum: £8,706
Maximum: £14,732

The below management grid shows the distribution of TLRs within Redbridge Community School:

Indexation of final salary/ career average pensions/ teachers' pension scheme

Occasionally, the governing body will award all teachers, including senior managers and the Headteacher, a £1 recruitment and retention to trigger an indexation increase in an individual's Teachers' Pension if they have exhausted salary progression (individual scales) and there is no cost of living increase set by the government. All teacher trade unions are in agreement with this position.

The school can use a TLR payment of between £540 – £2,683 for a one off time bound project. These have previously been known as honorariums.

Recruitment and Retention

A school may pay incentives and benefits for recruitment and retention under the STPCD. The recruitment and retention can be offered to attract, recruit and retain the best candidates. At Redbridge Community School a recruitment and retention will not exceed:

From 1st September: £3,017

Recruitment and Retention will be reviewed annually.

Leadership and Management Structure

HEADTEACHER J ASHLEY						
ASSISTANT HEADTEACHER E BELL	ASSISTANT HEADTEACHER S WINNER	ASSISTANT HEADTEACHER A HOYLE	ASSISTANT HEADTEACHER S RAMSEY	ASSISTANT HEADTEACHER L STREETER	ASSISTANT HEADTEACHER R TAYLOR	ASSISTANT HEADTEACHER S WATERSON
HEAD OF SCIENCE K WALLACE	HEAD OF ICT/ INFRASTRUCTURE A DARE	HEAD OF MATHEMATICS R THOMPSON	HEAD OF PE / CO-ORDINATOR OF CAREERS D FLYNN	HEAD OF ENGLISH R GOOCH	R MISSOURI MATERNITY COVER	
HEAD OF YEAR / LAC/PP CO-ORDINATOR C BEARPARK	HEAD OF YEAR S COWAN	HEAD OF YEAR A BONE	HEAD OF YEAR S CHAINEY	HEAD OF YEAR R LANG	TLR 1B £10,841	
ASSESSMENT LEAD S SCOTT		HEAD OF PERFORMING ARTS S WILCOCKS		SENCO S LUNN		
HEAD OF ART S SOLOMON	HEAD OF CREATIVE MATERIALS J CLEMMENS	HEAD OF GEOGRAPHY E PERCIVAL	HEAD OF HISTORY C SPURGEON	HEAD OF MFL A MILES	HEAD OF APPLIED SKILLS C GREEN	TLR 2C £7,017
HEAD OF DRAMA L HARWOOD	2 ND IN ENGLISH A NOBLE- CAMPBELL	2 ND IN MATHS S WEST	2 ND IN PE J BURGEE	HEAD OF BUSINESS STUDIES M FLYNN	HEAD OF HBSC/ OUTDOOR EDUCATION L MASON	TLR 2B £4,465
ASSISTANT SENCO K BOYLETT	SCIENCE PEDAGOGY LEAD R SAHU	HEAD OF RE A WILKES	HEAD OF DANCE E GODSALL	SENIOR MENTAL HEALTH LEAD S WEBB	SCIENCE CURRICULUM LEAD AND TIMETABLE SUPPORT J TRIGGS	LITERACY AND LANGUAGE LEAD R MISSOURI
2 ND IN HISTORY / SHINE COORDINATOR J MORTON	2 ND IN MFL A REASON	2 ND IN GEOGRAPHY J NORTH	2 ND IN EDU-K8 N WILSON	NCS & INTO UNIVERSITY COORDINATOR J BURGEE	GIRLXL CO-ORDINATOR K HUNT	TLR 2A £2,873
ASSISTANT HEAD OF YEAR E CAMPBELL	ASSISTANT HEAD OF YEAR D YATES	ASSISTANT HEAD OF YEAR C SPURGEON	ASSISTANT HEAD OF YEAR R FARDON/H CRAIG	ASSISTANT HEAD OF YEAR C PLOW	LEAD HOY S COWAN	
READING COORDINATOR R PHIPPS	LAC CO-ORDINATOR N FRANKLIN	HEAD OF PSHE E PERCIVAL	TRANSITION CO-ORDINATOR VACANT	CULTURAL LITERACY CO- ORDINATOR S WHITFIELD	RIZE CO-ORDINATOR R WITCH	