



**Durham and Newcastle Diocesan Learning Trust
(DNDLT)
Company Number 10847279**

**Pay Policy
2025**

Policy Reviewed and Adopted by Board of Directors: 18th September 2025 (subject to final STPCD approval, circulated to Heads and Unions summer 2025)

Version: 8

Date of Next Review: September 2026

Responsible Officer: CEO

1. **Vision**

- 1.1. The Durham and Newcastle Diocesan Learning Trust ("the Trust") exists to enable Church of England Schools to continue to achieve educational excellence through Christian based ethos and values.
- 1.2. The Trust was born out of the vision of the Durham Diocesan Board of Education to give a further option to both Diocesan and community schools who wish to seek an academy solution.
- 1.3. At the heart of our vision is our commitment to ensure all of our schools are places where children and young people develop and thrive academically, socially, culturally and spiritually. The drive for excellence and effectiveness in our schools is paramount, but not merely because the Government says so. The enabling of every child to flourish in their potential as a child of God is a sign and expression of the Kingdom and is at the heart of the Trust's distinctive mission. This vision statement will be taken into account in all of our policies and their implementation.

2. **Legal framework**

- 2.1. This policy sets out the framework for making decisions on the pay of all staff who work at the Trust.
- 2.2. This policy has due regard to all relevant legislation, and statutory and advisory guidance, including, but not limited to, the following:
 - 2.2.1. The Working Time Regulations 1998
 - 2.2.2. Employment Relations Act 1999 (as amended)
 - 2.2.3. The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (as amended)
 - 2.2.4. The Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 (as amended)
 - 2.2.5. The Flexible Working Regulations 2014
 - 2.2.6. Equality Act 2010
 - 2.2.7. The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
 - 2.2.8. DfE (2024) 'School teachers' pay and conditions document 2024 and guidance on school teachers' pay and conditions' (STPCD)
 - 2.2.9. The School Teachers' Pay and Conditions (England) (Amendment) Order 2023
 - 2.2.10. ACAS (2015) 'Code of practice on disciplinary and grievance procedures'
 - 2.2.11. DfE (2024) 'Managing Teachers' and Leaders' Pay: Advice for maintained schools, MATs, academies and local authorities'

- 2.3. In respect of teachers, this policy has been developed to comply with current legislation and should be read in conjunction with the School Teachers' Pay and Conditions Document (STPCD) as amended and updated from time to time.
- 2.3.1. The Trust reserves the right to amend this policy following publication and amendment of the STPCD.
- 2.3.2. The Trust recognises that performance related pay is no longer a statutory requirement, but may still be used. The Trust will continue to assess on an ongoing basis whether it remains appropriate for pay progression to be linked to performance.
- 2.3.3. Pay decisions based on the 2024/2025 academic year for teachers (including members of the Leadership Group) will be taken in or around September / October 2025, or, in the case of Headteachers, by no later than December 2025.
- 2.3.4. The Trust has decided to:
- 2.3.4.1. remove performance related pay progression (for application from September 2025) for unqualified teachers and mainscale teachers. They should expect to receive incremental pay progression within the maximum of their pay range unless they are subject to formal or informal capability procedures; and
- 2.3.4.2. retain performance related pay progression (for application from September 2025), for upper pay range, teachers within leadership, headteachers and deputy headteachers and assistant headteachers.
- 2.4. In respect of staff who are not teachers, this policy has been developed to comply with current legislation and should be read in conjunction with the National Joint Council for Local Government Services Pay and Conditions (Green Book) as amended and updated from time to time.
- 2.5. A copy of this policy will be sent to all staff and a copy of all relevant documents on pay and conditions will be made available to all staff by the Trust.
- 2.6. In adopting this pay policy, the aim is to:
- 2.6.1. assure the quality of work across the Trust, including teaching and learning and its impact on student outcomes;
- 2.6.2. support recruitment and retention and reward staff appropriately; and
- 2.6.3. ensure accountability, transparency, objectivity and equality of opportunity.
- 2.7. Pay decisions are made by the Trust which may be delegated to Head Teachers and Academy Councillors and/or Trustees who are granted responsibilities and decision making powers as per the Trust's Scheme of Delegation.
- 2.8. In respect of teachers, this policy operates in conjunction with the Pay Appraisal Policy (Appendix 2).

3. **Roles and responsibilities**

3.1. The Trust is responsible for:

- 3.1.1. making any pay decisions at an Academy within the Trust through the Trust's Scheme of Delegation;
- 3.1.2. in respect of teachers, reviewing each teacher's salary annually with effect from 1 September (and following publication of an updated STPCD by the Department for Education);
- 3.1.3. in respect of support staff roles, reviewing salary annually (and following publication of National Joint Council for Local Government Services pay recommendations).
- 3.1.4. ensuring arrangements are in place for notifying staff of any pay decision, including any allowances they may be eligible for;
- 3.1.5. ensuring that sufficient funds are available in order to support pay decisions;
- 3.1.6. determining the extent to which specific functions relating to pay determination and the appeals process will be delegated to others, such as Head Teachers, Academy Councillors or Trustees; and
- 3.1.7. monitoring the outcomes of this policy and reviewing any changes as necessary.

3.2. The Headteacher of an Academy within the Trust is responsible for:

- 3.2.1. developing clear arrangements for linking teachers' performance to pay progression, in accordance with the Pay Appraisal Policy (Appendix 2);
- 3.2.2. ensuring that effective appraisal systems are in place for all staff, and that members of staff have the knowledge and skills necessary to apply these procedures fairly. Appraisal should be a supportive and developmental process designed to ensure that all staff have or fully develop the skills and access to support they need to carry out their role effectively;
- 3.2.3. submitting any pay recommendations for all staff members (except themselves) to the Trust (or those with delegated authority) for approval;
- 3.2.4. ensuring that the Trust (or those with delegated authority) have sufficient evidence upon which to make decisions regarding pay;
- 3.2.5. in respect of teachers, keeping them well-informed of any decisions made regarding performance related pay progression (for upper pay range, leadership, headteachers, deputy headteachers and assistant headteachers), as well as ensuring that written records are held; and
- 3.2.6. maintaining records or decisions and recommendations made, and evidencing that all decisions have been made fairly and reasonably.

3.3. The Trust CEO is responsible for:

- 3.3.1. ensuring that effective appraisal systems are in place for all staff, and that members of staff have the knowledge and skills necessary to apply these procedures fairly;
- 3.3.2. in respect of staff, keeping them well-informed of any decisions made regarding performance related pay progression (for upper pay range, leadership, headteachers, deputy headteachers and assistant headteachers), as well as ensuring that written records are held; and
- 3.3.3. maintaining records of decisions and recommendations made, and evidencing that all decisions have been made fairly and reasonably.
- 3.4. All staff at the Trust are responsible for:
 - 3.4.1. engaging with their appraisal which includes working alongside their appraiser to ensure that there is a suitable amount of evidence available in order for an annual pay review determination to be made;
 - 3.4.2. keeping records of their objectives and reviewing them throughout the appraisal process;
 - 3.4.3. ensuring that they share any evidence for their appraisal that they consider relevant with their appraiser;
 - 3.4.4. appraising the performance of other staff, if delegated to do so by the Headteacher;
 - 3.4.5. in respect of teachers, deciding whether they wish to apply for progression to the upper pay range;
 - 3.4.6. promptly notify the Trust if they undertake any paid work (including but not limited to consultancy work, Ofsted or SIAMS inspections) during their normal contractual working time and agree that any income received from such work shall be paid into the school budget, less any reasonable expenses incurred.
- 3.5. This pay policy has the following sections.
 - 3.5.1. Part A – Executive Pay (paragraph 4);
 - 3.5.2. Part B – Teacher Pay (paragraph 5);
 - 3.5.3. Part C – Support Staff Pay (paragraph 6);
 - 3.5.4. Part D – Apprentice Pay (paragraph 7)
 - 3.5.5. Part E - Pay reviews for teacher and support staff (paragraph 7);
 - 3.5.6. Part F - Appeals (paragraph 9).
- 4. **Part A - Executive Pay**
 - 4.1. Executive pay (which includes the CEO, COO, CFO and Director of School Improvement) is not covered by the STPCD or the Green Book / National Joint Council for Local Government Services.

- 4.2. Executive Pay is related to Trust performance and other factors deemed by the Trust Board to be relevant and appropriate. The Trust Board set and review targets and approve pay decisions annually.
- 4.3. The Trust Board must ensure that their decisions about levels of executive pay are underpinned by probity, the ethos of public service, public sector values and the principles of public life.
- 4.4. Decisions on executive pay should be fair, proportionate and justified, supported by a fair, evidence based decision making process, reflective of the individual's role and responsibilities.
 - 4.4.1. Pay should take account of the context (Geographic, Educational and Financial) in which the Trust operates.
 - 4.4.2. Pay should be linked to the value, based on a number of components, delivered by the executive.
 - 4.4.3. Pay decisions should ensure that there are no biases pertaining to gender or other protected characteristics within the pay structure.
 - 4.4.4. Pay is related to performance and non-achievement of an executive leader's objectives should have consequences.
 - 4.4.5. Executive pay and benefits should not increase at a faster rate than that of teachers, in individual years and over the longer term.
 - 4.4.6. Decisions made are fair and equitable and in line with employment law.
- 4.5. The Board of Trustees must ensure its decisions about levels of executive pay (including salary and any other benefits) follow a robust evidence-based process.
- 4.6. No executive can be involved in deciding their own remuneration.
- 4.7. The Board of Trustees must approve changes to executive pay before they take effect.
- 4.8. The rationale behind the decision-making process, including whether the level of pay reflects value for money, must be recorded and retained by the Trust.

5. **Part B - Teacher pay**

5.1. **Headteacher and leadership pay scale**

- 5.1.1. Teachers within the leadership group, including Headteachers, Deputy/Assistant Headteachers and teachers who are members of the Senior Leadership Team ("SLT"), will be paid within the following range (based on schools in England, which are outside of the London or London fringe geographic areas):
 - Minimum salary - £51,773 at scale 1;
 - Maximum salary - £143,796 at scale 43.

Scale	Leadership Pay Scale England exc London	Scale	Leadership Pay Scale England exc London
1	£51,773	23	£88,951
2	£53,069	24	£91,158
3	£54,394	25	£93,424
4	£55,747	26	£95,735
5	£57,137	27	£98,106
6	£58,569	28	£100,540
7	£60,145	29	£103,030
8	£61,534	30	£105,595
9	£63,070	31	£108,202
10	£64,691	32	£110,892
11	£66,368	33	£113,646
12	£67,898	34	£116,456
13	£69,596	35	£119,350
14	£71,330	36	£122,306
15	£73,105	37	£125,345
16	£75,049	38	£128,447
17	£76,772	39	£131,578
18	£78,702	40	£134,860
19	£80,655	41	£138,230
20	£82,654	42	£141,693
21	£84,699	43	£143,796
22	£86,803		

- 5.1.2. In accordance with the STPCD, the headteacher's pay range will be calculated by using the number of pupils at their Academy (the total unit score) to determine the appropriate headteacher group (being between Group 1 to Group 8). This is available upon request.

Headteacher Group	Pay Range	Salary Range
1	L6 - L18	£58,569 -£77,924
2	L8 - L21	£61,534-£83,860
3	L11 - L24	£66,368-£90,255
4	L14 - L27	£71,330-£97,136
5	L18 - L31	£78,702-£107,131
6	L21 - L35	£84,669-£118,169
7	L24 - L39	£91,158-£130,274

8	L28 - L43	£100,540-£143,796
---	-----------	-------------------

5.1.3. When determining where within the pay scale the Headteacher will be placed, the Trust will consider the responsibilities of the role and any challenges specific to the role, as well as any other relevant considerations. The Headteacher's pay range may exceed the maximum stated in paragraph 5.1.2 above, where it is determined that circumstances specific to the role or candidate warrant a higher than normal payment, up to a maximum of 25% above the maximum range applicable for the relevant group for the Academy.

5.1.4. In the case of a newly appointed Headteacher, the Trust may consider whether the requirements of the post, and the extent to which the preferred candidate meets these requirements, mean that it would be appropriate for the individual to begin their post above the minimum range for the Headteacher group.

5.1.5. Upon selecting a pay range, the Trust will ensure that there is enough room for performance-related pay progression over time.

5.2. Classroom teacher pay scale

5.2.1. Pay progression is automatic and annual for all teachers until they reach the top of the mainscale pay range. This includes Early Career Teachers (ECTs) and classroom teachers (on the mainscale pay range). Pay progression is not linked to performance (unless the teacher is subject to capability procedures).

5.2.2. For new teacher roles, the Trust will determine the pay range for a vacancy prior to advertising it, having regard to the following:

- the requirements of the role;
- any specialist experience required for the role;
- the experience required to undertake the specific duties of the role;
- the wider school context.

5.2.3. The Trust will determine the starting salary within the pay range below to be offered to the successful candidate.

Classroom teacher pay scale	
Group	(£)
Main pay range	
M1 (min)	£32,164
M2	£34,823
M3	£37,101
M4	£39,556
M5	£42,057
M6 (max)	£45,352
Upper pay range	
U1 (min)	£47,472
U2	£49,232
U3 (max)	£51,048

5.2.4. The Trust will not restrict the pay range advertised, or pay progression available, other than the minimum of the main pay scale and the maximum of the upper pay range.

5.2.5. When making pay determinations for new appointees, the Trust may award pay scale points to determine the starting salary of the teacher, as follows:

- One point for every one year of service as a qualified teacher in a maintained school, Academy or independent school.
- One point for every one year of service as a qualified teacher in HE or FE, including sixth form colleges.
- One point for every three years of non-teaching experience spent working in a relevant area, including time spent working in an occupation relevant to a classroom teacher's role in a school and experience with children and young people.
- One point for every three years of other remunerated or unremunerated experience, including caring for children during a career break.

5.2.6. The Trust may pay a teacher on the upper pay range if:

- The teacher is employed in the Academy as a 'post-threshold teacher', defined as such in accordance with the definition outlined in the STPCD.
- The teacher applied to be paid on the upper pay range in accordance with the terms of this policy and their application was successful.
- The teacher was employed as a member of the leadership group in the academy on or after September 2000, and has secured the position for one year or more.

NB. The above criteria in paragraph 5.2.6 are only applicable without any break in the teacher's continuity of employment with the Trust.

5.3. Leading practitioner pay scale

- 5.3.1. The Trust may appoint a teacher as a leading practitioner if it is deemed that the primary purpose of the teacher's role is to model and lead the improvement of teaching skills.
- 5.3.2. The Trust has established the following 18 point pay scale range for leading practitioner posts.

Leading practitioner pay scale	
Group	(£)
1 (min)	£52,026
2	£53,332
3	£54,663
4	£56,022
5	£57,518
6	£58,587
7	£60,443
8	£61,836
9	£63,381
10	£65,010
11	£66,695
12	£68,233
13	£69,937
14	£71,682
15	£73,465
16	£75,419
17	£77,150
18 (max)	£79,092

- 5.3.3. The Trust will consider the weight of the responsibilities of the post when determining the pay scale for a leading practitioner.
- 5.3.4. All newly appointed leading practitioners will be subject to the minimum of the pay range.
- 5.3.5. The Trust will ensure that there is enough room for pay progression in relation to performance over time for any individual entitled to the leading practitioner pay range.
- 5.3.6. Pay progression for the leadership pay range is based on performance. Following an individual annual appraisal and, subject to the provisions of the published pay policy, the teacher should expect to receive an incremental annual pay progression within the maximum of their pay range, subject to successful performance as defined in the pay policy. Pay progression will not be withheld for reasons other than performance.

5.4. Unqualified teacher pay scale

- 5.4.1. Where a staff member is a graduate teacher or is on the employment-based teacher training scheme, the Trust will determine whether the teacher is to

be paid and be eligible for allowances as a qualified teacher or unqualified teacher.

5.4.2. Pay progression is automatic and annual for all unqualified teachers until they reach the top of the unqualified teacher pay range. Pay progression is not linked to performance (unless the unqualified teacher is subject to capability procedures).

5.4.3. The Trust has established the following six point pay scale for unqualified teacher posts:

Unqualified teacher pay scale	
Group	(£)
1 (min)	£22,601
2	£25,193
3	£27,785
4	£30,071
5	£32,667
6 (max)	£35,259

5.4.4. A member of staff on the unqualified teacher pay scale will be notified of their position on the pay range and any allowances they may be eligible for.

5.4.5. The Trust may determine that an additional allowance is appropriate for unqualified teachers, where the individual has:

- taken on a sustained additional responsibility which is focussed on teaching and learning, and requires the use of the teacher's professional skills and/or judgement;
- qualifications or experience which adds significant value to the role being undertaken.

5.4.6. An individual who works as an unqualified teacher, gains QTS and continues to work as a qualified teacher at the Academy will be transferred to a salary within the main pay range once they have obtained QTS.

5.4.7. The Trust will pay the qualified teacher a lump sum which is the difference (if any) between the remuneration the teacher was paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date QTS was obtained to the date the lump sum is paid.

5.4.8. The qualified teacher will also be entitled to any allowance payable under paragraph 5.4.5 of this policy that the Trust deems appropriate in its sole discretion.

5.5. Part-time and short-notice teachers

The salary and any allowances (except TLR 3 payments) of part time teachers (i.e. those who work for less than a full working week) will be determined in accordance

with the pro rata principle. This means that the proportion of total remuneration corresponds to the number of hours that the teacher is employed in that capacity during the Academy's timetabled teaching week. Any additional hours worked by agreement from time to time will be paid at the same rate.

5.6. Teacher pay progression based on performance

- 5.6.1. For unqualified teachers and mainscale pay range teachers only, they will receive annual incremental pay progression within the maximum of their pay range, unless they are subject to any form of informal or formal capability procedures at the point of pay determination.
- 5.6.2. For upper pay range and teachers within the leadership group, headteachers and deputy headteachers and assistant headteachers, all pay determinations will be determined in accordance with the pay scales outlined within this policy respectively.
- 5.6.3. Pay progression decisions will be made each year and will be clearly attributed to staff members' performance. Decisions regarding pay progression will be made in accordance with appraisal reports and the recommendations that they contain, as outlined in the Pay Appraisal Policy (Appendix 2).
- 5.6.4. To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions. The evidence used to determine pay progression will be only that available through the appraisal process and not through the misuse of pupil voice, parental opinion and other sources.
- 5.6.5. All staff members with continued good performance should have an expectation of pay progression.
- 5.6.6. Final decisions regarding pay recommendations as a result of the teacher appraisal process will be made by the Trust, taking into account the appraisal report and evidence presented. The rate of progression will be subject to an individual teacher's performance. Judgements will be made regarding the extent to which teachers have met their individual objectives and the relevant standards, as well as their impact on the following aspects:
 - pupil progress;
 - wider outcomes for pupils;
 - improvements in individually identified elements of practice, e.g. behaviour management and lesson planning;
 - impact on the effectiveness of teachers and other members of staff;
 - wider contribution to the work of the Academy and Trust.
- 5.6.7. ECTs (Early Career Teachers) are not automatically entitled to pay progression following successful completion of their induction period. The Trust will ensure that ECTs are not negatively affected by the extension of

the induction period from one to two years. This does not prevent the Trust from awarding pay progression to ECTs at the end of the first year.

5.7. For any teacher due to go on maternity leave, the Academy will so far as practicable seek to ensure that appraisals are conducted before maternity leave. If this is not practicable, then upon returning to work from maternity leave, the Academy shall award a pay increase which she would have received, following appraisal, had she not been on maternity leave.

5.8. The Academy will make reasonable adjustments to the appraisal process as it sees fit for any teachers who are absent due to disability.

5.9. Application from a teacher to be paid on the upper pay range

5.9.1. All qualified teachers are entitled to apply to be paid on the upper pay range.

5.9.2. Teachers can apply to be paid on the upper pay range whilst on any spinal point within the main pay range.

5.9.3. Applications for the upper pay range will only be made once a year using the Upper Pay Range Application Form, available at appendix 1 c. This form will be submitted to the teacher's appraiser at their performance appraisal meeting. Teachers should inform the Headteacher of their intention to apply for Upper Pay Range as soon as practicable and ideally at the start of the appraisal cycle to allow appropriate targets to be set and evidence obtained that the criteria for the upper pay range has been satisfactorily met.

5.9.4. To move a teacher to the upper pay range, the Trust will need to be satisfied that both of the following criteria have been met, in accordance with the STPCD:

- the teacher is **highly competent** in all elements of the relevant standard; and
- the teacher's achievements and contributions to the Academy are **substantial** and **sustained**.

5.9.5. For the purpose of this policy:-

- "highly competent" means an individual whose performance is not only good, but is also good enough to provide coaching and mentoring to other staff. An individual who is highly competent will be able to give advice to other staff, demonstrate effective work in their role and know how to make a wider contribution to the work of the Trust or the Academy where they work;
- "substantial contribution" means an individual who plays a critical role in the life of the Trust or the Academy where they work and continuously offers significant value. An individual who makes a substantial contribution (and in respect of teachers, to raising pupil standards, taking advantage of opportunities for professional development and using the outcomes of such to effectively improve pupils' learning); and
- "sustained" means maintained continuously over two academic years or more.

- 5.9.6. The Trust will be satisfied that the teacher has met the expectations for progression to the upper pay range if the Upper Pay Range Progression Criteria (see Appendix 1[a] below) has been met successfully during two consecutive performance appraisals. Head Teachers should remind Teachers that they are entitled to apply for the upper pay range at the start of the relevant appraisal period including where the Teacher may have been absent for any reason including in respect of maternity or other family friendly leave.
- 5.9.7. The appraiser of the teacher, in conjunction with the Headteacher, will make the initial decision as to whether the individual's application is successful. However, the Trust (through any delegated authority to Academy Councillors) will ultimately make the final determination as to whether the individual's application is successful. The assessment will usually be made within 20 working days of the application being submitted.
- 5.9.8. Teachers will receive written notification of whether their application has been successful or not as soon as practicable after determination and usually no later than one month after the initial application. If successful, the teacher will move to the upper pay range from the start of the academic year.
- 5.9.9. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the Academy's general appeals arrangements.
- 5.10. Application from an upper pay range teacher to be moved up within the upper pay range
- 5.10.1. All teachers within the upper pay range are entitled to apply to move up within the upper pay range two years following a pay determination to pay then at upper pay range 1 or upper pay range 2 as applicable.
- 5.10.2. Applications for upward progression within the upper pay range will only be made once every second year using the Upper Pay Range Application Form at Appendix 1[c]. This form will be submitted to the teacher's appraiser at their performance appraisal meeting. Teachers should inform the Headteacher of their intention to apply for upward progression within the Upper Pay Range as soon as practicable and ideally at the start of the appraisal cycle to allow appropriate targets to be set and evidence obtained that the criteria for upward movement within the upper pay range has been satisfactorily met. Head Teachers should remind Teachers that they are entitled to apply to move up at the start of the relevant appraisal period including where the Teacher may have been absent for any reason including in respect of maternity or other family friendly leave.
- 5.10.3. To move a teacher upwards within the upper pay range, the Trust will need to be satisfied that both of the following criteria have been met, in accordance with the STPCD by reference to the criteria set out in appendix 1 b):
- 5.10.3.1. the teacher is highly competent in all elements of the relevant standard; and
- 5.10.3.2. the teacher's achievements and contributions to the Academy are substantial and sustained (as defined in 5.9.5 above).

- 5.10.4. The appraiser of the teacher, in conjunction with the Headteacher, will make the initial decision as to whether the individual's application is successful. However, the Trust (through any delegated authority to Academy Councillors) will ultimately make the final determination as to whether the individual's application is successful. The assessment will usually be made within 20 working days of the application being submitted.
- 5.10.5. Teachers will receive written notification of whether their application has been successful or not as soon as practicable after determination and usually no later than one month after the initial application. If successful, the teacher will move to the upper pay range from the start of the academic year.
- 5.10.6. Any appeal against a decision not to move the teacher upwards within the Upper Pay Range will be heard in accordance with Part F – Appeals (see below).

5.11. Teacher TLR Payments

- 5.11.1. The Trust will consider awarding qualified classroom teachers with a TLR payment if they undertake sustained additional responsibility for ensuring high-quality teaching and learning.
- 5.11.2. The Trust has established the following four point pay scale ranges for TLR1, TLR2 and TLR3 payments.

TLR pay scale	
Group	Payment (£)
TLR1	
1 (min)	£10,174
2	£11,711
3	£13,904
4 (max)	£17,216
TLR2	
1 (min)	£3,527
2	£4,881
3	£6,466
4 (max)	£8,611
TLR3	
1 (min)	£702
2	£1,482
3	£2,384
4 (max)	£3,478

- 5.11.3. The Trust will consider awarding a fixed-term TLR3 payment to a qualified classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities.

- 5.11.4. The Trust will establish the time frame of any fixed-term payment before the payment is made. The payment will be provided monthly for the duration of the specified fixed term.
- 5.11.5. Teachers are unable to hold a TLR1 payment and a TLR2 payment at the same time; however, they can hold a TLR3 payment with either a TLR1 or TLR2 payment.
- 5.11.6. To be awarded a TLR3 payment, the Trust will be satisfied that the teacher's additional responsibilities are not required of all other classroom teachers and that they:
- are focussed on teaching and learning;
 - require the use of the teacher's professional skills and judgement;
 - require the teacher to lead and manage pupil development across the curriculum;
 - have an impact on the educational progress of pupils other than those who are in the teacher's assigned classes.
- 5.11.7. To be awarded a TLR1 or TLR2 payment, the Trust will be satisfied that the teacher meets all the criteria outlined in 5.11.6, as well as responsibilities which:
- require the teacher to lead, manage and develop a subject or curriculum area; and
 - involve leading, developing and improving the teaching practice of other teachers.
- 5.11.8. Before awarding a TLR1 payment, the Trust will also be satisfied that the teacher's additional responsibility includes acting as a line manager for a significant number of staff.

5.12. SEN Allowances

- 5.12.1. The Trust will award a SEN allowance to teaching staff where the classroom teacher is employed:
- in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
 - in a special school;
 - to teach pupils in one or more designated special classes or units in a school;
 - in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:
 - involves a substantial element of working directly with children with SEN;

- requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; and
- has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school or, in the case of an unattached teacher, the unit or service.

5.12.2. Where a SEN allowance is to be paid, the Trust will determine the value of the SEN allowance taking into consideration the following factors:

- Whether any mandatory qualifications are required for the role.
- Whether the teacher teaches pupils with SEN.
- The qualifications and expertise of the teacher selected for the role.
- The duties and responsibilities and demands of the role.

5.12.3. Where the Trust awards an SEN allowance, it has established the following four point pay range scale. The level of SEN allowance awarded will reflect the specific duties and role and the nature and challenge of the work entailed.

SEN Allowance scale	
Group	Payment (£)
1 (min)	£2,787
2	£3,690
3	£4,595
4 (max)	£5,497

5.12.4. An SEN allowance may be held at the same time as a TLR, however the Trust will consider whether it is more appropriate to award a TLR payment instead of a SEN allowance. SEN allowances will not be used solely for the purposes of recruitment and retention.

5.13. Teacher Acting allowances

5.13.1. The Trust will decide whether to award allowances to any teacher who is required to act as Headteacher or Deputy/Assistant Headteacher for a period more than four weeks.

5.13.2. If the teacher is to be awarded an acting allowance, the payment will be backdated to the day on which they assumed the additional responsibilities.

5.13.3. The teacher will receive an acting allowance which is equal to that of the individual who usually undertakes that role.

5.14. Other payments

5.14.1. The Trust may make additional payments to all teachers (including the head teacher) who agree to undertake additional activities such as Continuing professional development (CPD) outside directed time; initial teacher

training (ITT) activities; and out-of-school learning activities. Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate and following consideration by the Trust, at a higher level reflecting the responsibility and size of commitment.

- 5.14.2. The Trust recognises that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the normal school day, the Academy will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.

5.15. Safeguarding of teacher pay

The Trust will operate salary safeguarding arrangements in line with the provisions of the STPCD as amended and updated from time to time.

6. **Part C - Support Staff pay**

- 6.1. The arrangements for advertising vacancies for support staff will mirror those for teaching staff. Advertisements will indicate the number of working hours and working weeks and will show the appropriate salary and grade for the applicable job role.
- 6.2. Salary grades will be based on the applicable job evaluation study in place, and will consist of a number of pay points within each pay band.
- 6.3. It is usual practice for a new employee to commence at the bottom point of the grade, moving incrementally each year, until the top of the grade is reached. Increments normally occur automatically each April, together with any annual inflationary award, where agreed. A new employee has to have been in employment for at least six months before an increment occurs.
- 6.4. Once the top of the grade is reached, automatic progression ceases up the incremental points in any pay scale.
- 6.5. Other payments may be made, at the discretion of the Trust. For example:-
- 6.5.1. Additional hours - Support staff who undertake extra duties outside of their designated working hours may be entitled to an additional payment at the appropriate hourly or agreed rate, provided this has been approved in advance and in writing by the Headteacher or delegated representative before any additional work is undertaken.
- 6.5.2. Acting up - Where a member of staff agrees to cover and satisfactorily undertakes the full range of duties of a higher graded post, for a period of 4 weeks or more the Trust Board will pay that member of staff on the appropriate point on the higher scale (normally the minimum) on a temporary basis for the period of acting up.
- 6.5.3. Honorarium Payment - Where a member of staff is covering some, but not all of the duties of the higher graded post, the Trust Board will consider an honorarium payment, calculated on the difference in salary between the substantive and higher graded post and taking account of the proportion of higher graded work undertaken. In exceptional circumstances the Trust

Board may wish to recognise this additional work through the award of an additional increment within the pay range point

7. **Part D – Apprentice Pay**

- 7.1. The Trust recognises that apprenticeships are a way of improving skills. They may be used to recruit new employees, or upskill existing staff.
- 7.2. Apprenticeships are for everyone, not just for young people and new recruits.
- 7.3. The Trust shall pay apprentices in line with the statutory national living / minimum wage applicable to their age. They are employees and are employed on an apprenticeship agreement issued in line with their course or programme of study.

8. **Part E - Pay reviews for teachers and support staff**

- 8.1. In respect of teaching staff, the Trust will review each teacher's salary on an annual basis, with effect from 1 September, each academic year (following publication of the STPCD). Any applicable pay increase will be backdated to 1 September.
- 8.2. In respect of support staff, the Trust will review salaries on an annual basis, on or around April each academic year (following any update to the National Joint Council for Local Government Services Pay and Conditions - Green Book).
- 8.3. The Trust will conduct pay reviews at other times during the academic year to reflect any changes in circumstances or job description which, in turn, reflect the pay entitlement of any staff member.
- 8.4. In respect of teachers:-
 - 8.4.1. The Trust may conduct a pay review when a teacher joins the Trust or moves to the upper pay range.
 - 8.4.2. All individual pay progression decisions will account for any uplift applied within the STPCD.
 - 8.4.3. Any recommendations in pay will be made in writing as part of teachers' annual appraisals.
 - 8.4.4. The Trust will provide each teacher with a written statement no later than one month after any review, outlining:
 - (a) any payments and financial benefits awarded to the teacher, as well as the period for which they are awarded;
 - (b) any safeguarding financial entitlements;
 - (c) the nature of any fixed-term contract;
 - (d) in the case of a leadership group or leading practitioner teacher, the basis and criteria on which remuneration has been determined;
 - (e) the criteria for a pay review to be undertaken;
 - (f) information on where this policy is located; and
 - (g) the appeals procedure in relation to pay appeal.

- 8.4.5. Where a pay determination leads to, or may lead to, the start of a period of safeguarding, the Trust will give the required notification as soon as possible, and no later than one month after the date of a pay determination.
- 8.5. In respect of support staff:-
- 8.5.1. Support staff may, subject to satisfactory performance, progress by annual increments to the maximum of the scale for the post. Incremental progression may be withheld where the performance of the member of staff is poor and where appraisal targets are not being met or if attendance or conduct record justifies such action.
- 8.5.2. Subject to the above, incremental progression, will take place on 1 April each year, except where a member of staff starts between 1 October and 31 March in which case incremental progression will occur at the 6 month anniversary of the start date and then on 1 April in subsequent years.

9. **Part F - Appeals**

- 9.1. Concerns regarding pay matters will be dealt with in accordance with the Trust's appeals procedure, set out below.
- 9.2. The Trust strives to resolve all potential pay appeal issues informally where practicable.
- 9.3. All staff have the right to raise formal appeals against pay determinations if they feel a pay determination has been unfairly made.
- 9.4. Staff who are dissatisfied with their pay recommendation will first have an informal meeting with their appraiser or Headteacher to discuss the reasons for their dissatisfaction.
- 9.5. If the staff member believes the pay determination to be incorrect following their informal meeting, they may make a representation to the Trust (or delegated pay committee) by submitting a formal written statement.
- 9.6. The staff member will be given the opportunity to make representations, provide evidence, ask questions and bring witnesses forward during their meeting with the Trust (or delegated pay committee).
- 9.7. The Trust (or delegated pay committee) will make a final decision and will notify the staff member in writing of the final pay determination.
- 9.8. If the staff member does not agree with the final pay determination, they may appeal the decision to the appeals panel made up of Trustees or Academy Councillors.
- 9.9. The staff member and their appraiser or the Headteacher will have the opportunity to present evidence and witnesses, and question each other regarding the determination.
- 9.10. The appeals panel will notify the staff member in writing of the appeals decision and the reasons for this decision. This decision is final and the staff member will not be able to question the determination any further.

10. **Monitoring and review**

- 10.1. The Trust will review this policy on an annual basis, ensuring that all processes and values are up-to-date and guarantee the equality of staff in all instances.
- 10.2. Any changes made to this policy will be communicated to all members of staff.

Appendix 1(a) - Upper Pay Range Progression Criteria

To progress to the upper pay range, the teacher should be able to demonstrate all of the following criteria in their work.

Professional attributes

The teacher will:

- Contribute significantly to implementing Academy policies and processes, where appropriate.
- Promote collective responsibility for policy implementation.

Professional knowledge and understanding

The teacher will:

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.
- Have a clear understanding of how to personalise learning to provide opportunities for pupils and maximise their learning potential.
- Have an extensive knowledge of the assessment arrangements and requirements for the curriculum areas, including those related to public examinations and qualifications.
- Have an up-to-date knowledge and understanding of the different types of qualifications and specifications, and their suitability for meeting pupils' needs.
- Have a well-developed knowledge of their curriculum, subject areas and related pedagogy, including how learning progresses within them.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

Professional skills

The teacher will:

- Be flexible, creative and adept at designing learning sequences within lessons that are effective and consistently well-matched to learning objectives and the needs of pupils.
- Integrate recent developments, including those relating to subject and curriculum knowledge, into their learning sequences.
- Have teaching skills which lead to pupils achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners' nationally.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Appendix 1(b) – Upwards Progression Within the Upper Pay Range Criteria

To progress upwards within the upper pay range, the teacher should be able to demonstrate all of the following criteria in their work.

Professional attributes

The teacher will:

- Contribute significantly to implementing Academy policies and processes, where appropriate.
- Promote collective responsibility for policy implementation.

Professional knowledge and understanding

The teacher will:

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.
- Have a clear understanding of how to personalise learning to provide opportunities for pupils and maximise their learning potential.
- Have an extensive knowledge of the assessment arrangements and requirements for the curriculum areas, including those related to public examinations and qualifications.
- Have an up-to-date knowledge and understanding of the different types of qualifications and specifications, and their suitability for meeting pupils' needs.
- Have a well-developed knowledge of their curriculum, subject areas and related pedagogy, including how learning progresses within them.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

Professional skills

The teacher will:

- Be flexible, creative and adept at designing learning sequences within lessons that are effective and consistently well-matched to learning objectives and the needs of pupils.
- Integrate recent developments, including those relating to subject and curriculum knowledge, into their learning sequences.
- Have teaching skills which lead to pupils achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners' nationally.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Appendix 1c

Upper Pay Range Application Form

This form is to be used when applying for the upper pay scale, and when applying to continue to progress upwards through the upper pay range, as outlined in the school's Teachers' Pay Policy. Before completing this form, you should make yourself fully aware of the school's policy and procedures concerning pay and teachers' standards, and be certain you meet the relevant criteria for assessment.

A copy of the school's Pay Policy can be obtained from the school office.

Declaration

Teacher's name:			
Teacher reference number:			
I hereby certify that I understand that the decision on my progression will be based on my performance against the relevant teacher standards and whether my achievements and contribution to the school are substantial and sustained. I have provided a summary of the evidence from my teaching practice that I believe demonstrates I have met the required threshold standards. I have used evidence from past appraisals and reviews where possible to complete the relevant section of the application form. I have provided a summary of the evidence from my teaching practice that demonstrates how I believe I have met the threshold standards.			
Teacher's signature:			Date:

When completing the form, you should consider carefully whether your statements satisfy the following:

- Relevant
- Concise
- Representative
- Supported by strong evidence
- Time-specific
- Demonstrating impact

To progress to the upper pay range, and subsequently progress upwards through the upper pay range, the teacher should be able to demonstrate all of the following criteria in their work.

Professional attributes

The teacher will:

- Contribute significantly to implementing Academy policies and processes, where appropriate.
- Promote collective responsibility for policy implementation.

Professional knowledge and understanding

The teacher will:

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.
- Have a clear understanding of how to personalise learning to provide opportunities for pupils and maximise their learning potential.
- Have an extensive knowledge of the assessment arrangements and requirements for the curriculum areas, including those related to public examinations and qualifications.
- Have an up-to-date knowledge and understanding of the different types of qualifications and specifications, and their suitability for meeting pupils' needs.
- Have a well-developed knowledge of their curriculum, subject areas and related pedagogy, including how learning progresses within them.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

Professional skills

The teacher will:

- Be flexible, creative and adept at designing learning sequences within lessons that are effective and consistently well-matched to learning objectives and the needs of pupils.
- Integrate recent developments, including those relating to subject and curriculum knowledge, into their learning sequences.
- Have teaching skills which lead to pupils achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners' nationally.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Teaching standard 1.1: Set high expectations which inspire, motivate and challenge pupils

Possible sources of evidence include: Planning files and records, feedback from lesson observations, performance data, performance management evidence, pupil progress records, annotated pupils' work, and records of homework set.

Explain below how you have set high expectations and inspired, motivated, and challenged pupils. You may wish to include how you have established a safe environment rooted in respect, set goals that stretched pupils' abilities and demonstrated the values and behaviour you expect from your pupils. Provide evidence where possible:

Assessment by headteacher:

Standard:

Met

☐

Not yet met

☐

Teaching standard 1.2: Promote good progress and outcomes by pupils

Possible sources of evidence include: Planning files and records, feedback from lesson observations, performance data, performance management evidence, pupil progress records, annotated pupils' work, and records of homework set.

Explain below how you have promoted good progress and outcomes for your pupils. You may wish to include: How you are accountable for pupils' attainment and outcomes? How you stay aware of pupils' capabilities and plan your lessons with these in mind? How do you guide pupils to reflect on progress and identify areas of weakness? You should also demonstrate here your knowledge and understanding of how pupils learn and how this impacts your teaching. In addition, provide evidence of how you encourage pupils to take responsibility for their own work and study. Provide evidence where possible:

Assessment by headteacher:

Standard: Met ☐ Not yet met ☐

Teaching standard 1.3: Demonstrate good subject and curriculum knowledge.

Possible sources of evidence include: Lesson observations, CPD records, planning records, performance management evidence, personal research and INSET records.

Demonstrate below how you have good subject and curriculum knowledge and how you have improved this over recent years. You may wish to highlight how you foster and maintain pupils' interest in the subject and how you address misunderstandings. You should also demonstrate a critical understanding of developments in the subject. In addition, demonstrate how you have promoted high standards of literacy, articulacy and the correct use of standard English, regardless of your specialism. Provide evidence where possible:

Assessment by headteacher:

Standard: Met ☐ Not yet met ☐

Teaching standard 1.4: Plan and teach well-structured lessons

Possible sources of evidence include: Lesson observations, CPD records, planning records, performance management evidence, monitoring management information, behaviour logs and pupil progress records.

Explain below how you have planned and taught well-structured lessons imparting knowledge and developing understanding through effective use of lesson time. Demonstrate how you have promoted a love of learning and intellectual curiosity. How has the homework you set consolidated and extended pupils' understanding? Do you reflect on the effectiveness of lessons and approaches to teaching? How do you contribute to the design and provision of an engaging curriculum within the relevant subject area? Provide evidence where possible:

Assessment by headteacher:

Standard: Met ☐ Not yet met ☐

Teaching standard 1.5: Adapt teaching to respond to the strengths and needs of all pupils

Possible sources of evidence include: Assessment records, lesson plans, records of achievement, monitoring data, records of target setting discussions, pupils' reports, annotated pupils' work, feedback from lesson observations and parent consultation records.

Explain below how you adapt your teaching to the strengths and needs of pupils. How do you differentiate appropriately? Demonstrate how you can overcome a range of factors that can inhibit pupils' progress. Provide evidence of awareness of the physical, social and intellectual development of children and how your teaching supports this. Demonstrate how you respond to the specific needs of all pupils, including those with special educational needs or disabilities, high ability or English as an additional language. Provide evidence where possible:

Assessment by headteacher:

Standard:

Met

☐

Not yet met

☐

Teaching standard 1.6: Make accurate and productive use of assessment

Possible sources of evidence include: Assessment records, lesson plans, records of achievement, monitoring data, records of target setting discussions, pupils' reports, annotated pupils' work, feedback from lesson observations and parent consultation records.

Explain how you have developed your knowledge and understanding of how to effectively assess the relevant subject and curriculum areas, including the statutory assessment requirements. Provide examples of when you have made use of both formative and summative assessment to secure pupils' progress. Explain how you use relevant data to monitor progress, set targets and plan subsequent lessons. Demonstrate how you give pupils regular feedback, both orally and through accurate marking, and how you encourage pupils to respond to the feedback.

Assessment by headteacher:

Standard: Met ☐ Not yet met ☐

Teaching standard 1.7: Manage behaviour effectively to ensure a good and safe learning environment

Possible sources of evidence include: Lesson observations, teaching assessments, behaviour logs and records of rewards and sanctions.

Demonstrate below how you have managed behaviour effectively to ensure a good and safe learning environment. You may wish to include how you have established clear rules and routines and taken responsibility for promoting good behaviour both in your classroom and throughout the school. How have you established a framework for discipline using a range of consistent and fair strategies? Explain your strategy for managing classes effectively and motivating pupils. How have you maintained good relationships with pupils, exercised appropriate authority and acted decisively when necessary? Provide evidence where possible:

Assessment by headteacher:

Standard: Met ☐ Not yet met ☐

Teaching standard 1.8: Fulfil wider professional responsibilities

Possible sources of evidence include: Planning records, School Development Plan, action plans, performance management evidence, contribution to extra-curricular activities, curriculum working parties, departmental team work, evidence referenced in previous answers.

Explain below how you have made a positive contribution to the wider community and ethos of the school. How have you developed effective professional relationships? How have you deployed support staff effectively? When have you taken responsibility for improving teaching through appropriate professional development? How have you communicated effectively with parents with regards to pupils' achievements and wellbeing? Provide evidence where possible:

Assessment by headteacher:

Standard: Met ☐ Not yet met ☐

Teaching standard 2: Personal and professional conduct

Possible sources of evidence include: CPD records or any other relevant information about professional development, performance management evidence, supportive documentation, comments from staff, pupils and parents, feedback from lesson observations, planning records and evidence referenced in previous answers.

Explain below how you have met the personal and professional standards expected of a teacher. These include maintaining high standards, building relationships, treating pupils with dignity, safeguarding pupils' wellbeing, showing tolerance and respect, not undermining fundamental British values, and ensuring personal beliefs are not expressed in ways which exploit pupils' vulnerability. Demonstrate how you have paid regard to the policies and practices of the school and that you understand your professional duties and responsibilities. Provide evidence where possible:

Assessment by headteacher:

Standard: Met ☐ Not yet met ☐

Appendix 2 - Pay Appraisal Policy

1. **Introduction**

- 1.1. The Trust is committed to ensuring that all staff have a positive experience of performance review and appraisal.

2. **Legal framework**

- 2.1. This policy sets out the framework for a clear and consistent assessment of the overall performance of staff within the Trust (including the CEO, Headteacher, teachers and support staff) and for supporting their development within the context of the plan for improving educational provision and performance, and the standards expected of employees.
- 2.2. It also sets out the arrangements that will apply when employees fall below the levels of competence that are expected of them.
- 2.3. The policy is in two separate sections.
 - 2.3.1. **Part A** of the policy, which covers teacher appraisal, applies to the CEO, Headteacher and to all teachers employed by the Trust, except those on contracts of less than one term, those undergoing induction (i.e. ECTs – Early Career Teachers).
 - 2.3.2. **Part B** of the policy, which covers appraisals for non-teaching staff (known often as support staff) which applies to all non-teachers employed by the Trust, except those on contracts of less than 12 months.

3. **Part A – Teacher Appraisal**

- 3.1. Appraisal in the Trust will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.
- 3.2. The Appraisal Period
 - 3.2.1. The appraisal period will run for twelve months from 1 September to 31 August each year.
 - 3.2.2. Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.
- 3.3. Appointing appraisers
 - 3.3.1. The CEO of the Trust will be appraised by the Trust Chair (or Trustee of the Trust nominated by the Chair to undertake this role), supported as required by a suitably skilled adviser who has been appointed by the Trust Board for that purpose.
 - 3.3.2. The Headteachers of an Academy within the Trust will be appraised by the CEO and or the Challenge and Support Partner ('CSP' nominated by the

CEO to undertake this role) and at least one nominated Academy Councillor (or Trustee) of the Trust.

- 3.3.3. The Headteacher of the Academy in the Trust will decide who will appraise other teachers within individual academies.

3.4. Setting Objectives

- 3.4.1. The CEO's objectives will be set by the Trust Board.
- 3.4.2. The Headteacher's objectives will be agreed by the CEO (or nominated CSP) and the Academy Council and/or Trust Board
- 3.4.3. Teachers will be informed of the standards against which their performance in the set appraisal period will be addressed. The standards used in relation to appraisal are the 'Teachers' Standards' as amended and updated from time to time. The Headteacher may also use any other set of teaching standards published by the government, which are applicable to the performance of that teacher.
- 3.4.4. Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be specific, measurable, achievable, realistic and time-bound, and will be appropriate to their role and level of experience. The appraiser will seek to agree the objectives with the individual employee but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.
- 3.4.5. The objectives set for each teacher will, if achieved, contribute to the Academy aims and priorities; improving the quality of education and performance of pupils who attend the Academy.
- 3.4.6. Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.

3.5. Reviewing Performance - Observation

- 3.5.1. This Trust believes that observation of classroom practice and other responsibilities is important both in assessing teachers' performance to identify any particular strengths and areas for development they may have, and for gaining useful information which could inform improvement.
- 3.5.2. All observation will be carried out in a reasonable and supportive manner.
- 3.5.3. Within the Trust, teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of each Academy. Classroom observation will be carried out by those with QTS. In addition to formal observation, Headteachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

- 3.5.4. Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 3.6. Reviewing Performance – Development and Support
- 3.6.1. Appraisal is a supportive process which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development.
- 3.6.2. Professional development will be linked to Academy / Trust improvement priorities and to the ongoing professional development needs and priorities of individual teachers.
- 3.7. Reviewing Performance – Feedback
- 3.7.1. Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light.
- 3.7.2. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:
- give clear feedback to the teacher about the nature and seriousness of the concerns;
 - give the teacher the opportunity to comment and discuss the concerns;
 - agree any support (for example coaching, mentoring, structured observations, training) that will be provided to help address those specific concerns;
 - make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement);
 - explain the implications and process if no – or insufficient – improvement is made.
- 3.7.3. When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.
- 3.8. Transition to Capability
- 3.8.1. If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting.
- 3.8.2. The capability procedures will be conducted in accordance with the capability policy which is set out within the staff handbook.

3.9. Annual assessment

- 3.9.1. Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the CEO, CSP, Academy Council (and/or Trust Board), will seek external advice and support where required.
- 3.9.2. This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings.
- 3.9.3. The teacher will, as soon as practicable, receive and have the opportunity to comment on the outcome letter of the appraisal period. In the Academy, teachers will usually receive their outcome letter before 31 October and the Headteacher usually before 31 December. The appraisal report will include:
- An assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards.
 - An assessment of the teacher's professional development needs and identification of any action that should be taken to address them.
 - A recommendation on pay progression where that is relevant (for upper pay range, leadership, deputy headteachers and headteachers).
- 3.9.4. The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

4. **Part B – Support Staff Appraisal**

- 4.1. Appraisal will be a supportive and developmental process designed to ensure that all support staff employees have the skills and support they need to carry out their role effectively. It will help to ensure that support staff are able to continue to improve their professional practice and to develop as employees.
- 4.2. The Appraisal Period
 - 4.2.1. The appraisal period will run for twelve months from 1 September to 31 August each year.
 - 4.2.2. Employees who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.
- 4.3. Appointing appraisers
 - 4.3.1. The Headteacher will decide who will appraise support staff (the "appraiser"), which will normally be their line manager.
- 4.4. Setting Objectives
 - 4.4.1. Support staff will be informed by their appraiser of the standards against which their performance in the set appraisal period will be addressed, depending on the nature of their role.
 - 4.4.2. Objectives for each support staff member will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each support staff member will be specific, measurable, achievable, realistic and time-bound, and will be appropriate to their role and level of experience. The appraiser and the employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.
 - 4.4.3. Before, or as soon as practicable after, the start of each appraisal period, each support staff member will be informed of the standards against which their performance in that appraisal period will be assessed.
- 4.5. Reviewing Performance – Development and Support
 - 4.5.1. Appraisal is a supportive process which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all staff take responsibility for improving their role through appropriate professional development.
 - 4.5.2. Professional development will be linked to Academy / Trust wide improvement priorities and to the ongoing professional development needs and priorities of individual employees.
- 4.6. Reviewing Performance – Feedback
 - 4.6.1. Support staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light.

4.6.2. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the employee's performance the appraiser will meet with the individual formally to:

- give clear feedback about the nature and seriousness of the concerns;
- give the opportunity to comment and discuss the concerns;
- agree any support (for example coaching, mentoring, structured observations, training) that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement); and
- explain the implications and process if no – or insufficient – improvement is made.

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

4.7. Transition to Capability / Performance Management

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

4.7.2. The capability procedures will be conducted in accordance with the capability policy which is set out within the staff handbook.

4.8. Annual assessment

4.8.1. Each support staff member's performance will be formally assessed in respect of each appraisal period.

4.8.2. This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings.

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