



Teachers Pay and Performance Management Policy

September 2021 to August 2022

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This pay policy complies with the most current School Teachers' Pay and Conditions Document (STPCD) and applies to all teaching staff employed at schools within The White Horse Federation.

This Pay policy is subject to consultation with unions and any further changes will be subject to full consultation; the policy has been implemented with the agreement of the JCNC

This pay policy will be updated in line with future changes to the STPCD but the STPCD document itself will take precedent over this policy when changes are introduced

1. BASIC PRINCIPLES

- 1.1 The WHF Teachers Pay and Performance Management Policy is based on the School Teachers Pay and Conditions 2020 (STPCD 2020) which can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/920904/2020_STPCD_FINAL_230920.pdf
NB to be updated once released

The statutory pay arrangements give significant discretion over pay progression and the awarding of allowances. Decisions on the way these discretions are used are the delegated responsibility of the Trustees Pay and Remuneration Committee advised by the Executive Directors and individual school Principals when appropriate and are detailed in the policy. All pay-related decisions are made taking full account of the individual school development/improvement plan, teachers and Trade Unions (via the JCNC) who will be consulted each year on the principles contained in this policy.

- 1.2 In adopting this pay policy the aim is to:

- Assure the quality of teaching and learning at the schools
- Support the recruitment and retention and reward teachers appropriately
- Ensure accountability, transparency, objectivity and equality of opportunity
- Secure WHF as an employer of choice

1.3 All pay related decisions are taken in compliance with the Education (School Teachers Appraisal) (England) Regulation 2012 (the Appraisal Regulations), Equalities Act 2010 and the Employment Relations Acts of 1996, 1999 and 2002, Part timer workers (Prevention of less Favourable Treatment) Regulations 2002, the Agency Worker Regulations 2010.

1.4 Any amendments to the policy will be discussed with school staff and unions representatives via the JCNC.

1.5 Schools (and the Federation), when taking pay decisions, must have regard both to this pay policy and to the teacher's particular post within the staffing structure. A copy of the staffing structure – revised as appropriate should be attached to the pay policy for each school. The HR team will ensure that each member of staff is provided with a job description identifying key areas of responsibility and these will be reviewed from time to time to reflect the needs of the school with the Principal and agreed with the member of staff.

2. SETTING AND REVIEWING PAY

2.1 Prior to starting employment any job offer will be confirmed with the inclusion of a salary statement, which gives details of the teacher's salary and any allowances payable. The statement will also outline details of temporary allowances and include the end date and reason for the temporary nature of the allowance.

2.2 The Federation will apply the principles of pay portability and teachers' salaries will be assessed as outlined in the STPCD.

2.3 Newly Qualified Teachers in their first year will normally be paid on the minimum of the Main Pay Range however TWHF may use discretion to award a higher point to reflect any relevant experience.

2.4 The Trustees will delegate pay powers to the pay and remuneration committee which will review every qualified teacher's salary and allowances with effect from 1 September and no later than 31 October for teachers on the unqualified, main, upper and leadership pay ranges and Principals by 31 December. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that affect the structure of the teacher's pay. The terms of reference for the pay and remuneration committee is outlined at Appendix A

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

2.6 The pay and remuneration committee trustees will not make judgements about the effectiveness of individual staff. Their role is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and in accordance with the Policy, and that correct procedures have been followed. A template will be provided to the Principal each year by the HR Team for the Principal to recommend pay awards to the Executive Directors. These Directors will review the recommendations and report to the Trustees on the pay and remuneration committee. The committee will ensure that the allocation of pay is consistent with the overall standard of teaching in the school and the outcomes for pupils. Principal pay recommendations will be made by the Executive Directors and reviewed by the CEO.

2.7 Appraisals will take place annually in the Autumn term in accordance with the teachers' performance management procedure. Following this, any recommendations that have an impact on pay, will be considered by the Pay and

remuneration committee. Increases in pay as a result of an appraisal will be effective from 1 September each year and backdated to 1 September.

2.8 This policy will apply to all of our schools except those involved in the pilots detailed below.

It is the intention of TWHF to move away from an annual performance management procedure linked to student data, but to instead create a professional learning environment and reward staff for committing to and undertaking professional development leading to improved standards and outcomes for students.

TWHF have initiated a number of Pilots from September 2019 at Devizes, Drove and Southwold schools to develop and refine the policy before adopting across TWHF.

The pay scales detailed in this policy will apply to all schools within TWHF.

2.8 Any discrepancy in pay should be discussed with the Principal/individual in the first instance. When it becomes evident that an employee has been overpaid then arrangements should be made to repay the sum at least over the same period that the payment has been overpaid unless there are cases of hardship. In all cases a suitable repayment plan should be first agreed with the employee before money is reclaimed.

2.9 The Appeals Procedure is outlined at Appendix B.

3. CONFIDENTIALITY

3.1 All matters in relation to the pay of individuals are confidential and copies of salary statements will be held securely on the personnel file (electronic or paper). The individual member of staff will have the right of access to his/her file.

4. EQUALITIES AND PERFORMANCE RELATED PAY

4.1 The Trustees will ensure that all processes are open, transparent and fair and will comply with the statutory appraisal regulations and that all relevant staff are trained appropriately. Assessment of teachers will be based on a range of sources as identified in the TWHF Teachers Pay and Performance Management Policy. Teachers are responsible for providing any evidence to support meeting objectives, the teacher standards and other criteria determined by the school. When producing documentation, consideration should be given to the teachers workload following the DfE Guidance in the Making Data Work report.

4.2 The Principal will moderate objectives and performance assessment and initial pay recommendations to ensure consistency and fairness

4.3 The pay and remuneration committee will annually monitor the outcomes of pay decisions, including the extent to which different groups of teachers may progress at different rates, ensuring continued compliance with equalities legislation.

5. LEADERSHIP GROUP

5.1 Pay Range for Principals/Vice Principals and Assistant Principals

5.1.1 The pay and remuneration committee will determine the pay range for the principal and for vice and assistant principals when they propose to make a new appointment or at any time their responsibilities have significantly changed.

5.1.2 When determining the principal pay range the pay and remuneration committee must take into account all the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations

5.1.3 The pay and remuneration committee must calculate a principal group in accordance with the current STPCD and agree a principal pay range within this group. Leadership pay scales are attached at Appendix C(a) and by group size are attached at Appendix C(b)

5.1.4 The pay and remuneration committee will award a 7-point scale for a Principal and 5-point scale for Vice/Assistant Principal

5.1.5 Pay ranges for principals should not **normally** exceed the maximum of the principal group. However, in exceptional circumstances the principal pay range may exceed the maximum where the Trustees' pay and remuneration committee determines that circumstances specific to the role or candidate warrant a higher than normal payment. The pay and remuneration committee must ensure that the maximum of the principals pay range and any additional payments does not exceed the maximum of the principal group by more than 25% unless in exceptional circumstances and where supported by a business case. The Trustees must seek external independent advice before confirming the decision.

5.1.6 Where the pay and remuneration committee has exercised this discretion the maximum of the vice or assistant principals pay range must not exceed the maximum of the principal group for the school.

5.1.7 When setting pay ranges, the pay and remuneration committee should apply differentials to reflect the varying responsibilities within the leadership group and the school

5.1.8 The Trustees' pay and remuneration committee may determine that discretionary temporary payments be made to a principal for any temporary responsibilities or duties that are in addition to the post for which their salary has been determined in line with the STPCD

5.1.9 The total sum of the discretionary payments made to a principal in any school year must not exceed 25% of their annual salary as supported by a business case.

5.1.10 The total sum of salary and discretionary payments made to a principal must not exceed 25% above the maximum of the principal group unless in wholly exceptional circumstances and with the agreement of the pay and remuneration

committee as supported by a business case.

5.1.11 In accordance with the STPCD, no other additional allowances may be paid to Principals.

5.1.11 When a principal is appointed as a principal of more than one school on a permanent basis, the relevant body must calculate the principal group by the application of the total unit score of all the schools for which they are responsible and the level of challenge.

5.1.12 The pay and remuneration committee must consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment since the previous pay determination within the agreed pay range.

5.1.13 The pay and remuneration committee must decide how pay progression will be determined subject to the following:

- Any decision whether or not to award pay progression must be related to the individual's performance as assessed through the school's appraisal arrangements
- The performance criteria for principals will be informed by the four 'Excellent as Standard' domains, as per the National Standards of Excellent for Head Teachers' framework.
- A recommendation on pay must be made in writing as part of the individual's appraisal report and the pay and remuneration committee must have regard to this recommendation
- In order to reach a decision whether or to award pay progression the pay and remuneration committee must seek to agree objectives with the individual relating to school leadership and management and pupil progress. Objectives for school based teachers and Leadership will be agreed by the Principal or member of SLT with PMR responsibility. The objectives for the Principals will be agreed with the Sector Director and/or the CEO
- Pay decisions must be clearly attributable to the performance of the individual
- Continued good performance, evidenced by the most recent appraisal should give the individual an expectation of progression up the pay range

The Principal Competency Framework can be found App G

6. QUALIFIED CLASSROOM TEACHERS

The pay and remuneration committee will determine the starting salary of a

classroom teacher post on the main pay range or upper pay range.

6.1 Main pay range

6.1.1 For pay determinations from 1 September 2020 the pay panel will use the following points:

Main pay range	Salary
M1	£25,714
M2	£27,600
M3	£29,664
M4	£31,778
M5	£34,100
M6	£36,961

6.1.2. The pay and remuneration committee expects all teachers to perform at the highest possible level and to continue to improve their professional practice year on year. Appraisal objectives will be progressive and developmental, thereby ensuring that good performance is rewarded and that good teachers have the opportunity over a number of years, to progress to the maximum of their respective pay range.

Within the WHF, 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.

6.1.3 In the case of NQT's, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. NQTs will be awarded pay progression on the successful completion of induction.

6.1.4 Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain as supported by the Principal and Executive Director. It will be possible for a 'no progression' determination to be made and this may be without recourse to the capability procedure.

6.1.5 A teacher will be eligible for annual performance pay progression through the appraisal process where they:

- 1) have been assessed as meeting all of the teaching standards, throughout the assessment period and performance assessed as 'good' overall

- 2) have had their quality of teaching, learning and assessment judged as at least good overall during the assessment period;
- 3) have been assessed as meeting the requirements of their job description/job role;
- 4) meet their individual performance management objectives;
Consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives; failure to meet all objectives will not automatically result in the denial of pay progression
- 5) have demonstrated a personal responsibility for identifying and fully participating in CPD provided to meet their needs.

The evidence which will be considered in assessing performance will include:

- pupil progress data;
- scrutiny of pupils' work
- quality of teaching against the Teaching Standards, including observed practice;
- self-assessment;
- professional dialogue;
- received feedback from the line manager;
- performance management statements;

The Main Scale Competency Framework demonstrates the standards required – see Appendix F

Where a teacher has been absent for some or all of the assessment period, an assessment will be based on performance during any periods of attendance under the guidance of HR.

6.1.6 If a teacher demonstrates exceptional performance overall the pay and remuneration committee may award (one/two) additional progressions points on the main pay range.

6.1.7 Reviews will be deemed to be successful unless the performance pay progression criteria set out above are not met and there are significant concerns about standards of performance which have been raised in writing with the teacher during the annual appraisal cycle. It should be made clear that the member of staff may not progress and support and CPD must be offered. A decision not to award pay progression may be made without recourse to capability procedures however any concerns will be recorded as part of the appraisal process. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.

6.1.8 Where a decision not to progress pay or to formal capability procedure is made, the teacher will be supported by the school through the appraisal process to improve their performance.

6.1.9 A teacher employed full-time must be available for work for 195 days, of which:

- a) 190 days must be days on which the teacher may be required to teach pupils and perform other duties; and
- b) 5 days must be days on which the teacher may only be required to perform other duties; and

those 195 days must be specified by the employer or, if the employer so directs, by the Principal.

6.2 Post threshold teachers

6.2.1 Any qualified teacher can apply to be paid on the upper pay scale. The post threshold progression process and application is included in Appendix D and the Upper Pay Scale Progression request form in Appendix H

The Upper Pay competency framework can be found Appendix E.

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 may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form in Appendix H at the appraisal meeting with their two most recent appraisal reviews.

If a WHF teacher works in more than one WHF academy, the Principal at the main academy (as determined by the largest FTE size) will determine whether the application is successful based on the collective evidence.

6.2.2 The upper pay ranges in the White Horse Federation have been divided as follows:

Upper Pay Range	
Performance Progression point 1 (UPS1)	£38,690
Performance Progression point 2 (UPS2)	£40,124
Performance Progression point 3 (UPS3)	£41,604

6.2.3 In addition to the criteria set out in 6.1.5 the teacher will be required to meet the criteria set out in the STPCD that:

- the teacher is highly competent in all elements of the teaching standards; and,
- the teacher's achievements and contribution to the school are substantial and sustained.

In TWHF, this means that the teacher has consistently

- demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period:

- been assessed as meeting their performance management objectives over a sustained period;

and in addition that;

- teaching, learning and assessment has been rated as good overall, with some outstanding, over a sustained period;
- the teacher has demonstrated over a sustained period an ability to support some pupils to exceed expected levels of progress/achievement;
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning;
- the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include:
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice;
 - contributing to policy and practice which has improved teaching and learning across the school;

Where teachers have been absent through sickness, disability or maternity they may cite written evidence over a 3-year period before the date of the application

Highly competent in TWHF means:

The teacher's performance is assessed as having excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards and the new National Curriculum in the particular role they are fulfilling and the context in which they are working.

Substantial in TWHF means:

The teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom but also in making a significant wider contribution to school improvement which impacts on pupil progress and the effectiveness of staff and colleagues.

Sustained in TWHF means:

The teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives; they will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

6.3. Progression on UPS

6.3.1 From 1 September 2020 the pay and remuneration committee will determine whether there will be any movement on the upper pay scale based on a successful

appraisal and evidence that the teacher is highly competent in all elements of the relevant standards. See Appendix H

6.3.2 The teacher will be required to meet the criteria set out in the STPCD that:

- the teacher is highly competent in all elements of the relevant standards and
- the teacher's achievements and contribution to the school to the school are substantial and sustained (See 6.2.3 for definitions)

6.3.3 Where there is evidence that the teacher has made good progress and continues to maintain the criteria set out above and have made good progress towards their objectives the teacher will move to the next point on the upper pay scale.

6.3.4 Where a teacher's performance is exceptional and they have exceeded their objectives they may progress from the minimum to the maximum of the upper pay scale.

6.4 Leading Practitioners

The pay panel will pay any teacher appointed to a Leading Practitioner post in accordance with paragraph 16 of the most current STPCD. The school shall determine an individual pay range within the leading practitioner pay range. The pay and remuneration committee determine that different posts within the school are paid on different individual pay ranges. The school will ensure that there is enough scope for performance related progression over time.

The pay range for a Leading Practitioner is £42,402 - £64,461pa

6.5. Unqualified teachers

6.5.1 The pay and remuneration committee will pay an unqualified teacher in accordance paragraph 17.1 of the most current STPCD. The school will appoint to the minimum of the scale unless the teacher has relevant qualifications or experience that warrants their appointment to a higher point. The Pay panel may determine an additional award where the teacher:

- taken on a sustained additional responsibility which is:
- focussed on teaching and learning; and
- requires the exercise of a teachers' professional skills and judgement:
or
- qualifications or experience which bring added value to the role s/he is undertaking.

6.5.2 For pay determinations from 1 September 2020 the pay and remuneration committee will use the following unqualified scale points:

Unqualified scale point	Per annum
UnQ 1	£18, 419 ¹⁶⁹
UnQ 2	£20, 532 ²⁸²
UnQ 3	£22, 644 ³⁹⁴
UnQ 4	£24,507
UnQ 5	£26,622
UnQ 6	£28,735

6.5.3 To progress by one point through the unqualified pay scale teachers will need to have made good progress towards their objectives and have shown evidence of:

- An improvement of teaching skills
- In increasing positive impact on pupil progress
- In increasing impact on wider outcomes for pupils
- Improvements in specific elements of practice identified to the teacher
- An increasing contribution to the work of the school
- An increasing impact on the effectiveness of staff and colleagues

6.5.4 If an unqualified teacher demonstrates exceptional performance, the pay and review committee may award (one/two etc) additional points on the unqualified pay scale.

6.5.5 The TWHF Teachers Pay and Performance Management Policy sets out the sources of evidence used to demonstrate progress.

7. DISCRETIONARY ALLOWANCES AND PAYMENTS

7.1 Teaching and Learning Responsibility Payments (TLRs) (**only payable to qualified teachers**).

Permanent TLRs will be awarded to the holders of the posts indicated in the attached individual school staffing structure.

7.1.2 Criterion

A Teaching and Learning Responsibility TLR1 or TLR2 payment may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued

delivery of high-quality teaching and learning for which they are made accountable.

7.1.3 Factors

Before awarding a TLR, the pay and remuneration committee must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that

- a) is 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 pupils other than the teacher's assigned classes or groups of pupils; and
- e) involves leading, developing and enhancing the teaching practice of other staff.

Before awarding a TLR1 the pay and remuneration committee must also be satisfied that the 'significant responsibility' referred to above includes in addition line management responsibility for a significant number of people.

7.1.4 Values

The values of TLRs must fall within the following ranges:

The annual value of a TLR1

Minimum (TLR 1A)	£8,291
(TLR 1B)	£10,204
(TLR 1C)	£12,117
Maximum (TLR 1D)	£14,030

The annual value of a TLR2

Minimum (TLR2A)	£2,873
(TLR2B)	£4,945
Maximum (TLR2C)	£7,017

The values of TLRs to be awarded will be set out in the schools staffing structure. Posts of equal weight will attract equal value.

7.1.5 TLR3 payments may be awarded for a fixed-term period. The Principal in agreement with the Sector Director must be satisfied that the responsibilities meet the criteria set out in the STPCD and that they are awarded for delivery of a significant responsibility in relation to a clearly time-limited school improvement or one-off externally driven project and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

7.1.6 The Principal in agreement with the Sector Director will determine what projects should attract a TLR3 Allowance and the value of those allowances having regard to the context, nature and complexity of the responsibility.

The annual value of a TLR3 is a minimum of £571 pa up to a maximum of £2833 pa

7.1.7 A recommendation to award a temporary TLR payment will be discussed with staff and where appropriate school reps. The Principal may invite teachers to express interest in relevant projects and will allocate TLR3s on the basis of an assessment, through professional dialogue, of which teacher has the relevant skills and knowledge required for the specific project.

7.2 Special Educational Needs allowances (SEN)

7.2.1 An SEN allowance of no less than £2,270 pa and no more than £4,479 pa will be paid to eligible classroom teachers under the provisions of the STPCD.

7.2.2 Where an SEN allowance is paid the spot value will be determined by taking account of the schools' SEN provisions and:

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

7.3 Salary Safeguarding

7.3.1 Salary safeguarding will be paid to eligible teachers under the provisions of the STPCD.

7.3.2 Safeguarding details will be confirmed in writing to the teacher and will be reviewed annually to ensure that the teacher remains eligible to receive the safeguarding.

7.3.3 Where the teacher is in receipt of salary safeguarding which exceeds a total of £500, the schools will allocate appropriate and additional responsibilities commensurate with the safeguarded sum for the period of the safeguarding. If the teacher unreasonably refuses to carry out such additional duties the school will give the teacher written notice of its intention to withdraw the safeguarding payment.

7.4. Part-time teachers

7.4.1 Teachers who work less than a full day or week are deemed to be part-time. The proportion of full-time will be calculated in accordance with the Teachers Pay & Conditions Document as follows:

Teacher's timetabled teaching time

School's timetabled teaching time = part-time percentage

7.4.2 Part-time teachers will be expected to work a corresponding proportion of directed time and will receive a corresponding proportion of a full- time salary.

The salary and any allowances, except for TLR3s of a part time teacher must be determined in accordance with the pro rata principle.

7.4.3 From STPCD 2018: 51.9. Subject to paragraph 51.10, no teacher employed part-time may be required to be available for work on any day of the week or part of any day of the week on which the teacher is not normally required to be available for work under their contract of employment (whether it is for the purpose of teaching pupils and performing other duties or for the sole purpose of performing other duties). A part time teacher may choose to do so if paid the appropriate proportion of 1/195 of their salary. The hourly rate will be calculated by dividing their main scale salary by 1265.

8. OTHER PAYMENTS

8.1 Continuing professional development

Teachers other than the Headteacher who undertake **approved voluntary** continuing professional development on days when they do not normally work for example at the weekend or in the school closure periods will be entitled to an additional payment.

8.2 Out-of-school learning activities

8.2.1 Teachers other than the Principal who voluntarily undertake approved learning activities outside of normal school hours and whose salary range does not take account of such activity may be entitled to an additional payment. This will be payable once the annual hours exceed the 1265 hours of directed time per year where directed time does not include planning, preparation and assessment time as described in part XII of the school teacher pay and conditions document. For part time teachers this may be at times during the term when they do not normally work if they have exceeded their contractual hours of directed time.

8.2.2 The daily payment will be calculated by dividing their annual salary by 195. Any part day or hourly payment will be based on the daily rate divided by 6.5.

8.2.3 The pay and remuneration committee will formally authorise any agreement for a teacher, other than the Principal to provide services relating to the raising of standards in one or more other school. Where such an agreement is authorised, the pay and remuneration committee will determine, what, if any, proportion will be paid to the teacher and/or other staff, of additional income received by the school as part of the agreement. Any such payments will be in accordance with the terms of the Teachers' Pay & Conditions Document and will be temporary with no entitlement to safeguarding when they cease.

8.3 Keeping in touch days (KIT)

8.3.1 Maternity regulations (The Maternity and Parental Leave etc. and the Paternity and Adoption Leave (Amendment) Regulations 2006) allow for employees to work during their maternity or adoption leave for a maximum of 10 days where this has been agreed by the school and the employee. Remuneration for attendance at work or on training days will be calculated on an hourly basis (1/1265 of full time annual salary). Any Statutory Maternity Pay received for that day will be offset against this.

The Shared Parental Leave Regulations 2014 also provide for up to 20 additional 'SPLIT' days where this has been agreed by the school and employee. Remuneration for attendance at work for SPLIT days will be as outlined above.

8.4 Recruitment and Retention Allowances

8.4.1 All teachers, with the exception of those paid on the leadership or 'Headteacher' group ranges can be awarded recruitment and retention payments when it is demonstrated that recruiting and retaining staff in particular posts is causing difficulty and/or where there is a difficulty recruiting staff in particular subject areas or types of schools within the locality. The award of an R&R payment needs to be agreed by the Principal and the Sector Executive Director.

The maximum R&R is £5,000.

If a recruitment allowance is paid up front to assist with relocation costs, they must be repaid on a pro-rata basis if the member of staff leaves within 12 months of starting employment.

8.4.2 Any recruitment and retention payments and the costs of the relocation (relocation costs in accordance with HMRC guidelines up to a maximum of £5,000 can also be approved subject to agreement by the Sector Executive Director and Director for People) are funded by the school budget. Funding must be identified and planned for prior to any offer being made to employees or to new staff. Payments should only be made for recruitment and retention purposes and not for carrying out specific responsibilities or to supplement pay for other reasons.

8.4.3 The pay and remuneration committee will pay recruitment awards for a fixed period as an incentive when the school is experiencing difficulties in recruiting a new teacher to a specific post.

8.4.4 The pay and remuneration committee will review the level of payment/benefit annually.

8.4.5 This payment does not apply to those paid on the leadership or Principals other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to those paid on the leadership or Principals must be taken into account when determining the Leadership/Principal salary range.

8.5 Salary Sacrifice Schemes

8.5.1 Teachers may voluntarily participate in salary sacrifice arrangements and may participate in TWHF salary sacrifice schemes. The employee will agree to give up the right to receive part of the cash pay due under their contract of employment in return for the employer's agreement to provide an equivalent non-cash benefit, the value of which is exempt from tax and National Insurance Contributions (NICs). The advantage for the employee is a benefit equivalent to the tax and NICs, otherwise payable on the sum sacrificed.

TWHF also operates a salary sacrifice scheme as described above relating to the provision of vehicles. If a teacher wishes to voluntarily participate in this scheme TWHF will write to them confirming that their contract of employment will be amended to permit them to participate and that their gross salary may be reduced accordingly for the duration of such participation.

Individuals should take independent advice with regard to their own Pension implications.

8.6 Payment for teachers undertaking additional professional work

8.6.1 Any absence from the school for work of this kind must be formally authorised by the Sector Executive Director in relation to a Principal or the Principal in relation to other teachers.

8.6.2 When agreeing to release staff to undertake such work, the Sector Executive Director or Principal must take into account:

- The needs of the school and its pupils;
- The benefits that the activity would bring to the school;
- The impact of other staff, including their workload;
- The workload and work/life balance of the individual.

8.6.3 In the case of teachers undertaking additional work in their own time, for example exam marking, the teacher will be paid directly for the work done. For work undertaken during the school time, for example moderation work, the school is reimbursed for any supply cover costs.

8.6.4 Any service provided by the Principal of one school to another school must be authorised formally by the CEO and where the work extends over more than a 12-month period, the agreement of the pay and remuneration committee must be formally reviewed annually or sooner if appropriate. The pay and remuneration committee should also agree arrangements for terminating such work.

8.6.5 Consideration should be given to the remuneration of other teachers who as a result of a Principals temporary additional role are taking on additional responsibilities and activities. The pay and remuneration committee should consider the appropriate use of acting allowances and other temporary payments e.g. a Vice/

assistant principal may be awarded a temporary increase on their pay range or a teacher awarded a TLR3 payment.

8.7 Honoraria

8.7.1 The pay and remuneration committee will not pay any honoraria to any member of the teaching staff.

8.8 Short term/Supply teachers

8.8.1 Teachers employed directly by TWHF for a full pupil day must be paid at a daily rate of 1/195th of their annual salary. For periods of less than a day they must be paid on 1/1265 of their annual salary.

Terms of Reference of the Pay and Remuneration Committee and Appeals Panel

The Trustees shall establish a pay and remuneration committee to agree and implement the approved Pay Policy in respect of the pay for all teaching staff

Membership

The pay and remuneration committee shall consist of at least three named members of the Trustees, none of whom shall be employees. The Sector Executive Directors will attend all proceedings of the pay and remuneration committee for the purposes of providing information and advice, but must withdraw when their own salary is being discussed.

The Director for People will also be in attendance for the purpose of providing information and advice.

Terms of Reference

- To determine the Pay Policy for the Federation;
- To advise the Trustees/Finance Committee on current and future pay level;
- To ratify appropriate salary ranges and starting salaries for Lead Practitioners, and member of the leadership group;
- To ratify annual pay progress for teachers (by 30 November at the latest) as set out in the Pay Policy, taking account of any recommendations made on the Performance Management review statement, in accordance with the approved pay policy.
- To approve applications to be paid on the Upper Pay Range
- To approve annual pay progress for teachers on the unqualified, main, upper and leadership pay ranges by 31 October and Principals by 31 December. Taking account of the recommendations made by the Sector Executive Directors following the annual performance reviews.
- To determine the application of national inflationary increases to all pay points within the pay ranges and allowances
- To monitor and report to the Trustees on the annual pattern of performance pay progression at each level and the correlation between pay progression, quality of teaching and outcomes for pupils.

The Trustees shall establish a Pay Appeals Committee to deal with all appeals against pay decisions.

Membership of the Pay Appeals Committee

The Pay Appeals Committee shall consist of at least three named members of the Trustees, none of whom shall be employees or members of the pay and remuneration committee and have had any prior involvement in the process.

The Sector Executive Directors will attend all proceedings of the Pay Appeals Committee for the purpose of providing information and advice (except where the

appeal is in respect of his/her own salary, where s/he will attend for the purposes of making his/her case).

The Director for People will also be in attendance for the purpose of providing information and advice.

Terms of Reference

To determine formal appeals against pay determinations in accordance with the Appeals Procedure set out in the Pay Policy.

Appendix B

Pay Panel Appeals Procedure

The teacher may, appeal against any determination in relation to their pay or any other decision taken by the pay and remuneration committee that affects their pay.

The grounds for appeal are that the Pay Panel by whom the decision was made:

- a) incorrectly applied the pay policy and any provision of the School Teachers Pay and Conditions Document;
- b) failed to have proper regard for statutory guidance;
- c) failed to consider the performance reviewer's recommendations for pay progression
- d) failed to take proper account of relevant evidence;
- e) took account of irrelevant or inaccurate evidence
- f) was inconsistent in approach; or
- g) otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

1. The teacher should have the opportunity to discuss a pay recommendation with the principal or appraiser before the recommendation is actioned and confirmation of the pay decision is taken by the pay and remuneration committee. This will allow the Principal/appraiser to outline the reasons for the pay recommendation and give the teacher the opportunity to respond to this. This stage in the process may mitigate the need for the formal stages set out below.
2. Pay recommendations will be considered by the Trustee's pay and remuneration committee no later than 30 November and a written statement sent to individual teachers setting out their salary and details of any pay progression.
3. If the teacher is dissatisfied with the recommendation made by the pay remuneration committee, they should outline in writing the grounds for questioning the decision within ten working days of the written notification.
4. The pay and remuneration committee that made the original decision should provide a date for a hearing within five working days of receipt of the teachers request for a formal review. The teacher will be entitled to make representations in person and be accompanied by a colleague or trade union representative at any formal hearing. The teacher will be notified of the outcome of the hearing within 5 working days.
5. If the teacher is dissatisfied with the outcome of the pay and remuneration committee panel they have the right to appeal to an appeals panel of trustees. The appeals panel should comprise three trustees and a senior member of the HR Team who were not involved in previous discussions regarding the

teacher's pay determination. The trustees on the appeals panel should be familiar with TWHF's pay and performance management policy.

6. If the teacher wishes to exercise this right they should outline in writing the grounds for their appeal and send it to the Director for People at TWHF Central Offices, within ten working days of the notification of the original pay panel's decision. The Clerk to the Trustees should provide a date for a hearing within five working days or receipt of the written appeal request
7. The teacher and the chair of the pay and remuneration committee will exchange statements and evidence to be considered at the appeal hearing 5 days before the notified date of the hearing. The statements from both parties will be sent to the members of the panel at least 3 days before the appeal hearing.
8. Both the teacher and the chair of the pay and remuneration committee will have the opportunity to present their evidence and call witnesses and to question each other.
9. The presentation of additional written evidence at the Pay Appeal Hearing will only be admitted if the panel determines that the teacher could not in their opinion, have reasonably submitted this evidence within the prescribed time period, outlined above.
10. The panel will decide to:
 - Reject the appeal and uphold the original pay decision.
 - Allow the appeal and confirm that the increased pay should be backdated to the date applicable before the appeals process started.
11. The decision of the appeal panel will be given in writing within 5 days. Where the appeal is rejected there will be a record of the evidence considered and the reasons for the decision.
12. The decision of the panel is final and there is no further right of appeal within the Federation.

Appendix C (a)

Leadership Pay Spines

L1	£42,195
L2	£43,251
L3	£44,331
L4	£45,434
L5	£46,566
L6	£47,735
L7	£49,019
L8	£50,151
L9	£51,402
L10	£52,723
L11	£54,091
L12	£55,338
L13	£56,721
L14	£58,135
L15	£59,581
L16	£61,166
L17	£62,570
L18	£64,143
L19	£65,735
L20	£67,364
L21	£69,031
L22	£70,745

L23	£72,497
L24	£74,295
L25	£76,141
L26	£78,025
L27	£79,958
L28	£81,942
L29	£83,971
L30	£86,061
L31	£88,187
L32	£90,379
L33	£92,624
L34	£94,914
L35	£97,273
L36	£99,681
L37	£102,159
L38	£104,687
L39	£107,239
L40	£109,914
L41	£112,660
L42	£115,483
L43	£117,197

Leadership Points by Groups

Appendix C (b)

Group 1	Group 2	Group 3	Group 4	Group 5
L6	L8	L11	L14	L18
L7	L9	L12	L15	L19
L8	L10	L13	L16	L20
L9	L11	L14	L17	L21
L10	L12	L15	L18	L22
L11	L13	L16	L19	L23
L12	L14	L17	L20	L24
L13	L15	L18	L21	L25
L14	L16	L19	L22	L26
L15	L17	L20	L23	L27
L16	L18	L21	L24	L28
L17	L19	L22	L25	L29
L18	L20	L23	L26	L30
	L21	L24	L27	L31

Group 6	Group 7	Group 8
L21	L24	L28
L22	L25	L29
L23	L26	L30
L24	L27	L31
L25	L28	L32
L26	L29	L33
L27	L30	L34
L28	L31	L35
L29	L32	L36
L30	L33	L37
L31	L34	L38
L32	L35	L39
L33	L36	L40
L34	L37	L41
L35	L38	L42
	L39	L43

Appendix D

Application Form for teachers wishing to apply for progression to UPS



Name: _____ Academy _____

I understand that the decision on my progression will be based on my performance within the Teacher Standards taking into account my two most recent Performance management review statements.

I have provided a summary of the evidence from my teaching practice below that I believe demonstrates how I have met the appropriate criteria and standards as outlined in the academy's Pay Policy and the School Teachers Pay and Conditions Document.

	Required standards	Principal Decision Met/Not Met	Evidence of meeting standard (Further details included in WHF Main Scale Competency Framework)
1.	Set high expectations which inspire, motivate and challenge pupils		
2.	Promote good progress and outcomes by pupils		
3.	Demonstrate good subject and curriculum knowledge		
4.	Plan and teach well-structured lessons		
5.	Adapt teaching to respond to the strengths and needs of all pupils		

6.	Make accurate and productive use of assessment		
7.	Manage behaviour effectively to ensure a good and safe learning environment		
8.	Fulfil wider professional responsibilities		
9.	Personal and Professional Conduct		
10.	WHF Upper Pay Competency Framework		

Teacher declaration:

I consider that I meet the criteria to progress to the Upper Pay Scale as set out in TWHF's Pay Policy and enclose relevant evidence to support this.

Signed _____ Print _____ Date _____

Principal declaration *delete as appropriate:

I confirm I have seen and enclose the relevant evidence provided. I do / do not* recommend progression to the Upper Pay Scale

Signed _____ Print _____ Date _____

Note to Principal:

- The completed application should be forwarded to the HR Department by 21st October to be considered at the next Pay & Remuneration Committee.
- Where the standards have been met, provide the teacher with oral feedback.
- Where the standards have *not yet been met* provide the teacher with supportive and developmental feedback including the reasons for this.

WHF Upper Pay Competency Framework



Appendix E

	UP1 Meets all the competencies in MI – M6 and the following:	UP2 Meets all the competencies in MI – UP1 and the following:	UP3 Meets all the competencies in MI – UP2 and the following:
Professional Attributes			
Frameworks			Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
Professional Knowledge and Understanding			
Teaching and learning	Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.	Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.	Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
Assessment and monitoring	Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.	Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.	Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
Assessment and monitoring	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.	Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
Assessment and monitoring		Can demonstrate and evidence that they have made an impact on the academy beyond their own class, year group and phase over a sustained period of time, including an extensive knowledge of assessment across the academy.	Can demonstrate and evidence that they have made an impact on the academy beyond their own class, year group and phase over a sustained period of time, including an extensive knowledge of assessment across the academy.

Subjects and Curriculum		Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.	Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
Health and well-being		Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.	Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
Professional Skills			
Developing	Has taken a consistent responsibility for identifying and meeting their own CPD and used their learning to improve their own teaching practice and had a positive impact on outcomes for children.	Has taken a consistent responsibility for identifying and meeting their own CPD and used their learning to improve their own teaching practice and had a positive impact on outcomes for children.	Has taken a consistent responsibility for identifying and meeting their own CPD and used their learning to improve their own teaching practice and had a positive impact on outcomes for children.
Planning	Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.	Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.	Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
Teaching	Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.	Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.	Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
Team working and collaboration		Promote collaboration and work effectively as a team member.	Promote collaboration and work effectively as a team member.
Team working and collaboration			Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

WHF Main Scale Competency Framework



Appendix F

M1 – M2 – Emerging Meets the following:	M3 - M4 – Established In addition to the competencies in M1 – M2, also meets the following:	M5 - M6 – Exceeding In addition to the competencies in M1 – M4, also meets the following:
Set high expectations which inspire, motivate and challenge pupils		
<ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<ul style="list-style-type: none"> • Is able to set appropriate targets for all groups of pupils and understand how these might vary for different groups 	<ul style="list-style-type: none"> • Demonstrates a secure understanding of how targets must be measured against national and local performance indicators and to reduce any in academy variations in performance.
Promote good progress and outcomes by pupils		
<ul style="list-style-type: none"> • be accountable for pupils’ attainment, progress and outcomes • be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study 	<ul style="list-style-type: none"> • Has a growing understanding of the importance of accurately tracking progress and attainment of vulnerable groups, the most able and those pupils who attract the pupil premium payment. Consistently demonstrates a growing proportion of pupils including the most able and those pupils who attract the pupil premium make good progress • Pupils are aware of their targets and the next steps in their learning and can articulate this when asked. 	<ul style="list-style-type: none"> • Consistently demonstrates that a significant majority of learners including the most able and those pupils who attract the pupil premium make accelerated progress. • Work scrutiny shows an on going and meaningful dialogue between pupil and teacher. Pupils clearly understand their responsibility for their own learning and can articulate how marking and feedback has helped take their learning forward.

Demonstrate good subject and curriculum knowledge

- | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | <ul style="list-style-type: none">• Planning shows an increasing confidence in creativity and cross curricular links to make learning meaningful for children.• High standards are promoted in all subjects and this is evident from work scrutiny, displays and through conferencing children.• Can demonstrate planning and or teaching of phase 1-6 that improves outcomes for children | <ul style="list-style-type: none">• Clear links are evident between high quality English and Maths teaching and the skills demonstrated in the wider curriculum.• High quality questioning and assessment for learning show excellent subject knowledge and that children are becoming more reflective learners and critical thinkers across a wide range of subjects and topics. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Plan and teach well structured lessons

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• impart knowledge and develop understanding through effective use of lesson time• promote a love of learning and children's intellectual curiosity• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired• reflect systematically on the effectiveness of lessons and approaches to teaching• contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | <ul style="list-style-type: none">• Sequences of lessons show demonstrate a secure understanding of how groups of children learn.• Planning shows a growing confidence in trying new techniques and structures within the class and these teaching strategies are enabling a growing proportion of children to make good progress. | <ul style="list-style-type: none">• Lesson time is used to the best effect to show progress for all learners and a range of techniques and structures have been seen over time through lesson observations.• AFL is exceptionally well planned in lessons to allow children to reflect on their own learning, acquisition of knowledge and that the pupils have been allowed to comment on the impact of the teaching on their learning.• Demonstrates a significant influence on the quality, provision and monitoring of a curriculum area. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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Adapt teaching to respond to the strengths and needs of all pupils

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | <ul style="list-style-type: none">• Differentiation in core subjects is secure and shows differentiation of resource, teacher time, stimuli and the improved outcomes for key groups such as FSM.• A wider range of teaching strategies are used with growing confidence and this is recognised in lesson observations which are consistently good over a wide range of subjects.• The teacher can articulate the needs of all groups within the class and is gaining confidence to devise bespoke programmes to ensure progress and attainment at national levels. | <ul style="list-style-type: none">• Differentiation is evident in core subject planning as a minimum. Evidence exists of wider differentiation where barriers to learning or progress have been identified by the teacher and these have improved outcomes for a wide group of students.• There is evidence of a secure understanding of a personalised curriculum for all groups of learners.• There is evidence groups within the classroom are changed on a regular basis to meet the needs of groups and that these changes have a significant impact on outcomes for children leading to good or better progress and attainment. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

- Demonstrates a secure knowledge of how to use data to best effect and demonstrates improved outcomes for a range of pupils with growing confidence about how to further shape learning opportunities.
- Marking and feedback is having a good impact on outcomes for children who are making at least expected progress.

- The majority of pupils make good or accelerated progress.
- Data is used effectively to structure future learning so as to have a striking impact on attainment and progress for all groups of learners.
- Marking and feedback are excellent and work scrutiny shows progress for all groups of learners.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the academy's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

- Consistent use of the academy's framework to support behaviour is used to great effect in the class and is understood by all pupils.
- Children respond well to clear instructions given by the teacher and episodes of low level disruption are infrequent and effectively managed.
- A wider range of de-escalation strategies are employed to avoid any incident which would have an impact on the learning of others
- Relationships with all pupils are strong and there is a demonstrable ethos of respect within the class.

- Pupils demonstrate a thirst for knowledge and are fully engaged in lessons.
- There is no low level disruption and all students settle quickly to learning with a high degree of independence. Good learning behaviours are embedded for all groups of learners according to their developmental need.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the academy
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

- The impact of CPD is evident in the improved quality of provision within the classroom.
- Feedback from lesson observations and monitoring visits is implemented with support as required.
- The work of the Teaching Assistant is securing good outcomes for the majority of learners.

- The work and impact of the Teaching Assistant and any additional adults has a striking impact on the quality of provision and outcomes for children.
- Acts immediately on feedback from lesson observations and monitoring procedures.
- Demonstrates understating of latest national best practice.

WHF Principal Competency Framework

Appendix G



The 'National Standards of Excellence for Headteachers' are set out in four 'Excellence as standard' domains and within each domain there are six key characteristics expected of the nation's headteachers.

Domain One: Excellent headteachers: qualities and knowledge	<ul style="list-style-type: none">• 1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.• 2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.• 3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.• 4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.• 5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.• 6. Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.
Domain Two: Excellent headteachers: pupils and staff	<ul style="list-style-type: none">• 1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.• 2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.• 3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.• 4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.• 5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.• 6. Hold all staff to account for their professional conduct and practice.

<p>Domain Three: Excellent headteachers: systems and process</p>	<ul style="list-style-type: none"> • 1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity. • 2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society. • 3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice. • 4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance. • • 5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability. • 6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
<p>Domain Four: Excellent headteachers: the self-improving school system</p>	<ul style="list-style-type: none"> • 1. Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils. • 2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils. • 3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools. • 4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff. • 5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability. • 6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Appendix H

Upper Pay Scale Progression Request



The White Horse Federation endeavour to ensure staff development and pay progression processes are fair, equal and transparent.

Progression through the Upper Pay Scale is not automatic and will be based on two successful consecutive performance management reviews in accordance with TWHF's Performance Management Policy. Post-threshold teachers must display sustained and substantial performance and contribution to the academy before a performance point will be awarded and progression through the upper pay spine will be authorised. To ensure that the achievements and contribution have been substantial and sustained the performance review will need to assess that the teacher has:

- Continued to meet the professional post threshold standards both in terms of teaching and personal and professional conduct, over a sustained period and
- Grown professionally by developing their teaching and expertise post threshold and
- Achievements and contribution to the academy and beyond are substantial and sustained

Pay decisions including decisions on performance payments will be made by a pay panel in the autumn term, which shall meet no later than the 1st December each year. Two performance management reviews will not guarantee automatic progress to the next upper pay level. TWHF ask all post threshold teachers to submit this paperwork and evidence when passing through the Upper Pay Scale.

The Pay & Remuneration Committee wish to treat each case based on evidence submitted by the teacher and the Principal so that all judgements are fair and the burden of proof does not lay on one side or another. This also helps in any dispute over progression and is instigated for the protection and support of the teacher making the request. The teacher will be informed verbally and then in writing by the Principal (in the form of a copy of the signed request) as to the outcome of their request to progress through the upper pay scales. Increases in pay as a result of performance review will be effective from the 1st September each year.

Eligible teachers must complete the request below and submit to their Principal. Please note, for progression from Main Scale to Upper Pay, a Threshold Assessment Application must be made, please refer to the current School Teacher' Pay and Conditions Document and WHF Pay Policy.

Eligible Teachers should be aware of relevant timelines:

Requests must be received by the Central HR Team by 31st October and will then be considered in the autumn and presented for ratification at the Pay and Remunerations Committee by 30th November 2020.

Any pay award will be back dated to **1st September 2020**.

Any queries can be directed to your Principal or the HR Team, email: hr@twhf.org.uk or call 01793 818605.

Upper Pay Scale Progression Request

Please complete and submit to your Principal.

Name

Academy

Eligibility **Y / N**

(Note: You must be have been on UPI/2 for at least 2 years to be eligible)

Current Scale **UPI / UP2**
Point

Performance Management/Performance management – Two successful Performance Management Reviews?

Teacher: Met Y/N	Principal: Met Y/N	If met, please include evidence If not met, please state reason

Teacher meets the criteria set out in Section 6.3

Teacher: Met Y/N	Principal: Met Y/N	If met, please include evidence If not met, please state reason

Meets the relevant standards within the WHF Upper Pay Competency Framework?

	Self Review Met? Y/N	Principal: Applicant met? Y/N	If met, please include evidence If not met, please state reason
Professional Attributes			
Frameworks			
Professional Knowledge and Understanding			
Teaching and learning			
Assessment and monitoring			
Assessment and monitoring			

Assessment and monitoring			
Subjects and Curriculum			
Health and well-being			
Professional Skills			
Developing			
Planning			
Teaching			
Team working and collaboration			
Team working and collaboration			

Teacher declaration:

I consider that I meet the criteria to progress to the next scale of Upper Pay as set out in TWHF's Pay Policy and enclose relevant evidence to support this.

Signed _____ Print _____ Date _____

Principal declaration *delete as appropriate:

I confirm I have seen the relevant evidence provided, and I do / do not* recommend progression to the next Upper Pay Scale

Signed _____ Print _____ Date _____

Note to Principal: A copy of this completed form must be forwarded to the requesting Teacher and Central HR for consideration at the Pay & Remuneration Committee.