

DERBYSHIRE COUNTY COUNCIL

CABINET

15 July 2014

Report of the Strategic Director for Children and Younger Adults

**REPORT RECOMMENDING ADOPTION OF A PAY POLICY AND AN
APPRAISAL POLICY TO BE APPLIED TO TEACHERS EMPLOYED BY
DERBYSHIRE COUNTY COUNCIL BUT NOT ATTACHED TO SCHOOLS –
(Children and Young People).**

1. Purpose of Report

To seek approval for the adoption of a Teachers' Pay Policy and an Appraisal Policy that reflect the changes made in the School Teachers' Pay and Conditions Document 2013 (STPCD) and incorporate the Education (School Teachers' Appraisal) [England] Regulations 2012.

2. Information and Analysis

The regulations governing teachers' pay arrangements have been changed and this needs to be reflected in the Authority's policies for the management of teachers employed in the education support services.

The Support Services are:-

- County Behaviour Support Service
- Out of School Tuition Service
- Support Service for Deaf and Hearing Impaired
- Support Service for Physical Impairment
- Support Service for Visual Impairment
- Support Service for Special Educational Needs
- Support Service for Pre-School Special Educational Needs
- Music Partnership
- Children in Care Education Service

Pay Policy (Appendix A)

The main changes to the pay regulations in the 2013 STPCD are listed below, followed by the approach proposed in the draft LA Teachers' Pay Policy, shown in *Italics*.

- a) An end to any incremental pay progression for teachers after the September 2013 pay award. *This is a statutory requirement and has been reflected in the policy.*
- b) The introduction of the requirement for all teachers' pay progression to be linked to successful performance. *The policy includes details of how each category of teacher may progress through their pay scale. Cross reference is made to the Appraisal Policy which provides further detail of the process for achieving a successful performance review.*
- c) The removal of Advanced Skills Teachers (AST) and Excellent Teacher pay scales and the introduction of a new pay range for Leading Practitioners, whose primary purpose is to model and lead the improvement of teaching skills. *These changes are incorporated and the policy describes how any existing AST posts should be addressed, in relation to potential discontinuation or transfer to Leading Practitioner Post.*
- d) The STPCD only provides maxima and minima for the main pay scale, upper pay range and unqualified teachers' pay scale, giving freedom to employers to determine the pay points within each scale. *The LA policy replicates the previous structure of 6 points on Main Scale, 3 in the Upper Pay Range (UPR) and unqualified pay scale. These provide for a logical and reasonable progress through a teaching career. No demand for, or advantage in, adopting a different number of scale points was identified.*
- e) The removal of the statutory criteria for teachers to pass a performance threshold to access the UPR and replacement with a simpler descriptor. *The draft policy includes familiar criteria that fully meet the STPCD requirement, that to be paid on UPR the teacher must be 'highly competent in all elements of the relevant standards' and that 'the teacher's achievements and contribution to an educational setting are substantial and sustained' Freedom is also given in the regulations for employers to allow teachers to apply to be paid on UPR before reaching maximum on the main scale.*

- f) *The proposed policy still requires teachers to reach the maximum on main scale before progressing to the UPR. As the policy provides for exceptional performance to receive 2 points' movement up the main scale, it is believed that this provides sufficient opportunity for teachers who sustain outstanding performance to move more quickly through the pay scales.*
- g) *Freedom for employers to determine the starting salaries of teachers new to the school and from the obligation to match a teacher's existing salary on their pay scale. It is not proposed to utilise this freedom. It is assessed that not matching the previous salary of teachers recruited into the LA, in relevant circumstances, would be detrimental to attracting the best candidates for posts and would deter teachers from moving posts to widen their experience. It would not be consistent with the approach taken to assessing the starting salary for other professional roles in the authority.*
- h) *Introduction of a fixed term teaching and learning responsibility payment (TLR3). Criteria for the potential determination of new TLR3 posts, where relevant, are incorporated into the policy. It proposes a choice of 3 spot salary points, within the range given in STPCD.*
- i) *Removal of 3 year limit on Recruitment and Retention (R&R) allowances. The policy proposes that, if these allowances are utilised, they are reviewed at least every 3 years, to assess their continued suitability. Historically these allowances have not been awarded by the authority and, if this is proposed in future, the value of the allowance would need to be determined and consultation undertaken with the recognised trade unions.*

The policy contains all the other continuing provisions for the determination of individual salary ranges (ISR) for teachers paid on the leadership spine, payment of responsibility and special educational needs allowances, part time teachers' pay calculation and pay appeal procedures. These elements are not changed.

Appraisal Policy (Appendix B)

The Appraisal Policy for teachers employed by the Authority and not attached to schools, conforms to the 2012 regulations. In formulating the policy, a Department for Education model document was considered and it was determined that it would be beneficial to formulate a policy with more detail in order for teachers and appraisers to be clear what is expected and how to utilise the process to secure maximum benefit for pupils and teachers. Teachers employed in the LA support services are not subject to the Council's My Plan employee review and development scheme because their appraisal

has to conform to the national regulations. The regulations provide for the objectives set for each teacher to be focused within the Council's plans for improving educational provision and performance and for improving the education of pupils in the Local Authority.

The proposed policy provides clarity on the requirements for the formulation of objectives, the provision of professional development, necessity to monitor progress in year and the conduct of the performance review at the end of the annual cycle. Action in relation to concerns over performance is detailed. While the regulations pose no restriction on the amount of observation teachers may receive, the LA policy provides for a maximum of 3 hours per year of formal observation. This continues previous practice and provides sufficient information, alongside other evidence of teachers' performance from sources including pupil progress, planning, work analysis, survey, client feedback and marking. The number of observations may be increased where teacher and appraiser determine this would be beneficial and where performance concerns are evidenced.

A separate reporting document is attached as Appendix C. This details the reporting arrangements where heads of service provided the outcomes of performance reviews at the level of Teachers' Standards, at the higher level requirement for the Upper Pay Range and for those on leadership spine, delivering sustained high quality leadership. It also shows those, who are eligible and are recommended to receive, performance pay progression. The reports from the Heads of Service are combined for presentation to the Strategic Director (CAYA), who then reports to the Cabinet Member and seeks agreement to any pay recommendations.

3. Financial Considerations

The costs of any performance pay progression will be met by the individual support services' existing budgets. Pay progression must be awarded to eligible teachers, unless their performance has not met the relevant criteria.

Currently the majority of teachers employed in the education support services have already reached the maximum of their pay scale or range. As a result of the autumn 2013 performance reviews, 6 teachers met the criteria to move from the Main Scale to the Upper Pay Range, 19 teachers were recommended to progress to the next point on UPR and 4 teachers on paid on the leadership scale were recommended to receive one point of progression on their Individual Salary Ranges. At that time there were 257 teachers employed across the education support services, including those in support centres. The total additional cost in the financial year of teachers' performance pay progression will be £25,770. From September 2014 teachers paid on the Main Scale will be eligible to receive performance pay

progression but this will replace their previous movement through the pay scale as a consequence of experience and will not increase costs.

4. HR Considerations

Formal consultation has taken place with the recognised trade unions and professional associations representing teachers, with regard to the proposed Pay Policy and Appraisal Policy, at Schools' Joint Consultative Committee. Collective agreement has been reached on both policies. As the issues of pay and appraisal form part of a national dispute declared by two of the trade unions with the Secretary of State, the adoption of these agreed policies is recommended as a significant step in maintaining the smooth running of the services and effectively managing staff in focusing on continuous improvement.

5. Other Considerations

In preparing this report the relevance of the following factors has been considered – prevention of crime & disorder; equality of opportunity; and environmental, health, property and transport considerations.

6. Key Decision

No

7. Strategic Director for Children and Younger Adults' Recommendation

To approve the adoption of the proposed Pay and Appraisal Policies for Teacher Employed by the LA and Not Attached to Schools.

Ian Thomas

Strategic Director for Children and Younger Adults

DERBYSHIRE COUNTY COUNCIL

PAY POLICY FOR TEACHERS EMPLOYED BY THE LOCAL AUTHORITY AND NOT ATTACHED TO SCHOOLS

Date.....

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PAY POLICY FOR TEACHERS EMPLOYED BY THE LOCAL AUTHORITY AND NOT ATTACHED TO SCHOOLS

1. PURPOSE

The purpose of this policy is to provide a clear basis upon which the pay of teaching employees will be determined in the context of the Council's improvement plans and staffing structure. It has been developed to comply with the current School Teachers' Pay and Conditions Document (STPCD) and the conditions of service laid down in the Burgundy Book. The policy takes account of associated government guidance and has been the subject of formal consultation with the recognised professional associations and trade unions.

2. CONTEXT

The responsibility for adopting and implementing a pay policy for teachers rests with the relevant body, which is the Local Authority for those teachers employed but not attached to schools, acting in accordance with the overriding requirements of legislation, which determine its rights, responsibilities and duties, and in accordance with the present and projected financial circumstances. In adopting this policy the LA intends compliance with the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees (Prevention and Less Favourable Treatment) Regulations 2002. Procedures for determining pay should also be consistent with the principles of public life- objectivity, openness and accountability.

This pay policy should comply with the current School Teachers' Pay and Conditions Document (STPCD, also referred to as the 'Document') and the accompanying statutory guidance. It should be used in conjunction with them, but, in the event of any inadvertent contradictions, the Document and guidance take precedence.

This model pay policy only covers teachers, whose statutory pay and conditions of service fall under the terms of the Document. It does not cover support staff, who have their own pay determination mechanism.

In determining teacher pay levels in accordance with statutory pay and conditions of service under the terms of the Document, relevant bodies should also ensure these are set in accordance with the services' staffing structure (a copy of which should be appended to this policy).

3. AIMS

The LA wishes to have a pay policy consistent with legal requirements and pay and conditions of service, which supports the Council's improvement and strategic plans through:

- (a) A clear staffing structure.
- (b) Objective, consistent and fair criteria for assessing and reviewing salaries in accordance with the mandatory and discretionary provisions in the School Teachers' Pay and Conditions Document.
- (c) An agreed policy on Appraisal.
- (d) A procedure for representation and appeal.
- (e) The application of the LA's Equality and Diversity Policy.
- (f) A mechanism for annual review of this policy within the context of the School Teachers' Pay and Conditions Document.
- (g) Regard to available resources.

The LA aims that the policy will:

- assure the quality of teaching and learning in the education support services,
- support the recruitment and retention of a high quality teacher workforce,
- enable the LA to recognise and reward teachers appropriately,
- ensure accountability, transparency, objectivity and equality of opportunity.

4. PRINCIPLES

The LA has agreed the following principles in relation to the assessment and reviews of salaries for teaching employees.

4.1 Consultation

When adopting, implementing and annually reviewing the pay policy, the LA has a duty to consult fully with the staff, recognised professional associations and trade unions.

All teachers will have easy access to a copy of the pay policy. Services should attach a copy of the Staffing Structure to the pay policy.

In keeping with good practice, the annual report on the operation of the pay policy will be provided, on request, to the trade unions and professional

associations. The report should include a summary of pay decisions and equality impact assessment.

4.2 Application

The pay policy will be determined by the Cabinet. Implementation will be the responsibility of the Strategic Director Children and Younger Adults. Each Head of Service will be responsible for ensuring that Pay decisions will be communicated in writing to their members of staff, in accordance with the requirements of STPCD. Decisions on the pay of the head of service (where they are employed under STPCD) will be communicated by the relevant Assistant Director, in writing.

4.3 Vacancies

All vacant posts and temporary and acting posts, associated allowances and enhancements, will be made known to LA staff and publicly advertised where appropriate or necessary.

4.4 Job Description

Job Descriptions will be provided for all staff who will be consulted over their content. Job descriptions for individual posts (e.g. Teaching and Learning Responsibility payments) will have been issued during the consultation over the Staffing Structure Review in 2005 or subsequently when the staffing structure has been revised. Any changes to these would be subject to consultation. The Head of Service (or designated senior leader) is responsible for discussing each year with individuals which tasks, from within the overall role, need to be amended, reviewed, developed or prioritised.

4.5 Contracts of Employment and Salary Records

All teaching employees will be provided with a letter of appointment and contract of employment. Each teacher will have access to their own salary records and will be notified of the outcome of their salary assessment and subsequent reviews by an annual Salary Statement which provides details of salary points and allowances. Details of the information which will be included in the annual Salary Statement are included as Appendix A to this policy.

4.6 Confidentiality

The LA recognises obligations under the Data Protection Act 1998. The Heads of Service, other senior officers and relevant Members will treat all salary issues confidentially, with sensitivity, and will undertake to make no public disclosure or provide details, other than by consent, or as required by legislation.

4.7 Pay Reviews

The LA will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 31 October each year, including giving them a written statement setting out their salary and any other financial benefits to which they are entitled. Teachers' annual pay reviews should be conducted by 31 October. 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. Where a teacher is absent on maternity leave or long term sick leave, their pay review may be deferred until after their return to work, depending on the effect of the timing and length of the absence on the ability to carry out a performance review.

A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Salary reviews will be undertaken by the Cabinet Member, who will receive pay recommendations via the Strategic Director's report, based on the annual performance reviews, undertaken in line with the Council's Appraisal Policy for Teachers.

4.8 Where a pay determination leads or may lead to the start of a period of safeguarding (under the provisions of STPCD), the LA will give the required notification as soon as possible and no later than one month after the date of the determination.

Salary Assessments and Reviews will be made by the Cabinet Member on the advice of the Strategic Director who will receive recommendations on pay progression from heads of service and other teachers filling the role of Appraiser.

Any salary decisions will be communicated in writing to each teacher in accordance with the School Teachers' Pay and Conditions Document.

4.9 Appeals

From time to time teachers may disagree with their salary assessment or annual salary review. As far as practicable these will be resolved informally with the Head of Service and/or representative(s) of the Strategic Director. If this is not possible and the disagreement remains unresolved teachers will be able to have their disagreement resolved through formal procedures. The formal procedure will be fair, equitable, and objective to allow a reasonable and appropriate outcome to be achieved. Outcomes of the formal procedures will always be in accordance with the procedures and requirements of the LA's Pay Policy (i.e. it should be self-regulating).

The order of proceedings will be as follows:

- 4.9.1 The teacher receives written confirmation of the pay determination, and where applicable, the basis on which the decision was made.

- 4.9.2 If the teacher is not satisfied and is unable to resolve the matter informally with the decision maker within 10 working days he/she will set down in writing the grounds for questioning the pay decision [which must relate to the grounds as set out in 4.9.5 below] and send it to the Strategic Director CAYA (copied to the Director of HR) within 10 working days of the notification of the decision being appealed against, or of the outcome of the discussion referred to above.
- 4.9.3 The Cabinet Member should provide a hearing within 10 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 teacher is entitled to be accompanied by a colleague or Professional Association Representative.
 - The timing and location of the formal meeting will be reasonable and will allow both parties to explain their cases.
 - The teacher and their representative will have access to all relevant documents.
 - The teacher or representative will be able to state their case and ask questions of the Cabinet Member, who may be advised by the Strategic Director and/or his representative.
 - The Cabinet Member will give reasons for his/her original decision and respond to any questions put to him/her by the teacher or representative.
- 4.9.4 The Cabinet Member may seek the advice of the Head of Service/Strategic Director CAYA, or representative. The Cabinet Member will decide the outcome of the representations and inform the teacher in writing within 1 working day. If appropriate, the teacher will be informed in writing of their right of appeal.
- 4.9.5 The teacher can appeal against the decision on procedural grounds or that the Cabinet Member Pay has failed to implement the LA's Pay Policy. A teacher may appeal against any determination in relation to his/her pay on statutory grounds as follows:

That the committee who made the decision:-

- a) Incorrectly applied any provision of the School Teachers' Pay and Conditions Document.
- 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 teacher.

Any appeal will be heard by a committee of 3 Members who were not involved in the original determination and have had no prior involvement of any kind in the matter.

- It will be heard normally within 20 working days of the receipt of the written appeal notification.
- The teacher will be given the opportunity to make representations in person and will have the right to be accompanied by a colleague or Professional Association Representative.
- The employee or representative will be able to state their case.
- The Cabinet Member will give reasons for his/her decision.
- The Appeal Committee may ask questions of the employee or representative and the Cabinet Member.
- The Appeal Committee will be supported by an officer from HR and may seek the advice of the Head of Service and/or Strategic Director CAYA or representative.
- The Appeal Committee will decide the outcome of the appeal and inform the employee in writing within 1 working day. Where the appeal is rejected it will include a note of the evidence considered and the reasons for the decision.
- The pay appeals procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be re-opened under general grievance procedures. Appeal decisions do not affect teachers' statutory employment rights.

5. USE OF DISCRETIONS IN BASIC PAY DETERMINATION

5.1 Pay range for Heads of Service

The Authority will review the Individual Salary Range (ISR) of 5 points when it appoints a new Head of Service, and will take account of the size and circumstances of the service at the time. The LA will normally place a new Head of Service on the bottom point of the ISR but will consider experience and current salary and in exceptional circumstances may place a new Head of Service on a higher point, up to the third point of the ISR. This leaves at least 2 points for performance related pay progression. The LA should not take account of the salary of the serving Head of Service, if they re-determine the ISR when recruiting a new Head of Service.

In order to determine the Head of Service ISR the Governing Body will:

- I. determine the size of the Service with reference to the number of pupils/families served, their key stages, and ratio of full time equivalent staff to pupils.
- II. identify the salary range for the size of the service,
- III. determine an ISR of 5 points, as heads of service do not hold the level and scope of responsibilities required of Headteachers and they report to Assistant Directors (or their representatives).

The relevant body should determine the pay range for Heads of Service when they propose to make a new appointment or at any time if there has been a significant change in the responsibilities of the post. The ISR should be reviewed if a pay range is set for a deputy or assistant head of service, however the pay ranges may overlap.

Where a Head of Service is appointed as head of more than one service on a permanent basis, the relevant body must determine an ISR with reference to the total number of pupil units across both services, the ratio of FTE staff to pupils and the responsibilities and challenge of the post.

Discretionary Payments to Headteachers (which could be applied to Heads of Service)

Additional payments to heads of service may be determined by the LA, as set out in paragraph 8 of this policy, or in relation to the circumstances set out below, provided these reasons or circumstances have not already been taken into account when setting the ISR. The total sum of such payments in any school year must not exceed 25% of the amount that corresponds to the Head of Service's point on the leadership pay spine.

This limit does not apply where residential duties are a requirement of the post or to relocation expenses which relate solely to the personal circumstances of the headteacher.

The circumstances which the relevant body may take into account when determining discretionary payments **outside** of the ISR :-

- without such additional payment it is considered that the LA would have difficulty filling the vacant post
- without such additional payment the relevant body considers the LA would have substantial difficulty retaining the existing head of service
- the head of service is appointed as temporary head of service of one or more additional services.

Any discretionary payment made in respect of recruitment or retention will be subject to the parameters of use and review of such payments, as set out in paragraph 8.2.

The above relevant body may determine that the limit to the total sum of additional payments made to the head of service is exceeded in wholly exceptional circumstances. The relevant body **must seek external independent advice** before

providing such agreement. An audit trail of the advice received will be retained and a record of the decisions made by the relevant body, with the reasoning behind them

5.2 ISRs for Deputy and Assistant Heads of Service

Currently there are no deputy or assistant head of service posts in the education support services for staff employed on STPCD. Should such posts be established the LA will determine an ISR of 5 consecutive points for each Deputy and Assistant Headteacher. The ISR will reflect the responsibilities and challenge of the post, the circumstances of the school, and possible recruitment and retention difficulties.

The Pay Range may be determined as of 1 September or at any time of year to reflect any changes in the circumstances or job description/responsibilities that lead to a change in the basis for calculating their pay, or at any time if it is considered necessary to retain a Deputy or Assistant Headteacher.

A new deputy or assistant head of service may be paid on any one of the bottom 3 points of their pay range and will normally be appointed on the lowest point.

The minimum of a deputy head of service's pay range must not be less than the next leadership point above the minimum of any assistant head of service's pay range.

The minimum of a deputy head of service's or assistant head of service's pay range must not be less than the next leadership point above the salary of the highest paid classroom teacher.

This is defined in the School Teachers' Pay and Conditions of Service Document as the highest paid classroom teacher when calculated on;

- the sum of the value of point 1 on the Upper Pay Range,
- plus the value of any substantive TLR payments and
- Special Educational Needs Allowances.

These are the only differentials which are required by the School Teachers' Pay and Conditions Document and the Governing Body acknowledges it is possible that the actual salary differential between:

- an inexperienced or new Head of Service and an experienced Deputy or Assistant Head of Service may be relatively small.
- an experienced Head of Service and an inexperienced or new Deputy or Assistant Head of Service may be relatively large.

Also, that similar situations may arise for differentials between Deputy or Assistant Heads of Service and the highest paid class teacher and that

- an experienced Assistant Head of Service may be paid more than an inexperienced or new Deputy Head of Service
- A teacher who has progressed up the Upper Pay Range and who receives additional substantive allowances may be paid more than a more senior member of staff.
- A teacher on a protected salary may be paid more than a Deputy or Assistant Head of Service, and/or the highest paid class teacher as defined in The School Teachers' Pay and Conditions Document.

These situations are due to specific circumstances which have been anticipated and are acceptable according to the School Teachers' Pay and Conditions of Service Document.

When the Head of Service becomes responsible for more than one service, in all cases, consideration will be given to the remuneration of Deputy and Assistant Heads who, as a result of the Head of Service's role, are taking on additional responsibilities. An increase in remuneration will only be agreed where the post accrues additional extra responsibilities as a result of the Head of Service's enlarged role, it is not automatic.

5.3 Leading Practitioners

From 1 September 2013 the relevant body must determine whether to include in the service's staffing structure any posts which primarily have the purpose of modelling and leading the improvement of teaching skills. A teacher paid on the leading practitioners' pay range must be an exemplar of teaching skills, lead the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher, other than a Headteacher, including those duties delegated by the Head of Service.

Any teacher placed on the pay range for leading practitioners will take a leadership role in developing, implementing and evaluating policies and practice in the school that contribute to school improvement.

In the behaviour support service the staffing structure previously included 1.AST/Excellent Teacher post(s). The LA will establish Leading Practitioner posts from 1 September 2013 for all teachers previously employed as Advanced Skills Teachers or Excellent Teachers and will pay them at a scale point which maintains, at a minimum, their existing pay entitlement, plus any pay progression which they would have received as a result of their 2012/13 appraisal cycle review. .

For any leading practitioner post the LA will determine an individual pay range within the overall range for the post. The Head of Service will formulate a job description for approval through the Council's procedures. Different posts within the services may be paid on different individual ranges. The LA will determine where, within the individual range for any particular post, each relevant teacher

will be paid.

Teachers on the pay range must be an exemplar of teaching skills, lead the improvement of teaching skills in the schools and carry out the responsibilities of a teacher other than a Headteacher. Their duties may include:

- Coaching, mentoring and induction of teachers, including trainees and Newly Qualified Teachers(NQTs),
- Disseminating materials and advising on practice, research and continuing professional development(CPD) provision,
- Assessment and impact evaluation, including through demonstration lessons and classroom observation,
- Helping teachers who are experiencing difficulties,
- Outreach work in other services/ schools/settings

The minimum of the pay ranges for leading practitioners is £37,836 and the maximum is £57,520. In setting an individual range the LA will have regard to the weight of responsibilities, challenge and demands of the post and internal pay relativities between posts of differing levels of responsibility.

5.4 Other Teachers

Discretionary experience points for classroom teachers, on appointment.

Teachers Appointed from the Maintained Sector

The LA will determine the pay scale for a vacancy prior to advertising. On appointment it will determine the starting salary within that range, to be offered to the successful candidate. In making such a determination the LA may take into account factors including

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

When placing a classroom teacher on the main scale, the LA is committed to the principle of pay portability and will take full account of the experience of a newly appointed teacher on the Main Scale. The Governing Body will honour a teacher's position on the Upper Pay Scale. In both cases this will include any pay progression the teacher would have been awarded as a result of their most recent appraisal review in the post where they were previously employed.

Where the teacher was previously employed on the Main Scale or Upper Pay Range, in a school/service which has adopted different salary points to this authority, the teacher will be appointed at the next salary point above the value of their previous salary.

Teachers Appointed from Service other than in the Maintained Sector

Qualified teachers appointed from service as a teacher in an Academy, a city technology college or a college for the arts will be assimilated as detailed above for teachers from the maintained sector, if they were previously employed on a pay scale which utilised the minima and maxima provided in STPCD.

Where the teachers have been paid on salary scales outside of the minima and maxima provided in the STPCD, their level of service will be utilised to determine a pay point on this school's relevant salary range.

The LA will award a point or points on the Main Scale in recognition of previous teaching experience, as detailed below, or for wider areas of relevant experience in the following circumstances:

- Service in an independent school.
- Service as a qualified teacher in an overseas school outside the European Economic Area or Switzerland in the maintained sector of the country concerned.
- Service as a qualified teacher in further education, including sixth form colleges,
- Service teaching in higher education.

The LA will consider awarding one point, in total, on the Main Scale on a case by case basis for:

- Relevant experience outside teaching of at **least 3 years** which may include:
 - Industrial or commercial training
 - Paid work directly related to the care and supervision of children
 - Paid work in an area directly related to the subject being taught and with commensurate responsibility

5.5 Part-time teachers

Teachers employed on an ongoing basis by the service but who work less than a full working day or week are deemed to be part-time. The LA will give them an agreed written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements and working time arrangements and by comparison with the Service's standard timetabled teaching week, for a full time teacher. Part-time teachers are paid an 'appropriate proportion' of 1265 hours, as set out in the School Teachers' Pay & Conditions Document. Part-time teachers must be paid the pro rata percentage of the full-time salary for a teacher in an equivalent post. The same percentage must be applied to any allowances to a part-time teacher.

Any additional hours such a teacher may agree to work from time to time at the request of the Head of Service (or in the case where the part-time teacher is a Head of Service, the relevant body), should also be paid at the same rate.

The LA is responsible for ensuring that part-time teachers have a clear statement of the sessions and hours they will be required to work.

5.6 Short notice/supply teachers

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by a number of days worked.

Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by 6 to arrive at the hourly rate.

5.7 Unqualified Teachers

If a service is unable to recruit appropriately qualified teachers, unqualified teachers may be appointed. The LA will, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience. Unqualified teachers may be appointed above the minimum in the following circumstances:

Qualifications:

- a) 1st or 2nd Class Hons. Degree
- b) A higher degree from a UK university in their subject area
- A recognised overseas teaching qualification, in a directly related subject/area
- A recognised Post-16 teaching qualification
- Other recognised qualification relevant to their subject area

Service:

- A period of at least 2 years of service as an overseas-trained teacher, where the post is directly related to the area now being taught and with commensurate responsibility,
- A period of at least 2 years of service teaching in further education, including sixth form colleges,

- A period of at least 2 years of service teaching in higher education.
- The Governing Body may consider awarding on a case by case basis:
- Periods of at least 3 years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.

5.8 Unqualified teachers' allowance

The LA will pay an unqualified teachers' allowance to unqualified teachers when the authority considers their basic salary is not adequate having regard to their responsibilities, qualifications and experience. Where an unqualified teacher is appointed to a post that would carry a Teaching and Learning Responsibility payment (TLR), if filled by a qualified teacher, then the teacher will be paid an allowance of the same value as the relevant TLR as long as the teacher has:-

- (a) taken on a sustained additional responsibility which is –
 - (i) focussed on teaching and learning;
 - (ii) requires the exercise of a teachers' professional skills and judgment;
- Or
- (b) qualifications or experience which bring added value to the role he is undertaking.

6. PAY REVIEWS and PAY PROGRESSION

6.1 All September 2013 salary determinations relating to salary progression for the main pay scale, the upper pay scale, teachers who were employed as ASTs or Excellent teachers on 31/8/2013 or on the unqualified teachers' pay scale shall be made in accordance with the provisions of the 2012 STPCD.

From 1 September 2013 there are 4 pay ranges for teachers other than those on the leadership pay range.

- i) The main pay scale for qualified teachers who are not entitled to be paid on any other pay range
- ii) The upper pay range
- iii) The pay range for leading practitioners, whose primary purpose is to model and lead teaching improvement, and
- iv) The unqualified teacher range

These pay ranges will be used in any salary determinations that take place after the annual September 2013 salary determination.

Any pay increase awarded to a teacher on the main pay range, upper pay range, or unqualified pay range, or any movement between those ranges will be permanent for as long the teacher remains employed **directly** by this LA.

6.2 Main Pay Range

The main pay range has a minimum of £21,804 and a maximum of £31,868. The LA has determined that, the following intermediate reference points will be used as points of progression through the range, where agreed by the LA through the application of this policy.

Point 1	£21,804
Point 2	£23,528
Point 3	£25,420
Point 4	£27,376
Point 5	£29,533
Point 6	£31,868

6.3 Unqualified Teachers' Pay Range

An unqualified teacher will be paid within the minimum of £15,976 and maximum £25,267 of the Unqualified Teachers' Pay Range. The LA has determined the salary reference points shown below will be utilised where it is agreed that an unqualified teacher will progress up the range through performance reviews, in accordance with this policy.

Point 1	£15,976
Point 2	£17,834
Point 3	£19,692
Point 4	£21,550
Point 5	£23,409
Point 6	£25,267

6.4 Upper Pay Range

The upper pay range has a minimum of £34,523 and a maximum of £37,124. The LA has determined that the following reference points will be used as points of progression through the range, where agreed by the LA through the application of this policy.

Point 1 £34,523
Point 2 £35,802
Point 3 £37,124

The LA will pay a teacher on the Upper Pay Range if:

- a) The teacher is employed, or defined as, a post threshold teacher, for as long as the teacher is so employed by the LA without a break in the continuity of their employment;
- b) The teacher applied to pass the Threshold under the 2012 Document, their application was successful and they were due to move to the Upper Pay Scale on 1 September 2013,
- c) The teacher applies to be paid on the Upper Pay Range, in accordance with the arrangements set out in paragraph 6.7 of this policy and that application is successful, the teacher is still employed by the LA and there has been no break in the continuity of employment;
- d) The teacher was previously employed in the leadership group, was first appointed as such on or after 1 September 2000 and occupied such a post or posts for an aggregate period of one year or more
- e) The teacher was employed as an Advanced Skills Teacher/Excellent teacher by the LA under the 2012 Document;

and the teacher specified in (a) to (e) will not be paid on the pay range for leading practitioners or on the leadership scale.

The LA will determine, on a case by case basis, where teachers covered by d) or e) will be placed on the range. For teachers paid on the Upper Pay Range by virtue of a) the LA will recognise previous pay progression on the scale. Teachers to be paid on the Upper Pay Range (UPR) by virtue of the circumstances in b) or c) will be paid on the minimum of the range.

(Please see STPCD paragraph 16.2.3 for a complete list of those teachers who may be paid on the Upper Pay range.)

6.5 Pay Range for Leading Practitioners

From 1 September 2013 the LA will determine whether to include in the Services' Staffing Structures any post(s) which primarily have the purpose of modelling and leading improvement in teaching skills (see 5.3 above)
The Pay Range for Leading Practitioners has a minimum of £37,836 and a maximum of £57,520.

The LA will determine an individual post range of 5 points for each leading practitioner post and where, within the individual post range, each teacher will be paid. Where a Leading Practitioner Post is adopted by the LA will be determined from the following points:

1. £37836	10. £47277
2. £38784	11. £48505
3. £39752	12. £49622
4. £40743	13. £50863
5. £41757	14. £52131
6. £42803	15. £53429
7. £43957	16. £54849
8. £44971	17. £56109
9. £46094	18. £57520

6.6 Pay Progression

September 2013 will be the last time when teachers on the main pay scale receive annual increments, as all pay decisions made from September 2014 will need to be linked to assessments of performance.

All decisions regarding pay progression will be made with reference to the teachers' appraisal review statements and the pay recommendations they contain. To be fair and transparent, assessments of performance will be properly rooted in evidence. In the services fairness will be ensured through the annual monitoring of the application of the pay policy and pay decisions by the LA.

The evidence to be used in the LA as the basis for assessing performance is detailed in the LA's Appraisal Policy. The policy also details how fairness will be ensured through the process of appraisal and performance review.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether to accept a pay recommendation will be made by the Cabinet Member, having regard to the appraisal report and taking into account advice from the Head of Service/senior leadership team. If a pay recommendation is not accepted, the Cabinet Member will provide the teacher with the reasons behind the decision and direct the teacher to the school's appeals procedure.

The LA will take account of potential pay progression in the light of the authority's budget and ensure that appropriate funding is allocated for pay progression at all levels. All teachers can expect to progress to the top of their pay range subject to successful appraisal reviews.

In order for an appraisal/performance review to be deemed 'unsuccessful' significant concerns about standards of performance not meeting

expectations/progress towards objectives not being satisfactory, will have been raised during the annual appraisal cycle and recorded in writing. Also, the concerns will not have been sufficiently addressed by the teacher following support and feedback provided by the service.

In the LA judgements of performance will be made against the extent to which teachers have met their individual objectives and fulfilled relevant standards as detailed in the LA's Appraisal Policy.

6.7 Newly Qualified Teachers

In the case of Newly Qualified Teachers (NQTs), whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the Competence Procedure but those successfully completing their induction year will be awarded pay progression.

6.8 Teachers on the Main Scale

Teachers will be eligible for pay progression of one point up the scale defined by the LA following each successful appraisal review.

In exceptional circumstances, where a teacher's performance is assessed to be successful in relation to significantly exceeding appropriate objectives, they are assessed as highly competent in fully meeting the relevant standards and significantly improving the progress of pupils, teachers may be awarded an extra point of progression on the Main Scale for excellent performance.

6.9 Movement to the Upper Pay Scale/Range

New arrangements for gaining access to the UPR came into effect from 1 September 2013. Teachers must have Qualified Teacher Status (QTS). There are no barriers connected with length of service for movement on to UPR but the LA has determined that teachers must have reached point 6 on the Main Scale to be eligible to apply. Individual teachers must decide whether or not they wish to apply to their Head of Service to be paid on UPR. Any application must be assessed in line with this policy. Applications may be made once a year, to be received by the end of October, to enable inclusion of the previous academic year's appraisal review, with consequent backdating of the transfer to UPR to the 1 September.

If a teacher is simultaneously employed at another LA/school, they may submit separate applications if they wish to apply to be paid on UPR in that LA or school. The LA will not be bound by any pay decision made by another employer.

All applications should include the results of reviews or appraisals under the 2011/2012 regulations, including any recommendation on pay, where these fall within the period of assessment. Applications should contain evidence from the

two most recent academic years or 2 years' performance reviews from the last 5 academic years- where the teacher has experienced a break in service/maternity leave/long term absence.

Applications, using the standard format attached to this policy, should be submitted in writing to the Head of Service through their appraiser at the appraisal planning meeting. The application should be appended to their appraisal planning statement.

An application from a qualified teacher will be successful where the LA 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 the LA will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the Upper Pay Range criteria (see Appendix B) have been satisfied as evidenced in two successful consecutive performance reviews.

The Head of Service will notify all teachers as they reach Scale Points 5 and 6 of the Main Pay Range of their future eligibility to apply for assessment.

At the beginning of the first of the two years that will form the evidence period, the teacher should notify their appraiser that they are planning to apply so that objectives are set appropriately and feedback is given, in relation to the Teachers' Standards *and* Upper Pay Range Criteria defined in Appendix B. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay range.

For teachers who have indicated an intention to apply to transfer to the UPR, it is important that where there is concern that a teacher will not fulfil the Upper Pay Range Criteria, the issues are raised with the teacher during the appraisal cycle. Relevant actions and support should be agreed in order for the teacher to address the areas where there is concern.

In order for an appraisal review to be deemed unsuccessful, in relation to meeting and sustaining UPR criteria, this must be raised during the annual appraisal cycle and recorded in writing. Also the issues will not have been sufficiently addressed by the teacher, following support and feedback provided by the school. Furthermore, the teacher should be provided in writing with clear feedback as to whether they are continuing to successfully meet the Teachers' Standards.

The application will be assessed by the Head of Service.

The recommendation in relation to a teacher's application to be paid on UPR will be considered by the Cabinet Member, who must be satisfied that a) and b) above are met.

Process and Procedures

The assessment will be made within 15 working days of the deadline for receipt of applications, at the latest. Applicants will all be informed of the outcome and when the head of service's assessment will be reported to the Cabinet Member for confirmation.

If the applicant is unsuccessful, feedback will be provided by the Head of Service (or other senior leader as determined by the service) Feedback will be provided verbally within 10 working days of the Cabinet Member's determination and be confirmed in writing within a further 10 days. It will be made clear in the feedback, if applicable, where the criteria for moving to the Upper Pay Range were deemed not to be met.

Any appeal against a decision not to move a teacher to UPR will be determined through the hearing and appeal process detailed in paragraph 4.9 of this policy.

Successful applicants will move to UPR from 1st September (ie backdated if the application was received between 1 September and 31 October). For initial applications to be paid on UPR, all successful applicants will be placed at the minimum of the UPR.

6.10 Post Threshold Teachers/Progression on the Upper Pay Range

September 2013 is the last year that teachers may be granted pay progression on the Upper Pay Scale (UPS) under the 2012 STPCD. Under the 2012 Document progression is based on two successful consecutive performance management reviews, other than under the exceptional circumstances, as provided for in the Document.

Progression depends on meeting the criterion that, the teacher's achievements and contribution to the school have been sustained and substantial.

From September 2014 progression on the UPR will be agreed by the LA following two successful appraisal reviews, where the teacher's performance has been 'highly competent, substantial and sustained', as defined in the Upper Pay Range criteria. Appraisal reviews should show that the teacher has further developed their performance.

In order for an appraisal/performance review to be deemed 'unsuccessful' significant concerns about standards of performance not meeting expectations and/or progress towards objectives not being satisfactory, will have been raised during the annual appraisal cycle and recorded in writing.

Also, the concerns will not have been sufficiently addressed by the teacher, following support and feedback provided by the school.

6.11 Heads of Service

Heads of Service must demonstrate sustained high quality of performance, with particular regard to school leadership, management and pupil progress in the service and will be subject to a review of performance against performance objectives before

any performance points will be awarded. When making a determination on pay progression the LA must have regard to the recommendation on pay recorded in the Head of Service's appraisal review.

Annual pay progression within the range for this post is not automatic. Any progression will normally be by one point. The LA may exercise the discretion available to award a further point for exceptional performance. Exceptional performance is defined as that which significantly exceeds the expectations identified in the objectives or, in addition to successfully achieving performance objectives, the school is judged by external assessment to be significantly improved and/or delivering excellent provision.

6.12 Deputy Heads of Service and Assistant Heads of Service

Currently there are no Deputy or Assistant Heads of Service in the LA. Such posts, if established, would be awarded additional scale points in accordance with the provisions of the 2013 STPCD. Appraisal Reviews would take account of performance objectives. Deputy and Assistant Heads of Service must demonstrate sustained high quality of performance in respect of service leadership and management and pupil progress.

When making a determination on pay progression the LA must have regard to the recommendation on pay recorded in the teacher's appraisal review. Any progression will normally be by one point. The LA may exercise the discretion available to award a further point for exceptional performance. Exceptional performance is defined as that which significantly exceeds the expectations, identified in the objectives, in key areas of performance and where impact is validated.

6.13 Advanced Skills Teachers/Excellent Teachers (ASTs/ETs)

September 2013 is the last time that any ASTs or Excellent teachers will have their performance assessed for pay progression, under the 2012 STPCD. From 1 September 2013 teachers may no longer be employed as ASTs or Excellent teachers. The LA will determine the future employment of such teachers (please see paragraph 5.3) ASTs must demonstrate sustained high quality of performance in the light of their agreed performance criteria and will be subject to a review of performance before any performance points will be awarded. Any work undertaken in schools, in higher education facilities, and other facilities of the LA or elsewhere will be taken into account.

Annual pay progression within the range for these posts is not automatic. Any progression will normally be by one point, but the LA has the discretion to consider movement by two points in the following exceptional circumstances.

Exceptional performance is defined as that which significantly exceeds the expectations, identified in the objectives, in key areas of performance and where impact is validated.

6.14 Leading Practitioners

In order for leading practitioners to move up their individual pay range (as determined by the LA) they must achieve a successful appraisal review. This will be determined in relation to meeting their objectives, which will be set in accordance with their job description and responsibilities of the post. Reviews will be deemed successful unless significant concerns about standards of performance and/or progress towards meeting objectives have been raised with the teacher during the appraisal cycle and recorded in writing. Also the concerns will not have been sufficiently addressed by the teacher, following support and feedback provided by the school.

When making a determination on pay progression the LA must have regard to the recommendation on pay recorded in the teacher's appraisal review. Pay progression will be by one point on the teacher's pay range. The LA has the discretion to consider movement by two points in the following circumstances of exceptional performance.

Exceptional performance is defined as that which significantly exceeds the expectations set out in their objectives in key areas of performance and impact is validated.

7 DISCRETIONARY ALLOWANCES AND PAYMENTS

7.1 Safeguarded payments and allowances

Safeguarding will apply up to a maximum of three years whenever a teacher faces a reduction in salary through no fault of their own, as set out in the School Teachers' Pay & Conditions Document.

7.2 Teaching and Learning Responsibility Payments (TLRs)

TLRs are awarded to the holders of the posts indicated in the attached staffing structure and may only be awarded in the context of the Services' Staffing Structures and this Pay Policy. Teachers will not be required to undertake sustained, additional responsibilities without payment of an appropriate established TLR1 or TLR2, unless paid on the leadership scale or in a Leading Practitioner post.

The values of the TLRs to be awarded are set out below and will be increased by any national pay awards and cost of living increases.

- **Criterion and factors for award of TLRs**

Criterion

The LA will award a TLR1 or TLR2 to a classroom teacher who is responsible and held accountable for undertaking a sustained additional responsibility, in the context of the Service's staffing structure, for the purpose of ensuring the continued delivery of high-quality teaching and learning. The award may be while the teacher remains in the same post or occupies another post in the temporary absence of the post-holder.

Factors

Before awarding a TLR, the relevant 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.

Before awarding a TLR 1, the relevant body must be satisfied that the significant responsibility referred to in the previous paragraph includes in addition line management responsibility for a significant number of people.

The LA may award a third TLR (TLR3) to a classroom teacher on a temporary basis;

- for clearly time-limited school improvement projects,
- or one-off externally driven responsibilities.

Clear criteria for the award of a TLR(3) will be set out by the Head of Service.

Teachers may hold more than one TLR3.

Teachers who are employed with a TLR1 or TLR2 payment may also be awarded TLR3(s)

As this would be a temporary addition to the staffing structure, the LA will consult with the professional associations/unions concerning the rationale for the post, the level of payment and duration before the decision to make such a payment is made.

The annual value of a TLR3 must be no less than £505 and no greater than £2,525. The LA will set 3 potential annual values for TLR3 posts of £505, £1515, £2525. The duration of the fixed term and payment must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part-time teacher it will not be paid on a pro-rata basis.

Factors outlined in paragraphs (c) and (e) above do not have to apply to the award of TLR3s.

7.3 Values

The values of TLR1s and TLR2s must fall within the following ranges:

- a) the annual value of a TLR1 is no less than £7399 and no more than £12516 pa.
- b) the annual value of a TLR2 is no less than £2564 and no more than £5977 pa.
- c) if the relevant body awards TLRs of different values to two or more teachers, the minimum difference in value between each award of a TLR1 is £1,500; and between each award of a TLR2 is £1,500.

A teacher may not hold more than one TLR1 or TLR2, but a TLR3 may be awarded to holders of TLR1 and TLR2 posts. A TLR1 or 2 post could be based on a job description that itemises several different areas of significant responsibility. A TLR1 or 2 post is a payment integrated to a post in the Service's Staffing Structure and therefore may only be held by two or more people, when job sharing that post. TLR1 or 2 posts awarded to part-time teachers must be paid pro-rata at the same proportion as the teacher's part-time contract.

The values of TLR payments awarded from 1 September 2013 in the LA are as follows:

TLR 2a	£2564
TLR 2b	£4273
TLR 2c	£5977

TLR 1a	£7399
TLR 1b	£9109
TLR 1c	£10814
TLR 1d	£12516

7.4 Special Education Needs Allowances

A SEN allowance of no less than £2022 and no more than £3994 pa is payable to a classroom teacher:-

- In any SEN post that requires a mandatory SEN qualification.
- In a special school.
- Who teaches pupils in one or more designated classes or units in a school, or in the case of an unattached teacher in a local authority unit or service.
- In any non-designated setting that is analogous to a designated special class or unit, where the post:
 - a) involves a substantial element of working directly with children with SEN
 - b) requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN and,
 - c) has a greater level of involvement in the teaching of children with SEN than is the normal requirement for teachers throughout the school or unit or service.

The LA has determined that from 1 September 2013 teachers will be awarded SEN allowances of the following value(s) SEN1 £2022 and SEN2 £3994, taking into account the structure of the service's provision and:-

- 1) Whether mandatory qualifications are required for the post.
- 2) The qualifications or expertise of the teacher relevant to the post and
- 3) The relative demands of the post.

If teachers have responsibilities that meet the principles for the award of a TLR payment, it is appropriate to award a TLR of a relevant value as opposed to a SEN allowance. If a teacher has both leadership/management responsibilities in relation to the teaching of children with SEN, also undertakes direct teaching of such children and/or holds defined qualifications, then they may receive both TLR and SEN payments.

8 OTHER PAYMENTS

8.1 Continuing professional development

Teachers (including Heads of Service) who are requested to agree to attend voluntary continuing professional development outside of directed hours will be entitled to an additional payment at their substantive salary point or allowed an equivalent period of time off in lieu.

Any payments made for continued professional development will exclude additional allowances and will be made through normal payroll arrangements.

Teachers (including Heads of Service) who undertake initial teacher training activities, by request, which are not seen as part of the ordinary running of the Service, will be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job, additional paid responsibilities

or contract of employment. Areas of work that may attract a payment are planning an Initial Teacher Training course, preparing course materials, taking responsibility for the tuition and well being of Initial Teacher Training students. The level of payment will be determined in relation to the specific allocated resource and HR advice on the Job Evaluation of the role.

Payments may not be made to a Head of Service for additional duties in relation to out of school learning, contribution to initial teacher training or for continuing professional development where the relevant body has already taken such services into account when setting the ISR.

Out of School Learning Activities

The LA has determined that they will not exercise their discretion to make additional payment to teachers for out of school learning activities, except where

in connection with a specific, funded, scheme (e.g. One to One Tuition). In such circumstances the payment will be determined by the scheme or paid at 'supply teacher' rate, if no specific provision is made within the scheme. The LA will determine and make clear which is applicable at the time the request/offer is made.

8.2 Recruitment and retention incentives and benefits

The LA may decide to exercise the discretion to award Recruitment and Retention Incentives and Benefits. If so, a list of posts and areas of experience/expertise for which the LA is likely to experience recruitment difficulties will be determined annually. The Cabinet Member will be advised by the Strategic Director, or his representative, and will access wider information on levels of remuneration/recruitment difficulties. Representatives of Professional Associations and Trade Unions will have been consulted about this before any decision is made by the LA and the agreed list will be made available to staff in advance of the annual salary reviews. The LA is mindful that if a recruitment and retention allowance is awarded to one teacher in a post, all other teachers in similar shortage areas should also be awarded the same level of allowance, unless there is good reason not to award the same payment.

The Strategic Director will recommend to the Cabinet Member/Cabinet (depending on the scope of the payments under consideration) whether recruitment and retention incentives and benefits should be offered to new or existing teachers, if so the nature, value, duration and the circumstances in which they will be paid. Where a teacher is given an incentive or benefit, written notification given at the time will state,

- Whether the award is for recruitment or retention;
- The nature of the award, (cash sums, % up rate of salary, travel, housing costs, childcare, health provision etc);
- When/how it will be paid;

- Unless it is a one off award the start date and duration of the incentive;
- The basis for any uplifts which will be applied as applicable.

The criteria for which the Cabinet Member/Cabinet may consider whether it is necessary to award or continue a recruitment and retention allowance, which one, and for how long it will be paid will be:

- When a post has been widely advertised at least twice and it is not possible to appoint a suitable candidate
- Post in shortage areas as defined by the LA.
- A vacant post for which the LA is likely to experience recruitment difficulties, based on prior experience
- A post for which the LA would probably experience recruitment difficulties if the post were to become vacant, based on prior experience and available information.

The Cabinet member will not award a recruitment and retention allowance to a teacher whose performance has not been satisfactory in the last academic year, nor will a recruitment and retention allowance be paid during any period of unsatisfactory service. The Strategic Director, or his representative, will advise the Cabinet Member/Cabinet on the award and continuation of recruitment allowances.

The LA will review the level of payments/benefits annually.

In the circumstances where it is decided to award any recruitment or retention incentives or benefits the following paragraph will be completed.

The LA will pay recruitment awards to _____ of £ _____, to be reviewed annually in the circumstances described above. The LA will pay retention awards to _____ of £ _____ for _____ years. This may be extended in “exceptional circumstances”. The use of any recruitment or retention payments will be reviewed at least every 3 years to ensure the criteria are still relevant.

No Recruitment or retention benefits will be awarded to a service leader where such reason or circumstance has already been taken into account in determining the ISR. Any award, including a non-monetary benefit (which will be assigned a monetary value) must not cause the overall limit available for discretionary payments to heads of service to be exceeded.

8.3 Residential duties

Teachers working in residential special schools are normally entitled to be paid for residential duties in accordance with national agreements reached by the Joint Negotiating Committee for Teachers in Residential Establishments.

8.4 Honoraria

The LA will not pay any honoraria to any member of teaching staff for carrying out their professional duties as a teacher.

APPENDIX

SALARY STATEMENTS

A Salary Statement will be issued to each teacher each year after the performance and statutory Salary Reviews.

A teacher's Salary Statement will show an assessment of basic salary and allowances. It will also include any safeguarding if appropriate.

The Statement will specifically include:

- The teacher's salary scale (Main, Unqualified, Upper Pay Range, Leading Practitioner, Leadership Group).
- Any points awarded for experience/performance on the Main Pay Scale and any Threshold Assessment or Performance points on the Upper (post Threshold) Pay Range.
- Any TLR payment.
- Any allowance for teaching children with Special Educational Needs.
- Any Recruitment and Retention allowance and whether it is permanent or to be reviewed, including the date for review.
- Any other appropriate allowances.
- Any appropriate safeguarding.
- The teacher's actual salary

PAY POLICY ANNEXES

[Insert copy of the Services' Staffing Structures.]

APPENDIX 1

UPPER PAY RANGE PROGRESSION CRITERIA

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.

DERBYSHIRE COUNTY COUNCIL

TEACHER APPRAISAL

A Policy for Teachers Employed by the Local Authority and Not Attached to Schools

Date.....

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Policy for Appraising Teacher Performance

Derbyshire County Council adopted this policy on_____

It will review it two years from the date of adoption or earlier if there is a change in the relevant regulations

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the heads of support services who are employed on teachers' pay and conditions of service, and for supporting their development within the context of the Council's, Department's and Services' plans for improving educational provision, performance and the standards expected of teachers. The council is committed to providing high quality professional development that, in turn, supports pupils in achieving their potential. The policy is intended to reflect the principles of fairness, equity, accountability and confidentiality.

This policy is written in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012. The policy also complies with the School Teachers' Pay and Conditions Document 2013 (STPCD).

Commencing from the 2013 to 2014 appraisal cycle, decisions regarding the pay progression of teachers will be made on the basis of performance, with reference to the teachers' appraisal report and the pay recommendations they contain.

The policy links to the Pay Policy for Teachers Employed by the Local Authority (LA) and Not Attached to Schools, which details arrangements relating to the determination of teachers' pay, in accordance with the STPCD. The pay policy contains the procedure for appeals against pay decisions.

Application of the policy

The policy applies to all unattached teachers employed by the council, except those on contracts of less than one term, Newly Qualified Teachers and those subject to the Formal Capability Procedure. (*Wherever school terms are cited in this policy, this refers to the standard 3 term school year, not the model adopted by Derbyshire County Council of 6 shorter terms.*)

Appraisal in the council will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will contribute to ensuring that teachers are able to continue to improve their professional practice and to develop as teachers.

All appraisal activities will take place within the teacher's directed time, but not within Planning and Preparation (PPA) time.

The appraisal procedure will address any concerns that are raised about a teacher's performance. If the concerns cannot be resolved through this process there will be consideration of whether to commence the formal capability procedure. This Appraisal Policy will dovetail with the Council's procedure for dealing with situations where a teacher's level of competence falls below expectations, *as detailed in the appendix 'Teachers Experiencing Difficulty- Advice on Informal Structured Support and Monitoring'*.

The Appraisal Period

The appraisal period will normally run for twelve months in line with the academic year. Each service may decide the exact timing of the review period, for instance whether to hold meetings in July or the beginning of the autumn term. The process of undertaking appraisal reviews and making pay recommendations will be completed by 31 October, except for heads of service where they will be completed by 31 December.

Teachers 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.

Where a teacher begins employment with the service the relevant Assistant Director may determine that the initial appraisal period in respect of that teacher is shorter or longer than 12 months. Where a teacher starts their employment part-way through a cycle, the head of service or, in the case where the teacher is the head of service, the relevant Assistant Director shall determine the length of the first appraisal cycle, with a view to bringing the cycle into line with that for other teachers in the service as soon as possible.

Appointing appraisers

Head of Service

Heads of Service will be appraised by the relevant Assistant Director (AD), or a line manager, delegated by the AD. Where the Appraiser does not hold QTS they will be supported and advised by a suitably skilled and experienced member of the Advisory Service or Special School Headteacher.

Heads of Support Centres in the Behaviour Support Service, will be appraised by a nominated group of management committee members, advised by a Senior Adviser from the School Improvement Service. Three members will be nominated and the process will not take place with less than two present.

The head of service may write to the Assistant Director (or Strategic Director if the AD is the Appraiser) if they wish to request that their Appraiser be changed, giving reasons. The AD will reply in writing with their decision and is advised that they consult first with CAYA HR for support in considering the request.

Teachers

The head of service will decide who will appraise other teachers. Where teachers have a concern about their nominated appraiser, they may write to the head of service, giving reasons. Where legitimate concerns are raised, these will be carefully considered by the head of service and an alternative appraiser may be offered, if possible. It is anticipated that appraisers will be those who hold some leadership and management role in relation to the teacher. The nominated appraiser will hold an appropriate position in the staffing structure and have the necessary knowledge, skills and experience to undertake the role. If, for any reason, the nominated appraiser is unable to conduct the role, an appropriately experienced alternative colleague will be appointed.

Where there are concerns about a teacher's performance, and the head of service is not the appraiser, s/he may consider undertaking the role himself or appoint an alternative senior member of staff.

The Planning Meeting

The meeting will include:

- The setting/agreeing of objectives,
- Evidence to be collected,
- Identifying success criteria,
- Deciding the support/training programme,
- Determining the focus and timing of observations.

The head of service's objectives will be set by their appraiser, who may be the appropriate AD or another line manager, after consultation with a nominated member of the advisory service, acting as an external adviser. Should agreement not be reached between the head and appraiser, the appraiser may determine the objectives. In line with the section on representation and appeals, if the head of service believes the objectives are not suitable he/she should raise the matter with the appropriate AD in writing, in the first instance.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. In setting the objectives, appraisers will have regard to the context of the teacher and the demands of the objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. Any amendment to the objectives or supporting requirements will be recorded in writing and the expectations of the teacher clarified. The teacher may add comments on the appraisal planning statement. The head of service will moderate the appraisal process to ensure objectives are consistent

between teachers with similar experience and levels of responsibility. If agreement cannot be reached between the appraiser and appraisee, the appraiser will determine the objectives but the final decision rests with the head of service, through the moderation process.

The measures of success for meeting the objectives should be made clear to the teacher and recorded. Teachers and their appraisers may identify expected sources of evidence for achievement of objectives and fulfilment of relevant standards but this will not preclude the addition of other sources of information that may become available, provided they are agreed to be relevant. Appraisers will seek to identify, with the teacher, a comprehensive range of sources of information to be utilised as a basis for assessing performance and the achievement of objectives. Sources of evidence should be agreed with the teacher, where possible, and the teacher may record any reservations they hold on the planning statement.

The planning statement will also contain details of any support and development which the teacher will receive to support them in achieving objectives.

The objectives set for each teacher will, if achieved, contribute to the council's plans for improving educational provision and performance and improving the education of pupils within the Local Authority and will take account of the professional aspirations of the teacher. This will be ensured by the head of service (*or for the head of service's objectives, relevant AD*) quality assuring objectives against the relevant council plans.

In the support services 3 objectives will normally be set for each teacher, unless agreed otherwise. It is recognised that some objectives incorporate greater scope and breadth than others. It is expected that objectives will reflect the range of each teacher's role, responsibilities and working time. Objectives will address key areas of core professional practice.

The expected level of performance will be reflected and specified in the wording of the objectives and success criteria. These may include a focus on (as appropriate, taking into account the responsibilities of the teacher's post and pay range) :-

- Impact on pupil progress (including beyond own teaching groups, where appropriate),
- Impact on wider outcomes for pupils,
- Improvements in specific elements of practice,
- Impact on effectiveness of other teachers/staff
- Wider contribution to the improvement of the service.
-

There will also be recognition of the quality of actions and effort to progress objectives.

Appraisers will consider whether reasonable adjustments to the objectives are appropriate, in the light of an individual's circumstances, for instance where the teacher has a disability or has experienced long term absence.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers should be assessed against the set of standards contained in the document called 'Teachers' Standards' which came into effect from September 2012 and, where relevant, against other sets of standards which are relevant to them. Therefore, in Autumn 2013, relevant teachers' performance was considered against the Post Threshold Standards, Standards for Advanced Skills Teachers and Excellent Teachers.

Commencing in September 2013 all teachers must still fulfill the Teachers' Standards but those applying to be paid on the Upper Pay Range in 2014, or already paid on that range, will need to meet the relevant criteria shown in Appendix B of the Teachers' Pay Policy. The National Standards for Head Teachers may be utilised to inform the objectives and success criteria for heads of service. For Qualified Teaching, Learning & Skills (QTLS) holders, that may include the overarching professional standards for the lifelong learning sector, held by the Learning and Skills Improvement Service. Heads of service will decide whether QTLS holders will be assessed against the Teachers' Standards instead of, or as well as, the lifelong learning sector standards.

Observation and Other Information

The council believes that teacher observation is important both as a way of assessing teachers' performance, in order to identify any particular strengths and areas for development they may have, and of gaining useful information which can inform service improvement more generally. All observation will be carried out in a supportive fashion, in an atmosphere of constructive engagement, collaboration and co-operation. (*An observation protocol is attached to this policy in annex 1.*)

Classroom observation, for those who work directly with pupils, will form an integral part of the review process to inform teachers' performance, identifying strengths and weaknesses and, where good and excellent practice is in evidence, to make use of this to inform service improvement more generally. Classroom observations will not ordinarily exceed 3 per appraisal cycle with single lesson observations lasting a maximum of 1 hour. Following discussion, the teacher and the appraiser may agree to revisit the amount of lesson observations in order to support the meeting of objectives, which are informed and underpinned by the Teachers' Standards. Any such changes will be formally recorded within the appraisal documentation and signed by the teacher and appraiser. Further observations may form part of the programme adopted when the 'Teachers Experiencing Difficulty' process is applied.

Observation of teachers' work with pupils or in supporting other teachers will be carried out by those with Qualified Teacher Status.

In general, observations will be multi-purpose and provide information regarding the teacher's strengths, achievement of objectives and standards, development needs as well as contributing to the service quality assurance processes. The services will

seek to minimise the total number of occasions on which teachers are observed by using the findings of each observation for other management requirements where possible. It is not a requirement to utilise all 3 observations allowed. Observations will not be arranged as a matter of routine but will have clear purpose, in relation to the teacher's development needs and/or the service's quality assurance programme.

Teachers (including the head of service) who have responsibilities outside of pupil/teacher interaction should also expect to have their performance of those responsibilities observed and assessed.

To be fair and transparent, assessments of performance will be properly rooted in evidence. It is recognised that there are a variety of other sources of information to indicate the quality and impact of teaching and learning across the services, in addition to observation. The Council aims to utilise a range of data, which is carefully evaluated, to identify progress, attainment and areas for improvement. The evidence to be utilised may include self-assessment, pupil progress, planning documentation, peer review, pupil work analysis, surveys, pupil feedback, school/family feedback, marking and assessments of pupil learning. Observation is particularly important in identifying the specific strengths and areas for development of individual teachers. The council is committed to providing accurate feedback in order for teachers to benefit from support that is tailored to their professional development needs. The planned and focused sharing of staff's strengths, to enhance the skills of colleagues, is believed to be one of the most powerful strategies for continuing professional development, promoting a culture of collaborative reflective practice.

Feedback will be provided, taking account of the Teachers' Standards that are relevant to the particular activities observed (and other standards relevant to the individual) and appropriate development strategies identified. Observations may also be graded using Ofsted criteria, in order for the service leadership to formulate, along with other information indicating quality of teaching across the service, reports for senior officers/members, priorities for service improvement initiatives and training/development activities.

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development (CPD). The council wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Opportunities for professional development will be linked to service improvement priorities and to the ongoing development needs and priorities of individual teachers. Teachers will be expected to evaluate the impact of their CPD and share their learning with colleagues, where appropriate, in line with the service's approach to CPD. Self-evaluation of performance against the Teachers' Standards and their own objectives will be facilitated.

The service's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The council will take account of the

resources needed for the operation of the appraisal process, in setting the service budget annually.

Where there are competing demands on the service budget with regard to the provision of CPD, a decision on the relative priority will be informed by the extent to which:

- a) The training/support will help the service achieve its priorities
- b) The identified CPD is essential for the appraisee to meet their objectives.

Account will be taken at the annual review of performance of whether the support/development recorded in the planning statement has been delivered.

Feedback and In-Year Monitoring

The appraiser and teacher will confirm to each other when any piece of evidence to be cited for appraisal purposes is identified.

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other relevant evidence has come to light, relating to the performance management planning and review process. Feedback will highlight particular areas of strength as well as any areas that need attention.

There is no requirement to schedule formal meetings. It is important to maintain ongoing professional dialogue to track progress towards the objectives and check on the provision of support and training. Interim review meetings may be held, if significant evidence relating to the planning and review process comes to light and it is impractical/inappropriate to wait for the next scheduled annual review meeting. They may also be held if both appraiser and appraisee agree. Any meetings taking place as part of appraisal will be held in directed time, but not the teacher's PPA time.

If a lack of progress towards objectives or concerns that standards are not being met are such that there is a risk the teacher's annual appraisal may not be successful and, potentially, pay progression not recommended, this will be made clear to the teacher in writing. A meeting should be called directly if an appraiser identifies significant concerns that practice is not sustaining the standards or/and is not on track to meet objectives. The appraiser should not wait for the next scheduled meeting if this is not in the near future.

Relevant support/development activities, with the aim of rectifying the situation will be put in place through the appraisal process.

Please refer to paragraph on teachers experiencing difficulties and 'Teachers Experiencing Difficulties – Advice on Informal Structured Support' for the process of dealing with concerns about potential underperformance.

Annual Assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head of service, the AD/Appraiser will consult with a designated Adviser from the Advisory Service, or designated Special School Headteacher, if they do not hold QTS.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year as appraisers maintain ongoing professional dialogue with their appraisee(s). There should be no surprises concerning the overall assessment of a teacher's performance at the annual review meeting.

The council must,

- a) assess the teacher's performance of their role and responsibilities during the appraisal period against
 - the standards applicable to the teacher,
 - the teacher's objectives;
- b) assess the teacher's professional development needs and identify any action that should be taken to address them; and
- c) where relevant, include a recommendation relating to the teacher's pay.

No request to submit additional evidence will be made to the teacher at the review meeting, although the teacher may do so if they wish.

The teacher will receive as soon as practicable, following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. In the services, teachers will receive their written appraisal reports by 31 October (31 December for the head of service). The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a clear statement as to whether the performance review is deemed 'successful' accompanied by a recommendation on pay where that is relevant, (NB – pay recommendations need to be made by 31 December for heads of service and by 31 October for other teachers);
- a space for the teacher's own comments

The appraisal report will be drawn up in discussion between the appraiser and the teacher.

The assessment will clearly relate to the success criteria set for each objective and the standards of performance defined for the teacher's pay range.

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period. It is expected that the discussion will include the utilisation and impact of training and development undertaken and any contribution the teacher has made to the development of a colleague(s). Appraisers may include reference to any significant impact in the appraisal report.

Pay Progression

Where a teacher is eligible, a recommendation on pay progression will be made by the appraiser based on the assessment of their performance against the agreed objectives, the Teachers' Standards and any other relevant standards. The decision of the relevant body will be made in accordance with the Council's Pay Policy for Teachers and statutory guidance set out in the STPCD, where applicable.

The Council has set out, in its Pay Policy for Teachers, the salary scales for the main pay range, upper pay range, unqualified teachers' pay range and leading practitioner pay range. Teachers are eligible for consideration to receive pay progression through the main pay range on an annual basis until the maximum of the scale is reached. The policy sets out the arrangements for teachers to apply to be paid on the upper pay range (UPR) and to move through that range. Movement through the UPR would normally only be considered on a bi-annual basis.

The process of reporting the outcome of annual appraisal reviews and pay recommendations to the Cabinet member for consideration is set out in Appendix 2

Representation and Appeals

Any recommendation on pay will be referred by the head of service to the Cabinet member, as referenced in the Teachers' Pay Policy. The procedure for a teacher to make representations concerning a pay decision or to appeal, is also contained in the Pay Policy.

If a teacher wishes to request changes or raise concerns about any other aspect of the appraisal process and documentation they should write to the head of service setting out their grounds within 10 days of receiving the statement of objectives and appraisal review statement. The head of service will, if necessary, meet with the teacher and then determine whether any action should be taken or changes made. If the head of service is the appraiser of the teacher, the letter should be submitted to the Assistant Director, if the teacher is unable to resolve the matter informally with the head. Likewise, a head of service would write to the AD with any concerns. The AD will seek the advice of CAYA HR when meeting with the teacher, if necessary, and reaching a decision on the representations. If the teacher (or Head of service, if they have made representations concerning their Appraisal statement) remains

unhappy they may appeal using the procedure in the pay policy. The appeal will follow the same process as detailed for pay appeals.

Teachers Experiencing Difficulties

When responding to a teacher who is experiencing difficulties in meeting the requirements of their role, action will be taken to provide support and guidance, through the appraisal process, to enable their performance to improve and meet expectations.

(It is important to refer to Annex 2 'Teachers Experiencing Difficulties – Advice on Informal Structured Support and Monitoring' as what follows is a summary)

If an appraiser identifies through the appraisal process, or through other sources of information, that a teacher is experiencing difficulties such that, if not rectified, there will be detriment to the educational provision delivered to pupils and/or the formal competence procedure may be implemented, the appraiser will inform the head of service, who will review the situation and may consider whether it would be appropriate to appoint a new appraiser.

Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- make mutually suitable arrangements to meet the teacher to discuss targets for improvement and any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- in consultation with the teacher at the above meeting, establish an action plan with clear expectations, success criteria and support to be provided.
- make clear in the plan how, and by when, the appraiser will review progress. It may be decided to revise objectives and it is likely that some priority short term targets will be identified, aimed at enabling the Teachers' Standards to be met. It will be necessary to define sufficient time for the required improvement. *The amount of time will reflect the nature of the improvement required and the seriousness of the concerns;*
- explain the implications and process if no – or insufficient – improvement is made. *(That application of the competence procedure would be considered)*

The teacher's progress will continue to be monitored as part of the appraisal process and as detailed in the plan. The provision of the support will also be monitored. During this period the teacher will be given feedback on progress and arrangements will be made to adjust the programme if there is good reason to do so. The period identified for the teacher's performance to improve and meet the standards needs to be reasonable and will depend on the circumstances.

When progress is reviewed at the conclusion of the period identified, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process. The teacher should be informed at the formal review meeting that there is no longer consideration of invoking the formal competence procedure.

Transition to Capability Procedure

If the appraiser is not satisfied with progress, the teacher will be notified in writing that a meeting to determine whether the formal capability procedure needs to be applied, having followed the process set out in the Appendix 'Teachers Experiencing Difficulty – Advice on Informal Structured Support and Monitoring'. They will be informed that if this decision is taken then the appraisal system will no longer apply and that their performance will be managed under the competence procedure. The appraiser will consult with the head of service when contemplating this action (or designated alternative senior staff member).

Please refer to the competence procedure for further details of conducting the formal meeting to consider application of the procedure. The teacher will receive at least 5 working days' notice of the meeting and may be assisted by a trade union representative or work colleague. The head of service will consider whether it would be appropriate to appoint another suitable appraiser, in the circumstances, or adopt the role themselves.

Monitoring and Evaluation of the Process and Policy

The Appraisal process will be treated with confidentiality. However, the desire for confidentiality does not conflict with the need for Quality Assurance of the operation and effectiveness of the appraisal system. In the services we will ensure fairness through-

- providing clarity on the nature of objectives,
- having higher expectations of teachers on higher pay ranges or with paid responsibilities,
- including clear success criteria and evidence to be utilised,
- head of service review of teachers' objectives and appraisal records in order to check consistency of approach and expectation between different appraisers and to ensure compliance with the policy. (In larger service the head of service may delegate this review to other relevant senior leaders.)

The head of service also needs to be aware of any pay recommendations that they have made in order to refer these to the Strategic Director and thence to the Cabinet member. In addition, only the teacher's line manager(s) will be provided with access to the objectives, where it is necessary to enable the line manager to discharge their duties.

The head of service will make arrangements for the details of training and development needs to be communicated to anyone with responsibility in the service for the delivery of continuous professional development.

The council will monitor and evaluate the policy. Policy review will be conducted in consultation with the recognised unions and professional associations representing teachers, through the Schools' Joint Consultative Committee (SJCC).

The authority will monitor the operation and outcomes of performance management arrangements.

The Head of Service will provide the Strategic Director (Children and Younger Adults) with a written report on the operation of the service's performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the performance management policy;
- the effectiveness of the service's performance management procedures;
- teachers' training and development needs, and in particular where it has not been possible to meet needs identified in planning and review statements.

The Strategic Director (Children and Younger Adults) will provide a summary report on the effectiveness of the performance management policy and procedures to the cabinet member annually.

The Strategic Director will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the following characteristics:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion & Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The report will include an assessment of the impact of appraisal on service improvement and details of the range of professional development delivered through the process. The report provided to the Strategic Director will include any significant incidence of teachers not being provided with the CPD that was identified as necessary to the delivery of their objectives.

Quality Assurance Report

While not an exhaustive list, the following may be included in a quality assurance report.

- a) The allocation of staff to appraisers,*
- b) The training provided for appraisers and teachers,*
- c) The percentage of planning meetings that took place on schedule. If less than 100%, what circumstances prevented the meeting and what has been done to ensure this is avoided in future,*
- d) The broad areas of training needs identified and how they are being/have been addressed,*
- e) Any impact noted as on outcome of training,*
- f) Number of lesson observations that took place and percentage judged to meet relevant standards and in each Ofsted category (where appropriate),*
- g) Summary of strengths and areas for development identified in observations, and other appraisal evidence, overall and broken down by curriculum area or key stage (where this would not identify an individual teacher)*
- h) How good and outstanding practice is being shared,*
- i) How areas for development are being addressed (may be covered in Training)*
- j) Percentage of objectives met, partially met, not met, or exceeded,*
- k) Any key obstacles to achievement of objectives not met and how being addressed.*

The report will include an assessment of the impact of appraisal on school improvement and details of the range of professional development delivered through the process. The Heads of service will make the Strategic Director aware of any significant incidence of teachers not being provided with CPD, which was identified as necessary to the delivery of their objectives.

General Principles Underlying This policy

Confidentiality

The appraisal and formal competence processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head of service and AD/Council to quality-assure the operation and effectiveness of the appraisal system.

Consistency of Treatment and Fairness

The Council is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Definitions

Unless indicated otherwise, all references to “teacher” include the head of service.

Delegation

Normal rules apply in respect of the delegation of functions by local authorities.

Monitoring and Evaluation

The heads of service/ADs will monitor the operation and effectiveness of the services' appraisal arrangements and report to the Strategic Director and Cabinet Member.

Retention

The Council, through the heads of service, will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Annex 1

OBSERVATION PROTOCOL

The authority is committed to ensuring that observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- seek to reach agreement in advance on how classroom observations will be carried out;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

Planning and Preparing for Observation

In keeping with the council's commitment to supportive and developmental classroom observation the head of service will:

- consult with teachers concerning the overall pattern of observations for the academic year
- leave capacity for appraisers to agree with teachers the timing of any observation particular to that teacher's objectives
- provide for those being observed for all purposes to receive final notice at least 5 working days in advance
- arrange, as far as possible for observations to take place at a time agreed with the teacher
- ensure there is a reasonable amount of time between observations
- ensure classroom observation is undertaken solely by persons with qualified teacher status and the appropriate training and skills to undertake observation, provide constructive oral and written feedback, in the context of professional dialogue. The observer should be able to provide any consequent support for the teacher or ensure this need is addressed by the relevant staff member.

Planning for observation will take place at the start of the appraisal/performance management cycle and will include details of:

- the amount of observation,
- the focus of the observation,
- the maximum duration of the observation,
- when during the appraisal cycle the observation will take place and
- who will conduct the observation.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform service evaluation and improvement strategies, in accordance with the authority's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

Conducting Observation

Time for preparation and feedback for classroom observation will be made available within the teacher's directed time, but not PPA time. The total period for observation arranged for any teacher will not exceed three visits per cycle each of no more than an hour in length, having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect, and be proportionate to, the needs of the individual and the service.

In each service 'proportionate to need' will be determined by the particular role of the teacher, and the focus of their objectives.

Observations of practice involving students or of the teacher providing support to other teachers/teaching assistants, when directly engaged in teaching pupils will only be undertaken by persons with QTS (*ie leading meetings/delivering INSET etc may be observed by an appropriate line manager who does not hold QTS*)

Oral feedback will be given as soon as possible after the observation and the appraiser will aim to provide this before the end of the following working day. (*It is recognised that, in support service settings, leaders are often travelling to meet with teachers at various bases and a short delay may arise*) Feedback will be given during directed time in a suitable, private environment.

Feedback

Oral feedback will be given as soon as possible after the observation. The circumstances of the education support services, with teachers not all working in one base, may affect the scheduling of feedback but appraisers will agree with teachers on the earliest suitable arrangement to deliver oral feedback.

Written feedback will be provided within five working days of the observation taking place. If issues emerge from an observation that were not part of the focus of the observation, as recorded in Appraisal plan, these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

Records

The written record of feedback will also include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept. The appraiser will be given sufficient time within the working day to put in written form the conclusions and outcomes of the observation, where possible agreeing these with the teacher.

It is recognised that an observation provides a 'snapshot', not an overview of a teacher's performance. Other information will be utilised to assess the teacher's overall effectiveness and the impact of their quality of teaching. Observation feedback will be formulated with reference to the Teachers' Standards (and any other standards applicable to the teacher) relevant to the activities observed. Any use of Ofsted grades is to enable leaders to report generic quality of teaching information to senior officers and members, identify service development needs and prepare for Inspection

Teachers will be provided with all written accounts of observations.

A Head of Service has a duty to evaluate the standards of learning and to ensure that proper standards of professional practice are established and maintained. Heads of Service have a right to 'drop in' to inform their monitoring of the quality of learning.

Clearly the Appraisal arrangements are integral to fulfilling this duty and drop-ins or learning walks should be scheduled at the beginning of the academic year and included in the planning statement. Drop ins will provide service or team wide quality assurance information and be summarized in generic reports of strengths and areas to be developed across the service/team.

'Drop ins' will only be referred to within the Appraisal process where other evidence arises which merits a meeting to be held with the teacher to discuss issues of concern or potential revision of the appraisal plan/objectives, in accordance with the policy.

As some of the support services employ a large number of teachers and/or are located across the county, 'drop ins' will be undertaken by the Head of Service supported by appropriate member(s) of the leadership teams. Each service will provide a list of the relevant post holders.

Classroom Observation and Formal Capability Procedures

Where evidence emerges about the appraisee's performance which gives rise to concern during the cycle, additional observations to those recorded at the beginning of the cycle may be arranged, subject to a formal review meeting being held in accordance with the policy.

For teachers entering the 'Teachers Experiencing Difficulty' section of the Appraisal Policy or already on a formal capability procedure, an important part of the support offered will be a clearly defined amount of classroom observation, with structured

oral and written feedback. The amount of observation will be discussed with the teacher and (where indicated in the Teachers Experiencing Difficulty appendix) their union representative.

Annex 2

Appraisal- Teachers Experiencing Difficulties

Advice on Informal Structured Support and Monitoring

The council's appraisal policy details the necessary process and steps to be taken to address any identified underperformance issues within appraisal. This document provides additional advice and guidance for heads of service in implementing informal structured support and monitoring for relevant teachers.

It is important that the 'Teachers Experiencing Difficulties' section of the Appraisal Policy is read first.

Preamble

1. Underperformance or lack of competence may affect teachers at all levels any time in their careers and such teachers are entitled to sympathetic consideration and active support from colleagues in the school. This procedure deals with identifying the nature of the problems, the needs of the teacher and establishing an appropriate support programme.
2. The nature of concern about performance or omission, its level of seriousness and cause(s), must be communicated at the outset to the teacher, investigated and identified by structured information gathering and systematic recording.
3. The Appraiser must inform the Head of Service when they develop concerns about the performance of a teacher, such that they are contemplating a review meeting to consider implementation of a structured support and monitoring programme. Likewise, a Head of Service or senior leader who identifies significant concerns about a teacher's performance should ensure the appraiser is informed and that appropriate measures are taken.
4. The Head of Service (HoS) will need to ensure that the Appraiser has the necessary knowledge, skills and experience to determine an appropriate structured support and monitoring programme and its implementation. The Head of Service should review whether:
 - the appraisal process has been operated fairly and appropriately so far
 - whether the teacher has received appropriate, timely feedback and clarity on the expected standards of performance and
 - relevant CPD, through the performance management process and provision linked to service priorities in recent cycle(s).

5. The HoS should ensure that the teacher is involved in determining an appropriate support programme. It should be stressed that the aim of the support programme is to help the teacher to improve and develop the performance of his/her duties in the interests of the pupils, teacher and the school as a whole. Ideally the action plan should be agreed with the teacher.
6. Advice on these procedures may be sought from the HR Advice and Guidance Service at this stage.

Identifying the Problems

1. Where there is any concern about a teacher's professional performance it is necessary, at the outset, to identify any specific problems being encountered by the teacher.
2. Where there is evidence from a G.P. and/or the Authority's Occupational Health Physician that health may be a factor impairing work performance, their advice will be sought:
 - To ensure the teacher is fit for work and the duties of a teacher
 - To seek recommendations as to whether any reasonable adjustments should be considered to enable the teacher to fulfil their duties.
3. Consideration should also be given to whether there are any other council policies or procedures which are relevant to the circumstances and that they are applied appropriately.
(eg Stress Management, Management of Sickness Absence)
- 4 a) The appraisal process will be the key source of information that raises any concern and prompts a decision to investigate further. Annual, ongoing evaluation of a teacher's performance, in the context of the Teachers' Standards, conducted by the appraiser and through the teacher's self-evaluation, will clarify any areas of concern. Teachers will be assumed to be meeting the Teachers' Standards unless clear documented evidence to the contrary is provided.
- b) Evidence of unsatisfactory teaching from a Service Review or Inspection may provide information about a teacher's performance which raises, or contributes to, the identification of a concern and/or the need to investigate further. It is acknowledged that this is only an example of the teacher's practise and may just relate to an aspect of performance. Therefore the decision to investigate and address a concern would only arise where there is other evidence that suggests there is an ongoing problem.
- c) Observation within the teaching situation by a senior member of staff and/or an Adviser may assist in clarifying the precise nature and origin

of the difficulties. Where this is in addition to the observations identified within the original appraisal programme, these should be arranged in consultation with the teacher concerned wherever possible.

- d) Observation reports will be supplemented by all available information from the service's Quality Assurance systems and, in particular, pupil outcomes.

In assessing how serious are the identified performance concerns, impact on pupils' learning will be a key consideration. The HoS will also have regard for any wider impact on pupils and/or service delivery. Performance concerns, in relation to additional responsibilities of teachers and senior leaders may also arise and would, likewise, need to be identified and evidenced.

5. It is important that the teacher knows at the outset what is expected of them. During the annual appraisal meeting the appraiser should check that the teacher is clear on:

- the responsibilities of their job (is the Job description up to date?)
- the standards expected in the job (Teachers Standards 2012 for all teachers, except QTLS holders, and Upper Pay Range criteria, expectations of leading practitioner post etc., where relevant)
- the person to whom he/she is responsible for the job (line manager)

If the person specification for the job is available this would also help to clarify the competence requirements in terms of knowledge, skills and experience.

Timescale

The timescale adopted will be in accordance with the seriousness of the identified underperformance. The period given within the Appraisal process for significant improvement to take place would normally be 10 weeks and not less than 6 weeks. (see Flowchart for overview)

It is strongly advised that an interim review is scheduled for around 6 weeks into the programme. This will enable the appraiser and teacher to establish whether expected progress is underway and whether any adjustments to the plan should be made. If the appraiser identifies concerns that reasonable progress is not being made they should inform the HoS, who is advised to take action as detailed in paragraph 5 below. This will involve initiating a new 10 week programme or, *in extreme cases, where there are health and safety concerns and the learning of pupils is jeopardised, a maximum of 4 weeks will be allowed for improvement to take place. The level of improvement would need to be such that the health and safety issues are resolved and learning is taking place. Where this is not secured, a*

meeting will be called to consider the application of the Formal Competence procedure.

Where there is evidence that sufficient improvement is taking place the programme of structured support and monitoring may continue for, up to, a total of 10 weeks aimed at securing performance at the expected standard.

Action

1. Having identified any concerns about performance through everyday staff management and appraisal, a teacher should have the opportunity to explain the reasons for the concerns and have an opportunity to address the situation.
2. Details of any concern about performance will be brought to the teacher's attention. The Appraiser will record any action taken and the teacher's response when explanation is sought. The teacher will be informed that he or she has a responsibility to achieve a professionally acceptable standard. The teacher will be informed what is required, how their performance will be reviewed, the period of review, what support will be available and that application of the Formal Competence Procedure will need to be considered if there is insufficient improvement. Subsequent advice and support may achieve the desired and agreed changes in performance.
3. It is anticipated that most concerns will be dealt with through this management process and within appraisal.
4. Where the cause of the criticism or complaint concerning a teacher's professional competence continues, further action will be necessary to deal with the specific problems which are being encountered by the teacher and which are a cause of concern. If the teacher has not been willing to co-operate in addressing the concerns this may be regarded as misconduct, leading potentially to action under the authority's established disciplinary procedures.
5. The period of informal support and counselling should not go on for too long. The period of informal support should therefore be no longer than 10 weeks and less may sometimes be appropriate. There should be a clear indication of improvement. As noted above, an interim review should be held around 6 weeks into the plan. Where the appraiser then informs the HoS that little progress has been achieved, the HoS is advised to call a meeting outside of the appraisal process with the teacher, their representative and the appraiser. The HoS may be supported by their HR adviser.

The purpose of the meeting is for the HoS to assess the overall situation, receive the views of the teacher and their representative about the process they are undergoing and consider the wider context of the teacher and the

service. As a consequence, the HoS should review the process and plan for improvement. This meeting enables the union representative to be fully informed of their member's situation, to advise their member accordingly and provide their professional input, including seeking to reach agreement on the objectives and monitoring arrangements, ensuring the programme of support is the most effective and relevant possible. As outlined above, two outcomes are possible:-

- a) Taking account of the additional information available, a revised 10 week programme should be adopted. It is good practice for this to be agreed with the teacher. During the programme for improvement an interim review with the teacher, appraiser, union representative and HR officer is advised. At end of the agreed period (normally 10 weeks), a further meeting outside of appraisal should be held with the same relevant parties to assess whether the changes have enabled the programme of support delivered to have been appropriate and robust. An assessment will be made of the teacher's progress.

If the standards are now being met, the normal appraisal process would then continue. If there has been significant improvement and standards are nearly met, the HoS has the option to instigate a further 6 to 10 week programme of monitoring and review to enable the teacher to fully meet agreed expectations and show these can be sustained.

- b) Alternatively, the HoS may assess that the situation is exceptional and so serious (as described above) that a 4 week programme to seek resolution of Health and Safety concerns and/or ensure that pupil learning is taking place should be applied.

Outcomes

A formal review meeting will be held at the end of the adopted period of view and assessment, involving observation and collection of a range of other information illustrating the quality of performance. A firm conclusion should be reached and the outcome will be one of the following:

- i) Confirmation that the expected standards have been reached and that the normal appraisal cycle will continue.
- ii) Extension to the period of informal support to allow time for further improvement. This would be appropriate where significant improvement has been demonstrated, yet further development in performance is necessary to meet all the required standards and for the teacher to demonstrate they can sustain these independently. The extension would be of 6 to 10 weeks in length. The Appraiser/HoS will take account of any previous extensions to the programme of support and monitoring.

- iii) The calling of a formal meeting to consider the implementation of the Formal Competence Procedure. (details of the requirements to fulfil and guidance on arrangements can be found in both the Appraisal Policy and Competence Procedure)

Making it work

Identifying the Problems

The following may help in determining what exactly is contributing to the performance issues and thus the considerations that should inform any action to address.

- What is the wider context – the service’s situation, turbulence, judgements on overall effectiveness?
- New leadership in the service/team or new Appraiser? How robust/shared are judgements and strength of service’s Quality Assurance processes?
- Individual teacher – new to service or to role? Career stage and previous ‘judgements’/indicators of performance? Is this the first time any issues have been raised in any way? Has something changed suddenly or over time? Has all feedback from various sources been accurate, fair and honest (in terms of what is included or significant omissions)?
- Individual teacher- personal circumstances (where shared by teacher), health issues, commitment demonstrated to their role and the school, self-evaluation?
- What are relationships like between colleagues and what support is available within the service? Are all teachers clearly subject to the same expectations?

Action

- ✓ HoS ensures Appraiser is suitable for the circumstances and has mentor support.
- ✓ Teachers’ Standards are a regular reference point in the service and staff know what meeting the teaching standards looks like in terms of the day to day practice in the service (not treating them as a checklist), using the service’s own systems/policies. (E.g. any teaching and learning policy, assessment routines and moderation, behaviour procedures etc.)
- ✓ A richness of data is used to identify specifically what needs to improve.
- ✓ An action plan format would facilitate the detailing of the necessary components of the support and monitoring process, with a range of evidence and concrete success criteria to ensure clarity of expectations for all parties.
- ✓ The original appraisal objectives may be revised or elaborated and broken down into actions.
- ✓ A systematic, incremental approach is recommended.

- ✓ Listen to what the teacher thinks about the type of support/training they find most helpful in determining what, of the available choices, should be incorporated into the plan. Familiarity in the service with self-evaluation, peer working, coaching and the use of leading professionals to develop other's practise will broaden the strategies available. Other council services, and partnerships may provide sources of support.
- ✓ Strongly advise the teacher to consult with their union/professional association for advice/guidance on making best use of the programme of structured support and monitoring during appraisal. They could share the plan with their representative and bring back any suggestions for consideration. The involvement of the union/professional association is usually very helpful in ensuring the action taken is appropriate and as effective as possible. In exceptional cases the union may have a concern about the way the process is being applied and, in these circumstances should request a meeting with the HoS. The HoS should then seek advice from CAYA HR Advice and Guidance Service in assessing whether any revisions should be made. Use of a meeting called by the head, outside of the appraisal process enables all information and views to be considered by the head in ensuring the process being applied to the teacher is fair and robust. Should a formal meeting to consider entry into the Capability Procedure then subsequently be necessary, it is less likely that issues will emerge that require the earlier steps to be repeated.
- ✓ Build in regular, constructive feedback throughout the programme so that success is recognised and built upon, the effectiveness of the support is monitored and amendments can be considered as soon as is necessary.
- ✓ Allow time for the support to be digested by the teacher, for reflection with the person providing support and for further development/embedding of the improvement to practise. An initial period for improvement of around 6 weeks should be sufficient to demonstrate whether the process adopted is effective and any outstanding improvement still required is likely to be secured through a short extension to the plan.
- ✓ Ensure the teacher understands that models of good practise are provided to help them and illustrate how the desired pupil learning may be achieved but that it is their responsibility to take ownership of the process, such that their practise is effective in securing the learning of the pupils they teach. (For those not in a direct teaching role the responsibility will be to take ownership of the process, such that their practise is effective in securing the effective delivery of the service)
- ✓ Although the role of the Appraiser, in setting/agreeing the plan with the teacher and assessing improvement, is separate from the teacher's mentor (who provides and manages support) they need to be very consistent in their understanding of the expectations sought.
- ✓ Consider whether further personal/welfare support is required.

APPENDIX C

The Appraisal of Teachers Employed by the Local Authority but Not Attached to Schools

Reporting Arrangements

1. Appraisers and Area Managers will provide the Head of Service with a standard annual report on the Appraisal Reviews they have carried out in the previous year.
2. This report will include:
 - Total number of employees.
 - Number of Annual Reviews completed.
 - Confirmation that objectives have been set for the following year.
 - Number of teachers with who have achieved a successful performance review (reflecting the Teachers' Standards).
 - Number of teachers with a successful performance review, meeting the Upper Pay Range criteria.
 - Number of teachers with unsuccessful appraisal review.
 - Number of teachers where the formal capability procedure is being applied.
 - Actions and Outcomes relating to issues arising from the previous year's reviews.
 - Any issues arising, and action required, from this year's reviews.
 - As a Confidential Appendix, a list of all teachers and any recommendations relating to Performance Pay Progression.
3. The Senior Officers responsible for the performance management of Heads of Service, the leader of the Music Partnership and Heads of Service, will each provide the Senior HR Consultant (Schools) CAYA with a standard annual composite report on Appraisal.

This report will include:

- Total number of employees.
- Number of Annual Reviews completed.
- Confirmation that objectives have been set for the following year.
- .Number of teachers who have achieved a successful performance review (reflecting the Teachers' Standards).
- Number of teachers with a successful performance review, meeting the Upper Pay Range criteria or, in the case of those on the leadership spine, with sustained, high quality leadership .
- Number of teachers with unsuccessful appraisal review.
- Number of teachers where the formal competence procedure is being applied.

- Actions and Outcomes relating to issues arising from the previous year's reviews.
 - Any issues and action required from this year's reviews, including the provision of training and development.
 - The extent to which Appraisal has contributed to achieving the Service or LA development plan priorities and goals.
 - Where it has not been possible to meet identified training and development needs.
 - As a Confidential Appendix, a list of all teachers and appropriate recommendations for Performance Pay Progression.
4. The Senior HR Consultant (Schools) CAYA will provide an annual standard composite report to the Strategic Director (Children and Younger Adults) for submission to the Cabinet Member.

This report will include:

- Total number of employees.
 - Number of Annual Reviews completed.
 - Confirmation that objectives have been set for the following year.
 - Number of teachers with who have achieved a successful performance review (reflecting the Teachers' Standards)
 - Number of teachers with a successful performance review, meeting the Upper Pay Range criteria or, for those on the leadership spine, with sustained high quality leadership.
 - Number of teachers with unsuccessful appraisal review.
 - Number of teachers where the formal competence procedure is being applied.
 - Actions and Outcomes relating to issues arising from the previous year's reviews.
 - Any issues and action required from this year's reviews, including the provision of Training and Development.
 - The extent to which Appraisal contributed to achieving Service and LA development plan goals.
 - Where it has not been possible to meet identified training and development needs.
 - As a Confidential Appendix, a list of all teachers and specific recommendations for Performance Pay Progression.
5. The Strategic Director (Children and Younger Adults) will submit the Annual Report to the Cabinet Member with the request for approval of any pay recommendations.

REPORT ON APPRAISAL FOR TEACHERS EMPLOYED DIRECTLY BY THE LA

Service Name:

Total number of teachers employed

Numbers of Annual Reviews completed

Objectives have been set for all teachers for 20.../20.....

Number of teachers on the main pay range with who have achieved a successful performance review, at the level of Teachers' Standards

Number of teachers with highly competent, substantial and sustained performance

Number of teachers with unsuccessful appraisal review.

Number of teachers where the formal competence procedure is being applied.

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Brief summary of actions and outcomes relating to issues arising from the PM plans and reviews agreed in September 20 , including the impact of training and where it has not been possible to meet identified training needs.

Please comment on the extent to which Appraisal contributed to achieving service development plan and the LA's Children & Young People's Plan goals.

Brief summary of issues and actions required in the 20../20.. cycle, from the reviews in Autumn 20..

A confidential appendix, listing all teachers employed in this Establishment*/Service*/Team* indicating the categorisation of teachers' performance, in my professional judgement is attached to this report.

Signed:

Date:

Position.....

* Delete as appropriate