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Signed By:
Approval Committee: Governing Body



GILLINGHAM SCHOOL
Hardings Lane, Gillingham
Dorset SP8 4QP

**Teachers' pay (Part of Personnel
Handbook)**

Pay Policy for School Based Teaching Employees

1 September 2023 to 31 August 2024

1 Introduction

- 1.1 The School Teachers' Pay and Conditions Document (STPCD) places a statutory duty on schools and Local Authorities to have a pay policy in place which establishes the basis on which the school determines teachers' pay. The policy also provides a mechanism for teachers to appeal against any decision taken in respect of their pay.
- 1.2 The aim of establishing a pay policy is to ensure fair and equitable treatment for all teachers in the school.
 - 1.2.1 To ensure quality of teaching and learning.
 - 1.2.2 To support retention and recruitment, rewarding appropriately.
- 1.3 The statutory pay arrangements for teachers give significant discretion to the Governing Body to make pay decisions. This includes pay progression, which is not automatic, and which will depend on the outcome of appraisal. When taking decisions regarding pay, the school will have regard to both the pay policy and to the teacher's particular post within the staffing structure of the school. (A copy of the school's staffing structure is attached to this policy.)
- 1.4 This policy has been consulted upon locally with the recognised Trade Unions and reviewed annually.

2 Scope

- 2.1 This policy applies to all teaching employees in Gillingham School. It applies the framework recommended to Governing Bodies by the Local Authority and covers all key areas of pay determination that the school / Governing Body need to consider.
- 2.2 The arrangements for determining pay in respect of school based non-teaching employees are outlined in the school's 'Pay Policy for School Based Non-Teaching Employees'.

3 Policy Statement

- 3.1 All decisions relating to pay determination shall be taken in compliance with the STPCD.
- 3.2 The Governing Body will comply with relevant employment legislation: Employment Relations Act 1999, Part-Time Worker (Prevention of Less

Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and the Equality Act 2010.

- 3.3 The school will take decisions about pay in respect of all teachers, in a fair, transparent and equitable manner within a duly constituted forum.
- 3.4 The school will review its policy each year and consult with staff and Trade Unions, as appropriate, to ensure that the policy reflects the latest statutory position as determined by the STPCD.
- 3.5 This policy includes advice received from the Local Authority HR Service on amendments that may need to be made to the recommended school's pay policy to ensure that the policy reflects the latest statutory position, as determined by the STPCD and other legislation, as appropriate.

4 Pay Reviews

- 4.1 Pay reviews may take place at other times of the year (i.e. other than 1 September) to reflect changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay.
- 4.2 A written pay statement, setting out their salary and any other financial benefits to which they are entitled, will be given no later than one month after the determination, and where applicable, will give information about the basis on which the determination was made.
- 4.3 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 the determination.

Pay Determinations

- 4.4 The Governing Body will establish a committee to make determinations of pay in accordance with the pay policy and the STPCD. (This may be a delegated responsibility of the school's existing staffing committee.) The committee has fully delegated powers and shall be established in accordance with the appropriate school governance regulations. Decisions of the pay committee/Head Teacher will be communicated, in writing, to each member of staff by the Head Teacher. Decisions taken in respect of the Head Teacher will be communicated to the Head Teacher, in writing, by the Chair of Governors.

The Professional Standards

- 4.5 The Teachers' Standards were introduced from 1 September 2012. The standards set a clear baseline of expectations for the professional practice and conduct of all teachers, from the point of qualification through to leadership.
- 4.6 The Teachers' Standards will be used to assess all trainees working towards QTS and all those completing their statutory induction period. They will also

be used to assess the performance of all teachers' subject to the Education (School Teachers' Appraisal) (England) Regulations 2012. This framework is intended to help teachers as they plan their careers and discuss their future development with their line managers. The standards provide a backdrop to discussions about how a teacher's performance should be viewed in relation to their current career and the career stage they are approaching.

- 4.7 The governing body recognises that within the framework the standards are designed to be cumulative and progressive. The teacher standards underpin all the subsequent standards and continue to apply at all subsequent career stages. Where teachers are subject to appraisal, assessment that a teacher meets the teacher standards is carried out through the appraisal process.
- 4.8 Decisions on basic pay determination in respect of part time employees; those employees employed on fixed term contracts; those employees on maternity, adoption or shared parental leave and those on long term sick leave will be taken in accordance with the same timescales and processes as for all other employees, so as to ensure equitable treatment of all groups of employees.
- 4.9 Clear differentials will be created and maintained between posts within the school, recognising accountability, job weight and the school's need to recruit, retain and motivate employees at all levels.

Basic Pay Determination on Appointment

- 4.10 The Governing Body will determine the pay range for a vacancy prior to advertising that post. On appointment it will determine the starting salary within that range to be offered to the successful candidate.
- 4.11 In making such determinations, the Governing Body will take into account a range of factors including the nature of the post, the level of qualifications, skills and experience required and the context of the school structure and taking into account portability of pay.
- 4.12 When determining the starting pay for a classroom teacher who has previously gone through the threshold and is paid on the Upper Pay Range, the Governing Body may decide to pay on the Upper Pay Range. The decision will depend upon the post having been advertised at this level and the qualifications, skills and experience of the candidate.

Classroom Teacher Posts

- 4.13 The Governing Body has established the following pay scales for classroom teacher posts paid on the Main Pay Range and Upper Pay Range

Main Pay Range

- 4.14 A 6.5% increase has been applied to the Main Pay range and advisory points with a higher increase to Spine Point 1 to achieve a minimum starting salary of £30,000, in accordance with the STPCD 2023.

- 4.15 The Main Pay range is £30,000 to £41,333 and pay is set within the minimum and maximum of this range

OPTION ONE

Main Pay Range (Option 1 – Advisory Points)	
Spine point	Annual Salary
1	£30,000
2	£31,737
3	£33,814
4	£36,051
5	£38,330
6	£41,333

Upper Pay Range

- 4.16 A 6.5% increase has been applied to the Upper Pay range and advisory points, in accordance with the STPCD 2023
- 4.17 The Upper Pay range is £43,266 to £46,525 and pay is set within the minimum and maximum of this range

The school has adopted the use of the advisory points within the main pay range set out in the STPCD 2023 (Annex 3).

Upper Pay Range (Option one)	
Spine point	Annual Salary
U1	£43,266
U2	£44,870
U3	£46,525

Unqualified Teachers

- 4.18 A 6.5% increase has been applied to the Unqualified Teacher pay range and advisory points, in accordance with the STPCD 2023.
- 4.19 The Governing Body has established the following pay range for unqualified teachers employed in classroom teacher posts, in line with the Advisory Pay Range for Unqualified Teachers set out in STPCD 2023 (Annex 4)

Unqualified Teacher Pay Range

Unqualified Teacher pay Range	
Spine point	Annual Salary
1	£20,598
2	£22,961
3	£25,323
4	£27,406
5	£29,772
6	£32,134

Unqualified teachers – determination of pay

- 4.20 The Governing Body can determine on which point to place unqualified teachers on the unqualified teachers' pay range when they are appointed, taking account of any relevant qualifications and experience and subject to the pay range determined for the post.
- 4.21 The Governing Body will pay an unqualified teacher on one of the employment based routes into teaching on the unqualified teachers' scale in the following circumstances: **[school to insert]**³

Unqualified teachers' allowance

- 4.22 The Governing Body may pay an unqualified teachers' allowance to unqualified teachers where the Governing Body consider *either* that the teacher has taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skills and judgement *or* the teacher has qualifications or experience which bring added value to the role he/she is undertaking. (STPCD 2023 para 22)

Leadership teacher posts (Head Teacher, Deputy and Assistant Head Teacher(s))

All pay points in the Leadership teacher posts per pay range have been uplifted by 6.5% in accordance with the STPCD 2023

Head Teacher Group 8

³ School to insert the employment based schemes as applicable

Pay Spine for Leadership	
Spine point	Annual Salary
L28	£91,633
L29	£93,902
L30	£96,239
L31	£98,616
L32	£101,067
L33	£103,578
L34	£106,138
L35	£108,776
L36	£111,470
L37	£114,240
L38	£117,067
L39	£119,921
L40	£122,912
L41	£125,983
L42	£129,140
L43	£131,056

Leadership Pay Spine for Deputy Head Teachers and Assistant Head Teachers

Pay Spine for Leadership	
Spine point	Annual Salary
01	£47,185
02	£48,366
03	£49,574
04	£50,807
05	£52,074
06	£53,380
07	£54,816
08	£56,082
09	£57,482
10	£58,959

11	£60,488
12	£61,882
13	£63,430
14	£65,010
15	£66,628
16	£68,400
17	£69,970
18	£71,729
19	£73,509
20	£75,331
21	£77,195
22	£79,112
23	£81,070
24	£83,081
25	£85,146
26	£87,253
27	£89,414
28	£91,633
29	£93,902
30	£96,239
31	£98,616
32	£101,067
33	£103,578
34	£106,138
35	£108,776
36	£111,470
37	£114,240
38	£117,067
39	£119,921
40	£122,912
41	£125,983
42	£129,140
43	£131,056

4.23 The current pay ranges for the Head Teacher, Deputy Head Teacher(s) and Assistant Head Teacher(s) have been determined in accordance with the Individual School Range and other criteria specified in the 2023 STPCD paras 5-11 and ensuring fair pay relativities.

4.24 The Governing Body has established the following pay ranges for the Head Teacher, Deputy Head Teacher(s) and Assistant Head Teacher(s):

Head Teacher pay range:

4.25 Headteacher pay range: L37-43

4.26 Deputy Headteacher pay range: L23-27

4.27 Assistant Headteacher pay range: L12-16

4.28 The Deputy Head Teacher will have the responsibility for discharging, in full, the responsibilities of the Head in the absence of the Head Teacher.

Deputy Head

4.29 The pay range for the Deputy Head is based on the salary of the Head Teacher and has been determined as L23-27.

Assistant Head

4.30 The pay range for the Assistant Head is based on the salary of the Head Teacher [and Deputy Head Teacher where applicable] and has been determined as L12-16.

Part time teachers

4.31 Teachers employed at the school on an ongoing basis but who work less than a full working day or week are deemed to be part time.

4.32 Teachers employed on a part time basis have the right to not be treated less favourably than full time employees as outlined in the Part Time Workers (Prevention of Less Favourable Treatment) Regulations, 2000.

4.33 The Governing Body will provide part time teachers with a written statement in the form of their contract, detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements. The Governing Body will ensure this information is maintained and updated accordingly.

4.34 Part time teachers shall be paid a proportion of the remuneration that would be paid if they were employed on a full time basis.

4.35 Part time teachers are entitled to PPA time pro rata to full time teachers.

Short notice/supply teachers

- 4.36 Teachers who work on a day-to-day or other short notice basis have their pay determined in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 194 days (for the school year beginning in 2023); periods of employment for less than a day being calculated pro rata. **(STPCD 2023 paragraphs 40 - 41)**
- 4.37 A teacher engaged by a school specifically **for the full day** is entitled to claim payment calculated by reference to 1/194th of the aggregate annual salary of an equivalent full time teacher. A full day's engagement would not ordinarily be limited to the duration of the school's sessional period and the teacher will be expected to undertake work other than the teaching of pupils, as directed, i.e. to undertake on that day the full range of work of the regularly employed teacher, for whom (s)he is substituting.
- 4.38 A teacher engaged on a particular day by a school specifically for a period or periods which amount to **less than a full day**, is entitled to claim payment for the time worked calculated pro rata to that of an equivalent full time teacher.
- 4.39 In this case payment will be claimed by reference to the hours agreed between the school and the teacher at the outset of the engagement or as subsequently modified, by agreement, for additional work undertaken. Normal mid session breaks will be included as part of the hours offered.
- 4.40 The hourly rate of payment will be determined by reference to the average directed time of an equivalent full time teacher – i.e. 6.5 hours per day.
- 4.41 The school will, in contracting the teacher, make clear at the outset the terms of the engagement, including the number of hours to be worked and the level of pay for that engagement. Where, following acceptance of these terms, the teacher requests confirmation of the details, this will be confirmed by the school in writing as soon as possible thereafter.

5 PAY PROGRESSION BASED ON PERFORMANCE

- 5.1 The Governing Body agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels. [The Governing Body recognises that funding cannot be used as a criterion to determine pay progression or progression to the UPS.]
- 5.2 The arrangements for teacher appraisal are set out in the school's Appraisal Policy.
- 5.3 Decisions regarding pay progression will be made with reference to the teacher's appraisal reports and the pay recommendations they contain. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team.

5.4 All teachers can expect progression to the top of their pay range as a result of successful appraisal reviews.

5.5 To be fair and transparent, assessments of performance will be based on evidence. Fairness and equity will be assured by annual monitoring by the Governing Body of the applications of the pay policy and pay decisions.

Early Career Teachers

5.6 Early career teachers (ECTs) starting their induction on or after 1 September 2021 are not subject to annual appraisal and pay review cycles during their induction period. Decisions on ECTs' pay will be by means of the [statutory induction process for ECTs](#).

5.7 ECTs may be awarded pay progression at the end of the first year of their induction period. However, annual progression is not automatic or guaranteed, and decisions regarding pay progression will be made based on:

- Evidence gathered during progress reviews and assessment periods
- Formal assessment reports

5.8 There is no statutory requirement to award ECTs pay progression on completing their induction. The decision on any pay progression will instead be made:

- With regard to the ECT's performance and their final review
- With due regard to the government's expectation that good classroom teachers should expect to reach the maximum of their pay range within 5 years of starting their career teaching

Head Teacher

5.9 The Head Teacher must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school and will be subject to a review of performance (in accordance with the school's Performance Management Policy) against performance objectives before any performance points will be awarded. **(Refer to STPCD 2023, para 11)**

5.10 The Governing Body will consider the following in determining the amount of any pay progression. Headteacher performance in relation to the 'National Standards of Excellence for Headteachers' along with the associated progress related to the 3 performance management objectives set annually by the governing body. The following criteria will also be used as an indicator of expected performance. Achieved expectations means:

- (i) Consistently demonstrates expected performance for their leadership role and career stage
- (ii) Where there is a teaching commitment, confidently demonstrates sound teaching skills, knowledge and practice and quality of teaching is consistently good or outstanding
- (iii) Has met performance management objectives to an appropriate and acceptable level
- (iv) Demonstrates consistent good performance

- (v) Consistently meets the requirements of the relevant standards in a manner appropriate for their leadership role and career stage
- (vi) In early stage of new leadership role, may seek professional support and guidance to guide further development
- (vii) Acts as a role model, offering professional guidance and cascading best practice within the school

5.11 Where the appraisal review does not demonstrate successful achievement of the above, no pay progression will be awarded. The appraiser will inform the appraisee during the course of the year if performance is falling short and should be given assistance to achieve the standards required.

Deputies and Assistant Heads

5.12 Deputies and Assistant Heads must demonstrate sustained high quality of performance in respect of school leadership, management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded. **(Refer to STPCD 2022, para 11)**

5.13 The Governing Body will consider the following in determining the amount of any pay progression:

- (i) Consistently demonstrates expected performance for their leadership role and career stage
- (ii) Where there is a teaching commitment, confidently demonstrates sound teaching skills, knowledge and practice and quality of teaching is consistently good or outstanding
- (iii) Has met performance management objectives to an appropriate and acceptable level
- (iv) Demonstrates consistent good performance
- (v) Consistently meets the requirements of the relevant standards in a manner appropriate for their leadership role and career stage
- (vi) In early stage of new leadership role, may seek professional support and guidance to guide further development
- (vii) Acts as a role model, offering professional guidance and cascading best practice within the school

5.14 Where the appraisal review does not demonstrate successful achievement of the above, no pay progression will be awarded. The appraiser will inform the appraisee during the course of the year if performance is falling short and should be given assistance to achieve the standards required.

Post Threshold Teachers

5.13 Post Threshold teachers will be subject to an annual review of performance. Progression within the UPR will normally be at **[school to determine whether annual or two yearly intervals]** and is subject to **[annual / two consecutive]** successful appraisals and the Governing Body being satisfied that the teacher's achievements and contribution to the school have been substantial and sustained. For annual progression to be awarded,

teachers will be expected to demonstrate a significant and sustained contribution to Gillingham School.

The relevant definitions for the purposes of this pay policy are:

- (i) Highly competent – meaning performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice
- (ii) Substantial – meaning playing a critical role in the life of the school and making a clear, distinctive contribution to the raising of pupils' standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning.
- (iii) Sustained – meaning continuously maintained over a period of 2 years

- 5.15 Where the appraisal review does not demonstrate successful achievement of the above, no pay progression will be awarded. The appraiser must tell the appraisee during the course of the year if performance is falling short and should be given assistance to achieve the standards required.

Classroom Teachers on the Main Scale

- 5.16 Main scale classroom teachers will be awarded pay progression on the Main Pay Range following each successful appraisal review. The criteria for pay progression is set out below:
- (i) Consistently demonstrates expected performance for teacher (and unqualified teacher) of their career stage and role
 - (ii) Confidently demonstrates sound teaching skills, knowledge and practice
 - (iii) Has met all performance management objectives to an appropriate and acceptable level
 - (iv) Demonstrates consistent good performance
 - (v) Consistently meets the requirements of all teaching standards in a manner appropriate for their career stage and role
 - (vi) May seek professional support
 - (vii) Quality of teaching is consistently good or outstanding
- 5.17 A classroom teacher may be awarded additional pay progression on the main pay range for excellent performance over the previous academic year, having regard to all aspects of their professional duties, but in particular classroom teaching. The Governing Body will only exercise this discretion on the recommendation of the reviewer, where the outcomes of the performance review demonstrate that such an award is clearly merited.
- 5.18 Where the appraisal review does not demonstrate successful achievement of the main pay range criteria, no pay progression will be awarded. The appraiser

will inform the appraisee during the course of the year if performance is falling short and should be given assistance to achieve the standards required.

- 5.19 A classroom teacher may be awarded additional pay progression on the main pay range for excellent performance over the previous academic year, having regard to all aspects of their professional duties, but in particular classroom teaching. The Governing Body will only exercise this discretion on the recommendation of the reviewer, where the outcomes of the performance review demonstrate that such an award is clearly merited.
- 5.20 Where the appraisal review does not demonstrate successful achievement of Gillingham School, no pay progression will be awarded. The appraiser will inform the appraisee during the course of the year if performance is falling short and should be given assistance to achieve the standards required.

Unqualified Teachers

- 5.21 Unqualified teachers will be awarded pay progression on the Unqualified Teachers Pay Range following each successful appraisal review. The criteria for pay progression is set out below:
- (i) Consistently demonstrates expected performance for teacher (and unqualified teacher) of their career stage and role
 - (ii) Confidently demonstrates sound teaching skills, knowledge and practice
 - (iii) Has met all performance management objectives to an appropriate and acceptable level
 - (iv) Demonstrates consistent good performance
- 5.22 An unqualified teacher may be awarded additional pay progression on the unqualified teachers pay range for excellent performance over the previous academic year, having regard to all aspects of their professional duties, but in particular classroom teaching. The Governing Body will only exercise this discretion on the recommendation of the reviewer, where the outcomes of the performance review demonstrate that such an award is clearly merited.
- 5.23 Where the appraisal review does not demonstrate successful achievement of the Unqualified Leader pay range criteria, no pay progression will be awarded. The appraiser must tell the appraisee during the course of the year if performance is falling short and should be given assistance to achieve the standards required.

6 DISCRETIONARY ALLOWANCES AND PAYMENTS

Teaching and Learning Responsibility Payments (TLRs) (Refer to STPCD 2023, para 20)

- 6.1 TLRs will be awarded to the holders of leadership posts.
- 6.2 The annual value of a TLR2 will be no less than £3,214 and no greater than £7,847. TLR2s will be awarded to the following values:

- 2.1 £3,214
- 2.2 £5,352
- 2.3 £7,847

6.3 The annual value of a TLR1 will be no less than £9,272 and no greater than £15,690. TLR1s will be awarded to the following value:

- 1.1 £9,272
- 1.2 £11,411
- 1.3 £13,552
- 1.4 £15,690

6.4 Before awarding any TLR1 or TLR2 payment, the Governing Body must be satisfied that the teacher's duties 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
- 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

6.5 In addition, before awarding a TLR1 payment, the Governing Body must be satisfied that the sustained, additional responsibility referred to above includes line management responsibility for a significant number of people.

6.6 Teachers will not be expected to undertake permanent or additional responsibilities without payment of an appropriate permanent TLR1 or TLR 2 payment. A TLR1 and TLR2 payment cannot be paid concurrently.

6.7 The Governors can award a fixed term TLR3 payment to a teacher for clearly time-limited school improvement projects or one-off externally driven responsibilities. The duration of the fixed term must be established at the outset and payment will be made on a monthly basis for the duration of the fixed term. TLR3 payments do not attract safeguarding and can be paid concurrently with a TLR1 or TLR2 payment.

6.8 The annual value of an individual TLR3 will be no less than £639 and no greater than £3169. TLR 3s will be awarded to the following value:

- 3.1 £639
- 3.2 £1,904
- 3.3 £3,169

Special Educational Needs Allowances (Refer to STPCD 2023, para 21)

6.9 The annual value of an SEN allowance is set within the **range of no less than £2,539 and no more than £5,009 (STPCD 2023, para 21.1).**

6.10 SEN allowances will be paid in the following circumstances⁷:

- (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 judgement in the teaching of children with special educational needs
- (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 school or unit within the school

6.11 The annual value of SEN allowances paid in the school will be based on the following criteria:

- The structure of the school's SEN provision
- Whether any mandatory qualifications are required for the post
- The qualifications or expertise of the teacher relevant to the post and
- The relative demands of the post

6.12 Those teachers who have a greater level of involvement in the teaching of children with SEN will receive an SEN allowance

6.13 The decision to make SEN awards to teachers and the value of those awards will be made on a rational, transparent and fair basis.

6.14 The value of SEN allowances in payment will be reviewed each year to ensure that the appropriate amount is paid. If payments are reduced, safeguarding will be paid in the usual way.

Recruitment and Retention Incentives and Benefits Refer to STPCD 2023 paragraph 27

7.1 The Governing Body will pay recruitment awards to teachers of 1 or 2 scale points in the following circumstances – shortage subjects. This payment will be reviewed and may be extended.

7.2 The Governing Body will review the level of payment/benefits annually or as set out above Activities that will attract payment include

7.3 Head Teachers, Deputy Head Teachers and Assistant Head Teachers may not be awarded recruitment or retention allowances other than reasonably incurred housing or relocation costs. Otherwise recruitment and retention difficulties should be taken into account when determining the pay range under the STPCD 2022. Where a recruitment or retention allowance was awarded to a Leadership teacher

⁷ Please note if the criteria are met, it is mandatory for an SEN allowance to be awarded

under a previous document, subject to review, the payment will continue until such time as previously determined or Leadership pay is determined under the STPCD 2022.

Salary Sacrifice arrangements (Refer to STPCD 2023 Section 3 paragraph 73)

7.4 For the purposes of this paragraph, the term “salary sacrifice arrangement” means any arrangement under which the teacher gives up the right to receive part of their teacher’s gross salary in return for the School’s agreement to provide a benefit in kind under any of the following approved schemes:

- a) A child care voucher or other child care benefit scheme;
- b) A cycle or cyclist’s safety equipment scheme; or
- c) A mobile telephone scheme entered into on or before 5 April 2017 (except that a salary sacrifice arrangement for a mobile telephone scheme will only be covered by the provisions of this paragraph until 6 April 2018; and that the benefit-in-kind is exempt from tax.

7.5 Where a teacher participates in a salary sacrifice scheme the teacher’s gross salary may be reduced accordingly for the duration of such participation.

7.6 Participation in any salary sacrifice arrangement has no effect upon the determination of any safeguarded sum to which a teacher may be entitled under any provision of this Pay Policy

8 PROGRESSION TO THE UPPER PAY RANGE

8.1 Any qualified teacher may apply to be paid on the upper pay range and such application must be assessed in line with this policy. Applications may be made at least once a year. Applications should be received by the second Friday of each academic year.

8.2 The evidence used in assessing whether the teacher meets the criteria set out below will be the Appraisal Review statements covering the 2 year period up to and ending at the date of the teacher’s application.

8.3 An application from a qualified teacher will be successful where the Governing Body is satisfied that:

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

For the purposes of this pay policy:
Highly competent means:

Highly competent – meaning performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice

(e.g. performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school in order to help them meet the relevant standards and develop their teaching practice)

8.4 Substantial means – meaning playing a critical role in the life of the school and making a clear, distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning

(e.g. of real importance, validity or value to the school, play a critical role in the life of the school, provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning); and

8.5 Sustained means maintained continuously over a long period, e.g. 2 school years.

8.6 Where the Governing Body is satisfied that the teacher meets the criteria set out above the teacher will move to UPR 1 from 1 September of the following year.

8.7 Where the Governing Body is not satisfied that the teacher has met the standards set out above the application will be rejected and the applicant informed in writing giving reasons for the decision and advice about those aspects of performance which need to be improved in order to meet the standards.

8.8 The assessment will be made within 10 working days of the receipt of the application or the conclusion of the appraisal process whichever is later. If unsuccessful the teacher will be advised of their right of appeal against the decision. Appeals will be heard under the school's general appeals arrangements.

8.9 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 school will not be bound by any pay decision made by another school.

8.10 An application form is available as an appendix to this policy.

9 PROCESS WHERE DISSATISFIED WITH DECISIONS OF PAY

- 9.1 A teacher has a right to seek a review of any determination in relation to their pay or any other decision taken by the Governing Body (or a committee acting with delegated authority) that affects their pay.
- 9.2 At specified points in the appraisal process teachers and Head Teachers also have a right of appeal against any of the entries in their planning and review statements, including changes made to the statement during the cycle.
- 9.3 Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing¹⁵.
- 9.4 Any appeal should be deferred until after the moderation process is complete where the Head Teacher has indicated an intention to moderate the statements.
- 9.5 Initially, the teacher must seek to resolve any dissatisfaction with the decision informally, with the Head Teacher (or in the case of the Head Teacher, the Chair of Governors, or representative) within 10 working days of receiving written confirmation of the decision. This informal process is considered Stage 1.
- 9.6 Where this is not possible, or in cases where the teacher is dissatisfied with any informal resolution, they may follow a formal appeals process.

10 APPEALS AGAINST DECISIONS OF PAY

- 10.1 The order of proceedings for appeals will be as follows:
- 1 Having not resolved matters via informal means (Stage 1), the teacher / Head Teacher has a right of appeal against the pay determination. They should set down, in writing, the grounds for questioning the pay decision and send it to the Chair of Governors, within ten working days of the notification of the decision being challenged or of the outcome of the discussion referred to above. This formal written submission initiates Stage 2.
 - 2 The Chair of Governors should arrange a Stage 2 Hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the teacher an opportunity to make representations in person. The person (or panel) representative) who made the recommendation for the decision may also be called into the hearing to present their recommendation. Following the hearing the employee should be informed in writing of the final decision within 5 working days.
- 10.2 The teacher is entitled to be accompanied by a colleague or Trade Union representative, at each of the formal stage of the appeals procedure.

¹⁵ Refer to the school's Appraisal Policy for more information

10.3 The guidance note attached as **Appendix 1** provides further information about the process for appealing against a pay determination.

10.4 Further advice on managing appeals against pay determination is available from the DfE via the Gov.uk website – see [Implementing your school's approach to pay](#)

Gillingham School Performance Management Policy - Teaching Staff

1. Principles
2. The Performance Management Cycle
3. Appointing reviewers
4. Setting objectives
5. Reviewing performance
6. Dealing with performance concerns

Part 1 – Performance Management Policy

1. Principles

1.1 At Gillingham School 'we treat others as we would be treated ourselves'. Performance management at our School will be a supportive and developmental process designed to ensure that all colleagues have the skills and support they need to carry out their role effectively. It will be carried out in a consistent and fair manner to ensure that all teachers are able to continue to improve their professional practice and to develop in their own professional development needs.

1.2 Colleagues are entitled to regular professional feedback and support throughout the review period. Professional development opportunities will be carefully planned by the school to underpin the performance management process and support colleagues.

1.3 The process of setting and reviewing performance objectives for colleagues at Gillingham is an integral part of the school's overall approach to school improvement and development. Performance objectives will be written in such a way that they complement and link to the targets expressed in the school development plan.

1.4 It is important to recognise that the objectives set for any teacher will not represent the complete job that the individual performs. Reviewing performance is about measuring the progress made against the objectives set with appropriate support, which will represent key priorities for that individual, and in addition, assessing and recognising the overall performance of that person in their job, including an assessment against any relevant standards/accountabilities.

1.5 One objective will be agreed for each member of staff based around a departmental inquiry question. One objective will be a personal teaching and learning goal. There will be an optional target for colleagues which reflects specific responsibilities, such as, for pastoral leads.

1.6 The Governing Body and Headteacher will monitor the operation and effectiveness of the school's performance management arrangements.

1.7 The performance management process will be treated with confidentiality. Normally only the reviewer, reviewee and the Headteacher will have access to performance management information and documentation relating to the reviewee. However, to enable moderation of objectives and assessments to take place, paperwork may be shared with members of the Senior Leadership Team. In the event of an Ofsted inspection taking place, Ofsted inspectors may request that anonymised information about the school's performance management arrangements, including the most recent performance management outcomes and their relationship to salary progression, is provided. Governors will also request an anonymised sample of performance management statements to enable them to perform their role in monitoring the effectiveness of the school's performance management system. This will form part of the Headteacher's report to the Governor's Pay Committee.

1.7 The Governing Body and Headteacher will ensure that all written performance management records are retained securely for six years and then destroyed.

1.8 When assessing an employee through the performance management process, factors such as any periods of ill health, or maternity leave, will be taken into account as this may affect an employee's ability to meet their objectives.

2. The Performance Management Cycle

2.1 The performance management cycle for the Headteacher, the Senior Leadership Team and all teachers will run for twelve months from November to November, with the end of year review being completed by the end of October for teachers, and December for the Headteacher and Senior Leadership Team in reference to the previous academic year.

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

2.3 The performance management cycle will link to the pay arrangements for employees. In the case of teaching staff, the end of year review and the annual pay determination will take place by the end of November each year (December for the Headteacher/Senior Leadership Team) and is informed by the performance management cycle concluding at the end of the previous academic year (31 August). In the case of support staff, the end of year review will be completed by March in order for decisions about pay to be made, effective from 1 April each year.

3. Appointing reviewers

3.1 The Headteacher's performance will be reviewed by the Governing Body, supported by a suitably skilled external adviser who has been appointed by the Governing Body for that purpose.

3.2 In this school the task of reviewing the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body. The appointed governors will be known as the Headteacher's Performance Management Committee.

3.3 The Headteacher will decide who will review other teachers and support staff. The Headteacher will make recommendations to the Governing body over pay progression in accordance with the school's Pay Policy. The Headteacher has the discretion to delegate the review process to other employees. Reviewers will have the necessary knowledge and training in order to undertake this role.

3.4 Where serious performance concerns arise (see Capability Policy), the Headteacher may re-delegate the reviewer role to a senior manager or undertake the role of reviewer.

4. Setting Objectives

4.1 The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser. At least one of the targets for the Headteacher will relate to outcomes for pupils.

4.2 The first objective for each teacher will be the department inquiry question. The second objective, based on a reflection of our school's pedagogical approach, will be a personal teaching and learning objective. For support colleagues there will be up to three individualised objectives. Objectives will be agreed before, or as soon as practicable after, the start of each performance management cycle. In setting objectives and success criteria, reviewers will have regard to what can reasonably be expected given the employee's role and level of experience as communicated in the school's Pay policy.

4.3 Before, or as soon as practicable after, the start of each performance management cycle, each teacher will be informed of the standards, objectives and success criteria against which that colleague's performance in that performance management cycle will be assessed (see appendix part A). In addition, the reviewer and reviewee will agree the reviewee's professional development priorities. Colleagues are entitled to set additional objectives outside the Performance Management framework to support them with their own professional development.

4.4 The objectives set for each colleague will contribute to the school's plans for improving the school's educational provision and performance and improving the education of students at our school. Objectives will also take into account the professional aspirations of the departmental team in which the employee is predominantly based.

4.5 Objective setting will have regard to a reasonable level of expectations of the employee in the context of work/life balance.

4.6 Before, or as soon as practicable after, the start of each performance management cycle, each member of support staff will be informed of the key accountabilities against which that employee's performance in that performance management cycle will be assessed, for example those contained within the role profile applicable to that employee. In addition, the reviewer and reviewee will agree the reviewee's professional learning priorities that year.

5. Reviewing Performance

5.1 Evidence

A number of methods will be used in order to obtain evidence by which to assess an employee's performance. These include those detailed below. Such evidence will be triangulated in order to undertake an overall assessment of the employee's performance. This will include their performance against their objectives and against the relevant standards/key accountabilities for their role.

5.1.1 Observation

Gillingham school believes that observation of classroom practice is important as a way of understanding the effectiveness of the delivery of the curriculum alongside identifying any particular strengths and areas for development amongst colleagues. However, we no longer carry out full formal lesson observations as part of the performance management process. In turn, this quality assurance work will provide useful information, which will inform school improvement work generally. Therefore, feedback from lesson observation, learning walks and drop-ins will be developmental and not simply a judgement. All observation will be carried out in a supportive manner.

At Gillingham teacher's performance will be observed during the quality assurance processes, via regular drop-ins by departmental colleagues, Heads of Department and senior staff (normally at least 3 x 20 minutes). Classroom observation of teachers will always be carried out by those with QTS. In addition to formal observation, the Headteacher or other leaders with responsibility for standards in the classroom may "drop in" in order to evaluate the standards of teaching and learning and to check that high standards of professional performance are established and maintained and that the individual's entitlement to support and development is ensured. The length and frequency of "drop in" observations will vary depending on specific circumstances.

Teachers (including the Headteacher) who have responsibilities outside the classroom, and support staff who are not classroom-based may also have their performance of those responsibilities observed and assessed.

Following formal quality assurance visits, colleagues will be provided with a written summary of the observations. These will be a celebration of strengths alongside identifying potential areas for development.

5.1.2 Pupil progress and attainment

Rates of pupil progress and levels of attainment as pertinent to the teacher's role will be considered in order to more fully understand the effectiveness of the implementation of the curriculum.

The Governing Body, with advice from the External Adviser, will review levels of pupil attainment, rates of pupil progress and whole school performance in their assessment of a Headteacher's performance in addition to other objectives that may have been set.

Where support staff are providing support to groups or individual pupils, the progress and attainment of those pupils may be taken into account in assessing the performance of the employee. This will only be used alongside other evidence which supports the level of contribution of the employee to the progress and attainment of pupils.

5.1.3 Work sampling

Analysis of students' books will be used in assessing whether the teacher has effectively implemented the planned curriculum ensuring equity of provision for all students. Students work should reflect the school's priorities, such as, retrieval practice, our school's pedagogical approach, adaptive practice, reading, vocabulary acquisition and allowing students to improve their work as a result of feedback. There should also be evidence that teachers have followed the agreed departmental assessment calendar and actively engaged in moderation work with colleagues.

5.1.4 Self-evaluation

Colleagues are expected to provide their own evaluations and evidence of meeting objectives, success criteria and relevant standards, as well as, identifying their own areas for development.

5.1.5 Upper pay range (UPR) application process

Any teacher wishing to be assessed against the UPR must complete an application process and submit the completed application form no later than 31st September in the year in which they wish to progress (see School's Pay Policy).

For the purposes of performance management, the following definitions apply:

Highly competent – meaning performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

Substantial – meaning playing a critical role in the life of the school and making a clear, distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' performance.

Sustained – meaning continuously maintained over a period of 2 school years.

5.1.6 Other evidence

Other evidence may be considered, where it is pertinent to the objectives set and the standards/accountabilities for the role.

Examples of such evidence may include (but are not limited to):

Teachers

- Short, medium and long-term planning.
- Effective deployment and management of classroom-based support staff.

The Headteacher

- Evidence from reports from external sources such as Ofsted, the local authority, or other reviews.
- Assessing Pupil Progress data and other performance tables.

Support staff

- A sample of written correspondence produced (administrative staff).
- A sample of budget correspondence (finance staff).
- A sample of health and safety monitoring (site staff).
- Examples of displays and resources prepared (classroom-based support staff).
- General observations from walking the school about the state of the grounds and buildings (site staff).

It may also be appropriate to consider evidence such as feedback from colleagues, including peers, students and from line managers.

5.2 Feedback

5.2.1 Employees are entitled to and will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength and celebrate success, as well as any areas that need development and support. Where there are any serious concerns about any aspects of an employee's performance, this may be managed in accordance with the Capability policy.

5.3 Annual Assessment

5.3.1 Every employee's performance will be formally assessed in each performance management cycle. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.

5.3.2 This assessment is the end point to the annual performance management process, but performance and development priorities will be reviewed and addressed on a regular basis.

5.3.3 An employee will receive a written performance management review statement as soon as practicable following the end of each performance management cycle. The employee will have the opportunity to comment on this. Teachers will receive their written performance management review by 31 October (31 December for the Headteacher and Senior Leadership Team). Support staff will receive their performance management statement by 15th March. The performance management review statement will include:

- an assessment of the employee's performance of their role and responsibilities against their objectives in the last performance management cycle;
- an assessment of the employee's performance of their role and responsibilities against the standards/accountabilities for their role (see appendix parts A & B) in the last performance management cycle;
- summary of the evidence considered to support the decisions made;

The employee will also receive a new performance management framework for the new performance management cycle. This will include:

- details of the employee's objectives for the new performance management cycle;
- details of the standards/accountabilities to apply in the new performance management cycle;
- an assessment of the employee's current training and development needs and identification of any action that should be taken to address them in the new performance management cycle;

5.3.4 The assessment of performance against the inquiry question and standards will inform the planning process and training and development needs for the next performance management cycle.

5.3.5 All staff and reviewers are encouraged to also use performance management meetings to discuss other matters pertinent to their employment.

5.3.6 With the exception of the Headteacher pay recommendation, all pay recommendations arising out of the performance management process must be approved by the Governing Body following consultations with the Headteacher, before being shared with the individual member of staff to whom the recommendation relates. The Headteacher's Performance Committee must also refer their recommendation to the governors' pay committee.

5.3.7 Pay progression for all staff will be as set out in the school's Pay policy.

5.4 Moderation of Performance Management Statements

5.4.1 The Headteacher will take responsibility, where the reviewer role has been delegated, for moderating a sample of performance management statements to ensure consistency and equality of treatment.

Appendix

Part A: Relevant professional standards

For teaching staff:

https://www.rgs.org/NR/rdonlyres/13C47A9B-633C-436F-8617-668966AEAEB7/0/CGT_Online_TDA_standards2007.pdf

Headteacher standards:

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers>

Part B: Achieved expected standards means:

Members of leadership team

- consistently demonstrates expected performance for their leadership role and career stage
- Where there is a teaching commitment, confidently demonstrates sound teaching skills, knowledge and practice and quality of teaching is consistently good or outstanding
- Has met performance management objectives to an appropriate and acceptable level
- Demonstrates consistent good performance
- Consistently meets the requirements of the relevant standards in a manner appropriate for their leadership role and career stage
- In early stage of leadership role, may seek professional support and guidance to further development
- Acts as a role model, offering professional guidance and cascading best practice within the school.

Classroom teachers (including classroom teachers holding or applying for a TLR position):

- Consistently demonstrates expected performance for teachers of their career stage and role
- Confidently demonstrates sound teaching skills, knowledge and practice
- Has met all performance management objectives to an appropriate and acceptable level.
- Demonstrates consistent good performance
- Consistently meets the requirements of all teaching / UPR standards in a manner appropriate for their career stage and role
- May seek professional support and guidance to guide further development and in strong areas can offer guidance and cascade best practice to others
- Quality of teaching is consistently good or outstanding and as a result students make at least good progress.

Support staff

- Consistently met the majority of targets/standards – in some areas, accomplishments may have exceeded expectations whereas in others, they may

occasionally have fallen slightly short; however, the overall performance is acceptable for accomplishing targets/standards

- The job was delivered and the requirements of the role met
- Behaviour and the way the role has been performed has met expectations e.g.
 - ✓ Good customer service
 - ✓ Contributing to the team and supporting others in their role
 - ✓ Positive attitude to achieving the targets
 - ✓ Engaging in opportunities to learn and develop
 - ✓ Establishing positive working relationships with all colleagues