



# NOWER HILL HIGH SCHOOL

<b>Title:</b>	<b>NHHS Pay Policy</b>
<b>Date of Last Review:</b>	September 2020
<b>Date of Ratification by Governing Body:</b>	22 October 2020
<b>Status:</b>	Statutory
<b>Approval Authority:</b>	Staffing Committee
<b>Staff Lead:</b>	Headteacher
<b>Governor Lead:</b>	Chair of Staffing
<b>Review Frequency:</b>	Annual
<b>Location:</b>	GSuite/Staff Landing Page
<b>Date of Next Review:</b>	September 2021

<p><b>1</b></p>	<p><b>Introduction</b></p> <p>This policy applies to the pay of all staff employed on fixed term or permanent contracts of employment by the Nower Hill High School (the Academy). The policy applies to both teaching staff and support staff. The policy does not apply to agency staff or those individuals who are employed by other organisations even if they work at the Academy.</p> <p>This policy will be reviewed as required, including each time there are changes in circumstance or statutory provisions, e.g. a new School Teachers’ Pay and Conditions Document comes into effect, or outcome of national negotiations for school support staff. Changes to the policy will be consulted upon with staff and their trade union representatives.</p> <p>The Academy’s salary scales can be found in Appendix 1.</p> <p>This policy will apply for pay decisions made for teachers in autumn 2020 (and any pay changes will be backdated to September 2020).</p>
<p><b>2</b></p>	<p><b>General Provisions – applicable to all staff</b></p> <p><b>Equal Opportunities</b> The Academy will abide by all relevant legislation which in the case of academies will be under the terms of employees’ contracts. The Academy will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.</p> <p><b>Pay and Conditions</b> For teaching staff, the School Teachers’ Pay and Conditions Document (“STPCD”) and the Conditions of Service for School Teachers in England and Wales (Burgundy Book) and local conditions adopted by the Academy apply.</p> <p>For support staff, The National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) and Pay and Conditions of Service adopted by the Academy apply.</p> <p><b>Job Descriptions and salary safeguarding</b> All staff will receive job descriptions, updated as necessary. The job description will reflect the role, duties and responsibilities including the tasks of the postholder upon which pay decisions may be made. Any proposed changes to job descriptions will be made in consultation with the relevant member of staff, who may seek advice from their Union representative.</p> <p>If changes to the job description include increased or decreased responsibilities on a permanent basis, the salary for the role may be re-evaluated. Any increase in salary would be paid from a date reasonably determined by the Headteacher, and if the re-evaluation results in a lower salary the postholder would be entitled to salary safeguarding in accordance with Academy policy (as set out in the Redundancy Policy and the STPCD). At the initiation of salary safeguarding the individual(s) affected will be informed in writing of the salary safeguarding provisions.</p> <p>If changes to a job description are temporary, any increase in salary would apply for the period for which the revised job description applies; for any decrease in salary the postholder would be entitled to salary safeguarding in accordance with Academy policy.</p>

	<p><b>Timing of Pay Reviews</b></p> <p>All teaching staff salaries (including Headteacher, Deputy Headteachers and Assistant Headteachers) will be reviewed annually no later than 31st October and to take effect from the preceding 1st September (any change in pay being backdated if necessary).</p> <p>All support staff salaries will be reviewed annually no later than 1<sup>st</sup> April.</p> <p>Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay.</p> <p>An annual pay statement will be issued by 31st October for teachers (30th November for Headteacher), including details of salary and (where applicable) any allowances (such as Teaching and Learning Responsibilities) and / or salary safeguarding. A revised pay statement will also be given out where there are any other changes in pay arrangements in the year.</p> <p><b>Appraisal</b></p> <p>For all staff, the appraisal procedure is laid out in the Academy's Performance Appraisal Policy.</p> <p><b>Access to Records</b></p> <p>The Headteacher will ensure access for individual members of staff to their own employee records.</p> <p><b>Appeals</b></p> <p>The process for pay appeals is outlined in Appendix 7.</p> <p><b>Mid-Year joiners</b></p> <p>Where a teacher joins during an appraisal cycle, if they would like the Academy to take into account any evidence from their previous school (e.g. previous performance reviews) as part of the next pay progression decision, they must present that information to their Appraiser before the end of their first term of employment by the Academy. This is to enable new employees to avoid being disadvantaged by a change of employer. The Academy will review any evidence provided against our usual performance expectations and will not accept evidence that it considers insufficient. New joiners will be informed of this approach within one month of their employment commencing.</p> <p><b>Absence due to sickness or maternity leave</b></p> <p>Where a teacher has been absent through long term illness or on maternity leave (or other long term leave) the Headteacher will ensure that a pay review has been conducted. In the event that a review cannot be conducted until the teacher returns to school, the Headteacher will conduct a review following the teacher's return. If the recommendation is to pay the teacher on a higher salary on the appropriate pay range the award may be backdated to the date on which the award would normally have been paid.</p>
3	<p><b>Roles and Responsibilities</b></p> <p><b>Governing Body and Pay Review Panel</b></p> <p>The Governing Body has delegated its pay powers to the Pay Review Panel. Each year, the Governing Body appoints three members to the Pay Review Panel and appoints a pool of Governors from whom the Pay Appeals Committee will be drawn as necessary. Members of the Pay Review Panel and members of the Pay Appeals Committee must have no pecuniary interest</p>

in the result of any pay decisions. No member of the Governing Body who is employed in the school shall be eligible for membership.

Terms of reference:

- To ensure the aims of the pay policy are achieved in a fair and equitable manner;
- To carry out the appraisal of the Headteacher (i.e. review performance, agree objectives and make decisions on pay);
- To work with an appointed External Adviser where applicable;
- To make decisions on pay for all teaching staff (including Head, Deputy Heads and Assistant Heads) following recommendation, where appropriate, from the Headteacher;
- To be a point of referral on pay matters as necessary;
- To minute clearly the reasons for all decisions and recommendations, and report these decisions and recommendations to the next meeting of the Governing Body.

### **Membership of Pay Review Panel and Pay Appeals Committee**

The current members of the Pay Review Panel in 2020/21 are:

Diana La Rue  
Michelle Weerasekera  
Abdeslam Karmoun

### **Headteacher**

The Headteacher will:

- Ensure effective appraisal arrangements are in place, and ensure appraisers have the knowledge and skills to apply the procedures fairly;
- Develop clear arrangements for linking appraisal to pay progression;
- Ensure that pay recommendations for all relevant staff are made in accordance with the terms of this policy, and to moderate objectives, performance assessments and pay recommendations to ensure consistency and fairness;
- Ensure that pay recommendations are submitted to the Pay Review Panel at least three working days before their meeting;
- Advise the Pay Review Panel on pay matters (and other Committees as required), but to withdraw from any discussion about his or her own pay;
- To ensure that staff are informed in writing of the outcome of decisions of the Pay Review Panel and of the right of appeal in accordance with any required timeframes.

### **Reporting to Governing Body and ratification**

The Pay Review Panel works in the context of and in support of the Staffing Committee which reports to the Governing Body. The Governing Body will receive the report of the Pay Review Panel in the confidential section of the agenda and will either endorse or refer back without debate in order not to prejudice any appeal.

Decisions that are endorsed will be communicated to each individual by the Headteacher in writing. In the case of the Headteacher, the Chair of the Governing Body will inform the Headteacher in writing.

### **Appraiser**

The appraiser will complete the pay recommendation based on evidence discussed at the appraisal review meeting and the agreed criteria for pay progression.

**Teacher Obligations**

Teachers will:

- Engage with appraisal by 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 objective and review them throughout the appraisal process;
- Share any evidence they consider relevant with their appraiser; and
- Ensure they have an annual review of their performance.

**Appeals Panel**

The Appeals Panel will take decisions on appeals against the decisions of the Pay Review Panel in accordance with the terms of the appeal procedure set out in Appendix 7.

**4 Leadership Group – Specific Provisions****Leadership pay scales**

The Academy will determine the Headteacher pay group in accordance with the methodology set out in STPCD (paragraphs 5, 6, and 8 of STPCD 2020), including the group size of each school in relation to leadership pay. Within the Headteacher pay group, the Governing Body will set a seven-point Individual School Range for the Headteacher. The Academy will set other leadership pay ranges in accordance with STPCD (paragraph 9 in STPCD 2020), and will set five point scales for Deputy Headteachers and Assistant Headteachers.

The leadership pay ranges within the Academy for 2020/21 are:

Headteacher	L33-L39
Deputy Headteachers	L24-L28
Assistant Headteachers	L15-L19

The Academy will review the leadership pay scales in light of any proposed changes to the size of the relevant school or any material changes in responsibility that would – in the reasonable opinion of the Governing Body – warrant a review.

Any payment beyond the top of an agreed leadership pay range, including progression into the 25% flexibility permitted by paragraph 9.3 of STPCD 2020, would require the prior authorisation of the Governing Body.

**Progression**

Progression for Headteacher, Deputy Headteachers and Assistant Headteachers would normally be one point per annum where there has been a sustained high quality of performance in respect of school leadership and management and pupil performance as demonstrated and recorded at the appraisal and in public examination outcomes. A sustained high quality of performance would include strong progress in achieving performance objectives and / or indicators that were agreed at the beginning of the appraisal cycle. In exceptional circumstances where the individual has shown exceptional performance there may be two-point progression so long as the individual remains within the approved pay ranges outlined above.

Pay recommendations for the Leadership Group will be made to the Pay Review Panel by the Headteacher.

	<p><b>Determination of discretionary payments to Headteachers</b></p> <ul style="list-style-type: none"> <li>• The Governing Body may decide to pay additional and / or temporary payments to the Headteacher in accordance with paragraphs 9.3 and 10 of STPCD 2020.</li> <li>• The Governing Body can approve a change to the pay range for the Headteacher, including any extension beyond the maximum of the appropriate school group scale (as defined in STPCD) in accordance with paragraph 9.3 of STPCD 2020.</li> <li>• The Governing Body can approve the granting of temporary payments for temporary additional responsibilities or duties in accordance with paragraph 10 of STPCD 2020.</li> <li>• In the event that it is considered necessary that the sum of all payments to the Headteacher would exceed the maximum of the school group scale plus 25%, Governing Body will take external independent advice in accordance with paragraph 9.3 or 10.4 of STPCD 2020 before agreeing to such a decision.</li> </ul> <p><b>Acting Allowances</b></p> <p>Acting allowances (paragraph 23.1 to 23.6 of STPCD 2020) are normally payable to teachers who are assigned to carry out the duties of Headteacher, Deputy Headteacher or Assistant Headteacher. Any teacher who carries out the duties of Headteacher, Deputy Headteacher or Assistant Headteacher, for a period of four weeks or more, will normally be paid at the bottom point of the pay range for the post that they are carrying out the duties of, unless otherwise determined in advance by the Pay Review Panel. Payment will be backdated to the commencement of the duties. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence. Teachers in an acting role on the Leadership Pay Spine will be under the applicable conditions of service for members of the Leadership Group whilst acting up.</p>
5	<p><b>Classroom Teachers – Specific Provisions</b></p> <p><b>Starting salary</b></p> <p>Starting salary of new classroom teacher appointments.</p> <ol style="list-style-type: none"> <li>a) When advertising a teaching post, the school will identify the range of salaries the school is prepared to pay subject to qualifications and experience.</li> <li>b) The Headteacher will determine the starting salary within the agreed rate, taking into account: <ul style="list-style-type: none"> <li>• Teaching experience will usually be rewarded on the basis of one point for each school year of service (a year being defined in Annex 2 of STPCD 2020) except where salary matching is applicable as detailed below.</li> <li>• Experience other than teaching may be rewarded at a rate of one point for every three years of experience deemed by the Headteacher to be of particular relevance to the job description and appointment criteria.</li> <li>• The Academy will accept the salary point on the Main Pay Spine for teachers joining the school directly from all of the Harrow secondary schools without further review (salary matching).</li> <li>• Threshold assessment awarded under the STPCD 2012 or earlier will be honoured in line with requirements of STPCD 2020 as a minimum level of Upper Pay Spine (UPS) Point 1, Additional points on the UPS will be assessed on a case by case basis.</li> <li>• The Academy will honour threshold decisions made under the September 2013 or subsequent Documents by all of the Harrow secondary schools.</li> <li>• Market conditions.</li> </ul> </li> </ol>

**Progression for Main Scale Teachers**

Progression on the Main Pay Spine and the Unqualified Pay Spine will be based on the criteria set out in Appendix 2.

Teachers on the main pay spine can expect single point progression towards the top of the pay spine on an annual basis where there has been a high quality of performance as evidenced in their appraisal in accordance with Appendix 2.

If the appraiser believes that the evidence demonstrates that performance has been exceptional (as defined in Appendix 4) they may make a recommendation for accelerated progression (a two-point increase). Teachers on the main pay spine cannot 'apply' for an accelerated progression.

**Threshold and Upper Pay Spine (post threshold)**

Progression on to the Upper Pay Spine is intended to reward teachers who are able to demonstrate that they are both highly competent in terms of the quality of their teaching, and who are working at a level that makes a substantial and sustained contribution to the wider life of the school outside their classroom.

Teachers who wish to apply for Threshold Assessment must submit their application to the Headteacher before the start of the Autumn half term break on the relevant form(s) provided by the Academy.

Only in exceptional circumstances will a teacher who has not completed a full appraisal cycle while on M6 of the main scale range (at the time of application) be considered ready for an application to the Upper Pay Spine.

If a teacher progressing onto M5 wishes to be considered for threshold status prior to being placed on point M6 of the Main Pay Scale (i.e. to 'skip' M6 and progress directly to the Upper Pay Spine) the matter should be raised at the Appraisal planning stage at the start of their M5 performance cycle when targets are set so that a discussion can take place regarding the suitability of such an application and appropriate targets set in advance.

Applications for progression onto the Upper Pay Spine will not be considered from staff who have not completed a performance cycle while on M5 or M6.

A successful application will demonstrate:

- that s/he meets the criteria in paragraph 15.2 of STPCD 2020; and
- that s/he exceeds the "Accomplished" criteria and is performing close to or at the "Skilled" criteria against the Teachers' Standards as in Appendix 5 of this Pay Policy; and
- that her/his achievements and contributions are "substantial" and "sustained" as defined in Appendix 4 of this Pay Policy.

Decisions regarding threshold applications will be communicated in writing within 15 working days following the end of the Autumn half term break. Successful progression will be backdated to a September 1st start. If the application is unsuccessful, the written notification will indicate where the judgement is that the teacher's application does not satisfy the assessment criteria.

Teachers who have a successful application will be paid in accordance with paragraph 14 of STPCD 2020 and Appendix 1 of this policy.

**Progression on the Upper Pay Spine**

Progression on the Upper Pay Spine will be based on the criteria set out in Appendix 3.

Teachers on the upper pay spine can expect progression towards the top of the pay spine on a biennial basis where achievements and contributions to the school, throughout the relevant period, have continued to be substantial and sustained (see Appendix 4) and may be progressed on an annual basis where there is sufficient evidence of exceptional performance (which shall include exceeding objectives, consistently outstanding teaching and a contribution at the level usually expected of their line manager or senior leader).

**Teaching and Learning Responsibility Payments (TLRs)**

TLRs are awarded for clearly defined responsibilities in accordance with paragraph 20 of STPCD 2020 and the school's staffing framework. Teachers will not be expected to undertake permanent additional responsibilities without a permanent TLR1 or TLR2 payment. Every TLR is awarded to the colleague who would deliver it most effectively. Should a colleague be awarded more than one TLR (which could include a substantive one and a temporary TLR3 for instance) they would receive the appropriate allowance for each.

**SEN allowances**

SEN allowances will be awarded in accordance with paragraph 21 of STPCD 2020. The value of allowances will be based on whether any mandatory qualifications are required, other qualifications and expertise relevant for the post and the relative demands of the post.

**Acting Allowances**

Acting allowances are normally payable to teachers not on the Leadership Group who are assigned to carry out the duties of a TLR postholder. Any teacher not on the Leadership Group who carries out the duties of a TLR postholder for a period of four weeks or more, will normally be paid the appropriate TLR allowance. Payment will be backdated to the commencement of the duties. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

**Recruitment/Retention Incentives and Benefits**

Paragraphs 27.1 to 27.3 of STPCD 2020 provide discretion to award recruitment/retention allowances. The Academy will exercise this discretion, and will periodically review this decision.

**Initial Teacher Training Activities**

The Academy will exercise its discretion under paragraph 26 of STPCD 2020.

**Unqualified Teachers**

Unqualified Teachers will be paid in accordance with paragraph 17.1 of STPCD 2020. The Academy may determine an additional allowance where it considers that the teacher has taken on a sustained additional responsibility which is focused upon teaching and learning and either requires the exercise of a teacher's professional skills and judgement or requires qualifications or experience that bring added value to the role being undertaken.

Teachers on the unqualified pay spines can expect single point progression towards the top of the pay spine on an annual basis where there has been a high quality of performance as evidenced in their appraisal. A recommendation for accelerated progression (a two-point increase) may be considered only where performance is demonstrated to have been exceptional (as defined in Appendix 4).



	Upon obtaining qualified teacher status (QTS) the individual will be paid in accordance with paragraph 18 of STPCD 2020.
<b>6</b>	<p><b>Support Staff</b></p> <p>Job descriptions will be evaluated in line with Job Evaluation Scheme adopted by the Academy to determine the grade of support staff posts. Where an employee is in post at the time of the evaluation the employee will be consulted regarding the contents of the job description.</p> <p>Support staff will be paid in accordance with the agreed rates and locally agreed conditions applicable to their grade</p>
<b>7</b>	<p><b>Part Time Employees</b></p> <p>The provisions of this policy apply on a pro rata basis to all part-time teachers in accordance with paragraphs 40 and 41 of STPCD 2020.</p>
<b>8</b>	<p><b>Teachers employed on a short notice basis</b></p> <p>Such staff will be paid according to Paragraph 42 of STPCD 2020.</p>
<b>9</b>	<p><b>Continuing Professional Development</b></p> <p>Teachers: The Academy will exercise its discretion under paragraph 26 of STPCD 2020. Support Staff: Offered as part of the Academy’s programme of Continuing Professional Development.</p>
<b>10</b>	<p><b>Out of School Hours Learning Activity and Residential Duties</b></p> <p>The Academy will exercise its discretion under paragraphs 25 and 26 of STPCD 2020 with respect to Out of School Hours Learning Activities and Residential Duties for all staff (teaching and support staff) subject to the provisions in STPCD 2020 and existing contracts.</p>

## Appendices

- Appendix 1 – Pay Scales for Teachers on Main, Upper and Unqualified Pay Scales
- Appendix 2 – Pay Progression for Teachers on Main and Unqualified Pay Scales
- Appendix 3 – Pay Progression for Teachers on Upper Pay Spine
- Appendix 4 – Definition of ‘substantial’ and ‘sustained’
- Appendix 5 – Harrow High Schools’ Teacher Standards Career Stage Expectations
- Appendix 6 – Harrow High Schools’ Pay Progression Recommendation
- Appendix 7 – Process for Appeal against a pay progression decision

### NOTE:

This policy should be read in conjunction with the relevant School Teachers’ Pay and Conditions Document and Guidance on School Teachers’ Pay and Conditions and the current, relevant Pay and Conditions Documents for Support Staff.

**List of Documents relevant to Pay Policy:**

- a) The School Teachers Pay and Conditions Document (STPCD) and associated Guidance from DfE.
- b) The Conditions of Service for School Teachers in England and Wales (Burgundy Book) and local conditions adopted by the London Borough of Harrow for Teaching Staff (where these apply to the Academy).
- c) The National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book).
- d) The Pay and Conditions of Service for support staff as adopted by the Academy.
- e) Other relevant Acts including Equality Act 2010
- f) Other School Policies and documents including Equal Opportunities Policy, Health and Safety Policy, Performance Development and Review Policies, Continuing Professional Development Policy, School Improvement Plan, School Budget, Job Descriptions etc.
- g) Governance Handbook.

## Appendix 1

### Pay Scales for Main, Upper and Unqualified Teachers - Outer London Area 01/09/2020

Main		Upper	Unqualified
Minimum	£29,915	£42,559	£21,582
	£31,604	£44,133	£23,696
	£33,383	£45,766	£25,809
	£35,264		£27,926
	£38,052		£30,037
Maximum	£41,136		£32,151

### TLR Ranges

	Minimum	Maximum
TLR 3	£571	£2,833
TLR 2	£2,873	£7,017
TLR 1	£8,291	£14,030

### At NOWER HILL HIGH SCHOOL, the following apply:

TLR 1a	£8,291
TLR 1b	£10,470
TLR 1c	£12,165
TLR 1d	£14,030

TLR 2a:	£2,873
TLR 2b:	£4,791
TLR 2c	£7,017

### SEN allowances

Minimum: £2,270  
Maximum: £4,479

**Leadership Scale for Outer London:**

Point	Salary	Point	Salary
L01	£45,542	L25	£79,489
L02	£46,601	L26	£81,372
L03	£47,676	L27	£83,305
L04	£48,785	L28	£85,290
L05	£49,919	L29	£87,316
L06	£51,082	L30	£89,406
L07	£52,371	L31	£91,539
L08	£53,499	L32	£93,724
L09	£54,750	L33	£95,975
L10	£56,072	L34	£98,263
L11	£57,436	L35	£100,620
L12	£58,688	L36	£103,026
L13	£60,073	L37	£105,509
L14	£61,479	L38	£108,037
L15	£62,926	L39	£110,584
L16	£64,514	L40	£113,266
L17	£65,921	L41	£116,010
L18	£67,496	L42	£118,828
L19	£69,087	L43	£120,513
L20	£70,713		
L21	£72,383		
L22	£74,090		
L23	£75,842		
L24	£77,643		

**Support Staff Scale for Outer London:**

The following table outlines the support staff pay grades for the 12 months commencing April 2020:

SCP	Full Time £ per annum April 2020	SCP	Full Time £ per annum April 2020			Full Time £ per annum April 2020
<b>H1</b>	£20,656	<b>H7</b>	£29,515	<b>SPM5</b>	1	£47,293
	£21,029		£30,045		2	£48,911
	£21,408		£30,585		3	£50,525
<b>H2</b>	£21,408		£31,044		4	£52,138
	£21,793		£31,552		5	£54,098
<b>H3</b>	£22,185	<b>H8</b>	£32,416	<b>SPM4</b>	1	£56,981
	£22,585		£33,322		2	£58,600
<b>H4</b>	£22,992		£34,207		3	£60,218
	£23,405	<b>H9</b>	£34,878		4	£61,834
	£23,825		£35,751		5	£63,449
	£24,256		£36,706	<b>SPM3</b>	1	£60,214
<b>H5</b>	£24,691		£37,721		2	£62,057
	£25,135	<b>H10</b>	£38,883		3	£63,907
	£25,588		£39,866		4	£65,749
	£26,050		£40,868		5	£67,603
	£26,519		£41,848	<b>SPM2</b>	1	£71,289
<b>H6</b>	£26,997		£42,853		2	£73,134
	£27,480	<b>H11</b>	£43,855		3	£74,984
	£27,977		£44,789		4	£76,829
	£28,479		£45,834		5	£78,675
	£28,991		£46,839	<b>SPM1</b>	1	£88,685
					2	£92,622
					3	£96,895
					4	£99,362
					5	£104,563

## **Appendix 2: Pay Progression for Teachers on Main and Unqualified Pay Scales**

Teachers on the Main and Unqualified teachers' pay scales will have their salary reviewed annually in accordance with the relevant paragraphs of the Pay Policy. To move up the pay scale, teachers will need to demonstrate appropriate levels of teacher effectiveness, including:

1. Making good progress towards their appraisal objectives; and
2. Demonstrating competence at an appropriate level in all elements of the Teachers' Standards as outlined in Appendix 5.

Teachers' annual appraisal reports will contain pay recommendations (Appendix 6). These will be countersigned and passed to the Headteacher for their consideration. The Academy will consider its approach in the light of the school's budget and, where possible, will ensure that appropriate funding is allocated for pay progression at all levels.

## **Appendix 3: Pay Progression for Teachers on Upper Pay Spine**

Progression within the Upper Pay Spine will be attributable to the performance of the individual, measured through the appraisal process.

It is expected that the performance of a teacher on the UPS will be assessed as having excellent depth and breadth of knowledge, skill and understanding, which is also good enough to provide coaching and mentoring to other teachers, to demonstrate effective teaching practice, and to make a wider contribution to the teaching and learning success of the school. There must be a specific and identified wider contribution of this type in the appraisal process to achieve progression. Further details of the expected performance are provided at the end of this Appendix.

For progression on the Upper Pay Spine (to UPS2 and then to UPS3), a teacher will demonstrate:

1. that s/he meets the "Skilled" criteria (UPS1) and "Highly skilled" (UPS1 to UPS2) and then "Expert" (UPS2 to UPS3) against the Teachers' Standards as in Appendix 5 of this Pay Policy (with further detail provided at the end of this Appendix);
2. that her/his achievements and contributions are substantial and sustained as defined in Appendix 4 of this policy.

For progression on the Upper Pay Spine (to UPS2 and then to UPS3), a teacher will demonstrate the following alongside the definitions in Appendix 4:

- 1. Professional attributes**
  - 1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- 2. Professional knowledge and understanding**
  - 2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
  - 2.2 Have an extensive knowledge and well informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
  - 2.3 Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
  - 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

### 3. Professional skills

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

#### Appendix 4: Definitions of 'substantial' and 'sustained' and 'exceptional'

**Substantial:** The teacher's achievements and contributions to the school are significant, by contributing to developing and implementing teaching and learning policies and practice, modelling excellent teaching practice, securing strong learner progress, and contributing to the development of colleagues.

**Sustained:** Evidence from two consecutive appraisal cycles or, exceptionally, throughout one appraisal cycle where the contribution has been exceptionally substantial,

**Exceptional:** Evidence from an appraisal cycle that shows the contribution has been beyond what is expected, shown by exceeding targets, by performance usually at the level expected by the appraisee's line manager or senior leader, and with a significant positive value added score to demonstrate outstanding student progress.

These definitions apply to unqualified, main and upper scale teachers, as well as those on the leadership scale.

**Appendix 5: HARROW HIGH SCHOOLS' TEACHER STANDARDS CAREER STAGE EXPECTATIONS – AUDIT Confidential**

Name:

Current Pay Scale:

Date:

Professional Area & Relevant Standards (attached for information)	MAINSCALE			UPPER PAY RANGE		
	Developing M1 – M2	Secure M3 – M4	Accomplished M5 – M6	Skilled UPS1	Highly skilled UPS2	Expert UPS3
<p><b>PROFESSIONAL PRACTICE</b></p> <p>1.1 Set high expectations which inspire, motivate and challenge pupils (1)</p> <p>1.2 Promote good progress and outcomes by pupils (2,3,5)</p> <p>1.3 Demonstrate good subject and curriculum knowledge (1,3)</p> <p>1.4 Plan and teach well-structured lessons (1,2,3)</p> <p>1.5 Adapt teaching to respond to the strengths and needs of all pupils (1,2,3,4)</p> <p>1.6 Make accurate and productive use of assessment (1)</p> <p>1.7 Manage behaviour effectively to ensure a good and safe learning environment (1,2,3)</p> <p>1.8 Fulfil wider professional responsibilities (3)</p> <p>2.1 Teachers uphold public Academy in the profession and maintain high standards of ethics and behaviour, within and outside school (2,4)</p>	Some teaching over time good or better; some requires improvement	Most teaching over time good; some outstanding	All teaching over time good; some outstanding	All teaching over time good; some outstanding	All teaching over time good; much outstanding  <i>Sustained over two years</i>	Teaching over time is outstanding  <i>Sustained over two years</i>
<p><i>Appraisee judgment (x)</i></p> <p><i>Appraiser judgment (x)</i></p>						
<p><b>PROFESSIONAL OUTCOMES</b></p> <p>1.1 Set high expectations which inspire, motivate and challenge pupils (2)</p> <p>1.2 Promote good progress and outcomes by pupils (1,2,3)</p> <p>1.5 Adapt teaching to respond to the strengths and needs of all pupils (1)</p> <p>1.6 Make accurate and productive use of assessment (3,4)</p>	Most pupils achieve (progress, outcomes) in line with school expectations	Almost all pupils achieve (progress, outcomes) in line with school expectations	Almost all pupils achieve (progress, outcomes) in line with school expectations; some exceed them	Almost all pupils achieve (progress, outcomes) in line with school expectations; some exceed them	Almost all pupils achieve (progress, outcomes) in line with school expectations; many exceed them  <i>Sustained over two years</i>	Almost all pupils achieve (progress, outcomes) in line with school expectations; very many exceed them  <i>Sustained over two years</i>
<p><i>Appraisee judgment (x)</i></p> <p><i>Appraiser judgment (x)</i></p>						
<p><b>PROFESSIONAL RELATIONSHIPS</b></p> <p>1.1 Set high expectations which inspire, motivate and challenge pupils (1)</p> <p>1.6 Make accurate and productive use of assessment (4)</p> <p>1.7 Manage behaviour effectively to ensure a good and safe learning environment (4)</p> <p>1.8 Fulfil wider professional responsibilities (2,3,5)</p> <p>2.1 Teachers uphold public Academy in the profession and maintain high standards of ethics and behaviour, within and outside school (1,2,4)</p>	Positive working relationships with pupils, colleagues and parents/carers to support pupil outcomes	Positive working relationships with pupils, colleagues and parents/carers lead to positive pupil outcomes	Professional relationships with pupils, colleagues and parents/carers lead to excellent class provision	Plays a proactive role in building key stage or departmental teams to improve provision and outcomes	Plays a proactive role in building school-wide teams to improve provision and outcomes  <i>Sustained over two years</i>	Plays a leading role in building school-wide teams to improve provision and outcomes  <i>Sustained over two years</i>
<p><i>Appraisee judgment (x)</i></p> <p><i>Appraiser judgment (x)</i></p>						



<b>PROFESSIONAL DEVELOPMENT</b>		Able, with support, to identify key professional development needs and respond to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up to date with changes and adapt practice accordingly	Plays a proactive role in leading the professional development of key stage or departmental colleagues	Plays a proactive role in leading the professional development of colleagues across the school <i>Sustained over two years</i>	Plays a leading role in leading the professional development of colleagues across the school <i>Sustained over two years</i>
1.2 Promote good progress and outcomes by pupils (4,5) 1.3 Demonstrate good subject and curriculum knowledge (1,2,4,5) 1.4 Plan and teach well-structured lessons (5) 1.5 Adapt teaching to respond to the strengths and needs of all pupils (2,3,4) 1.6 Make accurate and productive use of assessment (1) 1.8 Fulfil wider professional responsibilities (4) 2.1 Teachers uphold public Academy in the profession and maintain high standards of ethics and behaviour, within and outside school (2) 2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities							
<i>Appraisee judgment (x)</i>	<i>Appraiser judgment (x)</i>						
<b>PROFESSIONAL CONDUCT</b>		Meets all standards in this area	Meets all standards in this area	Meets all standards in this area and models the highest professional standards	Meets all standards in this area, models the highest professional standards and supports colleagues in the development of high standards	Meets all standards in this area, models the highest professional standards and supports colleagues in the development of high standards	Meets all standards in this area, models the highest professional standards and supports colleagues in the development of high standards
1.1 Set high expectations which inspire, motivate and challenge pupils (3) 1.7 Manage behaviour effectively to ensure a good and safe learning environment (1) 1.8 Fulfil wider professional responsibilities (1) 2.1. Teachers uphold public Academy in the profession and maintain high standards of ethics and behaviour, within and outside school (1,2,3,4,5) 2.2. Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality 2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities							
<i>Appraisee judgment (x)</i>	<i>Appraiser judgment (x)</i>						
<b>Other Comments/Notable Achievements</b>							

The following grids (pre-threshold and post-threshold) are used to assess teachers in the Progress and Development process at the Academy:

**NHHS Teaching Standards Grid 2020/21: Teacher (Pre-threshold)**

<b>Teacher's Name:</b>	<b>Line Manager's Name:</b>	
Names of Planning TRIAD Teachers	Date of learning observation 1.	Date of learning observation 2.
<b>Teacher Standards – Pre Threshold</b>	<b>Examples of strengths and areas for development</b>	
1. Set high expectations which inspire, motivate and challenge students.	<b><u>Spring Term Strengths</u></b>	
2. Promote good progress and outcomes by students.		
3. Demonstrate good subject and curriculum knowledge (includes assessment criteria, curriculum development, literacy, articulacy and correct use of standard English).	<b><u>Spring Term Areas for Development</u></b>	
4. Plan and teach well-structured lessons.	<b><u>Summer Term Strengths</u></b>	
5. Adapt teaching to respond to the strengths and needs of all students (differentiation)		
6. Make accurate and productive use of assessment.	<b><u>Summer Term Areas for Development</u></b>	
7. Manage behaviour effectively to ensure a good and safe learning environment.	<b><u>End of PAD Cycle Concluding Comments</u></b>	
8. Fulfil wider professional responsibilities (includes role of the form tutor, year co-ordinator and communication with parents/carers)		

Targets for 2020/21 (set in Autumn term 2020)	Spring Term 2021	Summer Term 2021	October 2021
1. School progress measures are achieved within teaching groups. This should be demonstrated for Key Stage 4 and 5 classes where taught.			
2.			
3. Developing understanding of online learning tools to enhance learning.			

**NHHS Teaching Standards Grid 2020/21: Teacher (Post-threshold)**

<b>Teacher's Name:</b>	<b>Line Manager's Name:</b>	
Names of Planning TRIAD Teachers	Date of learning observation 1.	Date of learning observation 2.
<b>Teacher Standards – Post Threshold</b>	<b>Examples of strengths and areas for development</b>	
1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.	<b><u>Spring Term Strengths</u></b>	
2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.		
3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.	<b><u>Spring Term Areas for Development</u></b>	
4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.		
5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.	<b><u>Summer Term Strengths</u></b>	
6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people. (includes role of the form tutor and communication with parents/carers)		
7. Be flexible creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.	<b><u>Summer Term Areas for Development</u></b>	
8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.		

9. Promote collaboration and work effectively as a team member.	<b><u>End of PAD Cycle Concluding Comments</u></b>		
10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.			
<b>Targets for 2020/21 (set in Autumn term 2020)</b>	<b>Spring Term 2021</b>	<b>Summer Term 2021</b>	<b>October 2021</b>
1. School progress measures are achieved within teaching groups. This should be demonstrated for Key Stage 4 and 5 classes where taught.			
2.			
3. Developing understanding of online learning tools to enhance learning.			

**Appendix 6**

**Faculty:**

**PAY PROGRESSION RECOMMENDATION**

To be completed whenever appraisee is eligible for pay progression.

Recommendation should be based on progress against objectives and Nower Hill High School’s Teacher Standards Career Stage Expectations as in Appendix 5 (main and upper pay scales), Appendices 3 and 4 (upper pay scales), and as set out in the Pay Policy for those on the leadership pay scale.

Name:

Pay progression      From                      To  
Recommended      Yes                       No

If the recommendation is for no pay progression, or for a two point (main scale) or accelerated (upper pay scale) recommendation, please give a brief summary of reasons below:

**Signed by:**

Appraisee:		Date:	
Appraiser:		Date:	
Linked Line Manager:		Date:	

**Approved by:**

Headteacher:		Date:	
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## **Appendix 7: Appeals against a pay decision**

A member of staff may seek a review of, or appeal against, any recommendation or decision in relation to their pay or any other decision taken by the Academy (or a committee or individual acting with delegated authority) that affects their pay.

The following list includes the usual reasons for seeking a review of or appeal against a pay recommendation or decision; that the person or committee by whom the decision was made –

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

### **The order of proceedings is as follows:**

1. The member of staff receives written confirmation of the pay recommendation or determination and, when applicable, the basis on which the decision was made.

#### Stage 1: Informal discussion

2. If the member of staff is dissatisfied with a pay recommendation, they should seek to resolve this by raising the matter informally with the Headteacher within ten working days of the recommendation, setting out their reasoning as to why the recommendation should be reconsidered. The Headteacher should discuss this with the member of staff, and may seek the views of the Line Manager who made the recommendation or involve the Line Manager in the discussion. Wherever possible, this informal discussion should take place before the recommendation is considered by the Pay Review Panel. This stage in the process helps to ensure that pay decisions are transparent and fair, and the opportunity to discuss a pay decision before it is may help to mitigate the need for a more formal appeal. The Headteacher should explain their rationale for either agreeing or not agreeing to review the recommendation. If the dissatisfied member of staff is the Headteacher, a member of the Pay Review Panel will fulfil the role usually undertaken by the Headteacher in this paragraph.
3. Where this is not possible, or where the member of staff continues to be dissatisfied, they may follow a formal appeal process.

#### Stage 2: Formal representation to the LGB Pay Committee

4. The member of staff should set down in writing the grounds for questioning the pay recommendation / decision and send it to the Pay Review Panel (for members of the Leadership Group) or the Headteacher (for all other members of staff) within ten working days of the outcome of the discussion in Stage 1.
5. The Pay Review Panel (for members of the Leadership Group) or the Headteacher (for all other members of staff) shall arrange a hearing, within ten working days of receipt of the written grounds for questioning the pay recommendation / decision. This hearing shall consider the representation and provide the opportunity for the member of staff to make their representation in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.

#### Stage 3: formal appeal to an Appeal Panel

6. The member of staff should set down in writing the grounds of their appeal against the decision of the decision maker in stage 2, and submit this to the Chair of the Governing Body within ten working days of the written notification of the decision of the Stage 2 hearing.
7. The Chair of the Governing Body will convene an Appeals Panel, which shall consist of three Governors who are not on the Pay Review Panel or employed by the Academy.

8. The Appeal Panel should provide a hearing within twenty working days of receipt of the written request for the appeal. The hearing will provide the opportunity for the member of staff and for the decision maker to each make their case and for the Panel to ask questions of both the member of staff and the decision maker.
9. The decision of the Appeal Panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision of the Appeal Panel is final and there is no right of further appeal.

For the meetings in stage 2 and 3, the member of staff is entitled to be accompanied by a colleague or union representative.

Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable.