

# TUNBRIDGE WELLS GIRLS' GRAMMAR SCHOOL

Approved by Governing Body: December 2018  
To be reviewed by: December 2019

## PAY POLICY

### A. General Policy Statement

This policy, based on the Kent County Council Schools Personnel Service Model Policy, sets out the framework for making pay decisions for all employees of Tunbridge Wells Girls' Grammar School (TWGGS). The school understands the importance of ensuring all employees are appropriately recognised and rewarded for the contribution they make to the performance of the school and to outcomes for pupils. The school will endeavour to reward all staff appropriately within the budget available. Pay determinations will be made within the framework set out in the School Teachers' Pay and Conditions Document for Teachers and the Kent Scheme Conditions of Service for Support Staff. The school may use the discretions and flexibilities available within these terms and conditions to recruit, reward and retain the highest quality employees according to the needs of the school.

The school will ensure that all employees are treated fairly and equitably and that pay determinations are managed in an objective and transparent manner. Pay on appointment will be determined with reference to the accountabilities of the role and the skills / knowledge required to fulfil the responsibilities of the post.

The school will review the pay of all eligible employees on an annual basis. In making pay decisions, careful consideration will be given to recommendations regarding pay progression made by the Headteacher / Appraiser. Annual pay progression within the pay framework for all employees is not automatic and will be subject to a performance related assessment. The criteria against which entitlement to pay progression will be assessed is set out in this policy. In applying these criteria the school will ensure there is a clear and robust link between evidence of performance, as demonstrated through appraisal, and pay determinations. Where an employee is not meeting the performance expectations of the school, pay progression may be withheld. All employees have a responsibility to engage in the appraisal process and ensure there is appropriate evidence available from this on which pay decisions can be made. The school will ensure that employees are informed in a timely manner about any pay determination and will endeavour to ensure appeals against pay decisions are managed promptly, fairly and objectively.

This policy has been developed to comply with the provisions of the School Teachers' Pay and Conditions Documents (STPCD), Kent Scheme Conditions of Service, The Education (School Teacher's Appraisal) (England) Regulations 2012 for Teachers and relevant equalities legislation (Employment Relations Act 1999, the Equality Act 2010, Part Time Workers (Prevention of Less Favourable Treatment Regulations) 2000 and the Fixed Term Employees (Prevention of Less Favourable Treatment Regulations) 2002).

This policy explains:

- The School's adopted pay framework for Teachers and Support Staff
- The criteria which will be considered when making pay decisions
- The process by which pay determinations / decisions will be made
- The role of Governors, the Headteacher / Line Manager with regards to pay decisions

This policy will be reviewed by the Governing Body annually or earlier if there is a need. Where changes are proposed this will involve consultation with the recognised unions.

### B. Framework for Pay Decisions

#### 1. Delegation

The Governing Body is ultimately responsible for all pay decisions affecting staff in this school. The Governing Body will delegate all initial decisions with regard to the pay range prior to a vacancy being advertised to the Headteacher, for approval by the Governing Body.

The Governing Body has delegated pay decisions for all employees to a Pay Committee of the Governing Body. The Pay Committee will be comprised of three members of the Governing Body. Pay recommendations will be made by the

Headteacher for consideration by the Pay Committee. Pay recommendations for the Headteacher will be made by the Chair of the Panel responsible for the Headteacher's appraisal. Pay appeals will be heard by a panel of three members of the Governing Body. Staff Governors will not be appointed to serve on any Pay Committee or appeal panel. The terms of Reference for the Governing Body, Pay Committee and Headteacher with regards to pay decisions are at Appendix 1 to this policy.

## **2. Annual Pay Review:**

### **2.1 Teachers**

The Governing Body will determine annually the uplift to teachers' salaries and allowances. Any increase will be made with reference to the minimum / maximum of each of the pay ranges published annually within the STPCD. The pay of eligible Teachers will be reviewed annually \* Pay reviews will be completed and individuals notified of their pay decision by 31<sup>st</sup> October for all teachers, including teachers paid on the Leadership range and by 31<sup>st</sup> December for the Headteacher. Any pay determination will be backdated to 1<sup>st</sup> September.

(\* Teachers are eligible for a pay review if they have completed a year of service. This is defined as having been employed for a minimum of one session per week in 26 weeks in the preceding academic year up to 1<sup>st</sup> September. Periods of sick / maternity / paternity leave also qualify towards this service)

### **2.2 Support Staff**

The Governing Body will determine annually how any uplift made to Kent Scheme salaries will be applied in this school. The pay of eligible members of support staff will be reviewed annually\* Any pay determination will take effect from 1<sup>st</sup> April.

(\* The School follows an April to March appraisal cycle - support staff are eligible for a pay review if they started in post on or before 1<sup>st</sup> October).

## **3. Notification of Pay Determinations**

The Chair of the Pay Committee / Headteacher will confirm in writing the pay determination of all teaching and support staff and notify the School's payroll /personnel provider of any salary increase. In the case of pay decisions relating to the Leadership Team, this will be the responsibility of the Chair of the Pay Committee or their delegated representative.

As required by the STPCD, the school will provide teachers with a formal salary statement on an annual basis setting out the component elements of their salary.

## **4. Withholding Pay Progression**

Pay progression may be withheld where performance, as evidenced through appraisal, does not meet the school's criteria to receive a pay increase. Pay progression may be withheld even in cases where the employee is not subject to the school's capability procedure. Employees currently under the formal stages of the capability procedure will not receive pay progression. The School will endeavour to have early conversations with employees during the assessment period where performance may not warrant pay progression.

## **5. Appeals**

An employee may seek a review of any pay determination. Prior to making an appeal an employee is encouraged to speak informally to their appraiser / Headteacher about any concerns they have with regard to the pay recommendation which has been made. Pay appeals will be heard by a committee of the Governing Body. The arrangements for pay appeals are set out in Appendix 8.

## **6. Equality Considerations**

The school is committed to ensuring consistency of treatment and fairness and will give due regard to equality and equal pay considerations when making pay determinations.

## **C. PAY FOR TEACHERS**

### **1. Teachers' Pay Ranges**

The Governing Body has determined the pay framework for teachers. This is attached at Appendix 2. The Governing Body will review the pay framework annually with effect from 1<sup>st</sup> September to reflect any changes to the national pay framework as set out in the STPCD.

**2 Basic Pay Determination on Appointment** - The Headteacher/ Pay Committee will determine the appropriate pay range for a teaching post prior to the post being advertised. When determining the pay range consideration will be given to the responsibilities of the post and the need to ensure pay is fairly differentiated between roles across the school with differing levels of accountability. On appointment, the Headteacher will determine the starting salary within the pay range to be offered to the successful candidate. In determining the appropriate starting salary, the following factors will be taken into consideration:

- the nature and responsibilities of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context including its ethos and principles

Consideration will be given to ensuring that teachers returning to the profession following a career break / time out to care for a family are not placed at a disadvantage in terms of pay offered on appointment. The school will give every regard to the current salary of a teacher appointed from another school. A teacher may be paid a rate equivalent to his/ her current salary, however there is no assumption that a teacher will automatically be paid at the same level or on the same pay range as he/ she was in his/ her previous school.

### ***2.1 Post Threshold Teachers***

Where a teacher has been paid on the upper pay range in a previous school or made a successful threshold application in a previous post, there is no obligation for the school to honour this assessment, however consideration may be given to this when determining the starting salary or range.

### ***2.2 Newly Qualified Teachers***

Newly Qualified Teachers in their first year of teaching will usually be appointed at the minimum of the main pay range, however the Headteacher has discretion to appoint at a higher salary in recognition of prior skills and experience. Newly Qualified Teachers who start employment with the school before receiving confirmation of their QTS status and completion of the basic skills test will initially be engaged as an Unqualified Teacher and paid within the unqualified Teacher salary range.

### ***2.3 Leading Practitioners***

The School may determine the need to appoint Leading Practitioner posts within the school. It is the school's policy to appoint leading practitioners at the bottom of the identified pay range.

### ***2.4 Unqualified Teachers***

Unqualified Teachers may be appointed by the school as trainees working towards qualified teacher status; as instructors with a particular skill, specialist qualification or experience; or, for a maximum of 4 years only, as an overseas trained teacher (trained outside of the EEA). An Unqualified Teacher who gains QTS within this school will be appointed on a starting salary that equals or exceeds any previous salary and allowances received as an Unqualified Teacher.

### ***2.5 Pay on appointment in particular circumstances***

Where a teacher is engaged in two schools simultaneously, there is no requirement for him/ her to receive the same rate of pay for each employment. Where a teacher is appointed on a part time basis, his/ her salary, allowances and working time will be calculated in accordance with the pro rata principle. Teachers engaged on a supply basis will receive a daily rate equivalent to 1/195 of the annual pay they would be entitled to if they were engaged on a regular contract. Supply teachers who work less than a full day will receive a proportion of the daily rate pro rata'd to the hours for which they have been engaged.

## **3. Discretionary Allowances and Payments for Teachers**

Allowances and additional payments will be determined in accordance with the provisions of the STPCD. The Pay Committee / Headteacher may determine on appointment or at any point during employment whether any allowance or additional payment is to be made to a teacher.

### ***3.1 Teaching Learning and Responsibility Payments (TLR)***

TLR payments may be awarded to identified posts which require a teacher to undertake a sustained additional responsibility for which s/he is accountable. The school will make reference to the current criteria and provisions within

the STPCD in determining which posts will warrant a TLR. TLR 1 and 2 will be awarded for additional responsibilities undertaken on a permanent basis. A TLR 3 payment may be awarded on a temporary basis for clearly time limited school improvement projects or externally driven responsibilities. No safeguarding will be paid when a TLR3 payment ends. The current values of TLR payments in this school are specified in Appendix 2.

Where a TLR is awarded the reason, additional payment, and in the case of a temporary TLR3, duration / reason will be confirmed in writing to the employee. A teacher cannot be in receipt of both a TLR1 and TLR2 but can receive a TLR1 or TLR2 in addition to a TLR3. A Leading Practitioner or Unqualified Teacher cannot receive a TLR payment.

### **3.2 Recruitment and Retention Payments**

Additional payments may be awarded as an incentive for the recruitment or retention of a teacher in accordance with the criteria and provisions of the STPCD. Such payments may be made as a lump sum or as a periodic / recurring payment. Other financial assistance may be awarded at the discretion of the School – for example full or partial reimbursement of travel / relocation costs. When awarding such additional payments the reason / duration and end or review date will be confirmed in writing to the employee.

An Unqualified Teacher may not receive a recruitment and retention payment.

### **3.3 Special Educational Needs Payment (SEN)**

SEN allowances will be awarded in accordance with the criteria and provisions set out in the STPCD. A Leading Practitioner or Unqualified Teacher cannot receive a SEN payment. All payments will be made at the hourly or daily rate appropriate to their substantive salary.

### **3.4 Additional Payments**

The School may make, at its discretion, additional payments to a teacher in respect of the following activities:

- Continuing professional development undertaken outside of the school day
- Participation in out of school learning activities
- Additional responsibilities and activities related to the provision of services to raise the educational standards in other schools
- Activities relating to the provision of initial teacher training

### **3.5 Additional Payments to Unqualified Teachers**

An Unqualified Teacher may receive an additional allowance where they have taken on sustained additional accountability focused on teaching and learning and requiring the application of a teacher's professional skills and judgement or possess qualifications or experience relevant to the role. The value of any additional payment will be determined by the Headteacher / Pay Committee.

## **4. Pay Progression for Classroom Teachers**

Decisions regarding pay progression will be made with reference to the teacher's appraisal report and the pay recommendations it contains. Continued good performance as evidenced through the appraisal process should give the Teacher an expectation of progression to the top of their current pay range. The Governing Body has determined the criteria for pay progression for each of the pay ranges. The criteria reflect the Teaching Standards and expectations appropriate to the career stage and seniority of the teacher. The school's criteria for pay progression for each of the pay ranges is at Appendix 3.

Where a teacher is meeting the performance expectations in this school, it is usual that they will receive pay progression annually. In the case of teachers paid on the upper pay range, pay progression will usually be awarded every 2 years subject to meeting and sustaining the performance expectations for pay progression. In the case of NQTs whose appraisal arrangements are different, pay decisions will be made with reference to evidence from the statutory induction process. It should be noted that NQTs have no automatic entitlement to pay progression on completion of their induction period.

The amount awarded in pay progression will be determined annually with reference to any pay uplift stated in the STPCD. The school's pay progression arrangements are at Appendix 3. In circumstances where a teacher does not

receive pay progression, appropriate feedback will be provided explaining the reasons for this decision and how any developmental issues can be addressed.

## **5. Upper Pay Range Applications**

All qualified Teachers may apply to be paid on the Upper Pay Range. It is the responsibility of the teacher to decide whether they wish to apply to be considered for progression to the Upper Pay Range. All threshold applications will be assessed by the Headteacher. A teacher may only submit one application in each academic year for progression to the upper pay range. The deadline for submitting an application in TWGGS is 30<sup>th</sup> September annually.

In assessing the application the Headteacher will have regard to the outcome of the 2 most recent appraisal reviews. Teachers who have had significant period of absence from work may submit additional evidence from the 2 appraisal cycles immediately prior to their period of absence to demonstrate how they meet the criteria for progression. Where a teacher is simultaneously employed at another school(s), they are required to submit separate applications for each employment. The school will not be bound by any threshold progression decision made by another school.

### **5.1 Criteria for Progression to the Upper Pay Range**

To progress to the Upper Pay Range a teacher will be required to demonstrate that they have consistently made good progress towards their appraisal objectives over the 2 most recent appraisal cycles. In addition they will need to demonstrate that they are:

- highly competent in all elements of the professional standards
- their achievements and contributions to the school are substantial and sustained

Appendix 4 sets out how the school will interpret whether a teacher meets the criteria to progress to the Upper Pay Range.

### **5.2 Procedure for assessing Upper Pay Range Applications**

The Headteacher will assess the teacher's application against the school's criteria and make recommendation to the Pay Committee according. They will be advised in writing within 15 working days of the Pay Committee meeting whether the application has been successful. Where the application is successful the teacher will progress to the minimum value of the upper pay range backdated to 1<sup>st</sup> September (for applications made after 31<sup>st</sup> August but before 31<sup>st</sup> October). Where an application is unsuccessful the teacher will receive feedback on the reasons for the decision from the Headteacher. A teacher may appeal against an unsuccessful application by following the school's pay appeal process detailed in Appendix 8.

## **6. Absence during the pay review cycle**

Consideration will be given to adjusting the pay review process where a teacher has had a significant period of absence due to maternity / family related leave, sick leave or disability related absence. The length and impact of the absence on the teacher's ability to achieve his/her objectives will be taken into account in the assessment at the end of the appraisal cycle. Where a teacher has been absent for some or all of the assessment period, an assessment may be based on performance during any periods of attendance and/or prior performance. Evidence from the 2 appraisal cycles immediately prior to the period of absence may also be considered. Appraisal objectives may also be reviewed prior to a planned period of absence to ensure that they are realistic for the period during which the teacher will be at work. The precise nature of the adjustments will be determined on a case by case basis following discussion with the teacher.

Teachers returning from maternity leave should be given any pay increase they would have received had they not been on maternity leave. The same approach may be appropriate where an absence has been for disability related reasons.

## **7. Other Pay Considerations for Teachers**

### **7.1 Salary Safeguarding**

Where a TLR 1 / TLR2 or other allowance is withdrawn as a result of organisational change, salary safeguarding will be paid for up to 3 years in accordance with the provisions of the STPCD. The Headteacher may require a teacher in receipt of safeguarding to undertake reasonable duties commensurate with the value of the safeguarded sum.

## **D. PAY FOR LEADERSHIP TEACHERS**

### **1 Leadership Pay Range**

The pay framework for teachers paid on the Leadership Pay Range is attached at Appendix 5. The Governing Body will review the pay framework for Leadership Teachers annually with effect from 1<sup>st</sup> September to reflect any changes to the national pay framework as set out in the STPCD.

### **2. Pay on Appointment**

#### **2.1 Headteacher**

The Governing Body will review the Headteacher group size whenever it proposes to appoint a new Headteacher. The Headteacher group size will be calculated in accordance with the provisions of the STPCD. The Governing Body / Headteacher Recruitment Panel will identify a pay range within the group size for the school taking into consideration the permanent accountabilities of the post to which the Headteacher will be appointed.

In determining the pay range consideration will be given to:

- The specific requirements of the post
- The school context and challenge
- The complexity of the post
- The requirement to recruit and retain appropriate candidates
- Affordability and comparable salary benchmarking

However the Governing Body may consider using its discretion to determine a range up to 25% greater in value than the maximum group size for the school should the circumstances warrant. Exceptionally the Governing Body may determine a pay range which exceeds the 25% ceiling but only after considering the full business case and seeking external independent advice. In determining the salary range for the Headteacher, the pay and ranges of other staff will also be taken into account to ensure appropriate differentials are maintained between posts of differing responsibility. On appointment the Governing Body / Headteacher Recruitment Panel will determine the appropriate starting salary to be offered to the successful candidate. Consideration will be given to ensuring there is appropriate scope within the range to allow for performance related pay progression over time.

#### **2.2 Deputy and Assistant Headteachers**

The Governing Body / Pay Committee will determine the appropriate pay range for other Leadership posts within the school prior to advertising. Consideration will be given to the accountabilities of the role, challenges of the post and any potential recruitment issues when determining the pay range. The maximum of the Deputy or Assistant's range will not exceed the maximum of the Headteacher range and will only overlap that of the Headteacher in exceptional circumstances. When determining the pay ranges of Leadership posts, consideration will also be given to the respective levels of accountability and the need to ensure pay is fairly differentiated between Leadership roles across the school with differing levels of responsibility and between teaching and Leadership posts. On appointment the Governing Body / Pay Committee will determine the starting salary to be offered within the identified pay range ensuring there is appropriate scope for performance related pay progression over time

### **3. Pay Progression for Leadership Teachers**

Decisions regarding the pay progression of Leadership Teachers will be made with reference to their appraisal report and the recommendations it contains. Sustained performance as evidenced through the appraisal process should give the Leadership Teacher the expectation of progression through the range. Pay reviews will take place no later than 31<sup>st</sup> December for the Headteacher and by 31<sup>st</sup> October for all other leadership teachers. Any pay increase will be backdated to 1<sup>st</sup> September.

The Pay Committee will seek the guidance of an external professional advisor when determining the appropriate pay progression for the Headteacher.

The Governing Body has determined the criteria for pay progression for teachers paid on the Leadership pay range. The criteria reflect expectations appropriate to the career stage and seniority of the teacher. The school's criteria for pay

progression are at Appendix 5. The amount awarded in pay progression will be determined annually with reference to any pay uplift stated in the STPCD.

The school's pay progression arrangements for the Leadership pay range are at Appendix 2.

#### **4. Absence during the pay review cycle**

Consideration will be given to adjusting the pay review process where a teacher has had a significant period of absence due to maternity / family related leave, sick leave or disability related absence. The length and impact of the absence on the teacher's ability to achieve their objectives will be taken into account in the assessment at the end of the appraisal cycle. Where a teacher has been absent for some or all of the assessment period, an assessment may be based on performance during any periods of attendance and/or prior performance. Evidence from the 2 appraisal cycles immediately prior to the period of absence may also be considered. Appraisal objectives may also be reviewed prior to a planned period of absence to ensure that they are realistic for the period during which the teacher will be at work. The precise nature of the adjustments will be determined on a case by case basis following discussion with the teacher.

Teachers returning from maternity leave should be given any pay increase they would have received had they not been on maternity leave. The same approach may be appropriate where an absence has been for disability related reasons.

#### **5. Other considerations regarding the pay of Leadership Teachers**

##### **5.1 Redetermination of Leadership Ranges**

The Governing Body may re-determine the pay range of any Leadership Teacher in post should it be considered necessary where there has been a significant change in the permanent accountabilities of the post. This may include circumstances where post holders take on additional accountabilities for more than one school on a permanent basis.

##### **5.2 Temporary Payments to a Headteacher**

The Governing Body may determine that an additional temporary payment be made to a Headteacher for time limited responsibilities / duties additional to the substantive post for which their salary has been determined. This may include circumstances in which a Headteacher is temporarily accountable for the leadership of another school. Any such payment should not exceed 25% of the Headteacher's annual salary. The total of all discretionary payments in any one year should not be more than 25% above the ceiling of the Headteacher group size for the School.

##### **5.3 Acting Allowances**

An Acting Allowance may be payable to individuals who are assigned to carry out the duties of a Headteacher, Deputy or Assistant Headteacher on a temporary basis. Payment of an acting allowance will be at the discretion of the Governing Body. Consideration as to whether to pay an acting allowance will be made within 4 weeks of the start of the additional duties. Where it is determined that an acting allowance should be paid, this will be at a rate no less than the minimum of the pay range of the substantive post holder and will be backdated to the start of the additional duties.

##### **5.4 Discretionary Allowances for Leadership Teachers**

Leadership Teachers may not receive a recruitment and retention payment – any payments with regards to recruitment and retention should be taken into consideration when determining the individual's substantive pay range and salary at the time of appointment. The Governing Body may at its discretion consider reimbursing housing or relocation costs. *(This paragraph applies to Leadership teachers appointed after 1<sup>st</sup> September 2014 or who had their pay re-determined after this date. Please refer to the current STPCD for all other teachers)*

##### **5.5 Salary Safeguarding**

Where the pay range of a Leadership Teacher is reduced as a result of organisational change, salary safeguarding may be paid for up to 3 years in accordance with the provisions of the STPCD. A teacher in receipt of safeguarding is expected to undertake reasonable duties commensurate with the value of the safeguarded sum.

## **E. PAY FOR SUPPORT STAFF**

### **1 Support Staff Pay Range**

Support staff will be paid in accordance with the Kent Range Grade pay framework. The Kent Range Grade pay framework is attached at Appendix 6.

### **2 Pay On Appointment**

The Pay Committee / Headteacher will determine the grade of a support staff post prior to advertising.

In determining the grade for the post consideration will be given to the scope and accountabilities of the role. Reference can also be made to the SPS library of benchmarked job profiles / appropriate benchmarking data to support with grading decisions.

On appointment, the Headteacher will determine the starting salary to be offered within the pay range. New starters will normally be appointed at the minimum of the main pay range for the grade. However the Headteacher has discretion to pay above the minimum in recognition of prior skills, qualifications and experience. Where a member of support staff joins the school from another school post, there is no obligation for the school to match their current grade or salary.

Where an employee works part time (i.e. less than 37 hours per week / 52 weeks per year) their salary will be pro rata to the hours and weeks worked. Employees engaged on a term time only basis will receive a payment in respect of their annual leave entitlement incorporated within their annual salary.

### **3. Pay Progression for Support Staff**

Annual pay progression will be determined with reference to the outcome of the employee's appraisal and Total Contribution Pay Assessment. Continued good performance as evidenced through appraisal should give the employee the expectation of pay progression to the top of their grade.

In assessing an employee's Total Contribution the following will be taken into consideration:

- Effectiveness in the job role
- Performance against individual Appraisal Objectives
- Values and behaviours demonstrated
- Wider contribution to the School\*
- Application and impact of any personal development undertaken

Performance will be assessed against one of 4 contribution levels

- Performance Improvement Required
- Achieved the Required Standards
- Performance above the Required Standards
- Outstanding Performance

Descriptors for these different levels of performance are available at Appendix 7.

\*Employees on grade KR7 and above are expected to demonstrate evidence of wider contribution for an outstanding or above assessment. Where employees on lower grades have had an opportunity to demonstrate wider contribution, this will form part of their assessment. However where an employee has not had the opportunity to demonstrate wider contribution their assessment will not be adversely affected.

Further information regarding the TCP process is available at:

[http://www.kelsi.org.uk/hr-and-training-for-staff/working-in-kent/pay-conditions-and-benefits/total-contribution-pay;](http://www.kelsi.org.uk/hr-and-training-for-staff/working-in-kent/pay-conditions-and-benefits/total-contribution-pay)

### **4 Annual Pay Determination**

The percentage increase to be applied to the Employee's current salary will be determined by their assessed contribution level. The percentage increase to be applied annually to each of the contribution levels will be determined by the Governing Body. This School will award pay progression in accordance with the percentage increase and any minimum guaranteed payment determined annually by KCC.

Please refer to Appendix 6 for details of the current pay framework and Appendix 7 for progression arrangements for support staff in this school.

Employees who are at the top of their pay grade may receive a one-off payment consistent with the percentage increases applied for their assessed contribution level. Where staff are nearing the top of their pay grade, a combination of salary increase and lump sum may be paid.

Pay increases are effective from 1<sup>st</sup> April each year. The details of the pay award for the current year is at Appendix 6.

### **5 Absence during the pay cycle**

Employees on maternity or family related leave, extended sick leave or with several periods of sickness absence will need to accrue a total of nine months in work, during the appraisal year, in order for a fair and accurate assessment to be made. On return to work and once an employee has accrued 9 months aggregated service, a pay assessment will be undertaken and any pay award backdated to 1<sup>st</sup> April.

### **6 Staff starting mid way through the pay cycle**

Support staff are eligible for a pay review if they started in post on or before 1<sup>st</sup> October. Where an employee starts after this date, they will not be eligible for a pay review in the April of their first year of service and will not be entitled to a salary increase until the following April.

Where an employee is promoted internally to a new post on a different grade during the pay cycle, they will only be eligible for a pay assessment where they have completed 6 months' service in the new post by the date at which the annual salary increase is effective. If this is not the case they will need to wait until the following pay review date to receive their first assessment for a salary increase.

## **7. Other Pay Considerations for Support Staff**

### **7.1 Acting up arrangements**

Where a member of staff takes on additional accountabilities on a temporary basis the Headteacher / Pay Committee may determine whether they should move to a higher grade commensurate with the additional responsibilities for a time limited period. An employee may also be seconded to a higher graded post to cover the temporary absence of the substantive post holder. Where an employee is on secondment or acting up, they will receive their TCP assessment and pay progression on their temporary role. When they revert to their substantive post, any percentage increase received in their temporary role will be applied to their substantive pay.

### **7.2 Redetermination of Grade**

Where the Headteacher determines that there has been a permanent change in the accountabilities of a post, a role may be regraded. Written notification will be provided of any change in salary or grade. Any redetermination will be made with reference to provisions of the Kent Scheme conditions of service for support staff.

Salary changes as a result of a regrading will take effect from the beginning of the month in which the assessment took place. Where an individual is upgraded, they will normally be placed at the bottom of the new grade or receive a salary increase of at least 2.5%, whichever is the greater.

### **7.3 Salary Protection**

Employees who are engaged on Kent Scheme terms may be eligible to be paid salary protection for up to 18 months should the grade of their post be reduced or if they are redeployed to a lower graded post as a result of organisational change. Where the redeployment is to a post which is more than two grades below the Employee's previous post, the Loss of Earnings compensation will only apply to a maximum of two grades above the grade of the new substantive post. Changes in hours / weeks worked will not attract salary protection.

## **APPENDIX 1: TERMS OF REFERENCE**

### **Governing Body**

It is the role of the Governing Body to:

- establish the school's pay policy, including the criteria and framework for pay decisions and review these provisions annually
- determine the annual budget for pay and any uplift to be applied to the school's pay scales for teachers and support staff
- determine which functions are to be delegated to the Pay Committee / Headteacher
- monitor the application and effectiveness of the policy, ensuring pay decisions are linked to evidence of performance and the criteria for pay progression are applied consistently, fairly and objectively
- to ensure the School meets its statutory and contractual obligations with regards to pay

### **Pay Committee**

It is the role of the Pay Committee to:

- determine the pay progression to be awarded to individual employees
- apply the criteria set out in the school's Pay Policy and consider fully the recommendations made by the Headteacher regarding an individual's pay
- ensure all employees are made aware of the outcome of their individual pay review in writing
- record the reasons for the pay decisions taken
- report summary information regarding pay decisions to the full Governing Body as required

Where pay decisions are made by a pay committee – the Headteacher may provide professional advice and guidance to the panel to assist with decision making.

### **Headteacher**

It is the role of the Headteacher to:

- ensure Employees are appraised in accordance with school policy
- make written recommendation to the Pay Committee regarding an individual's pay with reference to the criteria for pay progression within the School
- ensure that appropriate written records are kept of appraisal discussions – including targets set and any progress / review meetings
- undertake moderation of pay recommendations to ensure consistency and fairness across staff groups

In the case of the Headteacher, where pay decisions are made by a Pay Committee – to provide professional advice and guidance to assist with decision making.

## APPENDIX 2: PAY FRAMEWORK FOR TEACHERS AND LEADERSHIP TEACHERS

This school has adopted a reference point approach to teachers' pay. From 1<sup>st</sup> September 2018 Teachers and Leadership Teachers will be paid in accordance with the following framework:

### Main Pay Range

There are 6 reference points in the Main Pay Range

M1	23720
M2	25594
M3	27652
M4	29780
M5	32126
M6	35008

### Upper Pay Range

There are 3 reference points in the Upper Pay Range

U1	36646
U2	38004
U3	39406

### Leadership Teachers

The Headteacher will be paid within a 7 point range; the Deputy Headteacher will be paid within a 5 point range; and the Assistant Headteachers will be paid within a 5 point range

L1	39965
L2	40966
L3	41989
L4	43034
L5	44106
L6	45213
L7	46430
L8	47501
L9	48687
L10	49937
L11	51234
L12	52414
L13	53724
L14	55064
L15	56434
L16	57934
L17	59265
L18	60755
L19	62262
L20	63806
L21	65384
L22	67008
L23	68667
L24	70370
L25	72119
L26	73903

L27	75735
L28	77613
L29	79535
L30	81515
L31	83528
L32	85605
L33	87732
L34	89900
L35	92135
L36	94416
L37	96763
L38	99158
L39	101574
L40	104109
L41	106709
L42	109383
L43	111007

### School Group sizes and salary ranges

Group 1 L6-18	£60,153
Group 2 L8-21	£64,736
Group 3 L11-24	£69,673
Group 4 L14-27	£74,985
Group 5 L18-31	£82,701
Group 6 L21-35	£91,223
Group 7 L24-39	£100,568
Group 8 L28-43	£111,007

### Allowances

#### TLR

2a	£ 2,721
2b	£ 4,531
2c	£ 6,646
1a	£ 7,853
1b	£ 9,665
1c	£ 11,478
1d	£ 13,288
3 min	£ 540
3 max	£ 2,683

### Pay Progression

The school will review the value of the reference points in the framework with effect from 1<sup>st</sup> September annually to reflect the provisions of the STPCD. The school will increase the minimum and maximum pay values of each pay range in line with any uplift of the values stated in the STPCD.

The school will consider annually the increase to be applied to the other reference points in the range. The value of any increase will be determined annually.

Any teacher paid the minimum of the pay range will progress to the new minimum value. Any teacher paid the maximum of the pay range may progress to the new maximum subject to meeting the school's criteria for pay

progression. Where the teacher is eligible for a pay review and evidence of performance meets the school's criteria for pay progression as set out in this policy; the employee will progress by 1 reference point on their respective pay range.

The school may award accelerated progression of more than 1 reference point for exceptional performance. The value of any increase will be determined annually. Partial incremental progression may be awarded where the teacher has made some progress but performance does not fully meet the criteria for an award of a full reference point.

TLR / SEN Allowances – the school will consider annually the increase to be applied to any allowances in payment. The value of any increase will be determined annually.

## APPENDIX 3: PAY PROGRESSION CRITERIA FOR TEACHERS

The school will ensure fairness by ensuring that the agreed protocols set out in detail in the appraisal policy are adhered to. Examples of evidence used will always include the progress of pupils and lesson observations undertaken by leadership team members and appropriate appraisers. It is the responsibility of the teacher, at all levels, to ensure that all relevant evidence s/he wishes to be considered is presented. Teachers' appraisal reports will contain pay recommendations. Where a teacher has joined the school part way through an appraisal cycle, the pay decision will be based on the evidence from the teacher's time at the school. Additionally, the Headteacher may, if deemed appropriate, seek further evidence from the previous school in order to make a fair and justifiable pay decision. Final decisions about whether or not to accept a pay recommendation are the responsibility of the Governing Body who will delegate all initial pay recommendations, with the exception of decisions relating to the pay of the Headteacher, to the Headteacher for final decision by the Pay Review Committee of the Governing Body. The Governing Body will ensure that appropriate funding is allocated for pay progression at all levels. Recommendations with regard to the pay of the Headteacher will be made by the Pay Review Committee and formally approved by the Governing Body.

In this school, judgments of performance will be also made against the extent to which teachers have met their individual objectives set out in their appraisal report and any other relevant areas where they have contributed - for example, their impact on wider outcomes for pupils. It is recognised that, on occasions, a particularly challenging target may not be fully met, and this high level of challenge will be taken into account when considering the decision. It is also recognised that, on occasions, it may be necessary to amend or change a target in the course of the school year. The rate of progression will be differentiated according to an individual teacher's performance.

### ***Main Range Progression***

Teachers must be able to demonstrate sound evidence of consistently good teaching and learning. There will be good evidence across the professional standards including a clear and positive impact of continuing professional development on practice. Pupil progress will be at least in line with national standards. Where the evidence confirms performance has met this criteria (set out in detail below) then the teacher would normally expect to progress to the next reference point. This will **not** be automatic.

The Governing Body will review the position on progression up the main range from time to time, at least two-yearly within the policy review, and will take into careful consideration the effect on staff differentials and the school's budget position, recognising that members of staff should be appropriately remunerated. Teachers not yet at the top of the school's pay range for qualified teachers will be eligible for a pay increase of one main scale point if they meet all their objectives (or make substantial progress towards meeting these if they are particularly challenging), are assessed as fully meeting the relevant teacher standards and their teaching is consistently assessed as at least good. Teachers may be eligible for a pay increase of two main scale points if they meet all of their challenging objectives, are assessed as exceeding the relevant teacher standards, all teaching is assessed as outstanding, and their contribution to the school is beyond the responsibilities of the job description.

### ***Pay Progression: Upper Pay Range***

The Governing Body, via the Pay Review Committee, will ensure that all eligible teachers are considered for progression onto and on the Upper Pay Range. The Governing Body will ensure that upper pay range decisions are made in accordance with criteria and national standards for teachers with due regard to current regulations and statutory guidance. Progression on the upper pay range is **not** automatic. Teachers must display sustained and substantial performance and contribution to the school before a performance point is awarded on the upper pay range. Decisions for progression will be made in accordance with the procedures and criteria set out in Appendix 4. The normal cycle for progression on the upper pay range will be a two year period following two successful annual appraisals and pay reviews, although an earlier pay review may be agreed in exceptional circumstances. It will be for the Pay Review Committee to decide whether the circumstances are exceptional, taking advice from the Headteacher. For a teacher on the upper pay range who is eligible for progression, the Appraisal Reviewer for that teacher will make a recommendation regarding the pay progression for that teacher following a fair and reasonable assessment of overall performance. The Governing Body will consider the flexibility available when determining the salary point for a teacher who steps down from a Leadership post and depending on the experience, performance and circumstances may appoint that teacher on a point other than U1.

## APPENDIX 4: CRITERIA FOR PROGRESSION TO THE UPPER PAY RANGE

To progress to the Upper Pay Range a Teacher must meet the following criteria:

- highly competent in all elements of the professional standards
- their achievements and contributions to the School are substantial and sustained

At TWGGS, this is interpreted as follows:

### Highly Competent

- *The Teacher demonstrates consistently good teaching and learning with evidence of aspects of outstanding practice*
- *The Teacher evidences an excellent depth and breadth of knowledge, skill, understanding and application of the Teachers' standards*
- *The Teacher contributes to the professional development of colleagues through coaching / mentoring, demonstrating effective practice and providing advice, guidance and feedback. The Teacher continually develops his/ her practice through effective application of professional development activities*
- *The teacher makes a wider contribution to the work of the school in order to help others meet the professional standards and develop their teaching practice.*

### Substantial

- *The Teacher plays a critical role in the life of the school outside of their classroom*
- *The Teacher is making a significant wider contribution to school improvement and pupil outcomes outside of their class*
- *The Teacher makes a significant contribution to policy and practice which has improved teaching and learning across the school*
- *The Teacher is of real importance, validity and value to the school: s/he provides a role model for teaching and learning; makes a distinctive contribution to the raising of pupil standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning.*

### Sustained

- *The Teacher's performance levels should be sustained over a two year period as evidenced in the two previous appraisal reports*

Decisions will be made with due regard to meeting all of the Post Threshold Standards (P Standards) identified here:

## THE SCHOOL'S APPLICATION OF THE CRITERIA FOR TEACHERS' PROGRESSION ON THE UPPER PAY RANGE AND LEADERSHIP SCALE

### *The Criteria – Upper Pay Range Progression*

UPR3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning. The following paragraphs refer to all teachers seeking to progress to and on the Upper Pay Range. To achieve progression, the School Teachers Pay and Conditions Document (STPCD) requires that the achievements of post-threshold teachers and their contribution to school(s) should have been substantial and sustained. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance.

Progression on UPR should be based on two successful consecutive performance reviews, other than the exceptional circumstances as set out in the STPCD. A successful review as prescribed by the appraisal regulations involves a process of:

- performance objectives
- classroom observation
- other evidence

To ensure that the achievements and contribution have been substantial and sustained, that performance review will need to assess that the teacher has:

- continued to meet post-threshold standards; and
- grown professionally by developing their teaching expertise post threshold.

## ***Post-Threshold Standards***

### **Professional Attributes**

#### **Frameworks**

- P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

### **Professional Knowledge and Understanding**

#### **Teaching and learning**

- P2 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.

#### **Assessment and monitoring**

- P3 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.
- P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

### **Subjects and Curriculum**

- P5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

### **Health and well-being**

- P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

### **Professional Skills**

#### **Planning**

- P7 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.

#### **Teaching**

- P8 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.

### **Team working and collaboration**

- P9 Promote collaboration and work effectively as a team member.
- P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## APPENDIX 5: PAY PROGRESSION CRITERIA FOR LEADERSHIP TEACHERS

### Headteacher

In this school the following criteria will be considered when assessing whether pay progression should be awarded to the Headteacher:

- *The Headteacher must have met or made good progress towards their appraisal objectives*
- *The Headteacher must be able to evidence that they are highly competent in the Teachers' Standards to a level consistent with Leadership responsibilities*
- *The Headteacher must be able to demonstrate sustained high quality performance with particular regard to strategic Leadership and management practice and their positive impact on whole school standards, pupil progress and outcomes.*

### Leadership Teachers

In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Leadership teacher, other than the Headteacher:

- *The Leadership Teacher must have met or made good progress towards their appraisal objectives*
- *The Leadership Teacher must be able to evidence that they are highly competent in the Teachers' Standards to a level consistent with their Leadership responsibilities*
- *The Leadership Teacher must be able to demonstrate sustained high quality performance with particular regard to strategic Leadership and management practice and their positive impact on whole school standards, pupil progress and outcomes or operational areas in the school for which they have responsibility.*

*The National Standards of Excellence for Headteachers will also be used to identify and inform performance expectations for all Leadership teachers.*

The Pay Committee will review the salary ranges for members of the Leadership Group as appropriate within the requirements of the STPCD and the TWGGS Pay Policy. Any member of staff acting up to cover a senior post will receive the salary of this post as an acting allowance, should he or she cover the post for four weeks or more. Pay reviews for Leadership posts will normally be undertaken by the Pay Committee. The Headteacher may advise the Pay Committee regarding the pay progression for other members of the Leadership Group, but will do so in accordance with the regulations and statutory guidance.

Pay decisions will be clearly attributable to the performance of the individual. Sustained high quality performance should give the individual an expectation of progression up the pay range. The Pay Committee may determine how much pay progression should be awarded in recognition of performance.

In making a determination the pay committee will have regards to:

- The individual's performance as evidenced in the appraisal process
- The pay recommendation contained within the appraisal report

The general expectation for pay progression is as follows:

- Towards the bottom of the pay range – evidence of consistently good leadership practice
- Towards the top of the pay range – increasingly significant evidence of outstanding leadership practice with all other practice being consistently good.

The Pay Committee may request information from the performance review process as well as evidence of performance in other relevant areas to inform its decision. Pay determinations will be rooted in evidence and the decisions and supporting evidence will be documented. Annual pay progression within the salary scale for a Leadership post is not automatic. The criteria and process for such decisions are set out here:

### ***The Criteria – Leadership Group***

Those on the leadership range play a critical role in the life of the school. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates pupils and staff. They take the lead in

enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make leadership, management and organisational decisions and ensure equity, access and entitlement to learning.

To achieve progression, TWGGS requires individuals on the leadership pay range to have demonstrated sustained high quality of performance. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of **overall** performance. The school will ensure fairness by ensuring that the agreed protocols set out in detail in the appraisal policy are adhered to. Appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation are the responsibility of the Governing Body who will delegate all initial pay recommendations, with the exception of decisions relating to the pay of the Headteacher, to the Headteacher for final decision by the Pay Committee of the Governing Body. The Governing Body will ensure that appropriate funding is allocated for pay progression at all levels. Recommendations with regard to the pay of the Headteacher will be made by the Pay Committee and formally approved by the Governing Body.

In this school, judgements of performance will be made against the extent to which leaders have met their individual objectives set out in their appraisal report and any other relevant areas where they have contributed - for example, their impact on wider outcomes for pupils. It is recognised that, on occasions, a particularly challenging target may not be fully met, and this high level of challenge will be taken into account when considering the decision. It is also recognised that, on occasions, it may be necessary to amend or change a target in the course of the school year. The rate of progression will be differentiated according to an individual's performance. Those not yet at the top of their Individual Salary Range will be eligible for a pay increase of one point if they meet all their objectives (or make substantial progress towards meeting these if they are particularly challenging), are assessed as fully meeting the relevant standards and their teaching is assessed as at least good. They may be eligible for a pay increase of two points if they meet all of their challenging objectives, are assessed as exceeding the relevant standards, all teaching is assessed as outstanding, and their contribution to the school is beyond the responsibilities of the job description.

A successful performance review, as prescribed by the appraisal regulations, will involve a performance management process of:

- performance objectives
- classroom observation (where relevant)
- other evidence

To ensure that there has been high quality performance, the performance review should evidence that the leader has grown professionally by developing her/ his leadership and (where relevant) teaching experience.

### ***The Evidence***

The necessary evidence for reaching pay progression decisions should be accessible through the appraisal and other established management systems. The teacher is also encouraged to put forward additional evidence to be considered. It is the responsibility of the teacher, at all levels, to ensure that all relevant evidence she/ he wishes to be considered is presented.

In exceptional circumstances where important evidence is not readily available from these systems, the Headteacher may request the teacher to provide it.

The evidence and any other factors that will be taken into consideration in making pay progression decisions comprise: outcome of lesson observations; appraisal targets, how challenging these were and how successfully they have been met; impact on pupil outcomes; competency in all areas of the P standards (above); contributions to whole school development; and contributions to wider outcomes for pupils and colleagues.

## APPENDIX 6: PAY FRAMEWORK FOR SUPPORT STAFF

Where a member of support staff is eligible for a pay review and evidence of performance meets the school's criteria for pay progression as set out in this policy, the employee will progress as follows:

<b>TCP Contribution Level</b>	<b>% Pay Increase</b>
Performance Improvement Required	0%
Achieved the Required Standard	2.6%
Performance Above the Required Standard	3.6%
Outstanding Performance	5%

*Please note these are the April 2018 percentages; 2019 percentages will be applied when available from KCC.*

## APPENDIX 7: SUPPORT STAFF: DEFINITIONS OF CONTRIBUTION LEVELS; BEHAVIOURS

### CONTRIBUTION LEVELS

<b>Contribution Level</b>	<b>Summary of Definition</b>
<b>Not Assessed</b>	<p>Assessment was not made because of</p> <ul style="list-style-type: none"> <li>• long term absence, such as sickness or maternity leave, to an aggregate level of 9 months or more during the assessment year, or</li> <li>• the employee's performance is being monitored and reviewed within the school's formal capability procedure, or</li> <li>• the employee does not have the required service by the date of the TCP award</li> </ul>
<b>Performance Improvement Required</b>	<p>Employee did not achieve the standards expected in the job. This may be due to one or a combination of:</p> <ul style="list-style-type: none"> <li>• one or more performance management objectives not being met without adequate explanation</li> <li>• evidence of behaviour or conduct contrary to that expected in the role</li> <li>• a less than satisfactory attendance or punctuality record compared to the normal standards across the school</li> </ul> <p>overall standards of performance in the job are less than expected</p>
<b>Achieved the Required Standard</b>	<p>The employee has achieved all the performance objectives or if this is not the case there is an understandable and acceptable reason for this.</p> <p>Additionally performance generally is consistently sound across all key areas of the role and the behaviours demonstrated by the employee are consistently positive.</p> <p>In common terms an employee with this assessment would be regarded as sound, positive, reliable and doing a 'good job' all round and there will be a range of evidence to substantiate this.</p>
<b>Performance Above the Required Standard</b>	<p>Employees at this level will be those whose performance clearly stands out as above the norm. Their work will be seen to be consistently of a high calibre with a sense of pride in the quality of their work. Performance objectives will have been met and exceeded in some way unless the objectives were regarded as 'stretch' targets or particularly challenging in some way.</p> <p>There will be evidence of using own initiative and taking personal responsibility to seek out new tasks or responsibilities that are desirable, appropriate and have a positive impact on children and/or colleagues.</p> <p>Typically attendance would be expected to be very high.</p> <p>The employee will also consistently demonstrate very positive behaviours towards their work, children and colleagues with clear evidence of effective outcomes.</p>
<b>An Outstanding Performance</b>	<p>Performance objectives will be delivered to an exceptionally high standard. The quality of work throughout the year will be regarded as first class and impressive in terms of what is achieved and how it is delivered.</p> <p>Employees at this level will be regarded by others as 'exceptional' in their role and they demonstrate exceptionally positive behaviours towards children, parents (if appropriate to role) and colleagues.</p> <p>There will be clear evidence of often going the 'extra mile', of doing things over and above expectation on a regular basis and constantly demonstrating behaviours consistent with the values, principles and ethos of this school.</p>

## BEHAVIOURS

Kent Competency	What we must do/need	What we must not do/don't need
<b>Truth and Judgement</b>	Be accountable, make a decision and stand by it Be truthful, honest and realistic, give reasons for decisions and actions Stay grounded, speak honestly Be aware of the political impact of your actions Open to new ideas Welcome challenge on how you do things	Make decisions in isolation Blame others, start rumours Hide facts for fear of upsetting others Hold on to information unnecessarily Use politics as an excuse Be defensive
<b>Conversation and Compassion</b>	Encourage free-flowing conversation, pick up the phone or go and speak to a colleague Being sensitive to someone's needs and adjusting accordingly, accepting differences Politeness when dealing with others - whatever level, check for mutual understanding Listen carefully and act on what is being said – use clear language	Bully and blame others Be blunt or defensive Be uncaring about others and their opinions Use jargon, be dismissive
<b>Empowerment and Enterprise</b>	Delegate and trust staff to deliver, encourage others to succeed and help if needed Value staff contributions, recognise skills, develop people and the business Recognise initiative, be creative and share ideas Have a 'can do' attitude, be positive, deal with things here and now Make best use of the resources/technology/tools you have	Stifle ideas or take credit for others' ideas Ignore others' abilities Belittle others' opinions and ideas, be dismissive of lower grade staff Withhold useful, helpful and important information Give confused instructions
<b>People and Partnerships</b>	Keep communication open, ask questions, listen to answers, act and feedback Be customer-focused Be visible and approachable to partners, public and staff Co-operate with partners and colleagues to achieve common goals	Work in silos Focus on processes rather than people Lack of consultation Drive through own agenda and forget the end goal Makes no effort to work with other people
<b>Character and Courage</b>	Be strong even in difficult situations - hold your nerve and stay positive Be courageous and able to change your mind Have the self-belief to see problems through to achieve the end goal Work to find positive solutions, be creative Be brave and don't be afraid of failure Looking to challenge Be proud of the work we do, delivering positive outcomes	Look for the easy option to avoid conflict Allow, or join in with, power games to slow progress Hide behind others Be lazy or negative Cover your back Go through the motions Work in isolation and never listen to your customers
<b>Outcomes and Delivery</b>	Be clear of what has got to be achieved, keep the end goal in mind Share knowledge of best practice, learning	Lose sight of the objectives and become blinkered Force customers to fit one size

	<p>from things that have not worked so well</p> <p>Understand the priorities and work within the agreed timescales</p> <p>Looking to learn</p> <p>Prioritise and deliver no matter how big or small the task</p> <p>Look for opportunities to deliver services and developments through joint working</p>	<p>Unclear instructions/lack of communication</p> <p>'Can't do' approach</p> <p>'We have always done it this way' attitude</p>
<b>Radicalism and Urgency</b>	<p>Dare to be different, have the courage of your convictions</p> <p>Challenge the status quo, adapt to change</p> <p>Don't just say it, do it</p> <p>Move forward, take the initiative, suggest new ideas</p> <p>Don't wait, initiate</p> <p>Help people move forward with ideas</p> <p>Urgent curiosity</p>	<p>Be closed to new ideas and not be willing to change</p> <p>'Not my job' attitude</p> <p>Managers not listening to front line staff</p> <p>Assuming a report achieves the required objective</p>
<b>Tools and Professionalism</b>	<p>Speak and act professionally at all times</p> <p>Be personally accountable for managing budgets and controlling costs</p> <p>Look at ways of getting value for money</p> <p>Ensure that your knowledge and skills are kept up to date</p>	<p>Let skills and knowledge become out of date</p>

## APPENDIX 8: PAY APPEALS

Prior to making an appeal an employee is encouraged to speak informally to their appraiser / Headteacher about any concerns they have about their pay recommendation which has been made. An employee may register a formal appeal against a decision regarding their pay. Appeals should be made in writing to the Headteacher / Chair of the Pay Committee within 10 working days of receipt of written confirmation of the pay decision. The school will appoint a committee of at least three governors (and in any event the same number or more than the Pay Committee) to consider any pay appeal lodged by a member of staff that is in accordance with the following requirements. An appeal may be made on the following grounds – that the school has:

- incorrectly applied the school's pay policy
- incorrectly applied any provision of the national or local terms and conditions of service
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence
- taken account of irrelevant or inaccurate evidence
- failed to act objectively or fairly in making the pay assessment

The letter of appeal should include full details of the reasons why the employee is making an appeal on the stated grounds. The employee must submit to the Chair of the Appeal Committee any documentation in support of their appeal together with a summary of their case at least five working days prior to the Appeal Hearing.

Appeals will be considered by a panel of governors within 20 working days of the receipt of the appeal. The role of the panel is to review the original pay decision on the basis of the grounds of appeal presented by the employee. The outcome may be to:

- To uphold the original pay decision
- To uphold the employee's appeal
- To refer the matter for reassessment by the Headteacher / Pay Committee who made the original decision or to seek the advice of an additional independent advisor

The employee will be advised of the outcome of the appeal hearing, including reasons for the decision, usually within 5 working days of the Committee's decision being made. There is no further right of appeal. The employee is entitled to be accompanied at the Appeal Hearing by a workplace colleague or trade union / professional association representative. A postponement of up to 5 working days may be requested to allow the employee's trade union or workplace colleague of choice to attend.

### Procedure for an Appeal Meeting

- The chair of the appeal panel will introduce those present and their roles, explain the case to be considered, the procedure to be followed and the format of the meeting.
- The employee or his/ her representative shall put the case in support of the grounds for appeal. This may include referring to written submissions and evidence. The school's representative and panel and their respective advisors may ask questions of the employee and their representative.
- The school's representative (Headteacher / Chair of the Pay Committee) presents the case for upholding the original pay decision and refers to written documentation. The employee, his/ her representative and the panel may ask questions of the school's representative.
- The panel will invite both parties to sum up their cases, with the employee or his/her representative having the final word. The hearing will then be adjourned whilst the panel deliberates over the evidence
- Adjournments may be requested by both parties or by the panel during the appeal hearing. If new evidence is presented the appeal may need to be adjourned while this is investigated.
- The appeal hearing will then be adjourned whilst the panel deliberates over the evidence. If further clarity is required both parties may be recalled and the hearing reconvened so that all parties may hear any additional evidence.
- The appeal hearing is reconvened and the outcome is communicated verbally to the employee. This should also be confirmed in writing. On occasion it may not be possible for the panel to reach a decision on the day of the hearing in which case the appeal may be reconvened or all parties may agree for the outcome to be communicated in writing within 5 working days of the decision being made.

**APPENDIX 9: THE SCHOOL'S STAFFING STRUCTURE**

					Headteacher					
Deputy HT					Asst HT Assessment	Asst HT Specialism/ Staff Devt/ Appraisal	Bursar			
- CL English - CL Maths - CL Econ - CL Technology - Timetable/ Options Manager	- NQT/ Trainee Teacher/ New Staff Mentor	-Director of Achievement KS3 - Director of Achievement KS4 - Director of Achievement Sixth Form	- CL MFL	- CL Geog - CL RS	- CL Biology - CL Chemistry - CL Physics - Asst CL Sciences - CL Computing - CL Psych & Sociology	- CL Music - CL Drama - CL Art - CL PE - CL History & Politics	- Finance Officer - Health & Safety - Reception - Repr - School Fund Manager	- Site Manager		- Head of Admissions & Personnel/ Exec Asst to HT - Network Manager - Exams Officer/ Assessment - School Fund Manager
- Asst CL English - Asst CL Maths Subject teachers	- Cover Supervisor/ KS Admin Support x 2 - Teaching Assistant (V.I.)	- Leader of Transition (Yr 6-7) Form tutors	TiC French TiC German Subject teachers	Subject teachers	- DoE Co-ord Subject teachers	Subject teachers		- Senior Caretaker - Caretaker x2 - Confidential Office Cleaner		- Admin Support x 2 - Reception - ICT Technician
-Librarian/ Work exp co-ord - Tech Technician (as relevant) - CCF		- Pastoral Support KS3&4/ SEND Admin - Pastoral Support Sixth Form & Careers Co- ordinator	-French/ German/ Spanish Language Assts (when relevant NB temp)		- Bio Lab Tech - Chem, Lab Tech - Physics Lab Tech	- Music/ Eng Technician - Drama/ Art Technician - Peri music teachers (not TWGGS staff)				

N.B. Asst HT Specialism/ Staff Devt/ Appraisal is currently also Head of Sixth Form; the staffing structure, however, remains unchanged.

