



Leicestershire Traded Services

Bradgate Education Partnership Pay Policy for Teachers - 2016/2017 (Oct 16)

The governing body of The Pochin School adopted this policy on 21/03/17.

Trusted service

This procedure applies to all Teachers and the Head Teacher based at The Pochin School and should be read in conjunction with the associated Model Pay Policy Guidance.

Scope

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) 2016/17 'The Document', and has been consulted on with staff and/or the recognised trade unions.

In adopting this pay policy the aim is to:

- *maximise the quality of teaching and learning at the School*
- *support the recruitment and retention of a high quality teacher workforce*
- *enable the School to recognise and reward Teachers appropriately for their contribution to the School*
- *help to ensure that decisions on pay are managed in a fair, just and transparent way.*
- *Support the school improvement plan*
- *Support the school budget*

The Governing Body will agree the School budget and will ensure that appropriate funding is allocated for pay progression at all levels and in doing so recognise that funding cannot be used as a criterion to determine progression.

Appraisal

A scheme of Appraisal for all teaching staff will be used, in accordance with the requirements of the Education (School Teachers' Appraisal) (England) Regulations 2012. The scheme will be used across the whole academy teaching staff establishment.

Equal Opportunities

All pay-related decisions will be made to comply with relevant legislation including, as amended, the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

The Governing Body will promote equality of opportunity in all areas taking account of individual circumstances e.g. absence on maternity leave or long term sickness and make adjustments where appropriate.

Pay Committee

The Governing Body have established a Pay Committee (as part of the Finance Committee) in order to monitor pay decisions in this establishment. The terms of reference for the Pay Committee are attached at appendix B. The Pay Committee have fully delegated powers to make decisions on pay progression for all teachers in the school on behalf of the Governing Body.

It is the responsibility of the pay committee

These could include:

- *To ensure the application of the pay policy is undertaken in a fair and consistent way.*
- *To ensure all statutory and contractual requests are applied.*
- *To record all decisions and report back in general to the Governing Body.*
- *To recommend to the Governing Body the total amount of funding needed for pay progression.*
- *To ensure knowledge of pay issues is up-to-date and make the Governing Body aware when the pay policy needs to be updated.*

Members of the Pay Committee should not include employee Governors.

Pay Reviews

Determination of the remuneration shall be as follows:

- All Teachers: annually with effect from 1st September, with reviews having been conducted no later than 31st October each year
- Head Teacher: annually, and no later than 31st December each year.

All pay decisions, setting out the salary and any other financial benefits will be communicated to each member of staff in writing within 1 month of the pay determination. The Chair of Governors is responsible for notifying the Head Teacher.

Reviews may also take place at other times of the year to reflect any changes in job description or other circumstances that lead to a change in the basis for calculating an individual's pay.

Teachers will receive a written statement outlining the details of their pay after any review at the earliest opportunity and no later than one month after the determination.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Pay Committee will give the required notification as soon as possible and no later than 1 month after the date of the determination.

Appeals

A teacher may seek a review of any determination in relation to their pay by the Pay Committee. The procedure for submitting an appeal is detailed in Appendix C.

Pay Range for Head teachers

The Governing Body will determine a pay range for the Head Teacher, when:

- *it proposes to make new appointments,*
- or**
- *where there are significant changes to the serving Head teacher role.*

The Governing Body must take into account:

- *the appropriate School group size,*
- *all of the permanent responsibilities of the role,*
- *any challenges specific to the role*
- *any other relevant considerations.*

*The Head Teacher's pay range (including any additional payments), **must not** exceed the maximum of the School group size by more than 25%.*

These considerations apply to any determinations made within the leadership group after 1st September 2014.

The Governing Body will, as necessary, revise its determinations where there has been a significant change in the Head Teacher's responsibilities, and/ or a change in pupil numbers which would alter the School group size.

The Governing Body have identified an appropriate range of consecutive points, which will be used as the pay range for the Head Teacher.

As at 1st September 2016, the range is 17 to 22, and the School group size is currently Group 1.

The performance progression of the Head Teacher, will be considered by the Pay Committee on the recommendation of the Chair of Governors with advice from the External Adviser/CEO.

Changes to the determination of leadership group pay will only be applied to individuals appointed to a leadership post on or after 1st September 2014, or whose responsibilities have significantly changed after that date.

Follow National Guidance on pay, apply for all staff the same % increase.

Local Governing Bodies to seek clarification with Trust Board on any proposed group / ISR change to a school. Seek advice from CEO and HR prior to making a decision.

Pay Range for Deputy Head teacher

The Governing Body will determine a pay range for the Deputy Head Teacher when:

- *it proposes to make new appointments,*

or

- *where there are significant changes to the serving deputy.*

It should take account of the responsibilities and challenges of the role(s). The pay range set must be within the leadership scales and not exceed the maximum of the School group size. There are no differentials set within the leadership scale and the deputy pay ranges can overlap or one can exceed the other.

The pay range for the deputy should only overlap the Head Teacher's pay range in exceptional circumstances.

The Governing Body have identified a pay range of 5 consecutive points on the leadership group pay spine which will be used as the pay range for the Deputy Head Teacher.

As at 1st September 2016, the range is L6 to L11 and the School group size is currently Group 1.

The pay progression of all Teachers on the leadership spine, except that of the Head Teacher, will be considered by the Pay Committee on the recommendation of the Head Teacher.

Pay progression within the range for this post is not automatic and is subject to annual review of performance.

The Local Governing Body will award one progression point for successful completion of performance management review.

The Local Governing Body have determined that they will award 2 progression points for exceptional performance *as identified in appraisal planning and either leading to rapid school improvement or personal contribution to outstanding standards across the academy*

For Deputy Head Teacher the yearly pay review will be applied from 1st September of each year, based on the previous academic year's performance review.

Changes to the determination of leadership group pay will only be applied to individuals appointed to a leadership post on or after 1st September 2016, or whose responsibilities have significantly changed after that date.

Pay Progression

Note:

With effect from 1st September 2016, all classroom teachers/leadership group members paid on the minimum of their pay range/band, their salary – excluding any allowances – must be uplifted to the new minimum.

For all other classroom teachers/leadership group members, schools must determine – in accordance with their pay policy – how to take account of the uplift to the national framework in making individual pay progression decisions.

Annual pay progression all posts is not automatic and is subject to annual review of performance. The governing body will consider whether to award pay progression points in line with the table below and as further described in the sections below.

Pay Range	Standard progression	Accelerated Progression
Unqualified teachers	1 Point	2 points
Main	1 Point	2 points
Upper	1 point after 2 consecutive successful reviews	2 points after 2 consecutive successful reviews
Leadership	1 point	2 points

All Teaching & Leadership Posts: Pay Progression based on Performance

In this School all Teachers are subject to the annual appraisal process that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. In addition, all can expect to receive regular, constructive feedback on their performance. The arrangements for appraisals are set out in the School's Appraisal Policy.

For all Teachers it will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

Decisions regarding pay progression will be made with reference to appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

Title: Pay Policy for Teaching Staff
Version: v2016 – MA1
Agreed at: JPR
Date Agreed: 7th September 2016
Review date: September 2017

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this School we will ensure fairness by:

- *Continuing professional development for all appraisers*
- *Standardisation of judgements will be made through joint observations*
- *Consideration is made of a range of evidence*
- *Objectives set for all teaching staff informed by the school development plan and the teachers standards 2012*
- *Moderation across BEP informing judgement of assessment*

The evidence we will use will include:

Observation

Observation of classroom and leadership practice 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 by those with QTS.

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, the Head Teacher 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.

Other means of assessing performance may include (triangulate):

- *Planning and work scrutiny;*
- *Termly meeting with appraiser;*
- *Mid-cycle review meeting with appraiser;*
- *Observation / scrutiny of leadership and management activities where appropriate;*
- *Other feedback obtained during the cycle relevant to the Teacher's overall performance;*
- *Focussed and moderated APP work with specific groups;*
- *Learning walks;*
- *Pupil behaviour and their management;*
- *Attendance rates of pupils;*
- *Quality of learning environment;*
- *Pupil attitude survey;*
- *Specific internal as well as external tests;*
- *Lesson plans and showcase innovative approaches;*
- *Pupil conferences*
- *Performance management reviews to include: work scrutiny, lesson observations, student voice,*

- learning walks, planning checks*
- *Department review reports*
 - *Contribution towards school improvement plan*
 - *Formal and informal observations*
 - *Self-assessment*
 - *Peer review*
 - *Tracking pupil progress*
 - *Review of meeting leadership and management targets*

In this School, judgements of performance will be made against:

<i>Point Given</i>	<i>Criteria – Cross Ref to the Performance Management Policy</i>
<i>0</i>	<p><i>Not Met</i></p> <ul style="list-style-type: none"> • <i>Progress of a significant group and/or the whole class has been less than good</i> • <i>There are some areas of concern regarding consistently meeting teaching standards</i> • <i>No significant contribution to wider school effectiveness</i> • <i>Targets not met</i>
<i>1</i>	<p><i>Met</i></p> <ul style="list-style-type: none"> • <i>Progress overall has been good with teaching and learning over time having no significant concerns</i> • <i>Consistently meets the Teaching Standards</i> • <i>There has been a significant contribution to the school development plan and the contribution to whole school effectiveness has been good</i> • <i>Leadership of Teaching and Learning and/or coaching of a colleague has been successful</i> • <i>Targets met</i> • <i>Progress overall has been good with teaching and learning over time having no significant concerns</i> • <i>Consistently meets the Teaching Standards</i> • <i>There has been a significant contribution to the school development plan and the contribution to whole school effectiveness has been good</i> • <i>Leadership of Teaching and Learning and/or coaching of a colleague has been successful</i> • <i>Targets met</i>
<i>2</i>	<p><i>Exceptional</i></p> <ul style="list-style-type: none"> • <i>Progress and teaching over time has been outstanding including vulnerable groups such as SEND and PP</i> • <i>Fully meets Teaching Standards</i> • <i>A lead role in a school priority or project has been highly successful</i> • <i>Outstanding contribution to wider school effectiveness that impacts on the school community and wider community</i>

Title: Pay Policy for Teaching Staff
Version: v2016 – MA1
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Date Agreed: 7th September 2016
Review date: September 2017

- | | |
|--|---|
| | <ul style="list-style-type: none">• <i>Targets exceeded</i> |
|--|---|

Appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Finance Committee for the Local Governing Body, having regard to the appraisal report and taking into account as follows:

Advice from the Head Teacher will be sought.

The Local Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

In this academy, 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
- wider contribution to the work of the school

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of absolute criteria, as follows

NQTS and RQTs

NQTs will move from up a point following successful completing of year. Expectations on NQTs and RQTs should be realistic and fair especially when considering contribution to wider school effectiveness. Teachers in their third year and beyond should reasonably be expected to take a greater responsibility for whole school effectiveness.



Progression on the Upper Pay Range

Teachers on the upper pay range will be awarded pay progression by:

Progression from UPS1 to UPS 2 and UPS3 is by application after 2 years. The expectations of developing people and enhancing the quality of teaching will be made explicit at the annual appraisal review. An application must have clear evidence of the impact of coaching and mentoring. With exceptional performance, UPS progression may be judged as annual (HT discretion).
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Leadership Pay Progression

Leadership posts must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the School and will be subject to a review of performance against objectives before any pay progression will be awarded.

Title: Pay Policy for Teaching Staff
Version: v2016 – MA1
Agreed at: JPR
Date Agreed: 7th September 2016
Review date: September 2017



Movement to the Upper Pay Range

Applications and Evidence

Any qualified Teacher may apply to be paid on the upper pay range and all applications will be assessed in line with this policy. It is the responsibility of the individual teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications may be made at least once a year. All applications need to be received by the Headteacher by the 31st October.

STPCD states that all pay determinations are effective from 1st September, therefore an application that is received from a qualified teacher by 31st October which is supported, would see the progression being effective from 1st September of that academic year.

Applications received after 31st October would be expected to see any uplift effective from 1st September the following year.

Progression from UPS1 to UPS 2 and UPS3 is by application after 2 years. The expectations of developing people and enhancing the quality of teaching will be made explicit at the annual appraisal review. An application must have clear evidence of the impact of coaching and mentoring. With exceptional performance, UPS progression may be judged as annual (HT discretion).

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

Where Teachers are subject to the 2011 regulations or the 2012 regulations, the Pay Committee shall have regard to the assessments and recommendations in Teachers appraisal reports under those regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria).

Applications should contain evidence from:

- Applications should be made in writing to the Head Teacher
- Performance Management Portfolio of two years to show objectives have been fully met (previous two successful performance management cycles)

The Assessment

An application from a qualified teacher will be successful where the Pay Committee is satisfied that:

- the teacher is highly competent in all elements of the relevant teachers standards;

Title: Pay Policy for Teaching Staff
Version: v2016 – MA1
Agreed at: JPR
Date Agreed: 7th September 2016
Review date: September 2017

AND

- the teacher's achievements and contribution to the School are substantial and sustained.

For the purposes of this pay policy:

- **'highly competent' means**

Performance which is not only good (with significant impact on the progress of pupils characterised by progress data which is above school expectations) 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 (as evidenced in the improving progress of pupils in the relevant classes).

- **'substantial' means:**

Performance that is 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:**

Performance is maintained continuously over a long period i.e. over 2 years

The application will be assessed:

The Head Teacher will assess the application robustly, transparently and equitably and will make recommendations to the Local Governing Body. It is the Local Governing Body who will make the final determination.

Processes and procedures

The assessment will be made within/by

The applicant will receive a response to their application in 15 days as of the 31st October.

If successful, applicants will move to the upper pay range from:

If successful, applicants will move to the upper pay range as of the 1st September (so back pay will be backdated if necessary). There will be a single date for all moves to the Upper Pay Range. Governors will decide the pay point on the UPR to which the successful applicant should move based on:

- 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 (verbally) within five days of the decision being made.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the Schools Appeals Procedure.

Teaching Posts Pay Ranges

The pay ranges for Teaching posts, for the academic year 2016/17, are as follows:

	Scale Points	Salary
Unqualified Teacher Pay Range	1	£16,461
	1.5	
	2	£18,376
	2.5	
	3	£20,289
	3.5	
	4	£22,204
	4.5	
	5	£24,120
	5.5	
	6	£26,034
Main Pay Range	1	£22,467
	1.5	
	2	£24,243
	2.5	
	3	£26,192
	3.5	
	4	£28,207
	4.5	
	5	£30,430
	5.5	
	6	£32,835
Upper Pay Range	1	£35,571
	1.5	
	2	£36,889
	2.5	
	3	£38,250

Leading Practitioners Pay Ranges

The Governing Body has determined that there are to be no leading practitioner posts. This provision will be reviewed in annually.



Title: Pay Policy for Teaching Staff
 Version: v2016 – MA1
 Agreed at: JPR
 Date Agreed: 7th September 2016
 Review date: September 2017

Part time Teachers

Teachers employed on an ongoing basis at the School but who work less than a full working week are deemed to be part-time. The Governing Body will give part time teachers 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 Schools timetabled teaching week for a full-time teacher in an equivalent post.

Supply Teachers – Paid on M3

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. 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 academy's timetabled teaching week for a full-time teacher in an equivalent post.

Any other Supply Staff will be informed as to the rate of pay which the school is offering prior to them undertaking the work. Exceptional circumstances may mean that an academy will pay beyond M3 for high demand subjects, rate to be agreed with academy prior to working.

Teaching & Unqualified Teaching Posts: Basic Pay Determination on Appointment

The Governing Body will determine the pay range for a vacancy prior to advertising it. In making such determinations, the Governing Body may take into account a range of factors, including:

These options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments:

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

On appointment it will determine the starting salary within that range to be offered to the successful candidate.

There is no assumption that a Teacher (qualified or unqualified) will be paid at the same rate as they were being paid in a previous School.

The Governing Body will pay an unqualified teacher on one of the employment- based routes into teaching on (*refer to either the qualified Teachers' range or the unqualified Teachers' range; stated in the STPCD £16,298 - £25,776.*

Special Education Needs Allowance

A Special Educational Needs (SEN) allowance of (£2,603 – £4,075) will be awarded in accordance with the terms of paragraph 21, Section 2, Part 4 of the latest STPCD to :

- *if a mainstream School - all classroom Teachers in a SEN post that requires a mandatory qualification and involves teaching pupils with SEN.*

Unqualified Teachers Allowance

The Local Governing Body will not pay any unqualified teacher's additional allowances

As an academy we will exercise the right to employ unqualified teachers as the need arises. Range as stated in STPCD £16,298 - £25,776

Discretionary Allowances & Payment

The Local Governing Body have determined that they will not award any discretionary allowances or payments.

Recruitment and Retention Incentives and Benefits

The Local Governing Body have determined that they will not award any recruitment and retention incentives.

Residential duties

The Local Governing Body have determined that they will not award any payments for residential duties.

Discretionary Allowances and Payments to Head Teacher and wider Leadership team

The new approach to setting pay for Head Teachers will make additional payments by means of allowances largely unnecessary. The exception to this will be for temporary or irregular responsibilities or other very specific reasons which it is not appropriate to incorporate into permanent pay, such as housing or relocation costs. Such payments will be time-limited from the outset and cease when the responsibility ceases or circumstances change. Safeguarding will not apply to such payments. The total value of the salary and temporary payments made to a Head Teacher in any one year will not exceed 25% above the maximum of the group size for the School.

The principles for payment of allowances for members of the wider leadership group (except lead practitioners) will be consistent with those for Head Teachers.

This approach and these principals however will only be applicable if pay setting for the leadership group is changed to reflect the new provisions, i.e. after 1st September 2016. In this School these changes have not yet been necessary and as such discretionary allowances and payments will continue until such changes are implemented.

Honoraria

The Document, and therefore this schools pay policy, does not provide for the payment of bonuses or so-called 'honoraria' in any circumstances.

Additional Information

Salary Determinations

The determination of the remuneration of a Teacher (including Leadership) will be made annually with effect from 1st September.

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.

Pay changes by mutual consent

Any member of staff wishing to request a reduction in responsibility and pay should do so in writing. This request will be considered by the Pay Committee and a decision will be made taking into account the request from the teacher and the operational requirements of the School.

Monitoring the impact of the Policy

The Local Governing Body (Pay Committee) will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of Teachers to assess its effect and the School's continued compliance with equalities.

Appendix A – School Staffing Structure

- **Headteacher**
- **Deputy Headteacher**
- **Teachers**

Appendix B – Terms of reference for Pay Committee

See Terms of Reference for the Finance and Audit Committee.

Appendix C – Schools Appeals Procedure

The arrangements for considering appeals are as follows:

At the formal stage of the appeals procedure the teacher has the right to put their case to the Local Governing Body appeal panel and is entitled to be accompanied by a colleague / trade union representative

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination. That the person or committee by whom the decision was made:

- incorrectly applied any provision of the STPCD;
- incorrectly applied the Schools pay policy
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

- 1) The teacher is informed of the pay recommendation to be made to the pay committee and where applicable the basis on which the decision was made.
- 2) If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Head Teacher.
- 3) Pay recommendations should be made to the pay committee to make pay determinations.
- 4) Pay decision is confirmed in writing.
- 5) Where the teacher is still dissatisfied, they may follow a formal appeal process.
- 6) The teacher should set out in writing the grounds for appeal and send it to the individual (or committee) who made the determination, within 10 working days of the notification of the decision of the pay committee or of the outcome of the discussion referred to above.

Title: Pay Policy for Teaching Staff
Version: v2016 – MA1
Agreed at: JPR
Date Agreed: 7th September 2016
Review date: September 2017

The appeal will be considered by an appeals committee in accordance with the Schools Appeals Procedure. The appeal's committee will comprise of different members to the original pay committee.

Appendix to template Pay Policy

EXAMPLES OF APPROACHES TO PAY PROGRESSION BASED ON PERFORMANCE

Example 1 – Absolute performance measures

In this the, School 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 (insert here any specific impacts the School may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of Teachers or other staff; wider contribution to the work of the School).

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of absolute criteria (it may be helpful to indicate here the size of individual pay progression increases that may result for each category, e.g. an increment of £x).

Teachers will be eligible for a pay increase of £x if (insert here what the minimum expectations are – e.g. "they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding").

Teachers may be eligible for £y if (insert here the level of performance that may lead to less rapid progress in a year – e.g. "they meet all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good"). Teachers will be eligible for £z if (insert here how the highest performing Teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that "they exceed all their objectives, are assessed as fully meeting the relevant standards and all of their teaching is assessed as outstanding").

Example 2 – Relative performance measures

In this, the School 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 (insert here any specific impacts the School may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of Teachers or other staff; wider contribution to the work of the School).

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of relative criteria (it may be helpful to indicate here the size of individual pay progression increases that may result for each category, e.g. an increment of £x)

Teachers will be eligible for a pay increase of £x if (insert here what the minimum expectations are – e.g. "they are judged as being within the top 20/15/x% of Teachers in their School").

Teachers may be eligible for £y if (insert here the level of performance that may lead to less rapid progress in a year – e.g. “they are judged as being within the top 40/30/ y% of Teachers in their School”).

Teachers will be eligible for £z if (insert here how the highest performing Teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that “they are judged as being within the top 10/5/z% of Teachers in their School”).

Example 3 – Combination of absolute and relative performance measures

In this School’s 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 (insert here any specific impacts the School may wish to take into account, e.g. impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of Teachers or other staff; wider contribution to the work of the School).

The rate of progression will be differentiated according to an individual Teacher’s performance and will be on the basis of a combination of absolute and relative criteria (it may be helpful to indicate here the size of individual pay progression increases that may result for each category, e.g. an increment of £x).

Teachers will be eligible for a pay increase of £x if (insert here what the minimum expectations are – e.g. “they meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding”).

Teachers may be eligible for £y if (insert here the level of performance that may lead to less rapid progress in a year – e.g. “they meet all their objectives, are assessed as meeting the relevant standards and all teaching is assessed as at least good”). Teachers will be eligible for £z if (insert here how the highest performing Teachers will be able to make quicker progress up the pay range – e.g. the expectations will be that “they are judged as being within the top 10/5/x% of those Teachers in their School who also meet the absolute expectations for progression”).



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Title: Pay Policy for Teaching Staff

Version: v2016 – MA1

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