

Performance Related Pay Policy

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Policy Owner: Headteacher &
Assistant Headteacher
Staff Development

Governing Body Responsibility: Resource Management Committee

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Kesteven and Grantham Girls' School

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The Governing Body of Kesteven and Grantham Girls' School adopted this policy in January 2015 and will ensure that the discretionary elements of teachers' pay are dealt with in a fair and equitable manner and in accordance with the requirements of the Teachers' Pay and Conditions Document

1. Introduction

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD), September 2021. KGGS has developed its pay scales in line with the STPCD.

2. Aims

In adopting this pay policy the aim is to:

- To provide a framework for decision making, in relation to discretionary and performance-related pay awards for teachers.
- To reward teachers who can demonstrate substantial and sustained high quality performance and contribution to the school.
- To provide equal opportunities for all staff, particularly in matters relating to gender, race, disability and age.
- To encourage and underpin continuous professional development for teaching staff.
- To sustain and develop the high quality of teaching and learning at the school
- To ensure that decisions on pay are managed in a fair, just and transparent way.

3. Performance Pay Progression Will:

- Enable staff to progress on the appropriate KGGS pay spine (as outlined in Appendix 1) based on evidence
- Be set within the context of the school's priorities for improvement and a teacher's part in achieving those priorities
- Be linked to the school's appraisal policy to enable staff to demonstrate their progression against the Teachers Standards and appraisal objectives.
- Underline the school's commitment to encouraging and supporting sustained high performance.

4. Pay Progression

Pay decisions at this school are made by the Headteacher on behalf of the Governing Body. Due to the timing of decisions, amounts allocated to anticipated performance pay will be incorporated into the school's annual budget setting process. All performance awards will be made in the context of the Statutory Frameworks and the constraints of the school's annual budget.

Additional allowances will be awarded for teaching and learning responsibilities (TLR 1 and 2 point scales and TLR 3 awards).

5. Pay Reviews

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

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

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

6. Basic Pay Determination on Appointment

The Headteacher will determine the pay range for a vacancy prior to advertising the post. On appointment the school will determine the starting salary within that range to be offered to the successful candidate. In making such determinations, the Headteacher may take into account a range of factors, including:

- the nature of the post;
- the level of qualifications, skills and experience required;
- market conditions;
- the wider school context.

New staff might reasonably expect that payment on appointment to KGGS would be in line with pay progression at their current school; this will be at the Headteacher's discretion. Details of starting salary, along with any special conditions relating to awards on the Upper Pay Range should be made clear at interview, and confirmed in the formal job offer. KGGS governors have agreed that in exceptional circumstances relocation costs or a one off payment of up to £5000 may be made available to encourage a candidate to relocate.

7. Pay Progression Based on Performance

In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy. Decisions on performance pay will be based on an overall assessment of the teacher's performance. The appraisal process informs this process but does not provide the only evidence considered.

Progress against appraisal objectives will provide an important focus for assessing performance – but the assessment must also take account of how challenging the objectives were i.e. a teacher who has made good progress against a challenging objective, may have made a stronger contribution to the school than one who has achieved less challenging objectives in full. Therefore, meeting appraisal objectives does not automatically qualify a teacher for performance related progression, nor does failing to meet appraisal objectives disqualify a teacher from an award.

Other evidence from the appraisal process such as the outcomes of appraisal and other observations will also be taken into account alongside student progress.

Performance pay awards will only be considered if a review of performance has been carried out through completion of an annual appraisal report and the pay recommendation it contains in accordance with the school's appraisal policy is in place.

In the case of early career teachers (ECTs), the school must determine the teacher's performance and any pay recommendation by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. The school must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.

Final decisions about whether or not to accept a pay recommendation will be made by the Headteacher/Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence.

At KGGS we will ensure fairness by:

- ensuring that objectives and assessments are consistent
- having arrangements in place for quality assurance and moderation.

At KGGS, judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to:

- impact on pupil progress;
- impact on wider outcomes for pupils;
- improvements in specific elements of practice, such as subject development, behaviour management or lesson planning;
- impact on effectiveness of teachers or other staff;
- a wider contribution to the work of the school.

Any member of the teaching staff who will be eligible for consideration of performance pay progression the following year must have three appraisal objectives, whether they are full or part time.

Performance pay progression for all staff will be considered each September.

8. Movement to the Upper Pay Range

Applications and Evidence

Any qualified teacher may apply to be paid on the KGGS UPR and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

They should:

- Discuss their intention to apply with their line manager, Head of Faculty or member of SLT
- Meet with Assistant Headteacher Staff Development to ensure that they have sufficient evidence for a successful application which would demonstrate 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**.

- Inform the Headteacher in writing that they wish to be assessed for the upper pay scale by the 31st May in the current school year. (If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school or schools. This school will not be bound by any pay decision made by another school).

For the purposes of this pay policy:

- 'highly competent' means; having performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.
- 'substantial' means; of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.
- 'sustained' means; maintained continuously over a significant period e.g. three school years for a full time member of staff

All applications should include the outcomes of appraisal reviews i.e. reviews of appraisal objectives, appraisal observations and student progress from the previous **three** years.

There is no requirement to prepare portfolios of supporting evidence but teachers must have access to all evidence cited and key supporting materials.

9. Processes and procedures

It is the responsibility of individual members of staff to inform the Headteacher in writing, by 31st of May in the year they become eligible to apply, that they wish to be considered for movement on to UPR. The Assistant Headteacher Staff Development will write to staff reminding them of their entitlement to apply for UPR by the 1st of May in the year in which the application should be made.

The Headteacher will assess the application and a meeting will then take place where the Headteacher and Assistant Headteacher Staff Development will give informative and developmental feedback which will enable the teacher to identify clear priorities for future professional development. Teachers will be notified promptly of the outcomes of the assessment, and in all cases, by the 31st of October.

If successful, applicants will move to the UPR from the start of the academic year. The position on the UPR will be decided based on considerations such as:

- the nature of the post and the responsibilities it entails
- the level of qualifications, skills and experience of the teacher

If unsuccessful, feedback will be provided by the Head teacher within 10 working days of the decision. Any appeal against a decision not to move the teacher to the UPR will be heard under the school's general appeals arrangements.

Further progression through the upper pay range will be by application every two years (bi-annual increment).

10. Part-time Teachers

Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. The Headteacher will give them a written statement detailing their working time obligations and the standard and procedures for pay progression will be as those for a full-time member of staff.

11. Unqualified Teachers

Unqualified Teachers on the Unqualified Pay Range will be paid on a pay point within the Unqualified Pay Range.

Pay progression will be awarded following a successful appraisal review. Reviews will be deemed successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual /appraisal cycle and have not been sufficiently addressed through support provided by the school.

To complete a year's service an unqualified teacher must be employed for a minimum of 26 weeks on a full or part-time basis during the academic year.

12. Teaching and Learning Responsibility Payments

The Headteacher/Governing body may award a TLR to a classroom teacher for undertaking a sustained additional responsibility in the context of school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. The award may be while a teacher remains in the same post or occupies another post in the absence of a post-holder. Having decided to award a TLR, the Headteacher/Governors must determine whether to award a TLR1, TLR2 or a TLR3 and its value provided that-

- the annual value of a TLR1 must be no less than and no greater than as recommended in the latest STPCD
- the annual value of a TLR2 must be no less than and no greater than as recommended in the latest STPCD
- In addition, before awarding a TLR1, the Headteacher/Governors must be satisfied that the sustained, additional responsibility referred to above includes line management responsibility for a significant number of people

13. TLR3 Allowance

The Headteacher may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The annual value of a TLR3 must be no less than and no greater than as recommended in the latest STPCD. The duration of the fixed term 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 must be paid on a pro-rata basis. Although a teacher cannot hold a TLR1 and a TLR 2 concurrently, a teacher in receipt of either a TLR 1

or a TLR 2 may also hold a concurrent TLR3. Before awarding any TLR 3 the Headteacher must be satisfied that the role involves one or more of the following:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead, manage and develop a subject or curriculum area;
- to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils
- involves leading, developing and enhancing the teaching practice of other staff.

14. Recruitment and Retention Incentives

Where it deems that there is a strong case to do so, the Headteacher / Governing Body will pay recruitment awards and retention awards to teachers. Whilst these would normally only be applied for one year, retention awards may be extended in "exceptional circumstances". The value of any award will be determined on an ad hoc basis, but with regard to STPCD and other local factors. These will only ever be awarded if they are affordable.

15. Lead Practitioners

Teachers on the pay range for leading practitioners 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 responsibilities delegated by the Headteacher.

A teacher on the pay range for leading practitioners must take a leadership role in developing, implementing, and evaluating policies and practice in their workplace that contribute to school improvement. This might include:

- coaching, mentoring and induction of teachers, including trainees and ECTs
- disseminating materials and advising on practice, research and continuing professional development provision
- assessment and impact evaluation, including through demonstration lessons and classroom observation
- helping teachers who are experiencing difficulties.

They may also be required to take on this role in other schools or in relation to teachers from other schools.

16. Leadership Group

Deputy/Assistant Head

Deputy and Assistant Heads will be set an Individual Salary Range, consisting of 5 consecutive points on the KGGS Leadership Pay Spine (Appendix 1). The Pay Review Committee delegates to the Headteacher, the agreement of performance objectives and will be guided by their recommendations with regard to pay progression. The criteria employed, identify sustained high quality performance, taking account of school leadership, management and student progress.

Headteacher

The Headteacher's progression will be determined by a group of three governors supported by the school's Professional Advisor (Formally SIP). Determination will be made by 31st December each year and any award backdated to 1st September. The Headteacher's salary will be maintained within the range as guided by the STPCD.

17. Approval of Performance Awards – Leadership Group

The point within the calendar for assessment will be September / October, determination will be made by 31st October each year and any award backdated to September 1st.

Staff new to the Leadership Group must have worked here for one year before being considered for performance pay progression.

Safeguarding arrangements in regard to staff payments and remuneration will be as stated in the School Teachers Pay and Conditions document.

18. Reporting to Governors

The Headteacher will present a report on pay progression to the resources management committee in the **spring term** each year.

19. Appeals

Where a member of staff wishes to appeal about a decision on pay progress, he/she should, in the first instance, discuss the matter with the Headteacher. If the issue is not resolved, staff may request a formal hearing by a second committee of Governors, made up of members who have played no part in the original decision. The Governors' decision is final.

It is expected that the Appeals Procedure will be used only where a member of staff believes that the Pay Policy and Procedures have not been properly applied, or where issues of equal pay arise. Dissatisfaction with a decision, which has been properly reached, would not be a legitimate cause for invoking the Appeals Procedure.

20. Monitoring the Impact of the Policy

The Governing Body will monitor the outcomes and impact of this policy on an annual basis.

21. APPENDIX 1

KGGS Revised pay policy proposal in light of the STPCD document, September 2021

Main Scale Pay Range

Since September 2013 there has been no direct guidance as to what teachers should be receiving in terms of progression just a range between a minimum and maximum figure for all teachers within the pay range. For England and Wales excluding the London area this is set at a minimum of £25,714 and a maximum of £36,961 (September 2021).

Up until September 2012 there was a scale indicating levels of remuneration for M1 up to M6. The scale assumed 5 incremental progressions awarded for performance determined,

but not exclusively by the outcome of annual appraisal. M1 – M6 have in effect disappeared and we are now required to determine our own scale within the parameters set. KGGS intends to maintain the incremental approach and to determine the top of the KGGS Main scale as the maximum set by the Department for Education.

From September 2021 the scale will be as follows

	From Sept 2021
M1	£25,714
M2	£27,600
M3	£29,664
M4	£31,778
M5	£34,100
M6	£36,961

These are consistent with the recommendations within the STPCD

Upper Pay Range

The same issue relates to the determination of the upper pay range. The latest documentation provides no clear scale, just a minimum and maximum. KGGS's policy regarding applying for and achieving the Upper Pay Range is clear and works well. Staff and appraisers evaluating their performance against the teaching standards and having to demonstrate significant and sustained performance above that expected of a Main scale teacher. The Upper pay range is set at a Minimum of £38,690 and a maximum of £41,604

From September 2021 the UPR (Upper Pay Range) will be as follows

	STPCD 2021
UPR1	£38,690
UPR2	£40,124
UPR3	£41,604

These are consistent with the recommendations within the STPCD

Unqualified Teachers Pay Range

The Unqualified Teachers pay range is set at a minimum of £18,419 and a maximum of £28,735

From September 2021 the UQR (Unqualified Teachers Pay Range) will be as follows

	From Sept 2020
UQR1	£18,419
UQR2	£20,532

UQR3	£22,644
UQR4	£24,507
UQR5	£26,622
UQR6	£28,735

These are consistent with the recommendations within the STPCD

Remuneration of the Leadership Group at KGGS

For 2021-22 we have agreed the following structure

Assistant Headteacher (4) Deputy Headteacher (1)

Paid at the appropriate points on the Leadership Group Pay Spine, as determined on appointment and in line with the school's Pay Progression Policy.

Headteacher

Up until September 2014 there was a Leadership Group Pay Spine indicating levels of remuneration from L1 up to L43. The scale assumed that Assistant Headteachers and Deputy Headteachers would be allocated a pay range consisting of 5 consecutive spine points, progression being awarded on the basis of performance determined, but not exclusively by the outcome of annual appraisal. In September 2014 L1 – L43 was replaced by the Leadership Group Pay Range. In September 2021 this was set at a minimum of £42,195 and maximum of £117,197 for all schools in England and Wales (excluding the London area). The school is now required to determine its own scales and ranges within the parameters set.

	Sept 20				Sept 21
L10	£52,723	L15	£59,581	L19	£65,735
L11	£54,091	L16	£61,166	L20	£67,364
L12	£55,338	L17	£62,570	L21	£69,031
L13	£56,721	L18	£64,143	L22	£70,745
L14	£58,135			L23	£72,497

The Headteacher will be paid within the Headteachers range for the school (in KGGS's case Group 7 range STPCD) Pay ranges for Headteachers should not normally exceed the maximum of the Headteachers group. Group 7 pay range is currently L24-L39 (£74,295 – £106,176).

22. Configuration History

Version:	Date:	Author	Contributors
1.0	June 2013	Assistant Headteacher (Teachers & Teaching)	
1.1	June 2014	Assistant Headteacher, Staff Development	
2.0	January 2015	Headteacher	Assistant Headteacher, Staff Development
3.0	January 2016	Assistant Headteacher, Staff Development	
4.0	January 2017	Assistant Headteacher, Staff Development	
5.0	January 2018	Assistant Headteacher, Staff Development	
5.1	January 2019	Assistant Headteacher, Staff Development	
6.0	January 2020	Assistant Headteacher, Staff Development	
7.0	January 2021	Assistant Headteacher, Staff Development	
8.0	January 2022	Assistant Headteacher, Staff Development	

Audit trail of change

Version	Date	Reason for Change
1.0	June 2013	New Policy
1.1	June 2014	Policy Review
2.0	January 2015	Revised STPCD September 2014
3.0	January 2016	Policy Review
4.0	January 2017	Policy Review
5.0	January 2018	Policy Review
5.1	January 2019	Policy Review
6.0	January 2020	Policy Review
7.0	January 2021	Policy Review
8.0	January 2022	Policy Review

Authorisation

Name	Date	Signature
Mr N Boddington	March 2022	