



King's Group *Academies*

Date core policy reviewed by Board of Trustees: 12 December 2023

Frequency of review: Annually

Name of Academy:

Date Local Governing Body reviewed policy:

TEACHERS PAY POLICY 2023

1 INTRODUCTION

The Local Governing Body will seek to ensure that all teaching staff are remunerated for the level of responsibility they carry and for the individual contribution they make to the academy, subject to the constraints of conditions of service and budgetary provision.

For the purposes of this policy, references to the 'Trust' means King's Group Academies (KGA)

Where the term 'Principal' is used, it should be read to apply to Principals, Headteachers, and Executive Headteachers.

All staff will have access to the Pay Policy and staffing structure.

The Pay Policy should be read in conjunction with,

- the Trust terms for Teachers' Pay and Conditions
- the Trust Appraisal Policy for Teachers' and
- the Trust Teachers' Standards (Appendix 3)

Teachers' pay scales effective from September 2023 are shown in Appendix 1.

2 MECHANISMS FOR IMPLEMENTING AND REVIEWING THE POLICY

2.1 Implementation

The Local Governing Body's Pay Committee will deal with all matters relating to pay and will have full responsibility for implementing the pay policy in a fair and equitable manner.

The Pay Committee will maintain all statutory and contractual obligations and will comply with the following legislation, (as amended), the Employment Relations Act 1999, the Equality Act 2010, the Part time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

The Principal will ensure fairness by reviewing and moderating all pay recommendations, thereby ensuring a consistent application and interpretation of criteria and evidence.

The core pay policy will be reviewed annually by the Trust and issued to Principals and the Local Governing Body to include academy specific pay range/scale information ahead of publishing.

The Local Governing Body will ensure that appropriate funding is allocated for pay progression at all levels and is responsible for maintaining the academy's pay policy in line with the template Trust policy.

The Board of Trustees will monitor the application and outcomes of the policy to ensure it is working effectively.

Any changes should be discussed with and communicated to all teachers.

Any person employed to work at the academy, other than the Principal, must withdraw from a meeting at which the pay or appraisal of any other employee of the academy, is under consideration.

Pay considerations for the Principal will be considered by the Board of Trustees upon recommendation from the Chief Executive Officer in consultation with the Chair of the Local Governing Body

A person must withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.

2.2 Pay Review

The Local Governing Body will ensure that every teacher's salary is reviewed and approved each year (effective from 1 September) no later than 31 October and the Board of Trustees will ensure the same process and timeline for Principals

This will mean that performance reviews for Principals will take place in September to inform the teacher objective setting in reviews taking place during September and early October. All resulting teacher pay recommendations should be completed by the 10th October in order to allow for the Governing Body to meet to consider recommendations and appeals against the recommendations to be lodged and heard. The Board of Trustees will ensure that Principal's salary recommendations are considered and approved as appropriate no later than 10th December (effective from 1st September).

A letter or pay statement will be given to each individual after the review, setting out the salary and any other financial benefits to which they are entitled and the basis on which the decision was made.

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

3 ABSENCES (MATERNITY, ADOPTION, SHARED PARENTAL LEAVE, PARENTAL LEAVE, SICKNESS OR DISABILITY RELATED ABSENCE)

An absence from work for those reasons listed above does not mean pay progression is automatically not given, or a teacher is not considered for the upper pay range, as this could be discriminatory.

Where a teacher or member of the leadership team has been absent for some or all of the assessment period, an assessment will be based on performance during any periods of attendance and/or prior performance.

When making an assessment, the following will be considered:

- The individual's performance before they were absent.
- The individual's performance on return to work (if a sufficient period of time e.g. a full term) - how does it differ from previous performance. Have mitigating factors been considered.
- When taking all reasonable factors into account, would pay progression have been given if the absence had not occurred?

4 LEADERSHIP GROUP

4.1 Leadership pay range

The Leadership pay range is shown in Appendix 1.

4.1.1 The Local Governing Body will determine a salary for all Senior Leadership Team roles with the exception of Executive Principals and Principal roles which are determined by the CEO in consultation with the Finance, HR & Audit Committee.

The Principal Leadership School Group Range values are shown in Appendix 1.

The three-stage process:

The following three-stage process is used when setting the pay for new appointments to leadership team positions or where there are significant changes in responsibility for an existing leadership group member.

The three-stage process offers substantial flexibility to set pay at the level needed to attract Principals and other members of the leadership team by systematically considering the circumstances of the role before advertising the post.

The three stages are:

Stage 1 – Defining the role; setting out all permanent responsibilities and challenges of the role to determine the Principal group with reference to academy size and scope in order to determine the indicative pay range

Stage 2 – Setting the pay range for the role; pay ranges for Principals should not normally exceed the maximum of the Principal group. However, the Principal's pay range may exceed the maximum where circumstances specific to the role or candidate specific factors warrant a higher than normal payment. This may be by no more than 25% unless agreed by the Board of Trustees. The maximum of the Head of School, Deputy Principal or Assistant Principal's pay range must not exceed the minimum of the Principal group for the academy. The pay range for a Head of School, Deputy Principal or Assistant Principal should only overlap the Principal's pay range in exceptional circumstances.

Stage 3 – Deciding the starting salary, taking into account the extent to which the preferred candidate meets the requirement of the post whilst ensuring that there is appropriate scope within the range to allow for performance related progression over time.

All pay decisions and the reasons for them will be well documented at every stage. All pay decisions will be made on objective criteria so that there is no discriminatory effect on any group of teachers with a particular protected characteristic under the Equality Act 2010.

4.2 Determination of temporary payments to Principals

- 4.2.1** The Local Governing Body may determine that additional payments be made to a Principal for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case the Local Governing Body must not have previously taken such reason or circumstance into account when determining the Principal's pay range.
- 4.2.2** The total sum of the temporary payments made to a Principal in accordance in any academy year must not exceed 25% of the annual salary which is otherwise payable to the Principal, and the total sum of salary and other payments made to a Principal must not exceed 25% above the maximum of the Principal group, except as set out below.

Temporary allowances for Principals do not apply to payments;

- where those residential duties are a requirement of the post; or
- to the extent that the payment is in respect of relocation expenses which relate solely to the personal circumstances of that Principal.

The Pay Committee may determine that additional payments be made to a Principal which exceed the limit in wholly exceptional circumstances and with the agreement of the Local Governing Body. The Local Governing Body must seek external independent advice before producing a business case seeking final agreement from the Trust CEO.

4.2.3 Limits on payments to Principals

The Local Governing Body should have oversight of a Principal's entire role and any paid responsibilities attached to the role. This should ensure that the Local Governing Body can take a fully informed decision about the appropriate remuneration for the Principal and any consequential implications for the pay of other staff who may be taking on additional responsibilities in the absence of the Principal.

It should be wholly exceptional for the total value of the salary (including temporary payments) that are paid to a Principal to exceed the limit of 25% of the amount that corresponds to the maximum of the Principal Leadership School Group for the academy or academies in any given year. If it is considered that there are wholly exceptional circumstances that warrant payments that exceed this limit, the Pay Committee must make a business case for the payment to the full Local Governing Body. The Local Governing Body must seek external independent advice from an appropriate person or body, who can consider the provisions of this policy and whether they have been properly applied to the Principal's pay and subsequently advise the Local Governing Body, before they decide whether it is justifiable to exceed the limit in each particular case.

At such time, the Local Governing Body must then present the business case to the Trust CEO to seek final approval.

There must be a clear audit trail for any advice given to the Local Governing Body and a full and accurate record (minuted by the Clerk) of all decisions made by the Local Governing Body and the reasoning behind it.

Where a Principal receives a payment in respect of residential duties which are a requirement of the post, that amount does not count towards the 25% limit. Where a Principal is awarded a non-monetary benefit (relating to R&R incentives) and it is not a housing or relocation benefit that relates solely to the personal circumstances of that Principal, the monetary value of the benefit counts towards the 25% limit.

4.3 Leadership range

4.3.1 Range

The Principal Leadership school group is ___ and the total pay range for this group is ___ to ___ on the leadership pay range.

The Local Governing Body have set the following ranges for each of the leadership posts at the academy.

• (List each leadership post below as appropriate to the academy)

•

•

A formal record will be kept of the reasoning behind the range chosen and the values in the range. This will be in accordance with the 3-stage process detailed in Paragraph 4.2.1 of the Trust Pay Policy.

The Local Governing Body will ensure that there is appropriate scope within the range to allow for performance related progression over time.

When setting the range, advice will be sought from HR.

4.3.2 Principal/Executive Principal

The Local Governing Body has set the range at value £ ___ to value £ ___.

The Local Governing Body will determine in advance the number of progression values in the pay range and what these values are.

Progression:

Section 4.8 of this policy states the criteria the Principal/Executive Principal needs to meet in order to have the expectation that they may progress to the next progression value. The top value in the range previously determined via the 3-stage process cannot be exceeded.

4.3.3 Head of School/Deputy Principal

The Local Governing Body has set the range at value £ ___ to value £ ___.

The Local Governing Body will determine in advance the number of progression values in the pay range and what these values are.

Progression:

Section 4.8 of this policy states the criteria the Head of School/Deputy Principal needs to meet in order to have the expectation that they may progress to the next progression value. The top value in the range previously determined via the 3-stage process cannot be exceeded.

4.3.4 Assistant Principal

The Local Governing Body has set the range at value £ ___ to value £ ___.

The Local Governing Body will determine in advance the number of progression values in the pay range and what these values are.

Progression:

Section 4.8 of this policy states the criteria the Assistant Principal needs to meet in order to have the expectation that they may progress to the next progression value. The top value in the range previously determined via the 3-stage process cannot be exceeded.

4.4 Standards

4.4.1 Teachers' Standards

- All teachers will be assessed against the KGA Trust teacher standards (see Appendix 3).
- The member of the leadership group must be competent in all elements of the Trust teachers' standards to a level consistent with the individual's specific post (e.g. HT, DHT, AHT).

4.5 Pay progression for leadership group

- 4.5.1** It is the responsibility of the Local Governing Body to ensure that performance based progression reflects individual performance.

Where reference is made to the Pay Committee throughout this document, this should be read as Principal Performance Management (Appraisal) Panel if it is in relation to a Principal.

The Pay Committee will consider annually whether or not to increase the salary of members of the leadership group who have completed a year of employment (a year being: the person has completed periods of employment amounting to at least 26 weeks in aggregate) since the previous pay determination, and if they do so, what salary within the pay range they have determined under this Pay Policy it will be.

- 4.5.2** Annual pay progression within the range for leadership posts is not automatic. A decision not to award pay progression may be made without recourse to capability procedures.

Pay progression will be based on an assessment of the overall performance of the member of the leadership group. Assessments of performance will be properly rooted in evidence. The assessment is the end point to the annual appraisal process, but performance will have been reviewed on a regular basis (i.e. at interim meetings).

| Performance rating of; | Progression for Leadership using the KGA scale | Progression for Leadership using the National scale |
|---|---|--|
| Exceptional performance: | Three points salary progression | Two points salary progression |
| Achieved expectations: | Two points salary progression | One-point salary progression |
| Meets minimum expectations with some development required: | One-point salary progression | No salary progression |
| Inadequate: | No salary progression | |

All pay decisions and the reasons will be documented at every stage.

All pay decisions must be made on objective criteria so that there is no discriminatory effect on any group with a particular protected characteristic under the Equality Act 2010.

The Local Governing Body must ensure that there is appropriate scope within the range to allow for performance related progression over time.

4.5.3 Pay progression will be subject to the following:

- The decision whether or not to award pay progression will be related to the individual's performance, as assessed through the academy's Appraisal Policy.
- A recommendation on pay will be made in writing as part of the appraisal report of the member of the leadership group, and in making their decision the Pay Committee must have regard to this recommendation.
- 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 appraisal carried out in accordance with the Appraisal Policy should give the individual an expectation of progression up the pay range.

4.5.4 The recommendation on pay progression will include assessment of the overall performance of the member of the leadership group, which will include:

- Assessment of appraisal objectives. The member of the leadership group will need to have met their appraisal objectives. (Subject to the statement at para 4.8.8 below)
- Assessment against the KGA Trust teachers' standards. The member of the leadership group must be competent in all elements of the KGA Trust teachers' standards to a level consistent with the individual's specific post (e.g. HT, DHT, AHT).
- Advice of the external advisor or external reports on the moderation of the academies progress as appropriate.

4.5.5 The following may be included;

- Peer reviews.
- Statistical measures.
- Impact on academy improvement priorities.
- Pupil outcomes and progress.

4.5.6 Assessments of performance will be properly rooted in evidence.

4.5.7 Further information is available in the Trust's Appraisal Policy.

4.5.8 If appraisal objectives have not been fully met and pay progression is still recommended, the decision to recommend must be properly rooted in evidence. In all cases, the member of the leadership group must be competent in all elements of the KGA Trust teachers' standards to a level consistent with the individual's specific post (e.g. HT, DHT, AHT).

4.5.9 If the evidence shows that the member of the leadership group has performed exceptionally and has met or exceeded their appraisal objectives, the Pay Committee may consider the use of

the flexibilities for enhanced pay progression (in accordance with values determined previously that cannot be exceeded).

4.5.10 In all cases, the member of the leadership group must be competent in all elements of the KGA Trust teachers' standards to a level consistent with the individual's specific post (e.g. HT, DHT, AHT). The decision to recommend must be properly rooted in evidence.

4.5.11 The Pay Committee must be able to justify its decisions.

The top value in the range previously determined via the 3-stage process cannot be exceeded.

Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee, having regard to the appraisal report. The Pay Committee will consider its approach and ensure that appropriate funding is allocated for pay progression at all levels.

5 OTHER TEACHERS

5.1 The Local Governing Body/Pay Committee should determine teachers' pay progression based on the KGA Trust Pay Policy.

5.2 The pay for new appointments and September pay progression shall be made in accordance with the provisions of the Trust Pay Policy . Details are as follows:

In this academy, all teachers can expect to receive regular, constructive feedback on their performance and are subject to appraisal which recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the academy's appraisal policy for teachers.

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

Decisions regarding pay progression within the relevant ranges set out in paras 5.4 to 5.7 of this pay policy will be based on an assessment of the overall performance of the teacher with reference to teachers' appraisal statements and the pay recommendation they contain.

| Performance rating of; | Progression for Classroom teachers, Leading practitioners and those with TLRs | |
|---------------------------------|---|-------------------------------|
| | Using the KGA scale | Using the National scale |
| Exceptional performance: | Three points salary progression | Two points salary progression |
| Achieved expectations: | Two points salary progression | One-point salary progression |

| | | |
|---|------------------------------|-----------------------|
| Meets minimum expectations with some development required: | One-point salary progression | No salary progression |
| Inadequate: | No salary progression | |

Each teacher's performance will be assessed against the KGA Trust teachers' standards to a level that is consistent with what should reasonably be expected of that teacher, given their current role and level of experience.

Assessments of performance will be properly rooted in evidence.

Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee, having regard to the appraisal report and taking into account advice from the Principal/appraiser. The Pay Committee will ensure that appropriate funding is allocated for pay progression at all levels.

A decision not to award pay progression may be made without recourse to capability procedures.

Where a decision not to progress is made, the teacher will be supported through the appraisal process to improve their performance as appropriate.

Any pay increase awarded to a teacher on the main pay range, the upper pay range, or the unqualified teacher pay range, in accordance with the Trust Pay Policy or any movement between those pay ranges must be permanent for as long as the teacher remains employed within the KGA Trust.

5.3 Sources of Evidence

The evidence to be considered in assessing performance will include the triangulated teaching and learning performance; and may use a number of evidence tools, including;

- work scrutiny;
- pupil progress data;
- quality of teaching against the KGA Trust teaching standards, including observed practice;
- self-assessment;
- professional dialogue;
- received feedback;
- appraisal statements;
- impact of CPD.

Also, in the case of an upper pay range teacher and a leading practitioner, evidence of their contribution beyond their own classroom and their impact on the wider academy must be considered.

5.4 Main Pay Range

5.4.1 The progression points for the main pay range in this academy are shown in Appendix 1.

5.4.2 Performance

Movement on the main pay range will be determined in accordance with this pay policy. Decisions on pay progression will be based on an assessment of the overall performance of the teacher. Assessments of performance will be properly rooted in evidence. The assessment is the end point to the annual appraisal process, but performance will have been reviewed on a regular basis (i.e. at interim meetings).

To move up the main pay range;

- teachers will need to have met their appraisal objectives (Subject to the statement at para 5.4.4 below) and have shown that they are competent in all elements of the KGA Trust teachers' standards;

the quality of teaching, learning and assessment should be 'good' overall;

- as a teacher moves up the main pay range, the evidence should show the following (The statements shown in brackets relate to examples of additional expectations for exceptional performance):
 - an increasing positive impact on pupil progress (a positive impact on pupil progress across the wider academy community (year group / department / whole academy))
 - an increasing impact on wider outcomes for pupils (across the academy community and actively developing the same in colleagues)
 - improvements in specific elements of practice, such as behaviour management or lesson planning (proactive support for improvements in specific elements of the practice of others/sharing specialist subject knowledge after lesson planning)
 - an increased contribution to the work of the academy (an increased contribution to the work of the academy and the direct impact on pupil progress)
 - an increasing impact on the effectiveness of staff and colleagues (across the academy)

Appraisal objectives will become more challenging as the teacher progresses up the main pay range.

5.4.3 If appraisal objectives have not been fully met and pay progression is still recommended, the decision to recommend must be properly rooted in evidence. In all cases, the teacher must be competent in all elements of the KGA Trust teachers' standards.

5.4.4 If the evidence shows that a teacher has performed exceptionally (see statements relating to exceptional performance in brackets above) and has met or exceeded their appraisal objectives, the Principal may consider the use of the flexibilities for enhanced pay progression, ranging up to the maximum of the MPR. The quality of teaching, learning and assessment should be 'outstanding' overall. The decision to recommend must be properly rooted in evidence.

5.4.5 Further information, including sources of evidence is available at the beginning of this section.

5.4.6 The Pay Committee will be advised by the Principal. Pay progression, (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the individual teacher. The Pay Committee must be able to justify its decisions to the Finance and Audit Committee of the MAT Board who has the final say on all such awards.

5.4.7 In the case of Early Careers Teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (8). ECTs may be awarded pay progression at the end of the first year of their induction period. In normal circumstances, if the ECT has passed their statutory induction period at the date of determination of pay, pay progression will be recommended.

5.5 Upper Pay Range

5.5.1 The progression points for the upper pay range in this academy are shown in Appendix 1.

5.5.2 Performance

Movement on the upper pay range will be determined in accordance with this Pay Policy.

Performance will be assessed annually, however, the determination on upper pay range progression will normally only be considered after the teacher has two years substantial and sustained performance since the previous pay progression.

Decisions on pay progression will be based on an assessment of the overall performance of the teacher. Assessments of performance will be properly rooted in evidence. The assessment is the end point to the annual appraisal process, but performance will have been reviewed on a regular basis (i.e. at interim meetings).

In making such a determination the Principal will take into account:

- the evidence base, which should show that the teacher has had a successful appraisal and has met their appraisal objectives (Subject to the statement at para 5.5.4 below);
- that the teacher is highly competent in all elements of the KGA Trust teachers' standards; and that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained and evidence that the teacher continues to maintain the criteria set out in Section 7 of this policy "Movement to the Upper Pay Range";
- evidence that the upper pay range teacher is demonstrating increasing proportions of outstanding quality of teaching, learning and assessment overall.

Appraisal objectives will become more challenging as the teacher progresses up the upper pay range.

5.5.3 If appraisal objectives have not been fully met and pay progression is still recommended, the decision to recommend must be properly rooted in evidence. In all cases the teacher must be highly competent in all elements of the KGA Trust teachers' standards.

5.5.4 Where it is clear from the evidence that a teacher has performed exceptionally in relation to the criteria and has met or exceeded their appraisal objectives, the Principal may consider the use of the flexibilities for enhanced pay progression ranging from the minimum to the maximum of the UPR. The quality of teaching, learning and assessment should be 'outstanding'. The decision to recommend must be properly rooted in evidence.

5.5.5 Further information, including sources of evidence is available at the beginning of this section.

5.5.6 The Pay Committee will be advised by the Principal. Pay progression, (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the individual teacher. The Pay Committee must be able to objectively justify its decisions.

5.6 Unqualified Teacher

5.6.1 Unqualified teachers will normally be paid on the unqualified teacher pay range.

5.6.2. The progression points for the unqualified teachers' pay range in this academy are shown in Appendix 1.

5.6.2 Where an unqualified teacher is on a recognised “route into teaching” programme, the Principal may exercise their discretion to pay him/her on the main pay range having regard to his/her skill, qualifications and experience.

5.6.3 Performance

Movement on the unqualified teacher pay range will be determined in accordance with this Pay Policy.

Decisions on pay progression will be based on an assessment of the overall performance of the teacher. Assessments of performance will be properly rooted in evidence. The assessment is the end point to the annual appraisal process, but performance will have been reviewed on a regular basis (i.e. at interim meetings).

In order to progress up the unqualified teacher pay range, an unqualified teacher will need to have met their appraisal objectives (Subject to the statement at para 5.6.6 below) and as an unqualified teacher moves up the scale, the evidence should show the following (The statements shown in brackets relate to examples of additional expectations for exceptional performance):

- an improvement in teaching skills
- an increasing positive impact on pupil progress (a positive impact on pupil progress across the wider academy community)
- an increasing impact on wider outcomes for pupils (across the academy community)
- improvements in specific elements of practice identified to the teacher (proactive support for improvements in specific elements of the practice of others)
- an increasing contribution to the work of the academy (an increased contribution to the work of the academy and the direct impact on pupil progress)
- an increasing impact on the effectiveness of staff and colleagues (across the academy)

Appraisal objectives will become more challenging as the teacher progresses up the unqualified pay range.

5.6.4 If appraisal objectives have not been fully met and pay progression is still recommended, the decision to recommend must be properly rooted in evidence.

5.6.5 If the evidence shows that a teacher has performed exceptionally (see statements relating to exceptional performance in brackets above) and has met or exceeded their appraisal objectives, the Principal may consider the use of the flexibilities for enhanced pay progression, ranging up

to the maximum of the pay range for unqualified teachers. The decision to recommend must be properly rooted in evidence.

5.6.6 Further information, including sources of evidence is available at the beginning of this section.

5.6.7 The Pay Committee will be advised by the Principal. Pay progression (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the individual teacher. The Pay Committee must be able to objectively justify its decisions.

5.7 Leading Practitioner

5.7.1 Where a leading practitioner post is included in the Staffing Structure, each leading practitioner will be paid within a specified range, within the pay range for leading practitioners.

The pay range for leading practitioners is shown in Appendix 1.

The Local Governing Body will specify the range for an individual post and will determine the number and value of pay progression points within that range.

The Local Governing Body will have regard to the challenge and demands of the individual post and internal pay relativities.

Different leading practitioner posts may have a different specified range, having regard to the demands and challenges of the individual post and pay differentials within the academy.

The Local Governing Body will take account of teachers on the leading practitioner pay range having the same professional responsibilities and benefit from the same rights conferred as all other teachers, other than a Principle, when determining the role of a leading practitioner in this academy.

The role should include classroom centred activity, excellent pedagogy and practice and teaching champions. Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the academy that contribute to academy improvement;
- the improvement of teaching within academy (and within the wider academy community) which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specified areas.

The successful candidate for a leading practitioner role will normally be expected to have a sustained track record of successful performance as a teacher on the upper pay range or higher.

Leading practitioner roles are for specific posts and may be portable to a different post within the same academy or Trust.

5.7.2 Performance

Decisions on pay progression will be based on an assessment of the overall performance of the teacher. Assessments of performance will be properly rooted in evidence. The assessment is the end point to the

annual appraisal process, but performance will have been reviewed on a regular basis (i.e. at interim meetings).

In order to move up the specified range, the evidence should show the leading practitioner:

- has met their appraisal objectives (subject to the statement at para 5.7.4 below);
- is highly competent in all elements of the KGA Trust teachers' standards;
- is an exemplar of teaching skills, which should impact significantly on pupil progress, within academy and within the wider academy community, if relevant. Leading practitioners will be expected to demonstrate outstanding quality of teaching, learning and assessment overall.
- has made a substantial impact on the effectiveness of staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- has shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that contribute to academy improvement.

Appraisal objectives will become more challenging as the teacher progresses up the leading practitioners specified range.

5.7.3 If appraisal objectives have not been fully met and pay progression is still recommended, the decision to recommend must be properly rooted in evidence. In all cases, the teacher must be highly competent in all elements of the KGA Trust teachers' standards.

5.7.4 Where it is clear from the evidence that the teacher has performed exceptionally and has met or exceeded their appraisal objectives, the Principal may consider the use of the flexibilities for enhanced pay progression. The quality of teaching, learning and assessment should be 'outstanding'. The decision to recommend must be properly rooted in evidence.

5.7.5 Further information, including sources of evidence is available at the beginning of this section.

5.7.6 The Pay Committee will be advised by the Principal. Pay progression (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the leading practitioner. The Pay Committee must be able to objectively justify its decisions.

6 PAY ON APPOINTMENT (MPR, UPR, Unqualified and Leading Practitioner)

6.1 The Local Governing Body will determine the pay range for a vacancy prior to advertising it in accordance with the pay policy. On appointment, the Principal will determine the starting salary within that range to be offered to the successful candidate.

6.2 In making such determinations, the Local Governing Body may take into account a range of factors, for example:

- The nature of the post.
- The level of qualifications, skills and experience required.
- Market conditions.
- The wider academy context.
- The candidates existing salary.
- The stage of the appraisal review cycle.

- 6.3 There is no assumption that an employee will be paid the same rate they were being paid in a previous school/academy external to the Trust (unless TUPE applies) or as a centrally employed/unattached teacher in a Local Authority. The appropriate salary will be matched to the specific post on offer and will be clearly stated in the offer letter.

In addition to this, the academy will use the discretions available within this Pay Policy, considering any equality issues that may arise whilst making these pay decisions. The academy will not discriminate against teachers on the grounds of a protected characteristic for example, direct or indirect discrimination against a teacher who has taken a break from teaching to give birth and/or to take care of children.

Further advice should be sought from HR.

- 6.4 A decision to appoint a teacher on the UPR will be made in accordance with this Pay Policy.

The Local Governing Body must pay a teacher on the UPR when;

- the teacher is employed in an academy as a post-threshold teacher, for as long as the teacher is so employed at that academy without a break in the continuity of their employment;
- the teacher applies to an academy to be paid on the upper pay range in accordance with section 7 of this Pay Policy, that application was successful, the teacher is still employed at that academy and there has been no break in their continuity of employment; or
- the teacher was employed as a member of the leadership group in that academy, has continued to be employed at that academy without a break in the continuity of their employment, was first appointed as such on or after 1 September 2000, and occupied such a post or posts for an aggregate period of one year or more.

and the teacher will not be paid on the pay range for leading practitioners or as a member of the leadership group.

The Local Governing Body may pay a teacher on the UPR when;

- the teacher is defined as a “post-threshold teacher” but was not employed as a post-threshold teacher in that academy or was employed as a post-threshold teacher in that academy prior to a break in their continuity of employment;
- the teacher applied to another educational setting to be paid on the upper pay range and that application was successful.
- the teacher was formerly paid on the pay range for leading practitioners; or
- in the case of an unattached teacher, the teacher previously applied to be paid on the upper pay range (either to an educational setting or to an authority) and that application was successful.

- 6.5 Early Careers Teachers in their first year will normally be paid on the minimum of the main pay range.

- 6.6 Candidates moving job mid-year

In accordance with the Trust Appraisal policy for teachers, where a teacher starts their employment at the academy part-way through a cycle, the Principal shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible. This will also include determining when pay will be determined next.

i.e.:

- Match current salary and determine when pay will be reviewed (this may mean a part year review or delay until a full year's performance cycle has been completed).
- Or
- Pay above current salary and determine when performance will be reviewed (this may mean a part year review or delay until a full year's performance cycle has been completed).
- Or
- Where the circumstances warrant it, offer a lower salary and determine when the performance will be reviewed (this may mean a part year review or delay until a full year's performance cycle has been completed).

The new employee must be informed in their offer letter of their pay on appointment and when they may gain progression.

7 MOVEMENT TO THE UPPER PAY RANGE

- 7.1 Any qualified teacher may apply to be paid on the upper pay range once per year in accordance with this Pay Policy. Although, in this academy, it is the expectation in normal circumstances that a teacher would need to be on the maximum of the main pay range in order to satisfy the criteria below.
- 7.2 It is the responsibility of the teacher to decide whether or not they wish to make an application.
- 7.3 Applications must be made by 10th October in each year

The teacher must formally inform the Principal that they wish to make the application by 10th October.

(Consideration will be given to accepting late applications where individual circumstances e.g. absence prevent this deadline being met).

Movement to the upper pay range will be backdated to 1 September.

If a teacher is employed at another academy(s), they may make separate applications if they wish to apply to be paid on the upper pay range in that academy(s).

This academy will not be bound by any pay decision made by another school/academy external to KGA Trust or by a Local Authority for centrally employed/unattached teachers.

7.4 The Criteria

An application will be successful, if the Principal and the Pay Committee are satisfied:

- that the teacher is highly competent in all elements of the KGA Trust teachers' standards; and,
- that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

This means that the teacher has consistently;

- been assessed as meeting their appraisal objectives over a sustained period;
- demonstrated that they meet all of the KGA Trust teachers' standards, both in terms of teaching and personal and professional conduct, over a sustained period;

and in addition, that;

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

7.5 Definitions

For the purpose of the Upper Pay Range:

Highly competent means: Performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the academy, in order to help them meet the KGA Trust standards and develop their teaching practice.

Substantial means: Playing a critical role in the life of the academy and/or the Trust and making a clear, distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning.

Sustained means: maintained continuously over a period of at least 2 academic years, subject to Section 3 of this policy regarding absences (a year being defined as at least 26 weeks in any academic year).

The academy will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period. See Section 3 of this policy regarding absence. The Principal should contact HR for advice.

Teachers may use evidence from another school/academy in order to show that they meet the criteria.

7.6 The Assessment

The Principal will assess all applications to be paid on the upper pay range and their recommendation will be considered by the Pay Committee.

The Principal will use the evidence contained in the teachers' appraisal review to make their assessment.

A teacher may, if they wish, provide additional evidence to support their application, but they are not obliged to do so.

Procedure

The Principal will discuss their recommendation with the teacher and the Pay Committee will confirm the decision in writing.

Where the application is approved, the teacher will progress to the minimum of the upper pay range backdated to 1 September.

Where the application is not successful, the Principal will provide feedback and the teacher will be provided with advice and support through the appraisal process to develop their skills with a view to the teacher making a successful application in the future.

Teachers have the right to appeal any decision not to move them onto the upper pay range. The appeals procedure is set out in Section 17 of this pay policy.

8 ALLOWANCES AND OTHER PAYMENTS FOR CLASSROOM TEACHERS

- 8.1 Teachers on the main pay range or upper pay range may be paid an additional allowance.

Any allowance of a part time teacher except for TLR3s must be determined in accordance with the pro rata principle.

8.2 Teaching and Learning Responsibility Payments (TLR's)

There are 3 TLR levels: TLR1, TLR2 and TLR3.

A TLR may be awarded to teachers on the main pay range or upper pay range.

Unqualified teachers may not be awarded TLRs.

The annual value of a TLR1 must be no less than £9,272 and no greater than £15,690.

The annual value of a TLR2 must be no less than £3,214 and no greater than £7,847.

Posts which attract TLR1 and TLR2s and the amounts are set out in the staffing structure. The Local Governing Body may award a TLR1 or TLR2 payment to a teacher for undertaking a sustained additional responsibility, for the purposes of ensuring the continued delivery of high-quality teaching and learning for which the teacher is made accountable. The award may be while a teacher remains in the same post or occupies another post in the absence of the post-holder.

The Local Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers to attract the TLR 1 and TLR2 payment and that:

- a) is focused on teaching and learning;
- b) requires the exercise of a teacher's professional skills and judgement;
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e) involves leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1, the Local Governing Body must be satisfied that the sustained, additional responsibility referred to above a) to e) includes line management responsibility for a significant number of people.

The academy will consider the relative weight of the TLR post and appropriate level of reward. Posts of equal weight should be allocated equal value. The value of a new post should be considered in relation to the value of existing posts.

Where a TLR 1 or TLR 2 is awarded to a part time teacher they must be paid pro rata at the same proportion (pro rata principle) as the teacher's part time contract. The pro rata principle does not apply to TLR 3s.

TLR3s are paid for a fixed-term period, for delivery of a significant responsibility in relation to a clearly time-limited academy improvement project or one-off externally driven responsibility.

For TL3 considerations, the above criteria c) and e) do not have to apply.

The Principal will determine which projects should attract a TLR3 payment and the value of the TLR3 having regard to the context, nature and complexity of the responsibility.

The annual value of an individual TLR3 must be no less than £639 and no greater than £3,169. 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.

In addition, we may award a fixed-term TLR3 to a classroom teacher for time-limited, clearly defined school improvement projects, or one-off externally driven responsibilities, or where teachers are undertaking tutoring work outside of normal directed hours but during the school day, to provide catch-up support on learning lost to the Covid-19 pandemic. Consecutive TLR3s for staff undertaking

the same responsibility will not be awarded, except where the responsibility relates to tutoring as set out above

In determining the allocation and value of TLR3 payments, due regard will be given to ensuring consistency, fairness, transparency and value for money.

TLR3s are not subject to safeguarding.

A teacher cannot hold a TLR1 and a TLR2 concurrently.

A teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

Where a TLR is awarded, written notification will be given to the teacher of:

- the nature of the significant responsibility;
- the level of the payment;
- the date on which the allowance will end (where appropriate).

Consultation will occur if there is a review of the staffing structure.

8.3 Special Educational Needs Allowance

A Special Educational Needs (SEN) allowance of no less than £2,539 and no more than £5,009 per annum is payable to a classroom teacher.

Where a SEN allowance is to be paid, the Local Governing Body will determine the spot value of the allowance, taking into account the structure of the academy's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post and the relative demands of the post.

In determining the value of a SEN payment, due regard will be given to ensuring consistency, fairness, transparency and value for money.

9 PART TIME TEACHERS

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

The "pro rata principle" means the proportion of total remuneration which corresponds to the number of hours that the teacher is employed in that capacity during the course of the academy's timetabled teaching week as a proportion of the total number of hours in the academy's timetabled teaching week.

Part-time teachers are entitled to PPA time pro-rata to full time teachers.

Part-time teachers should be provided with a clear statement of the sessions and hours they will be required to work and details of their pay calculation.

10 SHORT NOTICE/SUPPLY TEACHERS

Teachers engaged on a day to day or other short notice basis must be paid on a daily basis calculated on the assumption that a full working year for consists of 195 days unless adjusted to accommodate additional bank holidays as announced annually by government, periods of less than a day being calculated pro rata.

11 SAFEGUARDED PAYMENTS AND ALLOWANCES

- 11.1 Safeguarding will apply up to a maximum of [insert period] years whenever a teacher faces a reduction in salary through no fault of their own.
- 11.2 where a pay determination leads or may lead to the start of a period of safeguarding, the Local Governing Body will give the required notification as soon as possible and no later than 1 month after the date of the determination.
- 11.3 TLR3s are not subject to safeguarding.
- 11.4 if the safeguarded sums exceed £500 in total, the Local Governing Body must review the teacher's assigned duties and allocate such additional duties to the teacher as they reasonably consider are appropriate and commensurate with the safeguarded sum, for as long as the teacher continues to be paid the safeguarded sum.

12 ADDITIONAL PAYMENTS

12.1 The Local Governing Body may make such payments as they see fit to a teacher in respect of:

- Continuing professional development undertaken outside the academy day.
- Participation in out-of-academy hours learning activity agreed between the teacher and the Principal.
- Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional academies.

12.2 An appropriate level of payment will be decided prior to the activity and the level will depend on the activity undertaken. The Local Governing Body will make the decision on the recommendation of the Principal.

12.3 All agreements and payments will be documented.

13 SALARY SACRIFICE ARRANGEMENTS

Where the academy operates a salary sacrifice arrangement, the employee may participate in any such arrangement and their gross salary may be reduced accordingly for the duration of participation.

14 RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS

- 14.1 The Local Governing Body can award payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive to teachers. In doing so, it must be guided by the various policies and procedures in place, including the Wellbeing Policy.

A salary advance scheme for a rental deposit may be one of a number of tools that academies may wish to consider using to support recruitment or retention.

Other examples of assistance are transport season ticket loans for travel costs, a one-off payment such as a contribution to removal costs, or a time limited allowance.

Recruitment and Retention incentives and benefits must not be made for carrying out specific responsibilities.

- 14.2 It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.
- 14.3 The Local Governing Body will conduct a regular formal review of all such awards.
- 14.4 Principals, Head of School/Deputy Principals and Assistant Principals may not be awarded payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a Principal, Head of School/Deputy Principal or Assistant Principal must be taken into account when determining the pay range.

Where the Local Governing Body pays a recruitment or retention incentive or benefit to a Principal, Head of School/Deputy Principal or Assistant Principal awarded under a previous organisation subject to review, they may continue to make that payment at its existing value until such time as the Principal, Head of School/Deputy Principal or Assistant Principal's pay range is re-determined under this Trust Pay Policy.

15 HONORARIA

The Local Governing Body will not pay any honoraria to any member of teaching staff.

16 KGA BONUS SCHEME

See Appendix 4 for detail.

17 JOB EVALUATION

An assessment of the pay structure has taken place to ensure it meets the needs of the Trust and the academy. Reviewing all posts using a job evaluation system to ensure there is no discrimination in pay and conditions of service.

18 FORMAL PAY MEETING AND APPEAL PROCEDURE

18.1 An employee may seek a review of any determination in relation to his/her pay or any other decision taken by the Pay Committee that affects pay.

A key aspect of the process is the opportunity for the employee to discuss a pay recommendation prior to it being confirmed as a pay determination by the Pay Committee.

The opportunity to discuss a pay decision before it is made may also mitigate the need for the formal stages of the process.

The following list, which is not exhaustive, includes some possible reasons for seeking a review of a pay recommendation or determination.

That the person or the Pay Committee by whom the decision was made;

- incorrectly applied any provision of the policy/document;
- incorrectly applied the Academies pay policy;
- incorrectly applied any provision of the Trusts terms and conditions;
- failed to have proper regard to Trust guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or,
- discriminated against the employee, unlawfully.

The employee is entitled to be accompanied to any formal meeting or appeal by a trade union representative or work colleague.

It is important to ensure that all parties understand the need for confidentiality and adhere to it.

When an employee with a disability makes a request for a review or makes an appeal, reasonable adjustments should be made.

The procedure to follow:

18.2 Pay recommendation

The appraiser will inform the employee of the pay recommendation as part of the appraisal process.

18.3 Informal discussion

If the employee is dissatisfied with the pay recommendation, they should raise it informally with the Principal within 10 working days of the appraisal outcome.

The appraiser will be invited to attend the discussion (if the Principal is not the appraiser).

18.4 Formal pay meeting

If, having had an informal discussion with the Principal, the employee believes that an incorrect recommendation has been made, the employee should submit a formal written statement to the Principal setting down in writing the grounds for not agreeing with the pay recommendation within 10 working days of the informal discussion.

The employee will be given the opportunity to make representation at a formal pay meeting with a representative(s) of the Pay Committee. This may be an individual member of the Pay Committee. The employee will be notified in writing of the pay recommendation outcome.

18.5 Pay determination

The Pay Committee will scrutinise the pay recommendations and approve them. A summary of the pay determinations and the basis upon which decisions were made will be communicated to the Trust's Director of People who will then report to the Finance, HR and Audit Committee (FHAC), for the purpose of assurance in accordance with the scheme of delegation.

18.6 Appeal

Should the teacher not agree with the formal written pay determination, the teacher may appeal the decision.

An appeal should be raised within 10 working days of the written outcome of the pay determination.

An appeal should be heard by a panel of three governors who were not involved in the original determination or at a previous stage. The employee will be given the opportunity to make representation in person.

Pay appeals should be formally clerked and a written record of proceedings made.

The decision of the appeal panel will be given verbally and confirmed in writing within 2 working days (or as soon as practicable thereafter).

Where the appeal is rejected, the letter will include a note of the evidence considered and the reasons for the decision.

The decision is final and there is no further right of appeal.

The pay meeting and the appeals procedure performs the function of the grievance procedure on pay matters and therefore decisions should not be reopened under the general grievance procedure.

19 Appendices

Appendix 1; Current Teacher Pay Ranges from 1st September

Appendix 2; Performance Rating Assessment Toolkit

Appendix 3; KGA Teachers' Standards

Appendix 4;

KGA Bonus Scheme

Appendix 1 - Teacher Scales Pay Ranges with effect from 1st September 2023

Principal Leadership School Group Ranges

| | |
|---------|------------|
| Group 1 | L6 to L18 |
| Group 2 | L8 to L21 |
| Group 3 | L11 to L24 |
| Group 4 | L14 to L27 |
| Group 5 | L18 to L31 |
| Group 6 | L21 to L35 |
| Group 7 | L24 to L39 |
| Group 8 | L28 to L43 |

Leadership Pay Scale 2023

| KGA Point | National Point | Basic Salary | Salary with fringe |
|-----------|----------------|--------------|--------------------|
| 1 | 1 | £47,185 | £48,484 |
| 2 | | £47,776 | £49,076 |
| 3 | 2 | £48,366 | £49,668 |
| 4 | | £48,970 | £50,272 |
| 5 | 3 | £49,574 | £50,876 |
| 6 | | £50,191 | £51,496 |
| 7 | 4 | £50,807 | £52,116 |
| 8 | | £51,441 | £52,750 |
| 9 | 5 | £52,074 | £53,383 |
| 10 | | £52,727 | £54,034 |
| 11 | 6 | £53,380 | £54,685 |
| 12 | | £54,098 | £55,406 |
| 13 | 7 | £54,816 | £56,126 |
| 14 | | £55,449 | £56,755 |
| 15 | 8 | £56,082 | £57,383 |
| 16 | | £56,782 | £58,084 |
| 17 | 9 | £57,482 | £58,785 |
| 18 | | £58,221 | £59,523 |
| 19 | 10 | £58,959 | £60,261 |
| 20 | | £59,724 | £61,025 |
| 21 | 11 | £60,488 | £61,789 |
| 22 | | £61,185 | £62,489 |

| | | | |
|----|----|----------|----------|
| 23 | 12 | £61,882 | £63,189 |
| 24 | | £62,656 | £63,963 |
| 25 | 13 | £63,430 | £64,737 |
| 26 | | £64,220 | £65,527 |
| 27 | 14 | £65,010 | £66,316 |
| 28 | | £65,819 | £67,122 |
| 29 | 15 | £66,628 | £67,928 |
| 30 | | £67,514 | £68,817 |
| 31 | 16 | £68,400 | £69,705 |
| 32 | | £69,185 | £70,495 |
| 33 | 17 | £69,970 | £71,285 |
| 34 | | £70,850 | £72,160 |
| 35 | 18 | £71,729 | £73,034 |
| 36 | | £72,619 | £73,923 |
| 37 | 19 | £73,509 | £74,811 |
| 38 | | £74,420 | £75,726 |
| 39 | 20 | £75,331 | £76,641 |
| 40 | | £76,263 | £77,574 |
| 41 | 21 | £77,195 | £78,507 |
| 42 | | £78,154 | £79,463 |
| 43 | 22 | £79,112 | £80,419 |
| 44 | | £80,091 | £81,396 |
| 45 | 23 | £81,070 | £82,373 |
| 46 | | £82,076 | £83,382 |
| 47 | 24 | £83,081 | £84,391 |
| 48 | | £84,114 | £85,421 |
| 49 | 25 | £85,146 | £86,450 |
| 50 | | £86,200 | £87,506 |
| 51 | 26 | £87,253 | £88,561 |
| 52 | | £88,334 | £89,640 |
| 53 | 27 | £89,414 | £90,718 |
| 54 | | £90,524 | £91,826 |
| 55 | 28 | £91,633 | £92,933 |
| 56 | | £92,768 | £94,070 |
| 57 | 29 | £93,902 | £95,207 |
| 58 | | £95,071 | £96,372 |
| 59 | 30 | £96,239 | £97,536 |
| 60 | | £97,428 | £98,730 |
| 61 | 31 | £98,616 | £99,924 |
| 62 | | £99,842 | £101,150 |
| 63 | 32 | £101,067 | £102,376 |
| 64 | | £102,323 | £103,632 |
| 65 | 33 | £103,578 | £104,887 |
| 66 | | £104,858 | £106,167 |
| 67 | 34 | £106,138 | £107,446 |
| 68 | | £107,457 | £108,766 |
| 69 | 35 | £108,776 | £110,085 |
| 70 | | £110,123 | £111,430 |

| | | | |
|----|----|----------|----------|
| 71 | 36 | £111,470 | £112,774 |
| 72 | | £112,855 | £114,161 |
| 73 | 37 | £114,240 | £115,547 |
| 74 | | £115,654 | £116,960 |
| 75 | 38 | £117,067 | £118,373 |
| 76 | | £118,494 | £119,798 |
| 77 | 39 | £119,921 | £121,222 |
| 78 | | £121,417 | £122,723 |
| 79 | 40 | £122,912 | £124,223 |
| 80 | | £124,453 | £125,756 |
| 81 | 41 | £125,983 | £127,289 |
| 82 | | £127,567 | £128,869 |
| 83 | 42 | £129,140 | £130,448 |
| 84 | | £130,098 | £131,400 |
| 85 | 43 | £131,056 | £132,352 |

Teacher Main Range 2023

| KGA Point | National Point | Basic Salary | Salary with fringe |
|-----------|----------------|--------------|--------------------|
| MPR 1 | 1 | £30,000 | £31,350 |
| MPR 2 | | £30,869 | £32,250 |
| MPR 3 | 2 | £31,737 | £33,150 |
| MPR 4 | | £32,776 | £34,177 |
| MPR 5 | 3 | £33,814 | £35,204 |
| MPR 6 | | £34,933 | £36,320 |
| MPR 7 | 4 | £36,051 | £37,436 |
| MPR 8 | | £37,191 | £38,562 |
| MPR 9 | 5 | £38,330 | £39,687 |
| MPR 10 | | £39,832 | £41,188 |
| MPR 11 | 6 | £41,333 | £42,689 |

Teacher Upper Pay Range 2023

| KGA Point | National Point | Basic Salary | Salary with fringe |
|-----------|----------------|--------------|--------------------|
| UPR 1 | 1 | £43,266 | £44,579 |
| UPR 2 | | £44,068 | £45,379 |
| UPR 3 | 2 | £44,870 | £46,179 |
| UPR 4 | | £45,698 | £47,009 |
| UPR 5 | 3 | £46,525 | £47,839 |

Unqualified Pay Range 2023

| KGA Point | National Point | Basic Salary | Salary with fringe |
|------------------|-----------------------|---------------------|---------------------------|
| UQ 1 | 1 | £20,598 | £21,933 |
| UQ 2 | 2 | £22,961 | £24,293 |
| UQ 3 | 3 | £25,323 | £26,656 |
| UQ 4 | 4 | £27,406 | £28,738 |
| UQ 5 | 5 | £29,772 | £31,102 |
| UQ 6 | 6 | £32,134 | £33,464 |

Lead Practitioner Range 2023

| | Basic | With fringe |
|----------------|--------------|--------------------|
| Minimum | £47,417 | £48,723 |
| Maximum | £72,085 | £73,393 |

Appendix 2 - Performance rating assessment Toolkit for the Appraiser and the Appraised

Performance rating assessment: Early Careers Teachers (teachers who are subject to a two year induction)

| KGA Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
|---|--|---|--|---|
| Quality of Teaching (KGA teachers' standards 1-7): <ul style="list-style-type: none"> ● High expectations ● Pupil progress ● Subject Knowledge ● Planning and Teaching ● Differentiation ● Assessment ● Learning environment and behaviour management | <p>Overall performance against KGA KGA teachers' standards is inadequate. Performance requires significant improvement in significant areas (e.g. behaviour management, progress of pupils and quality of teaching). Considerable support is required to develop practice and/or address progress of pupils.</p> | <p>Performance against KGA teachers' standards is broadly acceptable, although may require some improvement. Practice is not yet consistent. Support is required to develop practice, subject knowledge and/or to address progress of groups of pupils.</p> | <p>Performance against KGA teachers' standards is good. Practice is broadly consistent. Subject knowledge and practice has developed with a reasonable level of support. Is addressing progress of groups of pupils. Will only be rated here if most lesson observations have been graded good or better and others are no less than requiring improvement and there is evidence of response to professional feedback as a result.</p> | <p>Performance against KGA teachers' standards is consistently good or better and no standards are rated as requiring improvement or inadequate. Practice is consistent and good pedagogy is evident. Sustained progress of pupils is evident. Can only be rated here if all lesson observations are graded good or better.</p> |
| Wider Professional Responsibilities (KGA teachers' standard 8): | <p>No contribution outside of own classroom. Does not respond to feedback and advice of mentor. Does not communicate effectively.</p> | <p>Makes little contribution to wider life and ethos of the school. Responds to advice and feedback but does not take initiative in own development. Communication undertaken with advice and support provided.</p> | <p>Contributes appropriately to the wider life of the school. Responds well to advice and feedback and makes improvements. Independently communicating across school community. Works collaboratively with colleagues.</p> | <p>Contributes well to the wider life of the school. Responds positively to advice and feedback. Identifies own professional development needs. Communicates positively</p> |

| | | | | |
|--|--|---|--|---|
| | | | | across school community. Works collaboratively. |
| Personal and Professional Conduct (Part 2 KGA teachers' standards) | Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace | Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace | Demonstrates proper and professional regard for the ethos, policies and practices of the workplace | Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace |

Early Carer Teachers continued

| KGA Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
|--|---|---|--|--|
| Leadership and Management | Does not manage class(es) well. Poor working environment. Makes little or no contribution to the team. Does not deploy support staff or communicate with colleagues effectively. | Manages class(es) appropriately most of the time. Creates an acceptable working environment with advice and support. Works as part of a team. Does not always deploy support staff effectively. | Manages own class(es) well. Creates a positive working environment and contributes to a team. Deploys support staff appropriately and builds good working relationships. | Manages own class(es) well. Creates a positive learning focused environment and makes strong contribution to a team. Deploys support staff very well for maximum learning and builds good working relationships. |
| Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2) | Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little | Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of | Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, | Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of |

| | | | | |
|--|---|---|--|--|
| | impact demonstrated beyond their own class(es). | responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es). | through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan. | responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan, |
| Performance Management objectives | n/a | n/a | n/a | n/a |
| Workplace specific requirements | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS |

Performance rating assessment: Recently Qualified Teachers (normally second and third year of teaching)

| KGA Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
|--|---|--|--|--|
| <p>Quality of Teaching (KGA teachers' standards 1-7):</p> <ul style="list-style-type: none"> ● High expectations ● Pupil progress ● Subject Knowledge ● Planning and Teaching ● Differentiation ● Assessment ● Learning environment and behaviour management | <p>Overall performance against KGA teachers' standards is inadequate or requires considerable improvement. Is consistently inadequate in significant areas.</p> | <p>Performance against KGA teachers' standards is broadly acceptable although some areas may require improvement. Practice is not always consistent. Some support is required to develop practice, subject knowledge and/or to address progress of groups of pupils. Will be rated here if fails to achieve good or better in majority of lesson observations.</p> | <p>Performance against KGA teachers' standards is good. Practice is consistent. Sustained progress of pupils is evident as is good subject knowledge. Can only be rated here if most lesson observations are graded good or better.</p> | <p>Performance against KGA teachers' standards is always good or better.</p> <p>Practice is embedded and good pedagogy is evident. Sustained progress of pupils is evident. Can only be rated here if at least one lesson observation is outstanding and others are no less than good.</p> |
| <p>Wider Professional Responsibilities (KGA teachers' standard 8)</p> | <p>Little or no contribution outside of own classroom. Does not improve after feedback and advice from colleagues. Does not communicate effectively.</p> | <p>Makes little contribution to wider life and ethos of the school. Makes effort to improve in response to feedback but is reactive in own development. Communicates with members of school community with advice and support.</p> | <p>Contributes appropriately to the wider life of the school. Responds well to advice and feedback and makes improvements. Independently communicates effectively with members of school community. Works collaboratively with colleagues.</p> | <p>Contributes well to the wider life of the school. Responds positively to advice and feedback. Identifies own professional development needs. Communicates positively with all stakeholders. Works collaboratively.</p> |

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| Personal and Professional Conduct (Part 2 KGA teachers' standards) | Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace | Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace | Demonstrates proper and professional regard for the ethos, policies and practices of the workplace | Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace |
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Recently Qualified Teachers continued

| KGA Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
|--|---|---|--|---|
| Leadership and Management | Does not manage class(es) well. Creates a poor working environment. Makes little contribution to the team. Does not deploy support staff or communicate with colleagues effectively. | Manages class(es) appropriately most of the time. Creates an orderly working environment. Works as part of a team. Does not always deploy support staff effectively | Manages own class(es) well. Creates a positive working environment and contributes well to a team. Deploys support staff appropriately and builds good working relationships. | Manages own class(es) exceptionally well. Creates a stimulating learning focused environment and makes strong contribution to a team. Deploys support staff very well for maximum learning and builds good working relationships. |
| Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2) | Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little | Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of | Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, | Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of |

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| | impact demonstrated beyond their own class(es). | responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es). | through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan. | responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan, |
| Performance Management objectives | Has not met objectives. | Has not met objectives to an appropriate and acceptable level | Has met objectives to an appropriate and acceptable level | Has significantly exceeded performance management objectives |
| Workplace specific requirements | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS |

Performance rating assessment: Experienced Main Pay Range Teachers

| KGA Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
|---|--|--|--|---|
| Quality of Teaching (KGA teachers' standards 1-7): | Overall performance against KGA teachers' standards is inadequate and requires | Performance against KGA teachers' standards is acceptable. Practice is broadly consistent. Some support is required to | Performance against KGA teachers' standards is good. Practice is consistent. Sustained progress of pupils is | Performance against KGA teachers' standards is always good or better. Practice is embedded and good |

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|--|---|--|--|---|
| <ul style="list-style-type: none"> ● High expectations ● Pupil progress ● Subject Knowledge ● Planning and Teaching ● Differentiation ● Assessment ● Learning Environment and Behaviour Management | <p>improvement. Students are not making the required progress. Will be rated here if lesson observations are consistently graded less than good.</p> | <p>sustain performance, embed practice and/or improve subject knowledge. Not all students /groups of students are making required levels of progress. Will be rated here if lesson observations are graded less than good.</p> | <p>evident as is good subject knowledge. Can only be rated here if lesson observations are consistently graded good or better.</p> | <p>pedagogy is evident. Sustained progress of pupils is evident. Can only be rated here if lesson observations are outstanding with none less than good.</p> |
| <p>Wider Professional Responsibilities</p> <p>(KGA teachers' standard 8)</p> | <p>Little contribution outside of own classroom.</p> <p>Does not respond or improve after feedback from colleagues or take responsibility for own professional development to improve quality of teaching and learning.</p> <p>Does not communicate effectively with members of school community to support learning and wellbeing.</p> | <p>Makes some contribution to wider life and ethos of school. Occasionally supports an event or activity but does not take a lead or initiate input.</p> <p>Doesn't consistently respond to feedback from colleagues but makes effort to improve through professional development.</p> <p>Communicates with members of school community but does not always impact positively on pupil learning and wellbeing.</p> | <p>Contributes to the wider life of the school. Takes part in activities and events and sometimes initiates them.</p> <p>Takes responsibility for improving teaching, learning and behaviour management through professional dialogue, responding to feedback and own professional development.</p> <p>Communicates effectively with school community and others to support pupil learning and wellbeing</p> | <p>Contributes well to the wider life of the school. Initiates opportunities for events and activities. Responds very positively to feedback, creating a professional dialogue that improves teaching, learning and behaviour management. Seeks and plans own professional development. Communicates positively and effectively with school community and is able to evidence significant impact on pupil learning and wellbeing.</p> |
| <p>Personal and Professional Conduct</p> <p>(Part 2 KGA teachers' standards)</p> | <p>Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace</p> | <p>Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace</p> | <p>Demonstrates proper and professional regard for the ethos, policies and practices of the workplace</p> | <p>Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace</p> |

Experienced Main Pay Range Teachers continued

| KGA Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
|----------------------------------|---|--|---|---|
| Leadership and Management | Does not manage class(es) well. Creates a poor working environment. Makes little contribution to the team. Does not deploy support staff in most effective way to support pupil learning. | Manages class(es) appropriately. Creates an orderly environment but it is not consistently stimulating. Works as part of a team but does not make a significant contribution. Deploys support staff, to support pupil learning but not always in the most effective way. | <p>Manages own class(es) well.</p> <p>Creates a stimulating and positive working environment and makes a strong contribution to a team.</p> <p>Deploys support staff appropriately to improve teaching, learning and behaviour and builds good working relationships.</p> | <p>Manages own class(es) exceptionally well. Creates an exciting, stimulating and positive environment. Makes strong contribution to a school team. Initiates events and activities including those focused on professional development of others. Deploys support staff very effectively to improve teaching, learning and behaviour and builds very positive relationships.</p> |

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| Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2) | Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es). | Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es). | Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan. | Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan. |
| Performance Management objectives | Has not met objectives. | Has not met objectives to an appropriate and acceptable level | Has met objectives to an appropriate and acceptable level | Has significantly exceeded performance management objectives |
| Workplace specific requirements | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS |

Performance rating assessment: Lower Upper Pay Range Teachers

| | | | | |
|------------------------|-------------------|--|------------------------------|--------------------------------|
| KGA Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
|------------------------|-------------------|--|------------------------------|--------------------------------|

| | | | | |
|--|--|---|--|--|
| <p>Quality of Teaching (KGA teachers' standards 1-7):</p> <ul style="list-style-type: none"> ● High expectations ● Pupil progress ● Subject Knowledge ● Planning and Teaching ● Differentiation ● Assessment ● Learning Environment and Behaviour Management | <p>At upper pay range, teachers are expected to be highly competent in all of the KGA teachers' standards. Highly competent is performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.</p> | | | |
| <p>Wider Professional Responsibilities (KGA teachers' standard 8)</p> | <p>Overall performance against KGA teachers' standards is inadequate or requires improvement. Will be rated here if failing to evidence enhanced practice (i.e. that highly competent against the KGA teachers' standards).</p> | <p>Performance against KGA teachers' standards evidences inconsistency in enhanced practice/high levels of competence. Practice does not consistently evidence enhanced skills and ability to demonstrate and cascade best practice. Will be rated here if any lessons are graded less than good.</p> | <p>Performance against KGA teachers' standards is consistently good or outstanding. Best practice is embedded, consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained progress of pupils is evident. Can only be rated here if all lesson observations are graded good or better.</p> | <p>Performance against KGA teachers' standards is regularly outstanding and never less than good. Enhanced practice is embedded and outstanding pedagogy is evident. Best practice is consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained and rapid progress of target groups of pupils is evident. Can only be rated here if most lesson observations are outstanding and others are no less than good.</p> |
| | <p>At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.</p> | | | |
| | <p>Little or no contribution to bringing good practice and developing the curriculum. Does not lead learning within own team or is ineffective in leading learning.</p> | <p>Makes some whole school contribution to sharing good practice and developing the curriculum. Leads learning within their own team but does not always impact on standards and improvement.</p> | <p>Clear and effective substantial and sustained whole school contribution, sharing good practice, developing the curriculum and supporting the school improvement plan. Personal contribution to the school improvement plan is clear</p> | <p>Significant and sustained whole school contribution, sharing good practice and developing the curriculum and impacting significantly on pupil progress. Personal contribution to the school improvement plan is distinctive and exceptional. Has significant</p> |

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|--|---|--|---|--|
| | <p>Does not contribute to or have impact upon the professional development of others or coach or mentor colleagues.</p> <p>Little contribution to development and implementation of policies.</p> | <p>Engages in own professional development but does not impact on development of others. Narrow range of contribution to development and implementation of policies.</p> | <p>and distinctive. Takes responsibility for improving teaching, learning and behaviour management through effective professional dialogue, coaching and mentoring and supporting the development of others. Contributes to and implements whole school or workplace policies and supports others to uphold them.</p> | <p>impact in improving teaching, learning and behaviour management through outstanding professional dialogue, coaching and mentoring. Is able to evidence significant impact on the development of others. Makes a significant contribution to development of policies and develops others to uphold them.</p> |
|--|---|--|---|--|

Lower Upper Pay Range Teachers continued

| KGA Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
|---|--|--|---|--|
| <p>Personal and Professional Conduct (Part 2 KGA teachers' standards)</p> | <p>Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace</p> | <p>Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace</p> | <p>Demonstrates proper and professional regard for the ethos, policies and practices of the workplace</p> | <p>Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace</p> |
| <p>Leadership and Management</p> | <p>At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.</p> | | | |

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|--|---|---|---|---|
| | Does not impact on development of individuals and teams. Does not effectively lead or shows no evidence of focusing leadership on improving pupil outcomes. Does not support school leadership team in delivering its priorities. | Supports, but does not effectively lead others in improving pupil outcomes. Manages but does not lead in area of responsibility. Supports but does not contribute to delivering school leadership team priorities. | Leads a team concerned with pupil progress or improvement in teaching, learning or behaviour management. Personally impacts on improving pupil outcomes across the school and in developing school or workplace practices. Leads a team to uphold and develop school policies. Contributes to delivering school leadership priorities | Leads a team that makes significant impact on learning, pupil progress, learning or behaviour across school. Personally has a whole school or workplace impact on pupil outcomes and improved practice. Actively develops and leads others to develop school policies. Makes a significant contribution to delivering school leadership priorities. |
| Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2) | Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es). | Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es). | Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan. | Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan, |

Lower Upper Pay Range Teachers continued

| KGA Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
|--|-------------------------------|--|--|--|
| Performance Management objectives | Has not met objectives | Has not met objectives to an appropriate and acceptable level | Has met objectives to an appropriate and acceptable level adding substantial value to the school | Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school and wider community |
| Workplace specific requirements | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS |

Performance rating assessment: Higher Upper Pay Range Teachers

| KGA Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
|---|--|--|--|--|
| <p>Quality of Teaching (KGA teachers' standards 1-7):</p> <ul style="list-style-type: none"> ● High expectations ● Pupil progress ● Subject Knowledge ● Planning and Teaching ● Differentiation ● Assessment ● Learning Environment and Behaviour Management | <p>At upper pay range, teachers are expected to be highly competent in all of the KGA teachers' standards. Highly competent is performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.</p> | | | |
| | <p>Overall performance against KGA teachers' standards is less than good. Will be rated here if failing to evidence enhanced practice (i.e. that highly competent against the KGA teachers' standards).</p> | <p>Performance against KGA teachers' standards evidences inconsistency in enhanced practice/high levels of competence. Practice does not evidence enhanced skills and ability to demonstrate and cascade best practice. Will be rated here if any lessons are graded less than good and failing to evidence consistent enhanced practice or high competence.</p> | <p>Performance against KGA teachers' standards is consistently good or outstanding. Best practice is embedded, consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained progress of pupils is evident. Can only be rated here if all lesson observations are graded good or better.</p> | <p>Performance against KGA teachers' standards is regularly outstanding and never less than good. Enhanced practice is embedded and outstanding pedagogy is evident. Best practice is consistently demonstrated and cascaded. Learning from professional development is evident through pupil's learning. Sustained and rapid progress of pupils is evident. Can only be rated here if most lesson observations are outstanding and others are no less than good</p> |
| <p>Wider Professional Responsibilities</p> | <p>At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.</p> | | | |

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|--|--|--|--|--|
| <p>(KGA teachers' standard 8)</p> | <p>Makes some contribution to sharing good practice and developing the curriculum.</p> <p>Leads learning within their own team but does not always impact on standards and improvement.</p> <p>Engages in own professional development but does not impact on development of others. Narrow range of contribution to development and implementation of policies.</p> | <p>Clear but not always effective contribution to sharing good practice and developing the curriculum. Developing role in improving teaching, learning and behaviour management through professional dialogue, coaching and mentoring and beginning to support in the development of others.</p> <p>Contributes to and implements whole school or workplace policies and supports others to uphold them.</p> | <p>Makes a substantial and sustained significant whole school contribution, sharing good practice and developing the curriculum. Has a significant impact on pupil progress across school</p> <p>Personal contribution to the school improvement plan is clear and distinctive. Takes responsibility for improving teaching, learning and behaviour management through effective professional dialogue, coaching and mentoring and supporting the development of others. Can evidences their impact on the development of others. Makes a significant contribution to development of whole school policies and develops others to uphold them. Takes responsibility for sharing initiatives and development across the local partnership of schools.</p> | <p>Leads teams to make a substantial and sustained significant whole school impact, sharing good practice and impacting significantly on curriculum development and pupil progress.</p> <p>Personal contribution to the school improvement plan is distinctive and exceptional. Has a significant impact in improving teaching, learning and behaviour management. As an experienced coach and/or mentor, is able to support others to develop coaching and mentoring skills. Drives pupil progress through deployment of these skills. Leads teams in developing policies and develops others to lead improvement. Personal contribution to the improvement plans across the local partnership of schools is distinctive and exceptional.</p> |
|--|--|--|--|--|

Higher Upper Pay Range Teachers continued

| KGA Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
|--|--|--|--|---|
| Personal and Professional Conduct | Does not demonstrate proper and professional regard for the ethos, | Does not consistently demonstrate proper and professional regard for the | Demonstrates proper and professional regard for the ethos, policies and practices of the workplace | Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace |

| (Part 2 KGA teachers' standards) | policies and practices of the workplace | ethos, policies and practices of the workplace | | |
|--|---|--|---|---|
| Leadership and Management | At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years. | | | |
| | <p>Does not lead effectively lead a team in sharing good practice</p> <p>or shows no evidence of focusing leadership on leading learning.</p> <p>Manages but does not lead in area of responsibility. Support does not contribute to delivering senior leadership team priorities.</p> | <p>Leads a team concerned with improvement and sharing good practice.</p> <p>Leads learning through their team but not yet showing evidence of whole school impact.</p> <p>Leads a team to uphold school policies. Not effectively contributing to the development and upholding of school policies.</p> | <p>Leads a team that makes significant impact on teaching, learning and behaviour management across the workplace.</p> <p>Has whole school or workplace impact and initiates and develops improved practice.</p> <p>Actively develops and leads others to develop school policies. Contributes to delivering senior leadership team priorities.</p> | <p>Leads teams that make a long term sustained impact on school improvement.</p> <p>Uses and demonstrates professional skills across the school and significantly develops and influences the practice of others.</p> <p>Initiates and innovates in areas of school policy and supports others to make a significant contribution. Makes a significant and sustained contribution to delivery of the senior leadership team priorities.</p> |
| Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2) | Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated | Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact | Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and | Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and |

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| | beyond their own class(es). | of their responsibility beyond their own class(es). | professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan. | professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan, |
|--|-----------------------------|---|--|--|

Higher Upper Pay Range Teachers continued

| KGA Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
|--|-------------------------------|--|--|--|
| Performance Management objectives | Has not met objectives | Has not met objectives to an appropriate and acceptable level | Has met objectives to an appropriate and acceptable level adding substantial value to the school | Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school and wider community |
| Workplace specific requirements | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS |

Performance rating assessment: Leading Practitioners

| KGA Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
|---|---|--|---|--|
| <p>Quality of Teaching (KGA teachers' standards 1-7):</p> <ul style="list-style-type: none"> ● High expectations ● Pupil progress ● Subject Knowledge ● Planning and Teaching ● Differentiation ● Assessment ● Learning Environment and Behaviour Management | <p>Performance against teachers' standards is less than good.</p> | <p>Performance against KGA teachers' standards fails to reach outstanding levels but is never less than good. Own practice does not evidence use of recent research.</p> | <p>Performance against KGA teachers' standards is regularly outstanding and never less than good. Own teaching practice evidences use of recent research and best practice and is effectively shared with colleagues.</p> | <p>Performance against KGA teachers' standards is always outstanding. Own teaching practice always evidences use of recent research and best practice and the significant impact of sharing own practice is evident.</p> |
| <p>Wider Professional Responsibilities (KGA teachers' standard 8)</p> | <p>Fails to lead team effectively. Does not demonstrate best practice to colleagues. Coaching, mentoring, induction, professional development and demonstration</p> | <p>Does not consistently lead teams effectively in development of policies. Does not consistently implement and evaluate policies. Best practice is not consistently demonstrated or cascaded. Coaching, mentoring, induction, professional development and demonstration skills require</p> | <p>Effectively leads teams to develop, implement and evaluate policies and practice, promoting collective responsibility for implementation. Best practice is consistently demonstrated and cascaded effectively with good skills in coaching, mentoring and induction. Skills are also demonstrated well to staff and effective professional development is often delivered.</p> | <p>Leadership of teams demonstrates a significant impact on the development, implementation and evaluation of policies. Shows significant evidence of leading others in collective responsibility. Best practice is always demonstrated and cascaded with outstanding skills in coaching, mentoring and induction skills. Practice is also effectively cascaded through outstanding delivery of professional development and outstanding demonstration of teaching and</p> |

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| | skills are not evident. Research is not gathered or shared. Fails to support colleagues in respect of statistical information. | some development. Research is not appropriately shared with colleagues. Fails to provide effective support to teachers experiencing difficulties. Fails to evidence effective support to colleagues in respect of statistical information. | Research and materials are regularly shared with teachers. Effective support is provided to teachers experiencing difficulties (where such support is required). Effectively demonstrates support colleagues in assessment of local and national statistical information as a basis for improving teaching and learning. | learning practices. Research and material are regularly shared with teachers. Outstanding support is provided to teachers experiencing difficulties (where such support is required). Outstanding understanding of local and national data is evident. Such understanding of data is effectively shared with colleagues and there is evidence of impact on the development of their understanding. |
|--|--|--|--|--|

Leading Practitioner continued

| KGA Rating/Area | Inadequate | Meets minimum expectations with some development required | Achieved expectations | Exceptional performance |
|---|--|---|---|--|
| Personal and Professional Conduct (Part 2 KGA teachers' standards) | Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace | Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace | Demonstrates proper and professional regard for the ethos, policies and practices of the workplace | Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace |
| Leadership and Management | Does not lead effectively lead a team in sharing good practice or shows no evidence of | Leads a team concerned with improvement and sharing good practice. Leads learning through their team but not yet | Leads a team that makes significant impact on teaching, learning and behaviour management across the workplace. Has whole school or workplace impact and | Leads teams that make a long term significant impact on school improvement. Uses and demonstrates professional skills across the school and significantly |

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| | <p>focusing leadership on leading learning.</p> <p>Manages but does not lead in area of responsibility. Support does not contribute to delivering senior leadership team priorities.</p> | <p>showing evidence of whole school impact.</p> <p>Leads a team to uphold school policies. Not effectively contributing to the development and upholding of school policies.</p> | <p>initiates and develops improved practice.</p> <p>Actively develops and leads others to develop school policies. Contributes to delivering senior leadership team priorities.</p> | <p>develops and influences the practice of others.</p> <p>Initiates and innovates in areas of school policy and supports others to make a significant contribution. Makes a significant and sustained contribution to delivery of the senior leadership team priorities.</p> |
| Performance Management objectives | Has not met objectives | Has not met objectives to an appropriate and acceptable level | Has met objectives to an appropriate and acceptable level adding substantial value to the school | Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school |
| Workplace specific requirements | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS | INSERT ANY LOCAL REQUIREMENTS |

Appendix 3 - KGA TEACHERS' STANDARDS

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- 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.

2. Promote good progress and outcomes by pupils

- 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.

3. Demonstrate good subject and curriculum knowledge

- 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.

4. Plan and teach well-structured lessons

- 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).

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

- 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.

6. Make accurate and productive use of assessment

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

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school'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.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school.
- 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.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 4; King's Group Academy Bonus Scheme

The staff bonus scheme is as follows:

Tier One: Caught you being Great

A peer/manager nomination scheme which has very regular (weekly) small value rewards. Any member of staff (teaching and support) can nominate any other member of staff by completing a brief nomination form which clearly outlines the reason the nominee was 'great', displaying an 'above and beyond' attitude. These will then be collated weekly (and monitored to ensure equity) and a draw made to ascertain a weekly winner. One small value reward (£10.00 max) such as cinema voucher, restaurant voucher, high street voucher, flowers etc will then be publicly made with the reason for the nomination and the nominator shared, for example in a staff briefing.

Due to the small numbers of staff in the first year it may mean that a 'draw' is not required as there is a single nomination.

Tier Two: Celebrating Success Award

SLT only (but can come up through line management) nomination award which recognises significant over and above commitment, outcome and therefore success. This can be for an individual or a team and will have a monetary value associated to it (£250.00 per award). Key priorities of the Academy Development Plan will be identified under which the award can be made as per the Civil Service scheme, however CSA will not only be limited to this. This would be a 'private' recognition in the form of a letter from and notification by the Principal.

Funding

It is anticipated that the annual savings made through the policy of Unpaid Authorised Absence will in time cover the bonus scheme.

In the first few years especially, it will be important to ensure the bonus scheme is well-used to support future staff recruitment through word of mouth and reputation, and obviously retention. Additional funding may be required in the short term therefore to ensure the scheme's success as it is unlikely the number of staff taking unpaid authorised absence will cover it.

Anticipated Costs per academy per year

Caught you being Great

39 (weeks) x 10 (£) = £390

Celebrating Success Award

10 (no.) x 250 (£) = £2,500

Total annual cost scheme - £3,000.