



HART SCHOOLS TRUST

PAY & PROGRESSION POLICY

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PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff employed at the Thomas Alleyne Academy, including the head teacher. This policy will support staff development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers and support staff.

APPLICATION OF THE POLICY

The policy covers appraisal and will apply to the head teacher, teachers and support staff employed by the school, except those on contracts of less than one term and those undergoing induction (ie NQTs).

APPOINTING APPRAISERS

Head teacher

The task of appraising the head teacher, including the setting of objectives will be will the responsibility of the CEO of the Hart Learning Group. This arrangement will remain in place whilst the head teacher is also the MD of Hart Schools Trust. If the head teacher is not performing a dual role, the responsibility for setting the head teacher's appraisal targets will become the responsibility of the Managing Director of the Trust.

Teachers and support staff

Teachers and support staff will be appraised by their line manager.

APPRAISAL

Professional development in this school will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that school staff are able to continue to improve their professional practice and to develop in their role.

The Professional Review Period

The appraisal period will run for twelve months from September to August. Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Setting Objectives

The head teacher's priorities will be set by the CEO of Hart Schools Trust and will be shared with the Hart Schools Trust Board. The CEOs priorities will be set by the Hart Schools Trust board.

Priorities for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. They will be SMART (Specific, Measurable, Achievable, Realistic and Time-bound) and will be appropriate to that person's role and level of experience. The appraiser and appraisee will seek to agree the priorities but, if that is not possible, the appraiser will have final say. These may be revised if circumstances change.

The objectives set for each appraisee will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils. This will be ensured by quality assuring all priorities against the academy development plan or department development plan.

Before, or as soon as practicable after, the start of each appraisal period, each member of staff will be informed of the standards against which their performance in that appraisal period will be assessed.

REVIEWING PERFORMANCE

Professional Review Meetings

Staff performance should be an ongoing conversation throughout the year and line managers should review progress towards performance targets with their appraisee regularly during line management meetings. There will be two formal meetings in an academic year. In October there will be a formal professional review meeting in which line managers will complete paperwork to formally agree priorities for the following year and assess performance during the previous year. In April there will be a professional review mid-year meeting in which staff will receive constructive feedback on their performance and any changes to priorities are agreed.

Teacher Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion. Observations will be undertaken in accordance with the process outlined in the Staff Handbook and will not form part of pay decisions unless part of an overall concern with performance that is being managed through capability and disciplinary procedures.

In this school teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

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

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all staff take responsibility for improving their skills through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual members of staff.

Feedback

Staff will receive constructive feedback on their performance throughout the year. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of performance the appraiser will meet the member of staff formally to:

- give clear feedback about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;

- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns);
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the appraisee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

Transition to Capability

If the appraiser is not satisfied with progress, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Capability Policy, and will be invited to a formal capability meeting.

Annual Assessment

Staff performance will be formally assessed in respect of each appraisal period. This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place in the Spring term.

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

- details of the appraisee's priorities for the appraisal period in question;
- an assessment of the appraisee's performance of their role and responsibilities against their priorities and the relevant standards;
- an assessment of the appraisee's professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant

The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

Pay Progression

The annual appraisal review will be used to inform recommendations for pay progression. Teachers' pay progression will be agreed in line with the following government document.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832634/School_teachers_pay_and_conditions_2019.pdf

Pay progression for support staff will be in line with Hart Learning Group 'E' Grades. Where staff have TUPE from Herts County Council (HCC), their pay progression will be in line with the HCC 'H' Grades.

~~The head teacher will approve any pay recommendations that have been made.~~ Responsibility for decisions on pay progression is delegated to the Head teacher in consultation with the CEO. Senior Leadership salary changes will be reported on and approved by the Trust Board. The salary of the CEO will be approved by the Trust Group Remuneration Committee.

Teacher Progression to UPS

In order to be eligible to be assessed, teachers must have Qualified Teacher Status (QTS). There are no barriers to movement onto the upper pay scale that are connected with length of service and no requirement to be at the top of the main pay range, although in practice a teacher would usually be paid on the M6 pay rate. Teachers on UPS will be eligible for progression after 2 years on each UPS grade. Teachers can apply to move to UPS, or to the next UPS grade in September. Applicants will be invited to discuss their suitability for progression with the Head teacher and their line manager. The final decision will be confirmed by 31st October.

GENERAL PRINCIPLES UNDERLYING THIS POLICY

Confidentiality

The appraisal processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and governing body to quality-assure the operation and effectiveness of the appraisal system. The head teacher will review all staff appraisal records personally, in order to check consistency of approach and expectation between different appraisers.

Consistency of Treatment and Fairness

The head teacher and governing body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The governing body is aware of the guidance on the Equality Act issued by the Department for Education.

Monitoring and Evaluation

The governing body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

Retention

The governing body and head teacher will ensure that all written appraisal records are retained in the employee's personnel file.

LINKED POLICIES

- Capability Policy