



John Milton Academy Trust

Pay Policy

This document is to be reviewed annually by the Trust Board

History of Document

Issue No	Author/Owner	Date Written / updated	Reviewed by Trust on	Comments
001	CEO / HR Manager	Nov 2018	14-Dec-2018	to be reviewed annually
002	HR Manager	April 2019	16-May-19	update: new support staff pay scales

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All HR policies and procedures are available from John Milton Academy Trust (JMAT) School Offices, along with the JMAT School Workforce Privacy Notice and Record Retention Policy, which provide specific details in accordance with the GDPR principles.

Pay scales and salary point are correct at time of publishing and any amendments locally or nationally will be notified to all schools.

1. INTRODUCTION

1.1 This policy sets out the framework that John Milton Academy Trust (JMAT) will follow when making decisions on teaching and support staff pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and current pay arrangements agreed for all support staff. It has been adopted following consultation with staff and the relevant trade unions.

This policy applies to all members of teaching and support staff employed by the John Milton Academy Trust, as well as JMAT central staff. The pay of the Chief Executive Officer is determined by the Trust's Remuneration Committee. For teaching staff, in the event of any conflicting provisions between this policy and the School Teachers Pay and Conditions (STPCD), the STPCD will take precedence.

This policy does not form part of the terms and conditions of employees' employment with the Trust and is not intended to have contractual effect.

The Trust reserves the right to amend or vary this policy (subject to the minimum requirements and provisions in the STPCD) from time to time in force and will notify employees within one month of any such changes taking effect.

1.2 Aims

In adopting this pay policy the aim is to:

- *maximise the quality of teaching and learning at all schools within the Trust so that all learners can make excellent progress*
- *support the recruitment and retention of a high quality teacher workforce*
- *enable all schools to recognise and reward teachers appropriately for their contribution to the School*
- *ensure that decisions on pay are managed in a fair, consistent, just and transparent way*

Pay decisions are made by the Local Governing Body. The Trust has authorised the Headteacher and Personnel Committee to administer this policy on its behalf and in line with the Scheme of Delegation and the remit of the Standards, Personnel and GDPR Committee.

In order to ensure the recruitment of the highest standard of headteachers, the Trust Board retains the right to set an additional percentage payment in addition to the Headteacher pay scale.

1.3 Confidentiality

All involved in this policy are reminded of the importance of confidentiality and must ensure that all information, whether verbal or written, is kept strictly confidential and not passed onto any persons who are not involved in the process. This applies to the monitoring of objectives, the outcome of reviews and any pay awards. Disciplinary action may result from breaches of confidentiality. It may, however, be both sensible and productive for employees to share their objectives with team members where they are required to lead, discuss or initiate particular activities.

1.4 Equal Opportunities

This policy will be applied fairly and consistently to all employees regardless of gender, gender reassignment, race, religion or belief, ethnicity, national origin, age, marital status or civil partnership, disability, sexual orientation, pregnancy or maternity, part-time/fixed-term status or the number of hours worked.

1.5 Support Staff

The employment of all support staff across the Trust is governed by the National Joint Council (NJC) National Agreement on Pay and Conditions of Service, known as the “Green Book”. Incremental progression through support staff pay scales is based on (a) continued high performance in line with job descriptions and (b) successful completion of performance management objectives.

Judgements will be made annually by line-managers/appraisers using the performance management process. Where a member of support staff has completed one full year, from 1 September to the following 31 August and met the above criteria, he/she will be eligible for an increment up to the midpoint bar of their grade, or to the top of their grade if they are already above the bar. Support staff have the same rights of appeal as teaching staff.

Progression through the bar is subject to the Trust determining that there is a need for higher level work in the particular post and the postholder demonstrating that he/she has achieved the competency to work at this highest level.

2. PAY REVIEWS

2.1 Salary Review

The Local Governing Body will ensure that each employee’s salary is reviewed annually, with effect from 1 September and no later than 31 October each year, and that, by the end of the Autumn Term, all staff 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 it was made.

2.2 Safeguarding

Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination. This may occur in situations such as School Organisation Review, for example.

3. BASIC PAY DETERMINATION ON APPOINTMENT

3.1 Vacancies

The Local Governing Body will approve the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Local Governing Body may take into account a range of factors, including, but not limited to:

- the nature of the post
- the level of qualifications, skills and experience required
- experience within a school/educational setting
- the wider school context

3.2 Portability

Although the Trust accepts the broad principle of portability, there should be no assumption that a teacher will be paid at the same rate as they were being paid in a previous school. This is to ensure the equitable treatment of staff within the school. The decision on portability will be made by the Standards, Personnel and GDPR Committee following due consultation with the Trust's HR Manager, the Director of Finance and Business and the CEO.

4. PAY PROGRESSION BASED ON PERFORMANCE

4.1 Appraisal

All staff 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 Trust's Appraisal Policy (JMAT 010).

Decisions regarding pay progression will be made with reference to the teachers' appraisal reviews and the pay recommendations made through moderation involving line managers and senior staff. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

It may be possible for a 'no progression' determination to be made without automatic recourse to the capability process.

4.2 Evidence Base

To be fair and transparent, assessment of performance will be properly rooted in evidence. All members of teaching staff are required to maintain and update a professional portfolio of evidence to inform appraisal reviews and UPR applications. Support staff are responsible for collating and recording evidence of their own performance.

The evidence used to assess performance will include (but is not limited to):

- Evidence of meeting appraisal objectives (particularly impact evidence);
- Self-assessment and achievement against Teacher Standards;
- Student Progress grids / exam results;
- Lesson observation feedback forms;
- Work scrutinies and classroom audits;
- Homework records;
- Line management discussions;
- Other activities and evidence of contribution to the school

Fairness in terms of judgements will be ensured by: providing training for all reviewers; ensuring active moderation of reviews and documents by middle and senior managers; providing overall quality assurance by the Headteacher and Deputy Headteacher.

4.3 Recommendations

Moderation of appraisal reviews and documents by line-managers and senior leaders will result in pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Standards, Personnel and GDPR Committee, having regard to the Appraisal Review of individual staff and taking into account advice from senior managers and the Headteacher.

Judgements of performance will be made against the extent to which teachers have met their individual objectives, fulfilled the Teacher Standards to the required level and how they have contributed to school priorities and the ethos and culture of the school.

4.4 Support Staff Pay Range

Support staff pay scales April 2019:

1-Apr-2018		National Pay Scale		1-Apr-2019	
Salary £	Old Spine Point	Grade		New Spine Point	Salary £
16,394	6		Grade 1 (below)	1	17,364
16,495	7	Grade 2 (below)	(above)	2	17,711
16,626	8				
16,755	9	Grade 2 (above)		3	18,065
16,863	10				
17,007	11				
17,173	12	Grade 3 (below)		4	18,426
17,391	13				
17,681	14				
17,972	15				
18,319	16	Grade 3 (above)		5	18,795
18,672	17				
18,870	18				
19,466	19				
19,819	20				
		Grade 4 (below)		6	19,171
20,541	21				
21,074	22				
21,693	23				
22,401	24				
		Grade 4 (above)		7	19,544
23,111	25				
23,866	26				
24,657	27				
25,463	28				
26,470	29				
		Grade 5 (below)		8	19,945
27,358	30				
28,221	31	Grade 5 (above)		9	20,344
29,055	32				
29,909	33				
30,756	34	Grade 6 (below)		10	20,751
31,401	35				
32,233	36				
33,136	37				
34,106	38	Grade 6		11	21,166
35,229	39				
				12	21,589
				13	22,021
				14	22,462
				15	22,911
				16	23,369
				17	23,836
				18	24,313
				19	24,799
				20	25,295
				21	25,801
				22	26,317
				23	26,999
				24	27,905
				25	28,785
				26	29,636
				27	30,507
				28	31,371
				29	32,029
				30	32,878
				31	33,799
				32	34,788
				33	35,934

36,153	40	(above)		34	36,876
37,107	41			35	37,849
38,052	42			36	38,813

4.5 Main Pay Range (MPR) Criteria

Teachers will be eligible for a pay increment on the main pay range if:

- (a) They meet all their appraisal objectives by the end of the review cycle;
- (b) They are assessed as fully meeting the Teaching Standards (including supporting school policies and the culture and ethos of the school) as reviewed at the end of the review cycle;
- (c) Classroom teaching overall is assessed as at least good as reviewed at the end of the appraisal cycle

Pay increments will be as follows (September 2018):

MPR 1	23,720
MPR 2	25,594
MPR 3	27,652
MPR 4	29,780
MPR 5	32,126
MPR 6	35,008

4.6 Particular Circumstances

Where an employee is absent due to long term sickness absence at the time of a salary review, decisions will be contingent upon individual circumstances and based on the employee’s performance during relevant periods of attendance during the academic year in question.

Where an employee is absent due to maternity leave, decisions will be no less favourable than if the employee had not been absent due to reasons related to maternity.

5. MOVEMENT TO THE UPPER PAY RANGE (UPR)

5.1 Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range 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.**

Applications should be made at the start of the academic year, with a deadline of September 30th.

If a teacher is simultaneously employed at another school (or other schools), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. Each school will not be bound by any pay decision made by another school.

All applications should be submitted using the JMAT template. Applications must contain evidence for the previous three years (including evidence from previous schools where appropriate) and should be presented in such a way that the evidence to support the criteria outlined in 5.2 is clearly signposted.

The UPR application should be submitted, together with the professional portfolio containing evidence against UPR requirements.

5.2 The Assessment

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

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

For the purposes of this pay policy:

- **'highly competent'** means:
 - *Performance against all Teachers' Standards is highly competent and this includes a record of good teaching with some that is outstanding;*
 - *performance which is good enough to provide coaching and mentoring to other teachers such as giving them advice and demonstrating to them effective 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 own teaching;*
- **'substantial'** means
 - *of real importance, validity or value to the school; playing a critical role in the life of the school; providing a role model for teaching and learning;*
 - *make a distinctive contribution to the raising of standards;*
 - *taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils' learning*
 - *providing a professional role-model*
- **'sustained'** means maintained continuously over **three** school years.

The application will be assessed by the relevant senior line-manager, the Deputy Headteacher and the Headteacher. A recommendation will be made to the Standards, Personnel GDPR Committee of the Local Governing Body and this Committee will make the final determination.

5.3 Processes and Procedures

The assessment for UPR will be made within 20 working days and the outcomes will be communicated in writing by October 30th each year.

If successful, applicants will move to the upper pay range from 1 September **of the year** in which the application is approved. The Standards, Personnel and GDPR Committee will decide where on the upper pay range a successful teacher will be placed. It is anticipated that, where UPR criteria continue to be met and developed, staff will progress incrementally through the upper pay range.

If the UPR application is unsuccessful, feedback will be provided by the teacher's senior line manager within 10 working days of the decision. That feedback will detail why progression was not approved and what needs to be done in order to make a future application successful

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the Appeal arrangements set out in Appendix A.

5.4 Progression and Pay Increments

5.4.1 Progression

In order to achieve progression on the Upper Pay Range (UPR), teachers must maintain highly competent performance against all Teachers’ Standards and ensure that their contribution to the school is substantial and sustained.

It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Unless there are exceptional circumstances, progression on the UPR will be based on two successful consecutive appraisals. In order to ensure that achievements have been substantial and sustained, the appraisals of post-threshold teachers will need to assess:

- Continued highly competent performance against all Teachers’ Standards (including the achievement and progress of students)
- Professional growth by developing teaching expertise post-threshold;

In addition, UPR 3 teachers will be expected to provide evidence of:

- playing a critical role in the life of the school
- providing a role model for learning and teaching
- making a distinctive contribution to raising standards
- contributing effectively to the work of the wider team
- taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupils’ learning.

Applications should be made using the JMAT template for UPR 2 or UPR 3, together with the professional portfolio containing evidence against UPR 3 requirements (see appendix F)

5.4.2 Pay Increments (UPR)

Pay increments for UPR are as follows (September 2018):

UPR1	36,646
UPR2	38,004
UPR3	39,406

6. ALLOWANCES

6.1 Teaching and Learning Responsibility Payments (TLRs)

6.1.1 TLR1s and TLR2s will be awarded to posts identified in the School’s attached staffing structure (located at Appendix F).

The values of the TLRs to be awarded are as notified by the School from time to time and will be calculated on a range of factors, applied as equally as possible to each post.

To qualify for a TLR payment the Governing Body must be satisfied that the teacher’s duties include a significant responsibility that is not required of all classroom teachers and is:

- (a) focused on teaching and learning;
- (b) requires the exercise of a teacher’s professional skills and judgement;
- (c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;

(d) has an impact on the educational progress of other than the teacher assigned classes or groups of pupils; and

(e) involves leading, developing, and enhancing the teaching practice of other staff.

A teacher may not hold more than one TLR of any value, but a TLR could be based on a job description that itemises several different areas of significant responsibility.

In addition, before awarding a TLR1 payment, the Local Governing Body must be satisfied that the significant responsibility defined above includes line management responsibility for a significant number of people.

TLR Payments are as follows for 2018/19:

TLR 1b	9,913
TLR 1a	7,857
TLR 2ca	6,646
TLR 2c	6,344
TLR 2bc	5,439
TLR 2b	4,532
TLR 2ab	3,627
TLR 2a	2,721
TLR 3	540-2,683 for a time-related project.

6.1.2 TLR3s are awarded on a fixed term basis for clear time-limited school improvement projects, or one-off externally driven responsibilities. The duration of the fixed term will be established at the outset and payment will be made on a monthly basis for the duration of the fixed term.

The Headteacher in consultation with the Standards, Personnel and GDPR Committee will determine what projects should attract a TLR allowance and the value of those allowances having regard to the context, nature and complexity of the responsibility.

The Headteacher will invite teachers to express written interest in relevant projects and will allocate TLR3s on the basis of an interview.

In determining the value of TLR3 payments, due regard will be given to ensuring consistency, fairness, transparency and value for money.

Where a TLR3 is awarded, written notification will be given to the teacher of:

- a) the nature of the responsibility
- b) the level of payment
- c) the dates on which the allowance will begin and end

6.1.3 TLRs for Part Time Teachers: A TLR is a payment integral to a post in the School’s staffing structure and therefore may only be held by two or more people when job sharing that post. TLRs

awarded to part-time teachers must be paid pro-rata at the same proportion as the teacher's part-time contract. The pro-rata principle does not apply to TLR3s.

6.2 Special Educational Needs Allowances

The Local Governing Body must award a SEN allowance¹ to a classroom teacher:

- (a) In any SEN post that requires a mandatory SEN qualification;
- (b) In a special school;
- (c) Who teaches pupils in one or more designated special classes or units in a School, or in the case of an unattached teacher, in a local authority unit or service;
- (d) In any non-designated setting (including any short stay school in England) that is similar to a designated special class or unit, where the post:
 - I. Involves a substantial element of working directly with children with special educational needs;
 - II. Requires the exercise of a teachers professional skills and judgment in the teaching of children with special educational needs; and
 - III. Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the School or unit or service.

Where a SEN allowance is to be paid, the Local Governing Body must determine the spot value of the allowance, taking into account the structure of the School's SEN provision and the following factors:

- Whether any mandatory qualifications are required for the post;
- The qualifications or expertise of the teacher relevant to the post;
- The relative demands of the post.

SEN allowance	from 2,149 - 4,242
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6.3 Unqualified teachers' allowance

The Local Governing Body may pay an unqualified teachers' allowance to unqualified teachers when the Local Governing Body considers their basic salary does not reflect their responsibilities, qualifications and experience.

Such an allowance may be awarded where the teacher has taken on a sustained additional responsibility which is:

- (a) focused on teaching and learning; and
- (b) requires the exercise of a teacher's professional skills and judgement; or
- (c) Qualifications or experience which bring added value to the role undertaken.

The Local Governing Body will pay an unqualified teacher on one of the employment based routes into teaching on the qualified/unqualified teachers' scale.

7. OTHER PAYMENTS

7.1 Continuing Professional Development

The Trust will not exercise its discretion to pay staff for CPD activities.

¹ The Trust will comply with the SEN allowance range detailed in the STPCD.

7.2 Initial Teacher Training Activities (ITT)

The Trust will not exercise its discretion to pay staff for ITT activities

7.3 Out of School Learning Activities

The Trust will not exercise its discretion to pay staff for Out of School Learning activities.

7.4 Recruitment and Retention Incentives and Benefits

The Local Governing Body will consider making Recruitment and Retention benefits when:

- There are known teacher shortages in particular subjects;
- There have been a minimum of two unsuccessful attempts to recruit to a particular post;
- There are other circumstances which the Standards, Personnel and GDPR Committee regard as compelling.

All Recruitment and Retention benefits are for 12 months only and are reviewed annually.

8. LEADERSHIP PAY

The Head teacher, Deputy Headteacher and all senior members of staff must:

- (a) Provide sustained high quality of performance;
- (b) Demonstrate the above with particular regard to leadership, management and student progress at the School; and
- (c) Undergo an Appraisal Review of performance against performance objectives before any performance points will be awarded.

The Leadership Group pay progression criteria will apply.

8.1 Headteacher

The Headteacher's Appraisal will be undertaken by designated governors, the CEO and a School Improvement Partner. The CEO will take note of recommendations made and the final decision will be made by the CEO.

Annual pay progression within the range for this post is not automatic. Progression (if any) along the Headteacher's pay grade will depend upon performance in relation to agreed objectives.

It is not permissible (under the STPCD and as amended from time to time in force) for a Headteacher to receive an increase in spinal point outside of the previous year's Individual School Range (ISR), unless the additional point (or more) is required for them to be placed on the minimum point of the new range.

The Board has the discretion to award an additional percentage payment for exceptional performance and recruitment and retention.

8.2 Deputy Headteachers, Assistant Headteachers and other Senior Staff

Annual pay progression within the range for these posts is not automatic. Progression (if any) along the appropriate pay grade will depend upon performance in relation to agreed objectives.

A change to the pay grade can be recommended by the Local Governing Body at any time in order to attract or retain a Deputy or Assistant Headteacher or when there have been significant changes in the responsibilities of the serving Deputy or Assistant Headteacher.

9 PART-TIME TEACHERS

Teachers employed on an on-going basis at any Trust school, but who work less than a full working week are deemed to be part-time. The Local Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the School's timetabled teaching week for a full-time teacher in an equivalent post.

10 SHORT NOTICE/SUPPLY TEACHERS

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

11 PAY INCREASES ARISING FROM CHANGES TO THE DOCUMENT

All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

12 MONITORING THE IMPACT OF THE POLICY

The Local Governing Body will monitor the outcomes and impact of this policy annually, including trends in progression across specific groups of teachers to assess its effect and the School's continued compliance with equalities legislation.

13 OTHER POLICIES

JMAT 010	Appraisal Policy
JMAT 012	Capability Policy

Appendix A

Appeals Procedure

1. PRINCIPLES

- 1.1 An employee may request a review of his/her pay determination. A teacher who wishes to appeal a determination in relation to his/her pay must comply with the procedure under this Policy. The matter should not be raised or dealt with under the School's Grievance Policy and Procedure. The reasons for seeking a review may include, but are not limited to, the person or Committee who made the decision having:
- (a) incorrectly applied any provision of the pay policy;
 - (b) failed to have proper regard for statutory guidance;
 - (c) failed to take proper account of relevant evidence;
 - (d) taken account of irrelevant or inaccurate evidence;
 - (e) being biased; or
 - (f) unlawfully discriminated against the individual.
- 1.2 The teacher will receive written confirmation of the pay determination and where applicable the basis on which the decision was made. If the teacher is not satisfied, he/she should seek to resolve this by raising the matter informally with the Headteacher within ten working days of the decision. If the Headteacher considers it necessary then a meeting will be arranged without unreasonable delay.
- 1.3 If the individual is not satisfied with the outcome of the informal discussion with the Headteacher then he/she may follow the formal appeal process.

2. FORMAL APPEAL PROCESS

- 2.1 The individual will provide in writing the specific grounds for questioning the pay decision together with evidence which s/he considers should be taken into account. The individual will send his/her appeal letter to the person or committee who made the determination within ten working days of the pay determination or the informal discussion with the Head.
- 2.2 Three Governors who were not party to the original decision will hear the appeal.
- 2.3 The appeal hearing should be held without unreasonable delay following receipt of the letter of appeal being received by the Clerk to the Local Governing Body.
- 2.4 The Local Governing Body may invite the Headteacher to the hearing and he/she will provide the meeting with any relevant information required by the Governors. No specific information concerning the remuneration of other members of staff shall be given in the presence of the individual for whom the appeal is being heard. Where the Local Governing Body request such pay information from the Headteacher, it will be conveyed confidentially to them alone. The individual may ask questions of the Headteacher.
- 2.5 The individual will be given the opportunity to make representations in person and may be accompanied by a work colleague or Union Representative if they wish.
- 2.6 The decision of the appeal hearing will be given in writing to the individual, with a copy to the Headteacher. This letter should explain the reasons for the decision.

2.7 The decision of the Local Governing Body at the appeal hearing is final.

Appendix B

Standards, Personnel and GDPR Committee

- To scrutinise learner data, standards and outcomes in more detail (including the ASP and IDSR);
- To monitor standards and outcomes in relation to specific groups (particularly SEND and disadvantaged learners);
- To ensure that quality assurance is operating in line with the School/Trust's expectations;
- To scrutinise the termly outcomes of the Trust's risk tool as appropriate;
- To monitor CPD and its impact within the context of the School/Trust's priorities;
- To ensure that the school is staffed sufficiently to fulfil the School's Improvement Plan and the effective operation of the school (with due reference to the acceptable % level of staffing expenditure);
- To oversee the operation of the school/Trust's Appraisal Policy - including the arrangements and operation of appraisal procedures for the Headteacher;
- To ensure that pay progression (including threshold applications) is managed in line with the Pay Policy and by the deadlines set;
- To ensure that an appeals panel is available to meet in line with Pay Policy;
- To monitor staffing and personnel issues (eg absence rates, discretionary leave, annual leave and staff turnover);
- To ensure that all recruitment operates in line with the Trust's Safer Recruitment Policy;
- To ensure that the school is operating in line with the Trust's GDPR policies and requirements;
- To monitor FOI and subject access requests;
- To ensure the website is compliant
- To monitor and evaluate any designated section of the School Improvement Plan.

Appendix C

Appraisal and Progression Timeline

September PD Day (or alternative)	Final Review /Setting Appraisal Objectives for current academic year
September 30 th	Deadline for all Appraisal reviews to be submitted Deadline for applications for UPR (all)
October 30th	Staff notified re: UPR applications
November	Feedback for unsuccessful UPR applications applications/progression Appeals against pay decisions to be submitted and heard Pay statements for all staff to be issued by the end of November
December 31st	Final date for SLT Appraisal (including the Headteacher)
January PD Day (or alternative)	Time allocated for reflection and to collate evidence / update professional portfolios
Feb/March	Mid-Year Reviews to be completed
July	Teaching staff to collate and update professional portfolios against Teacher Standards and ensure that evidence can be presented clearly Support staff to collate evidence of their own performance and successful completion of performance management targets Discussion of Final Review and new objectives in light of school and subject improvement plans, Go4Schools, estimated results and any other relevant factors

Appendix D: Template for Progression to UPR2 and UPR 3 (available as separate document)

Appendix E: Template for Progression to UPR1 (available as separate document)

Appendix F Individual school staffing structure

Appendix G Individual school rationale/formula for TLR allocations

Appendix F: Staffing/Line-Management Structure for 2017/18

EXAMPLE

Headteacher: Deputy Head: Curr + Ass KS3 and KS4 Asst Head: Achievement - KS5 Asst Head: Behaviour + Safety (including Safeguarding and Attendance) DoLearning: Learning and Teaching DoILearning: SEN/LAC/Vulnerable Groups across all areas DoLearning: CPD/Appraisal/Systems inc EVC and Exams Business Manager Head's PA			
Core Middle Leaders:	Progress Leaders 7 and 8 2c/1a	Progress Leaders 9 - 11 2c/1a	Senior Admin Asst-KS5 Grade 4
	Progress Support Post	Progress Support Post	
	Curriculum Leader: Maths and ICT (temp) 1b	Subject Leader: English 1a	Subject Leader: Science 1a
	Subject Support (Repr)		Science Technicians x 2
Linked Posts	Asst S Leader Maths (+ Num) 2b	Asst Subject Leader: English (+ Lit) 2b	Asst Ldr: Sci 2b
Middle Leaders (E-Bacc)	Curr Leader: Hums (inc one discipline) 1a Ass CL: Geog+RE 2c	Subject Leader: MFL (with SLA) 2b	Subject Leader: ICT 2b
Middle Leaders (Open)	Subject Leader: PE (Dance - temp) 2bc	Subject Leader: Design 2bc	Subject Leader: Art 2ab
	Subject Leader: Drama 2ab	Asst Ldr Design: 2a	Subject Leader: Music 2ab
		Design Technician Food Technician - 11.5 hrs	Art+Display Technician
Support Posts:	Librarian; Cover Manager/Supervisor x 1; Cover Supervisors x 2;		
Support Posts:	Behaviour and Inclusion Support (on- call and social times); Health Support Worker Safeguarding and Behaviour Support Inclusion		
Support Posts:	Asst SENCo	POD Manager	HLTAs x 2 and TAs x 4
Support Posts:	Finance Assistant	Exams Officer	Assessment Manager
Support Posts:	Reception x 2 (with specific whole-school links)	Attendance x 1	Reprographics
Support Posts:	Caretakers x 2	Maintenance x 1	
Support Posts:	ICT Network Manager	ICT Technicians x 2	
Sports Centre:	Manager x 1	Sports Assistants	

EXAMPLE

Headteacher L23 - L29

Deputy Head L17 - L21	Head of Upper School Data and Assessment Curriculum
Assessment and Data Manager x1	Grade 4

Director of Learning: Inclusion L10 - 14	SENCO Alt Provision (internal and external)
Assistant SENCO TAs HLTAs x3 POD staff x1 Learning Hub x1	Grade 4 (above bar) Grade 3 Grade 4 Grade 4 Grade 4

Director of Learning: Systems L10 - L14	CPD Appraisal Induction EVC Cover Exams
Cover Manager Cover Supervisor Exams Officer Invigilators Network Mgr ICT Technician x2	Grade 4 (above bar) Grade 4 Grade 4 Grade 2 (above bar) Grade 6 Grade 4 (above bar)

Assistant Head L12 - 16	Head of Lower School Behaviour Safeguarding
Attendance Mngr x 1 Behaviour Sup Offcr x1 Health Support Wkr x1 Safeguarding Officer x1	Grade 4 Grade 4 Grade 3 Grade 5

Assistant Head STEM L12 - 16	Subject Leader for Maths with line-management responsibility for Science, Design and ICT/Computing
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Assistant Head Learning & Teaching L12 - L16	Pedagogy Learning & Teaching Pupil Premium Champion
Resources and Enrichment x1	Grade 4

Director of Learning L10 - L14	Head of Sixth Form IAG Gifted and Talented
Senior Admin Assistant (KS5) x1	Grade 4

Lead Practitioner Science	TLR 2ca
Lead Practitioner Posts funded through Pupil Premium	

Lead Practitioner Comp / ICT	TLR 2ca
Lead Practitioner Maths	Re-directed to fund AH post

Lead Practitioner English	TLR 2ca
Associate LP (different JD from Lead Practitioner)	TLR 2b

Progress Leader Year 7 + Transition	TLR 1a	Progress Leader Year 8	TLR 2c
Progress Support Lower Sch		Grade 3	

Progress Leader Year 9	TLR 2c	Progress Leader Year 10 + IAG	TLR 1a	Progress Leader Year 11	TLR 2c
Progress Support Upper School			Grade 3		

Curriculum Leader for Maths and ICT redirected to create AH STEM post

Asst Subject Leader (Maths and Numeracy)	TLR 2b
Subject Leader Science	TLR 1a
Asst Subject Leader (Science)	TLR 2b
Subject Leader ICT/Computing	TLR 2ab
Science Technicians x 2	Grade 3

*The value of any TLR post is determined through the agreed criteria identified in the Pay Policy.

Subject Leader English and Media	TLR 1a
Asst Subject Leader (English and Literacy)	TLR 2b
Curriculum Leader Humanities	TLR 1a
Asst Subject Leader (Hums)	TLR 2b
Subject Leader MFL	TLR 2b
Subject Leader Music	TLR 2ab

Subject Leader Design	TLR 2bc
Asst Subject Leader (Design)	TLR 2a
Subject Leader PE, Health Studies and Personal Development (upgrade covers Wed pm)	*TLR 2b (+ temp upgrade to 1a)
Subject Leader Art	TLR 2ab
Subject Leader Drama	TLR 2b
Design Technician x1 Art & Display Tech p/t	Grade 3 Grade 2
Food Technician p/t	Grade 3

In line with the Pay Policy, TLR 3s can be awarded for any time-related projects depending on the budget available

Support Posts operating from September 2018 onwards:

Estate and Facilities Manager (0.8)	Grade 5
Finance Assistant x1	Grade 4 (above bar)
Caretakers x 3 Cleaning Staff	Grade 4 Grade 2
Sports Centre Manager Sports Assistants Leisure Officers	Grade 4 Grade 1 Grade 2

Headteacher's PA	Grade 4
Reception x 2 (fte)	Grade 3
Reprographics (inc subject support) x1	Grade 3

Separation of Trust and School roles during the period April 2018 to October 2018 led to the following amendments:

Appendix G: Calculation and Management of TLR Posts and Payments

Example

The evaluation of TLR posts can never be an exact science as student numbers vary from year to year, particularly in option subjects. However, in order to assist with evaluation, a weighting system is used.

Calculations have been made against the following factors (1-9):

1. People Management: Appraisal and Line-Management
2. Number of Lessons Taught
3. Number of Exam Groups
4. Core Subject
5. Number of Subjects within the area
6. E-Bacc Subject
7. All Key Stages
8. KS 5 Weighting
9. Extended Schools / Extra-curricular Expectations

Following calculations, a weighting judgement has been made:

Very high score	= 4 points
High	= 3 points
Medium	= 2
Low	= 1

	0	1	2	3	4
People management	0	1 - 3	4 - 5	6 - 7	8 - 9
No of exam groups	0	1 - 7	8 - 14	15 - 21	22 +
No of subjects in area	0	1 - 3	4 - 5	6 - 7	8 - 9
E-Bacc	No	-	Yes	-	-
P8 weighting	0	1	2	3	4
KS3 lessons/fortnight	0	1 - 26	27 - 52	53 - 78	79 +
KS4 lessons/fortnight	0	1 - 36	37 - 72	73 - 108	109 +
KS5 lessons/fortnight	0	1 - 20	21 - 40	41 - 60	61 +
Extended/Extra curricular	None	1	2	3	Significant

Example

The results for subject areas are given below:

Table A

	Eng/Media		Maths		Science		MFL		Humanities		PE		Art		Design		Drama		Computing		Music	
People management	9	4	8	4	10.5	4	4.5	2	9	4	5.5	3	2.5	1	4.5	2	2	1	2	1	1.5	1
No of exam groups	23	4	25	4	25	4	9	2	31	4	15	3	6	1	14	2	8	2	6	1	3	1
No of subjects in area	7	3	7	3	8	4	4	2	7	3	6	3	3	1	5	2	2	1	3	1	2	1
E-Bacc	Y	2	Y	2	Y	2	Y	2	Y	2	N	0	N	0	N	0	N	0	Y	2	N	0
P8 weighting	2	2	2	2	3	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
KS3 (core subjects 7-8)	80	4	80	4	56	3	84	4	112	4	88	4	35	2	96	4	28	1	35	2	35	2
KS4 (core subjects 9-11)	134	4	134	4	162	4	24	1	78	3	68	2	16	1	48	2	24	1	16	1	8	1
KS5	45	3	57	3	75	4	18	1	90	4	30	2	8	1	15	1	15	1	15	1	6	1
Extended/Extra curricular	1	1	1	1	1	1	2	2	2	2	4	4	2	2	3	3	4	4	1	1	4	4
		27		27		29		17		27		22		10		17		12		11		12
TLRs for 16/17 (*additional post holder)		1a*		1a*		1a*		2b		1a*		2bc		2ab		2bc*		2ab		2ab		2ab
Additional post holders		2b		2b		2b				2ab						2a						
		Lit		Num						2ab												

TLRs payments are based on relative weightings, with core subjects and Humanities attracting the highest TLR payments

It is the school’s policy to make a financial distinction between posts which involve **leading** a subject as opposed to posts which operate as **second i/c**. This requires additional sub-divisions to the TLR structure.

TLR 1b	9,913
TLR 1a	7,857
TLR 2ca	6,646
TLR 2c	6,344
TLR 2bc	5,439
TLR 2b	4,532
TLR 2ab	3,627
TLR 2a	2,721
TLR 3	540-2,683 for a time-related project.

Please note:

- In line with the Trust's Recruitment Policy, any post which becomes vacant will lead to a review and a decision made as to whether the post is still required, or whether it should be managed differently
- Governors will apply safeguarding where particular posts no longer meet the overall needs of the school
- Amendments may be made during the course of the academic year to reflect recruitment issues. These will be reported to the LGB in the Autumn Term