



TEACHERS PAY & PERFORMANCE MANAGEMENT POLICY

September 2015

This pay policy has been developed to comply with current legislation and the requirements of the latest School Teachers' Pay and Conditions Document (STPCD) and applies to all teaching staff employed at The White Horse Federation (TWHF).

Ofsted require academies to have a strong link between performance management and salary progression and this forms part of the judgement on quality of leadership and management within the academy. Information about patterns of progression through the different salary scale points should be compared with the overall performance of the teacher. A template proforma of TWHF's academy performance management data capture form is attached at Appendix B.

I BASIC PRINCIPLES

- 1.1 This policy sets out the principles on which TWHF will base its decisions concerning pay. It has been adopted by TWHF and is intended to ensure that all staff are treated fairly and consistently in relation to pay and pay related issues. The implementation of this policy is the delegated responsibility of the Board of Directors as advised by the Managing Director. Pay-related decisions may, where considered appropriate, take into account the academy development/improvement plan.
- 1.2 In adopting this pay policy the aim is to:
 - Assure and continually improve the quality of teaching and learning at TWHF's academies
 - Support recruitment and retention and reward teachers appropriately
 - Ensure accountability, transparency, objectivity and equality of opportunity
- 1.3 All pay related decisions are taken in compliance with the prevailing equalities legislation i.e. the Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and Equalities Act 2010/2012.
- 1.4 Any significant amendments to the recommended pay policy by TWHF will be discussed with academy staff and may be discussed with union representatives locally. Changes made in relation to national recommendations may not automatically be discussed. The WHF reserves the right to apply academy freedoms in relation to national recommendations.

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 TWHF reserves the right to consider pay portability and teachers' salaries will be assessed as outlined in the latest 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 its discretion to award a higher point to reflect any relevant experience and/or additional value that is of particular benefit to the academy at the time of the appointment.

- 2.4 The Board of Directors will delegate pay powers to the Pay Panel (Managing Director, Primary Director, Secondary Director, two members of the board of directors and a member of the HR team) which will review the recommendations made by the principals in relation to every qualified teacher's salary with effect from 1st September and no later than 31st October each year for teachers and 31st December for Leadership scale posts. They will also ensure that all teachers receive a formal statement containing a breakdown of their total salary including any allowances payable. This statement will be sent electronically to all teaching staff by October 31st and by December 31st for all leadership scale posts. 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. Any pay awards will be made in accordance with the academies performance management policy and will be made with reference to the teachers' Performance Management Reviews (PMR) and the pay recommendations they contain. The terms of reference for the pay panel are outlined at Appendix A
- 2.5 Where a pay determination leads or may lead to the start of a period of pay protection, the Managing Director, through delegated authority of the Board of Directors, will give the required notification as soon as possible and no later than one month after the date of the determination.
- 2.6 The named directors on the Pay Panel 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 by the Principals and Executive Officers making the recommendation/decision. The Board of Directors will monitor the effectiveness of the Performance Management process and ensure that the allocation of pay is consistent with the overall standard of teaching in TWHF and the outcomes for pupils.
- 2.7 PMR's will take place annually, early in the Autumn term in accordance with the performance management cycle. Following this, any recommendations that have an impact on pay, will be considered by the Pay Panel. Increases in pay as a result of the PMR process will be effective from 1st September each year.
- 2.8 Any discrepancy in pay should be discussed with the Principal/individual in the first instance and will be reported to HR Central Services. If 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 C.

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 personal file. The individual member of staff will have the right of access to his/her file in relation to pay awards and remuneration.

4. EQUALITIES AND PERFORMANCE RELATED PAY

- 4.1 This policy is based on the principle of rewarding individual merit and of providing equality of pay and reward for all employees in line with our Equality and Diversity Policy. A variety of pay review mechanisms, and pay awards are based on objective criteria, free from discrimination and have due regard to the principle of equal pay for work of equal value. TWHF will ensure that all processes are open, transparent and fair and will comply with the statutory performance management regulations. Assessment of teachers will be based on a range of sources as identified in TWHF's performance management policy. Teachers are responsible for providing any evidence to support meeting objectives, the teacher standards and other criteria determined by TWHF.
- 4.2 The Principal will moderate objectives and performance assessment and initial pay recommendations to ensure consistency and fairness
- 4.3 The Principal will annually monitor the outcomes of pay decisions in relation to improved outcomes for children which will be reported and sampled by the Managing Director. The Managing Director will report to the Board of Directors the extent to which different groups of teachers may progress at different rates, ensuring continued compliance with current equalities legislation.

5. LEADERSHIP GROUP

5.1 Pay Range for Leadership Posts

- 5.1.1 TWHF has determined the pay range for academy leaders through a banding system.
- 5.1.2 Principals, Vice Principals and Assistant Principals are paid on a 5 point pay range linked to the size of the academy for which they are responsible.
- 5.1.3 Executive Principals are paid on a 7 point pay range, determined by the Board of Directors and in accordance with the latest STPCD. When determining this pay range the Board of Directors must take into account all the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations.
- 5.1.4 Pay ranges for Executive Principals should not **normally** exceed the maximum of the agreed range, however in exceptional circumstances the pay range may exceed the maximum where the Board of Directors determines that circumstances specific to the role or candidate warrant a higher than normal payment. The Board of Directors must ensure that the maximum of the pay range does not exceed the maximum of the group by more than 25% unless in exceptional circumstances and where supported by a business case. The total sum of the discretionary payments made to Executive Principals in any academy year must not exceed 25% of their annual salary. Leadership post holders will be informed on their annual pay statement if their salary is capped.
- 5.1.5 The Board of Directors 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 individuals performance as assessed through TWHF's performance management arrangements
 - Performance can be assessed and objectives set against the Headteacher standards

- A recommendation on pay must be made in writing as part of the individual's performance management report by the Managing Director or Primary and Secondary Director and the Board of Directors must have regard to this recommendation
- In order to reach a decision whether or not to award pay progression the Board of Directors must seek to ensure objectives relating to academy leadership and management and pupil progress have been achieved
- Pay decisions must be clearly attributable to the performance of the individual
- Sustained high quality of performance having regard to the results of the most recent performance management should give the individual an expectation of progression up the pay range

5.2 Performance Review

5.2.1 Progression through the appropriate pay range for all teachers in the leadership group will not be automatic.

5.2.2 An annual review of the teacher's performance must be undertaken.

5.2.3 To achieve progression there must be a demonstration of sustained high quality performance, which shows a significant improvement of outcomes for children, with particular regard to:

- the achievement of pupils
- the progress of pupils given their starting points
- the quality of teaching
- the behaviour and safety of pupils
- the quality of leadership and management

Although this list is not intended to be exhaustive, it provides an indication of the levels of performance expected and should be considered in conjunction with the relevant Competency Framework (Appendix E).

6. QUALIFIED CLASSROOM TEACHERS

6.1 TWHF will determine the starting salary of a teacher post.

6.2 Main pay range

6.2.1 For pay determinations from 1 September 2015 TWHF will follow the provisions of the latest STPCD and award at least one point on the main scale pay range unless the teacher has been notified that their performance objectives have not been met in relation to 5.2.3 for the previous academic year or that performance has been unsatisfactory.

6.2.2 Pay determinations from 1st September 2015 will be made by reference to the teachers' PMR and the pay panel will use the following points:

Main pay range	£pa
M1	£22,244
M1.5	£23,123
M2	£24,002
M2.5	£24,967
M3	£25,932
M3.5	£26,930
M4	£27,927
M4.5	£29,028
M5	£30,128
M5.5	£31,480
M6	£32,509

6.2.3. TWHF insists that all teachers perform at the highest possible level and to continue to improve their professional practice year on year. Performance management 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.

6.2.4 In the case of NQT's, whose performance management arrangements are different, pay decisions will be made by means of the statutory induction process.

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

1. have been assessed as meeting all of the teaching standards, throughout the assessment period and performance assessed as 'good' overall during the reporting period.
2. have been assessed as meeting the requirements of their competency framework;
3. meet their individual performance management objectives as defined in their PMR document;
4. consideration will be given where organisational factors beyond the teacher's control have impacted on their ability to meet objectives;
5. have demonstrated a personal and professional responsibility for identifying and meeting their CPD needs.

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

- pupil progress and attainment data;
- scrutiny of pupils work during assessment period
- quality of teaching against the Teaching Standards, including observed practice;
- self-assessment;
- engaging in professional dialogue, eg, during progress meetings, team meetings, performance management;

- reaction to received feedback, eg Lesson observations, Environment checks, behaviour walks etc;
- PMR's;
- The impact on Teaching and Learning of any CPD undertaken during the assessment period.

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.

6.2.6 If a teacher can demonstrate and evidence exceptional performance overall the Principal may recommend an award of up to a maximum of three progression points to be considered/approved by the Pay Panel. Teaching must meet the 'Outstanding' criteria as defined by Ofsted and meet the Competency Framework at the level applied for. Should these additional points take you beyond the main scale, section 6.3 applies.

6.2.7 The awarding of at least one point on the main scale will be made unless the performance pay progression criteria set out above are not met and/or there are significant concerns about standards of performance which can be evidenced by the Principal. 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 PMR process or during termly progress meetings with the Principal. 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 capability procedures.

6.2.8 Where a decision not to progress pay or to move to informal or formal capability procedure is made, the teacher will be supported to improve their performance through agreed interventions and support plans.

6.3 Post threshold teachers

6.3.1 Any qualified teacher can apply to be paid on the upper pay scale and any such application must be assessed in line with this policy. The post threshold progression process and application is attached at Appendix D.

6.3.2 The upper pay ranges in this academy have been divided as follows:

Upper Pay Range	
Performance Progression point 1	£35,218
Performance Progression point 2	£36,523
Performance Progression point 3	£37,871

6.3.3 In addition to the criteria set out in 6.2.5 the teacher will be required to meet the criteria set out in the latest STPCD i.e. that:

- the teacher is highly competent in all elements of the teaching standards; and,
- the teacher's achievements and contribution in improving outcomes for children and the academy 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;
- demonstrated that they meet the relevant requirement in the Competency Framework, over a sustained period;
- been assessed as meeting their performance management objectives over a sustained period as per the Teacher's Performance Management Objectives defined through an assessment and combination of the following:
 1. Data as reviewed at termly progress meetings
 2. Work scrutiny, especially in Literacy, Numeracy and Science
 3. Lesson observations

In order to meet these objectives, an overall grading of good across all 3 factors must be achieved.

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 and evidenced as having excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards 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 academy are significant, not just in raising standards of teaching and learning in their own classroom but also in making a significant wider contribution to academy 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 performance management reports and have achieved 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.

6.4. Progression on Upper Pay Scale

6.4.1 From 1st September 2015 the pay panel, following recommendations from the principals will determine whether there will be any movement on the upper pay scale (UPS) based on a successful PMR and evidence that the teacher is highly competent in all elements of the relevant standards.

6.4.2 The teacher will be required to meet the criteria set out in the WHF Competency Framework (Appendix G) and that:

- the teacher is highly competent in all elements of the relevant standards and
- the teacher's achievements and contribution to the academy are substantial and sustained (See 6.3.4 for definitions)

6.4.3 Where a teacher's performance is exceptional and they have exceeded their objectives they may progress more rapidly through the scale points. Teaching should be overall 'outstanding' as defined by Ofsted.

6.4.4 Teachers wishing to progress through the UPS must complete the UPS Progression Request at Appendix H.

6.5 Leading Practitioner

6.5.1 TWHF does not intend to appoint Leading Practitioners.

7. UNQUALIFIED TEACHERS

7.1.1 The pay panel will pay an unqualified teacher in accordance with the latest STPCD. TWHF 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 has 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
- results in qualifications or experience which bring added value to the role s/he is undertaking.

7.2 For pay determinations from 1st September 2015 the pay panel will use the following unqualified scale points:

Unqualified scale point	£pa
Point 1	£16,298
Point 2	£18,194
Point 3	£20,088
Point 4	£21,984
Point 5	£23,881
Point 6	£25,776

7.3 To progress by one point through the unqualified pay scale teachers will need to have achieved their objectives and have shown evidence of:

- An improvement of teaching skills
- An increasing positive impact on pupil progress
- An 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 academy
- An increasing impact on the effectiveness of staff and colleagues

7.4 If an unqualified teacher demonstrates exceptional performance, the Pay Panel may award additional points on the unqualified pay scale.

7.5 TWHF's performance management policy sets out the sources of evidence used to demonstrate progress.

8. DISCRETIONARY ALLOWANCES AND PAYMENTS

8.1 Teaching and Learning Responsibility Payments (TLRs - only payable to qualified teachers).

Permanent TLRs can only be awarded by the Principal *in consultation with the Managing Director*. TLRs will not be awarded for curriculum responsibility. TLRs 1 & 2 may be awarded for the following roles:

- SENCO
- Phase Leaders
- Leading an aspect of whole academy development

8.1.2 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 academy's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are made accountable.

8.1.3 Factors

Before awarding a TLR, the Managing Director 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 and manage pupil development, progress and attainment 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 Managing Director must also be satisfied that the 'significant responsibility' referred to above includes in addition line management responsibility for a significant number of people.

8.1.4 Values

The values of TLRs must fall within the following ranges:

- the annual value of a TLR1 is £7,546 to £12,769
- the annual value of a TLR2 is £2,613 to £6,385

Posts of equal weight will attract equal value.

8.1.5 TLR3 payments may be awarded only by the Managing Director following a written recommendation from a Principal, for a fixed-term period. The Managing Director must be satisfied that the responsibilities meet the criteria set out in 8.1.3 and that they are awarded for delivery of a significant responsibility in relation to a clearly time-limited academy 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.

8.1.6 The Principal may recommend which 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 an individual TLR3 must be no less than £511 and no greater than £2,551. The duration of the fixed-term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed-term. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

8.1.7 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.

9. Special Educational Needs allowances (SEN)

9.1 An SEN allowance of no less than £2,062 and no more than £4,074 will be paid to eligible classroom teachers under the provisions of the latest STPCD.

9.2 Where a SEN allowance is paid the spot value will be determined by taking account of the academy's 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.

10. Salary Safeguarding

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

10.2 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.

10.3 Where the teacher is in receipt of salary safeguarding which exceeds a total of £500, the academy 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 academy will give the teacher written notice of its intention to withdraw the safeguarding payment.

11. Part-time teachers

11.1 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 latest STPCD as follows:

$$\frac{\text{Teacher's timetabled teaching time}}{\text{Academy's timetabled teaching time}} = \text{part-time percentage}$$

11.2 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.

12. OTHER PAYMENTS

12.1 Continuing professional development

12.1.1 Teachers (including Leadership) who undertake **approved** voluntary continuing professional development on days when they do not normally work for example at the weekend or in the academy closure periods **may** be entitled to an additional payment. 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. The daily payment will be calculated by dividing their main scale salary by 195. Any part day or hourly payment will be based on the daily rate divided by 6.5.

Approved in this instance means the request for voluntary continuing professional development must be made in writing to the Managing Director. The Managing Director will then consider and approve / reject the request as appropriate.

12.2 Out-of-academy learning activities

12.2.1 Teachers (including the Principal) who voluntarily undertake **approved** learning activities outside of normal academy hours and whose salary range does not take account of such activity may be entitled to an additional payment. For those not on the leadership scale, 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 the latest STPCD. 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. For those on the leadership scale, any payments must be approved by the Pay Panel.

Approved in this instance means the request for voluntary continuing professional development must be made in writing to the Managing Director. The Managing Director will then consider and approve / reject the request as appropriate.

12.2.2 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.

13 Keeping in touch days (KIT)

13.1 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 academy and the employee. Remuneration for attendance at work or on training days will be calculated at normal/half daily rates (payment would depend on number of hours attended). Any Statutory Maternity Pay received for that day will be offset against this.

14 Recruitment and Retention Allowances

14.1 All teachers may be awarded a recruitment payment when it is demonstrated that recruiting staff in particular posts is causing difficulty and/or where there is a difficulty recruiting staff in particular subject areas or types of academy within TWHF.

14.2 Any recruitment payments, which may include the costs of relocation, are funded by TWHF budget up to a value of £5000. Funding must be identified and planned for prior to any offer being made to employees or to new staff. Such payments should only be made for recruitment purposes and not for carrying out specific responsibilities or to supplement pay for other reasons. The Board of Directors will pay such recruitment awards for a fixed period of up to two years.

14.3 TWHF may also award Retention payments where it is recognised that the particular skill set, qualifications or experience of the incumbent employee are particularly desirable in order to cover a temporary need or to facilitate a particular development. The amount of the payment and the period for which it is paid shall be determined by the Pay Panel and shall be appropriate relating to the particular temporary need or development.

14.4 The Pay Panel will review the level of payment/benefit annually.

14.5 In relation to a qualified teacher who holds either the role of the CEO or the Managing Director post, any additional payments under this section will form part of the 25% limit on the use of all discretions, unless the Board of Directors choose to use the 'wholly exceptional circumstances' discretion.

15 Salary Sacrifice Schemes

15.1 Teachers may voluntarily participate in salary sacrifice arrangements and may participate in TWHF childcare vouchers scheme. 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.

15.2 Payment for teachers undertaking additional professional work

15.2.1 Any absence from the academy for work of this kind (e.g. National Leader of Education, OFSTED inspections or exam marking) must be formally authorised by the Managing Director.

15.2.2 When agreeing to release staff to undertake such work, the Managing Director must take into account:

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

15.3 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 academy time, for example moderation work, the academy is reimbursed for any supply cover costs, however this must be agreed by the Managing Director prior to undertaking any contract.

15.5 Arrangements for payment for external work, including personal remuneration, should be agreed by the pay panel in advance and minuted.

16 Honoraria

16.1 TWHF will not pay any honoraria to any member of the teaching staff.

17. Short term/Supply teachers

17.1 Teachers employed 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 – Pay Panel/Appeals Committee

Pay Panel

The Board of Directors shall establish a Pay Panel to agree and implement the approved Pay Policy in respect of the pay for all teaching staff

Membership

The Staff Pay Panel shall consist of at least two non-employee named members of the Board of Directors, The Managing Director, the Primary Director, the Secondary Director and a member of the HR team . The Primary and Secondary Directors must withdraw when their own salary is being discussed.

The Salary of the CEO and MD are remitted to a separate pay panel made up of the chair of the board plus 2 directors.

Terms of Reference

The Pay Panel must

- Ensure that pay recommendations for the Vice and Assistant Principal's, classroom teachers and support staff are made and submitted to the Pay Panel in accordance with the terms of the Pay Policy and within their designated staffing budget and that staff are informed of the outcome of decisions of the Pay Panel and of the right of appeal.

The Pay Panel is responsible for:

- Determining the Pay Policy for the academy and reviewing it annually, submitting any revisions to the Board of Directors for approval;
- Advising the Board of Directors/Finance Committee on current and future pay levels;
- Ratifying appropriate salary ranges and starting salaries for additional payment ranges and members of the leadership group;
- Ratifying annual pay progress, (by 31st October at the latest) as set out in the Pay Policy, taking account of any recommendations made through the PMR process, in accordance with the approved pay policy.
- Approving applications to be paid on the Upper Pay Range
- Approving annual pay progress for the Principals, Executive Principals, Primary and Secondary Directors, (taking account of the recommendation made as a result of their annual PMR process.
- Determining the application of national inflationary increases as required; and
- Monitoring and reporting to the full Board of Directors 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 Board of Directors are responsible for:

- establishing a Pay Appeals Committee to deal with all appeals against pay decisions.

Appeals Committee

Membership

The Pay Appeals Committee shall consist of at least three named members of the Board of Directors, none of whom shall be employees or members of the Pay Panel, the CEO and a member of the HR Team.

The Principal may be invited to attend 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).

Terms of Reference

The Pay Appeals Committee is responsible for:

- Determining formal appeals against pay determinations in accordance with the Appeals Procedure set out in Appendix C.

Report to Board of Directors on Teachers' Performance and Pay Recommendations

[date]

Introduction

This report is produced by the Principal for the purpose of monitoring the implementation of the teachers' performance management policy and (named) academy.

The current teachers' performance management policy was adopted by the Board of Directors and applies to all teaching staff directly employed by TWHF.

This report relates to the performance management year from (date) to (date) and recommendations in pay which take effect from 1 September (20).

Context

The whole academy improvement targets for this performance management year were:

- [Insert key Ofsted headings]
- [Other]

These targets have been used to inform individual objectives for each teacher. The progress towards whole academy targets have been [detailed narrative]

As at 31 August (20) the number of teachers at each pay point on the academies pay scales is as follows:

Teacher	Pay Point	Additional Allowances	Eligible for progression	Applied for upper pay scale	Recommendation to Pay Panel.
A	Main point 1	SEN	Y		
B	Main point 1		Y		
C	Main point 4		Y		
D	Main point 4		Y	Y	
E	Main point 6	TLR2a	Y	Y	
F	UPS2	TLR2a	Y		
G	UPS3		N		
H	UPS3		N		
I	L5		Y		

Performance Information

The following table shows for each teacher the assessment of their performance in relation to: pupil progress data, lesson observations, book scrutiny, and whether individual objectives have been met. From these an overall judgement of their performance has been made.

The grade for lesson observations is the average grade based on all observations undertaken by the academy for the purposes of assessing performance during the year.

Book scrutiny includes the quality of marking, feedback and the learning environment.

Performance is rated in each column in accordance with the current Ofsted categories of 1) outstanding, 2) good, 3) requires improvement, 4) inadequate.

Teacher	Pupils progress	Lesson observation	Book scrutiny	Performance objectives	Overall judgement of performance
Competency Framework:					
A					
B					
C					
D etc					

The data shows that (academy to summarise any patterns emerging by year group, academy priority etc)

Pay recommendations

(Number) of teachers were deemed to have outstanding overall performance and of these (number) were recommended for one point pay progression and (number) for 2 points pay progression.

Of the (number) teachers who were deemed to have good overall performance (number) were recommended for one point pay progression.

For the (number) teachers deemed to require improvement (number) are currently subject to informal support measures in accordance with the teacher's performance management policy and (number) are subject to formal measures in accordance with the capability procedure. In all cases support plans are in place and documented. (Number) were recommended for one point pay progression.

For the (number) teachers whose performance is deemed inadequate, (number) are currently subject to informal support measures in accordance with the teacher's performance management policy and (number) are subject to formal measures in accordance with the capability procedure. In all cases support plans are in place and documented.

Trends

Overall performance judgements for teachers over the period (date) to (date) are shown below:

Overall judgement	2013	2014	2015
Outstanding			
Good			
Requires Improvement			
Inadequate			

The data shows that (academy to summarise trends, eg. improving)

Summary and recommendations:

From the above (academy to summarise key points)

The following actions are recommended to facilitate continuing improvement:

- 1.
2. etc

Principal

Date

Pay Panel Review Date

Appendix C

PAY PANEL APPEALS PROCEDURE

Any teacher may appeal against any determination in relation to their pay or any other decision taken by the Pay Panel (or a committee or individual acting with delegated authority) 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 latest STPCD;
- b) failed to have proper regard for statutory guidance;
- c) failed to consider the performance reviewers recommendations for pay progression
- d) failed to take proper account of relevant evidence
- e) took account of irrelevant or inaccurate evidence
- f) was inconsistent or biased 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 Panel. 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 Pay Panel no later than 31 October 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 Panel they should outline in writing the grounds for questioning the decision within five working days of the written notification.
4. The Pay Panel 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 panel they have the right to appeal to an appeals panel of Directors. The appeals panel should comprise 3 Directors who were not involved in previous discussions regarding the teacher's pay determination. The Directors on the appeals panel should be familiar with TWHF's pay and performance management policies.
6. If the teacher wishes to exercise this right they should set down in writing the grounds for their appeal (referring to points a-g above) and send it to TWHF Clerk to Governors, within five working days of the notification of the original pay panel's decision. The Clerk 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 original pay panel 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 Panel 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 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.

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 Academy 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 Managing Director to be considered at the next Pay Panel.
- Where the standards have been met, provide the teacher with oral feedback.
- Where the standards have *not yet been met* provide the teacher with the reasons for this.

WHF Upper Pay Competency Framework



Appendix E

	UPI Meets all the competencies in MI – M6 and the following:	UP2 Meets all the competencies in MI – UPI 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. • |
|---|--|--|

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

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Consistent use of the academys 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. 	<ul style="list-style-type: none"> • Pupils demonstrate a thirst for knowledge and are fully engaged in lessons. • There is no low level disruption and all students settle quickly to leaning 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

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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



	Key competencies
Experience	<ul style="list-style-type: none"> • Successful and recognised experience of academy leadership • Experience in a range of academies • Experience of a commitment to federations and or collaborative working arrangements • Experience of academy to academy support • The ability to prove significant and positive impact on raising standards of attainment within a academy • Experience of multi-agency work and a commitment to running a fully inclusive academy • Experience of leading professional development and training for colleagues • Up to date CPD training and a commitment to safeguarding pupils • Safer recruitment training • Secure Knowledge of The Prevent Agenda • Secure understanding of British Values
Personal Qualities	<ul style="list-style-type: none"> • The enthusiasm, initiative and commitment to ensure that outstanding practice is embedded throughout the academy and drive forward the vision and values of The White Horse Federation • The ability, experience and enthusiasm to embrace, implement and manage change effectively • The ability to articulate a clear and coherent educational vision in line with the philosophy of the White Horse Federation and demonstrate commitment to the Multi Academy Trust • The ability to build a collaborative and creative learning culture • A commitment to raising standards across the ability and age range and to have a clear understanding of the performance and improvement measures for named groups within the academy. • An ability to work with and communicate effectively with a wide range of stakeholders to ensure the continued success of the academy • The ability and the tenacity to tackle difficult issues and take difficult decisions and convey outcomes clearly and sensitively • A commitment to promote the wider work of the TWHF • To be an ambassador for all academies within TWHF
Strategic leadership	<ul style="list-style-type: none"> • Contribute to the development of the vision for The White Horse Federation • Communicate the vision of the White Horse Federation to the children, parents, staff and wider community of the academy • Maintain the uniqueness of the academy • Translate the vision of the WHF into coherent, achievable and challenging plans to ensure the continued success of the academy • Manage the academy's' resources effectively and efficiently within the supplementary funding agreement of the Multi Academy Trust • Secure the confidence and loyalty of the whole academy community, the wider federation and beyond • Support the development of other academies within the WHF • Support development in other schools outside the WHF

	<ul style="list-style-type: none"> • Lead and unite the staff with authority and sensitivity • Create and lead a united successful management team • Show a commitment to collaborative decision making • Work effectively with the Local Board of Governors to provide strong leadership for the academy • Enjoy and relish the celebration of success within the academy
Promoting Excellence and achievement	<ul style="list-style-type: none"> • The ability to develop a broad based curriculum that addresses the needs of a diverse cohort • The ability and commitment to achieving excellence and a track record of delivering strategies to raising standards • A track record of effective behaviour management that demonstrates a range of effective behaviour strategies • Good understanding of issues which affect quality in educational achievement including target setting, assessment, diversity and inclusion strategies • Sound experience of handling academy performance data: collation, evaluation, reviewing and taking appropriate action. • Creativity and rigour in contributing the academy's self-evaluation framework for OFSTED
Developing and managing staff	<ul style="list-style-type: none"> • Work within and show commitment to staffing structures within the White Horse Federation in conjunction with the CEO/MD and Board of Directors. • Build mechanisms to ensure effective curriculum planning across TWHF as required, and ensure the appropriate allocation of resources and sharing and developing good practice • Deploy administration and support staff effectively • Show a commitment to continuous professional development for all staff • Support the management of effective communication strategies within the academy and across TWHF • Demonstrate experience of managing performance management processes successfully to show impact on outcomes for children • Show the ability to identify and acknowledge excellence and challenge poor performance
Managing the academy	<ul style="list-style-type: none"> • The ability to manage day-to-day running of the academy efficiently and effectively delegating management tasks and monitoring their delivery • Experience of ensuring that the management, finance, structure and administration within the academy supports the priorities and objectives of TWHF. • Knowledge of the legal framework of education policy and implement it effectively within the academy. • The ability to build a constructive and open relationship with the Board of Directors, the CEO, the Managing Director and the LGB • The ability to develop and sustain a safe, secure and healthy academy environment
Partnership and community relations	<ul style="list-style-type: none"> • An ability and commitment to promoting the academy and TWHF, its ethos and achievements to current and prospective parents, carers and other stake holders • To promote effective partnerships and promote the work of central WHF services • A track record of developing effective relationships with parents, governors, the LEA and other agencies to enhance the education of all students • To celebrate the contribution of the academy to the wider community

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 31st 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 Panel 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 Academy Teacher' Pay and Conditions Document and WHF Pay Policy.

Eligible Teachers should be aware of relevant timelines:

Requests will be considered in the autumn and presented for ratification to the pay panel by **1st December 2015**.

Any pay award will be back dated to **1st September 2015**.

Any queries can be directed to your Principal or the Central 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 have been on UPI/2 for at least 2 years to be eligible)

Current Point

Scale UPI / UP2

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, the Managing Director for consideration at Pay Panel.