

# Stone Bay School.

## Policy Document.

### Statutory Group A policy.

#### A6 & A7: Appraisal, Pay and Reward Policy.

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Signed. Richard Farr. Date: Wednesday, 01 February 2017  
Chair of Governors.

Signed. Billy Mc Inally. Date: Wednesday, 01 February 2017  
Headteacher.

## **Mission Statement.**

We accept all students **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring** and **safe**.

Our goal is to develop our students to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

Stone Bay School: ***“getting it right for every student”***.

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## Section One: Policy

### 1.1 Policy Statement

This policy sets out the framework for making decisions regarding the pay and reward for all staff employed at this school/academy.

The aims of this policy are to:

- Maximise the quality of teaching and learning at the school
- Support a culture of high performance for staff across the school/academy
- Ensure the priorities and targets within the School Improvement Plan are fully supported
- Support the recruitment and retention of a high quality workforce
- Enable the school/academy to recognise and reward all staff appropriately and fairly for their contribution and achievements
- Ensure all decisions on pay and reward are managed in a fair, just and transparent way

The Governing Body will undertake to:

- Reward all staff appropriately recognising their contribution to the school as individuals and as valued members of the school team

- Use the discretions and flexibility available within the various terms and conditions to recruit, reward and retain the highest quality staff according to the needs of the school
- Ensure that appropriate funding is allocated for performance pay progression for all groups of staff
- Ensure all staff are treated fairly and equitably under this policy
- Communicate this policy and related procedures to all staff ensuring that any appeal or other concerns are managed promptly, fairly and objectively
- Ensure compliance with the principles set down by the Committee on Standards in Public Life and to maintain objectivity and transparency

The Governing Body will need to consider appropriate pay relativities and differentials when conducting pay reviews and should be mindful of the public sector equality duty in this regard.

All pay and reward decisions should fairly reflect staff responsibilities, achievements and contributions throughout the school with regard to the relevant standards.

The Governing Body wishes to ensure that both promotion and development opportunities are widely available to all employees. The Governing Body will not promote staff through the grading system nor use other pay mechanisms to assist in securing an employee's improved pension entitlement on retirement.

The Governing Body will ensure that each member of staff has an up-to-date job description that accurately reflects the accountabilities of the post. In the case of Teachers job descriptions will reflect the requirements of the Teachers' Standards for England. All job descriptions will be reviewed annually as part of the school's performance appraisal process.

The Governing Body will make use of allowances, additional payments and other incentives permitted by the appropriate terms and conditions to reward all staff who undertake additional responsibilities to a good standard of performance. This should be done through agreed personal and development plans.

## 1.2 Scope

This Policy and Procedure applies to all Employees of Stone Bay School.

## 1.3 Adoption Arrangements and Date

This policy was adopted by the full governing body and signed off by the Chair of Governing Body: Richard Farr and the Headteacher: Billy Mc Inally.

This policy will be reviewed by the HR Manager every three years or earlier if there is a need. This will involve consultation with the recognised trade unions.

#### 1.4 National and Local Agreements

The Governing Body will abide by the requirements of all relevant national and local agreements with particular reference to:

- School Teachers Pay and Conditions Document, including due regard to relevant guidance documents and accompanying circulars
- Conditions of Employment for School Teachers in England and Wales (the Burgundy Book)
- Kent Scheme Conditions of Service (the Blue Book) (excluding pay provisions - if the school has not adopted Kent Range)
- NJC for Local Government Services (the Green Book)

#### 1.5 Review of School Structure

The Governing Body will review the school's staffing and salary structure and any related allowances annually but may do so at any time according to the needs of the school. The Headteacher will lead on this process and will ensure there is full and proper consultation with all staff involved.

The Governing Body appreciates that changes to staff structures can be unsettling for staff causing concern and stress. Therefore the Headteacher must ensure that the process is conducted sensitively and fairly and ensure effective communication and appropriate treatment of staff is maintained throughout with proper consideration for the work-life balance of all involved.

Where changes to the Staffing Structure affect teachers' pay, they will be issued with a revised salary statement together with details of safeguarding (where appropriate).

## Section Two: Framework for Pay Decisions

### 2.1 Delegation

The Business Resources Committee of Governing Body is ultimately responsible for all pay decisions affecting staff in this school.

## 2.2 Terms of Reference for the BRC

- To ensure the achievement of all the pay policy objectives and principles in a fair, reasonable and equitable manner

To undertake and evaluate pay appeals made by staff using the application of any relevant criteria measured by the school's performance appraisal process.

- To ensure all members of staff are informed individually of the outcome of the annual pay review in writing within ten working days of the decision being made
- To observe all statutory and contractual obligations
- To recommend to the Governing Body changes to the policy and to consult with staff and recognised unions on those proposed changes
- To seek advice from the Local Authority where appropriate
- To maintain an accurate written record of all meetings and, having due regard to confidentiality, to report its decisions to the Governing Body
- To recommend to the Governing Body the annual budget for pay and to ensure that sources of external funding for pay are accessed to maximum effect.

The BRC includes members of staff for example Staff Governor. Any person who could benefit, financially, directly or indirectly will not elect in any decisions of the committee.

## 2.3 Annual Pay Review

The BRC, via the Finance Committee, will approve the budget to be set for pay, including the setting of pay ratings for all support staff taking into consideration the school's budget.

An annual review of pay shall be conducted for all staff by the BRC in accordance with this Policy and will comply with equal opportunities, employment legislation and any instructions or guidance from relevant bodies such as the DfE. Pay will be assessed on the same basis for full and part time staff.

The Moderating Committee, comprised of members of the Senior Leadership Team and Assistant Headteacher will approve appraisal ratings for support staff taking due account of the appraisal statement and all relevant information available from an appraisal or other review of an employee's

skills, abilities, performance and any other factors deemed to be relevant. This will include any recommendation made by an employee's appraiser.

All decisions regarding pay progression for teachers, including the Leadership Group should be made without undue delay.

These should be completed prior to or on 31st October for teaching staff and prior to or on 31st December for the Head Teacher.

Pay progression for all teaching staff, including the Leadership Group, is normally with effect from 1st September unless determined otherwise within the discretions of this policy.

### **Stone Bay School has adopted Kent Range**

Decisions relating to support staff eligible for salary progression under the arrangements for TCP will be made in accordance with the following timescales. Pay decisions will be made no later than 31st March and pay progression will be awarded with effect from 1st April each year.

## **2.4 Notification to Staff**

The Chair of Governors will confirm, in writing any pay progression for the Headteacher. The Chair will also advise the school's Personnel and Payroll provider of the decisions of the Pay Committee which have been ratified by the full Governing Body, including the group number of the school and the Headteacher's Individual School Range.

The Headteacher will be responsible for notifying all other members of staff individually, including the Leadership team in writing and informing the school's Personnel provider concerning decisions regarding any pay progression for this group of staff.

Notification to all qualified teachers will be given as a formal statement each year stating their salary and how it has been arrived at, as required by the appropriate STPC Document. All other staff should be given relevant and updated information, in writing, regarding their salaries.

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. A written statement will be given after any review and where applicable will give information on the basis on which it was made.

Further information/details regarding an individual's own pay can be obtained by a written request to the Headteacher.

## **2.5 Appeals**

Any Employee may seek a review of any determination in relation to his/her pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects his/her pay.

Prior to making an appeal Employees are encouraged to speak informally to their appraiser and Headteacher about any concerns they have with the pay recommendation which has been made.

Should an Employee not agree with the pay decision they may make an appeal. The arrangements and process for pay appeals are set out in Appendix 4.

## 2.6 Absence during the Pay Review Cycle

Consideration will be given to adjusting the pay review process where a member of staff has had a significant period of absence during the pay cycle due to maternity leave or disability related absence.

The precise nature of the adjustments will be determined on a case by case basis and following discussion with the Employee but may involve using evidence available from previous cycles, part of the cycle or adjusted objectives.

Alternatively the pay decision may be deferred, with the agreement of the employee, until the employee's return to work to enable the individual to participate fully in the pay review process.

Consideration may also be given to undertaking pay reviews prior to a planned absence and basing any pay determination on the evidence of performance available to that point.

Additionally support staff employed on Kent Scheme conditions will need to have sustained an aggregate attendance of 9 months in any one year (pro rata for term time only staff) to be eligible for a TCP assessment. Following return to work and on completion of 9 months aggregate service the TCP assessment should take place and any pay award backdated to the previous April.

## 2.7 Equality Considerations

The school will have due regard to equality and equal pay considerations when making pay determinations.

# Section Three: Pay and Reward for Teachers

The Governing Body will ensure decisions on pay and reward are consistent with the provisions of the STPCD and take due account of any supplementary guidance issued by the DfE.

### **3.1 Qualified Classroom Teachers (Main Scale and Upper Pay Range)**

The arrangements for determining the salaries and pay progression of teachers paid on the main and upper pay range are set out below.

### **3.2 Basic Pay Determination on Appointment**

The pay range for a vacant teaching post will be determined by the Headteacher/ Pay Committee prior to the post being advertised. The Headteacher will determine the starting salary within the range determined for the position at the point the job offer is made. In making such determinations the following factors will be taken into consideration:

- The nature and demands of the post
- The level of qualifications, skills and experience required
- Market conditions
- The wider school context including its ethos and principles.

The school will give every regard to the current salary of a teacher appointed from another school. A teacher may be paid their current salary, however there is no assumption that a teacher will be paid at the same rate as they were in their previous school.

We will pay particular care not to place female employees returning from maternity or career breaks for childcare purposes at a disadvantage in this regard.

The pay range for Main Pay Range appointments and criteria for pay determinations and progression are set out in Appendix 2

### **3.3 Recruitment and Retention Incentives and Benefits**

The Governing Body may make an appropriate payment to a teacher, as considered necessary and subject to the overall limit on discretionary payments, as an incentive for the recruitment or retention of a teacher. The Governing Body will determine a policy statement that will set out the criteria for such awards.

It should be noted that Recruitment and Retention payments will not be made to a Headteacher – other than at the discretion of the Governing Body specifically for relocation costs.

The Governing Body may also award other financial assistance, support or benefits including for example travel costs, assistance with costs of care of dependents or other support where this may assist recruitment and/or retention of a teacher.

An incentive allowance, including other financial assistance, support or benefit made for the recruitment or retention of a teacher, will be reviewed after a suitable period agreed with the teacher and this will be confirmed in writing in line with the School's policy.

All awards will be in line with the provisions of the STPCD and the School will ensure that due consideration will be given to the tax implications of any such benefits.

The Governing Body will review the level of payment of such individual awards on an annual basis.

### 3.4 Special Needs Allowances

The Governing Body will make appropriate payment of special needs allowances, which will be awarded according to the criteria in the STPCD.

SEN Allowances will be awarded within the current national range of £2085.00 – £4116.00

### 3.5 Teaching and Learning Responsibility Payments

Teaching and Learning Responsibility Payments (TLRs) will be awarded to posts in the attached school staffing structure in accordance with the criterion, factors and other conditions as set out in the STPCD.

The number and nature of TLRs will be determined by consideration of the school's improvement plan and associated priorities whilst ensuring the school keeps within its agreed budget.

TLRs will be awarded within the current national ranges of:

**TLR1**            £7622.00 - £12898.00

**TLR2**            £2640.00 - £6450.00

**TLR3**            £523.00 - £2603.00

The values of each level of TLR within the school are set out below:

Where a TLR is awarded on a temporary basis, for example to cover for maternity or sick leave, the Governing Body will ensure the reason and length of that period is clearly set out in a revised pay statement

The School may award an individual TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The Governing Body will set out in

writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No safeguarding will apply in relation to an award of a TLR3.

### 3.6 Additional Payments

The Governing Body will use the discretion available to make appropriate additional payment to teachers in the following circumstances;

- a) Undertaking continuing professional development outside the school day.
- b) Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school.
- c) Participation in out-of-school learning activities.
- d) Additional responsibilities and activities relating to the raising of educational standards in one or more additional schools.

The above payments will only be payable to a Headteacher for a specific, temporary or time limited activity. Any permanent responsibilities in relation to the above activities will be taken into account when determining the Headteacher's salary range.

Payments to part-time teachers will be made through the existing mechanisms of supply/additional hours' payments up to full-time.

Agreement to participate in out of school hours learning activities will be documented to set out the work expected and the rate of payment.

### 3.7 Pay Progression Based on Performance

In this school all teachers will receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. These arrangements are set out in the school's appraisal policy. The school will ensure that appraisal reviewers have undertaken appropriate training.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the key pay recommendations they contain. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

Continued good performance as defined by an individual school's pay policy should give the teacher an expectation of progression to the top of their respective pay range.

In the case of NQTs whose appraisal arrangements are different, pay decisions will be made with reference to the requirements of the statutory induction process. NQTs have no automatic entitlement to pay progression on completion of their induction period. The evidence from induction should however inform decisions about pay progression.

To be fair and transparent, assessments of performance will be properly rooted in evidence. The Headteacher will ensure fairness by reviewing and moderating all pay decisions prior to

confirmation, thus ensuring a consistent application and interpretation of criteria and evidence. Where differentiated or accelerated pay progression is awarded such decisions will be rooted in evidence and applied equitably.

Appendix 2 sets out the criteria for progression with common examples of evidence that can be used in supporting pay decisions.

- The general expectation for a teacher to progress within the main pay range is evidence of consistently good teaching and learning
- The general expectation for teachers on the upper pay range is that the evidence will demonstrate aspects of outstanding teaching and learning.

Pay reviews for teachers on the main pay range will normally be completed annually.

Performance reviews for teachers on the upper pay range will be completed annually and this may include consideration of any possible future pay implications, however pay progression on the upper pay range will normally be awarded every two years subject to the evidence meeting the criteria.

All teachers should be able to demonstrate evidence of appropriate pupil progress in line with national standards. Other factors, including evidence of the Teacher's Professional Standards relevant to the criteria for the range, may also be important in making sound pay decisions and this should be discussed as part of the appraisal process.

The evidence necessary for considering pay progression will usually be available through performance appraisal and other established management systems.

Where a teacher has joined the school part way through an appraisal cycle, the pay decision will be based on the evidence from the teacher's time at the school. Additionally, the Headteacher may, if deemed appropriate, seek further evidence from the previous school in order to make a fair and justifiable pay decision.

All teachers' appraisals will contain a written report summarising the teacher's performance against objectives and teacher standards. This report will include a recommendation on pay progression. This recommendation will be made by the Headteacher.

Final decisions regarding the pay decision will be made by the Governing Body for positions on the Leadership scale and by the Headteacher/Governor/Pay Committee for all other teachers. All decisions will have due regard to the appraisal report including the recommendation and will take into account any advice from the senior leadership team of the school.

Where possible teachers will be notified of the outcome of their pay decision before 1st September but in all cases this will be completed before 31st October each year. Where pay progression is awarded this will take effect from 1st September and may be backdated should the pay decision not have been made by this date.

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

### **3.8 Movement to the Upper Pay Range**

#### **Applications and Evidence for Progression to the Upper Pay Range**

All qualified teachers may apply to be paid on the upper pay range and any such application will be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

A teacher can only submit one application for progression to the upper pay range in any school year unless there are exceptional circumstances.

All applications should include the results of the two most recent reviews or appraisals, including any recommendation on pay. A teacher may enclose any additional evidence to support their application. Where information from previous reviews is either not available or applicable the teacher may submit a statement and summary of evidence designed to demonstrate that the teacher meets the assessment criteria.

*At Stone Bay School the deadline for submitting an application to be considered for progression to the upper pay range is the last day of June.*

If a teacher is simultaneously employed at another school or schools they may submit separate applications if they wish to be paid on the upper pay range in that employment. This school will not be bound by any pay decision made by another school.

The Governing Body, via the Business Resources Committee, will accept the Headteacher's assessment of eligible teachers against the national standards to enable them to move on to the upper pay range subject to prevailing national regulations.

All applications must be submitted to the Headteacher using the school's Upper Pay range application form.

#### **The Assessment**

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

- a) The teacher is highly competent in all elements of the professional standards; and
- b) The teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this policy the following terms are defined:

- **Highly competent:** consistently good teaching and learning with some evidence of outstanding practice in a key area of the professional standards, evidence of being able to give advice and mentoring to others on effective teaching practice and how to make a wider contribution to the work of the school in order to help others meet the professional standards and develop their teaching practice.
- **Substantial:** of real importance, validity and value to the school; evidence the teacher plays a critical role in the life of the school; provides a role model for teaching and learning; makes a distinctive contribution to the raising of pupil standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils' learning.
- **Sustained:** means sustained over the review period, normally two years or a significant part thereof.

### Processes and procedures

The application will be assessed against the above criteria and the teacher will be informed by the Headteacher in writing, within 15 working days following receipt of application/following the deadline for receipt of the application.

Where progression to the upper pay range is awarded, this will take effect from the following 1st September.

In normal circumstances the teacher will move to the minimum salary of the upper pay range however there may be circumstances where it is considered appropriate to move the teacher to a higher value within the range. This decision will be made by the Headteacher/Pay committee/Governing Body and will be based on the following considerations:

- The nature and impact of the responsibilities undertaken by the teacher
- The level of qualifications, skills and experience demonstrated by the teacher
- The level of performance against the standards demonstrated by the teacher

However all decisions will be reviewed before confirmation to ensure the award is fair, consistent and fulfils the employers' legal duties with regard to equal opportunity and equal pay for equal value etc.

The teacher will move to the minimum salary of the upper pay range.

If unsuccessful, the teacher will receive feedback by line manager and this will be given as soon as possible but no later than 15 working days of confirmation of the decision.

A teacher may appeal against a decision not to move the applicant to the upper pay range and this will be held in accordance with the school's procedures for hearing pay appeals.

The pay range for Upper Pay Range appointments and criteria for pay determinations and progression are set out in Appendix 2

### **3.9 Part Time Teachers**

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Governing Body will ensure the teacher is issued with a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full time teacher in an equivalent post.

### **3.10 Unqualified Teachers**

#### **Pay on Appointment**

Unqualified Teachers will be appointed on the first grade of the unqualified teachers scale..

The Headteacher may consider making an appropriate additional allowance where there are sound and justifiable grounds for so doing.

Whilst regard will be given to the current salary of a teacher appointed from another school there is no assumption that a teacher will be paid at the same rate as they were in their previous school.

#### **Pay Progression**

In order to progress up the unqualified teacher range, unqualified teachers will need to show evidence of a successful appraisal with evidence of appropriate teaching and learning outcomes in line with national standards.

Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The BRC will be able to objectively justify its decisions.

Appendix 2 sets out the criteria for progression with common examples of evidence that can be used in supporting pay decisions.

Where possible teachers will be notified of the outcome of their pay decision before 1st September. Where pay progression is awarded this will take effect from 1st September and may be backdated should the pay decision not have been made by this date.

## Section Four: Pay and Reward for Support Staff

### 4.1 Basic Pay Determination on Appointment

Support staff will be paid in accordance with the Kent Range pay framework.

### 4.2 Pay Progression and Additional Awards

The Governing Body will ensure that suitable arrangements are in place to assess the total contribution of all support staff and will use this assessment to determine annual pay decisions in accordance with Kent Range.

Appendix 3 of this policy sets out the criteria for progression with common examples of evidence that can be used in supporting pay decisions for support staff.

In usual circumstances the necessary evidence for pay progression will be available through the performance appraisal and other established management systems. In certain circumstances where evidence is not readily available the headteacher may request that the staff member provides this.

The school will also make appropriate use of any merit award or other reward system, both cash and non-cash, developed by KCC to recognise the performance and contribution of support staff in a positive and flexible way. The school will ensure that any such decision is in accordance with the schemes' provisions.

### 4.3 Additional Considerations for the grading of support staff posts

Where a member of staff achieves a work-related qualification (for example as a HLTA) that entitles him/her to be paid at a higher grade for those duties, the school will endeavour where possible to engage the employee in the higher graded duties for the duration of their working hours in school rather than use a split contract arrangement.

Where a member of support staff holds two or more contracts at differing grades, for example HLTA and Teaching Assistant, the school may consider paying the higher grade for all work undertaken if it can be reasonably held that the employee would be using their higher level skills consistently in all their roles.

### 4.4 Additional Payments.

Stone Bay School will not normally make any additional payments, though under specific circumstances they may be able to offer support with staff professional learning.

## Section Five: Leadership Group P

The Governing Body will ensure decisions on pay and reward are consistent with the provisions of the STPCD and take due account of any supplementary guidance issued by the DfE.

### 5.1 Pay Determination Prior to Appointment

The Governing Body will confirm the membership of the school's Leadership team and determine the pay ranges applicable for each post.

The pay range for a vacant leadership post will be determined by the Governing Body prior to the post being advertised.

### 5.2 Headteacher Pay Determination

The Governing Body will review the Headteacher group whenever it proposes to appoint a new headteacher.

In determining the pay range for a headteacher the Governing Body will take into consideration:

- The specific requirements of the post
- The school context and challenge
- The complexity of the post
- The requirement to recruit and retain appropriate candidates
- Affordability and comparable salary benchmarking data

The Governing Body may determine a range up to 25% greater in value than the maximum group size for the school should the circumstances warrant.

In determining the pay range and the salary on appointment the Governing Body will ensure that there is appropriate scope within the range to allow for performance related progression over time.

### 5.3 Pay Determination for Other Members of the Leadership Group

The Governing Body will identify a pay range for Deputy and Assistant Headteacher taking into consideration the respective level of responsibilities and appropriate internal differentials.

The maximum of the Deputy or Assistant Headteachers' pay range will not exceed the maximum of the Headteacher range and will only overlap the Headteacher's pay range in exceptional circumstances.

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

#### **5.4 Pay Progression**

Pay reviews for Leadership posts will normally be undertaken by members of the Business Resources Committee. The Headteacher may advise the Pay Committee regarding the pay progression for other members of the Leadership team

The BRC will consider annually whether to award pay progression to members of the leadership group who have completed a year of employment since the previous pay determination.

Pay reviews will take place as soon as possible after the 1st September but no later than 31st December. In the event of pay progression being awarded this will take effect from 1st September.

Pay decisions will be clearly attributable to the performance of the individual. In making a determination the pay committee will have regards to:

- The individual's performance as evidenced in the appraisal process
- The pay recommendation contained within the appraisal report

Sustained high quality performance should give the individual an expectation of progression up the pay range.

The general expectation for pay progression is as follows:

- Towards the bottom of the pay range – evidence of consistently good leadership practice
- Towards the top of the pay range – increasingly significant evidence of outstanding leadership practice with all other practice being consistently good.

The BRC may determine how much pay progression should be awarded in recognition of performance.

Pay determinations will be rooted in evidence and the decisions and supporting evidence will be documented.

The BRC may request information from the performance appraisal review process as well as evidence of performance in other relevant areas to inform its decision. The Pay Committee is entitled to seek the advice of other relevant professionals regarding the pay progression of the Headteacher.

Appendix 2 sets out more specific criteria for pay progression with examples of evidence that can be used in supporting pay decisions.

### **5.5 Redetermination of Leadership Pay Ranges**

The Governing Body may re-determine leadership pay ranges at any time should it be considered necessary to reflect a significant change in the permanent responsibilities of the post.

It will be for the governing body to determine in the light of a school's particular circumstances and context the extent to which any change should be regarded as 'significant'. In doing so, the governing body will want to pay particular attention to the extent to which the change creates new levels of accountability and responsibility for the leadership group member or members

### **5.6 Temporary Payments to Leadership Teachers**

In accordance with the provisions of the STPCD, where a leadership teacher is temporarily seconded to a leadership post in another school which is causing concern the BRC may make a lump sum payment in recognition of this additional responsibility. Any provisions regarding additional payments should be confirmed in writing at the commencement of the arrangement.

Arrangements for making payments in respect of leadership teachers who 'act up' or take on additional temporary responsibilities will be in accordance with the provisions of the STPCD.

### **5.7 Discretionary Payments to the Headteacher**

It should be noted that any discretionary payment made to the headteacher should be included within the maximum 25% additional salary payment payable under section 5.2.

## Section Six: Pay and Reward Issues for all School Staff

### 6.1 Non Cash Awards

The school will consider the application of non-cash and other types of benefits to reward staff appropriately for their contributions to the school.

Generally such awards can be decided by the Headteacher. However decisions involving a significant budget implication should be referred to the BRC.

The School will ensure that all non-cash awards are properly recorded in line with the requirements of Inland Revenue regulations.

### 6.2 Salary Safeguarding

In circumstances where a teachers' salary is reduced through no fault of his/her own, including the removal of a TLR, SEN or the reduction of a TLR value, then the school may safeguard the teacher's original salary (in accordance with the provisions of the STPCD. This will be on a cash sum basis for a period of up to three years in accordance with the STPCD. TLR 3 payments are exempt from any safeguarding arrangement.

The Governing Body will notify the teacher of the details of any such safeguarding at the earliest opportunity and in any event within one month of the decision being made.

In these circumstances the Headteacher may assign the teacher to undertake such reasonable duties to the value of the cash sum safeguarded taking due account of the teacher's skills and experience. If such duties are reasonably assigned and the teacher declines to undertake them then the teacher will be issued with one month's notice to terminate the salary safeguarding.

For all other staff, the school will follow the relevant terms and conditions of employment for the safeguarding or protection of an employee's salary where it is reduced through no fault of the employee.

### 6.3 Acting Allowances

The school will follow the terms of the STPCD for a teacher and the Kent Scheme for support staff in circumstances where a member of staff acts up to a more senior position. The salary and the period of the acting arrangement with any specific conditions will be confirmed in writing.

## Section Seven: Policy Review

The Governing Body will monitor the implementation, outcomes and impact of this policy annually in consultation with staff and recognised unions.

In particular the Governing Body will monitor the position with regard to employees with protected characteristics and part time staff to ensure that pay progression opportunities are equitable.

Staff will be informed of any changes made to this policy at the earliest practicable opportunity.

# Appendix 1: Procedure for Reaching Pay Decisions

## **A) Pay Decision by Governors BRC.**

At least two governors will be convened to consider decisions regarding the pay and reward for staff of the school. The terms of reference for this committee are set out on page five.

The Agenda and paperwork for the Committee meeting must be distributed one week in advance unless the Chair of the Committee decides otherwise and that the principle of natural justice will not be compromised.

The employee must be informed of a date when a decision is to be made and given the opportunity to submit any additional evidence to be considered.

All pay decisions must be properly rooted in evidence which must have been shared with the employee promptly at the time when the information became available.

The Committee will consider the appraisal statement and any recommendations of the Headteacher. The Headteacher is entitled to put forward the context and rationale for each recommendation and to advise the Committee on related issues.

The Headteacher is entitled to discuss the position with the employee prior to the Committee meeting. However, it must be emphasised that the decision is the responsibility of the Committee who may or may not accept a recommendation from the Headteacher or the relevant Appraiser

The Headteacher must withdraw whilst the Committee considers his/her pay position and also that of any Deputy or any Assistant Headteacher if it is felt it could influence the remuneration of the Headteacher.

The Committee is entitled to adjourn at any point if it is felt that further information is required. The Committee should reconvene at the earliest opportunity following this additional information being made available.

All decisions of the Committee must be properly recorded and retained. All decisions will be confirmed in writing within 10 working days of the decision being made, with details of the arrangements for any appeal.

The Headteacher, with the agreement of the Committee may communicate the decision verbally to the member of staff prior to written confirmation being issued. The employee may request a meeting to discuss the decision informally. This will not preclude the employee from exercising their right to appeal.

## **B) Pay Decision by Committee of Headteacher/nominated Governor**

All initial pay decisions of employees in this school with the exception of Leadership Group members will be made by the Headteacher/or Richard Farr CoG.

Pay decisions for all Leadership Group members, including Headteacher will be made by the BRC in accordance with section A above.

In the event of the long term absence of the Headteacher/nominated Governor then the Governing Body will appoint a suitable person to act in this capacity for the duration of the absence.

All pay decisions must be properly rooted in evidence which must have been shared with the employee promptly at the time when the information became available.

The employee must be informed of a date when a decision is to be made and given the opportunity to submit any additional evidence to be considered.

The Headteacher/nominated Governor may defer confirmation of the decision if further information is required. In this event the decision must be made at the earliest opportunity following this information being made available.

All pay decisions will be recorded with reasons and this will be properly retained. The Headteacher/nominated Governor may inform the employee verbally of the decision but in any event the decision will be confirmed in writing within 10 working days of the decision being made, with details of the arrangements for any appeal. The employee may request a meeting to discuss the decision informally. This will not preclude the employee from exercising their right to appeal.

## Appendix 2: Criteria and Awards for Performance Based Progression for Teachers

### i. Main Pay Range:

			<i>Fringe Area Only</i>
<b>Minimum Pay Value</b>	1	£22,467.00	£23,547.00
<i>NB: These values are reference points only and there may be circumstances in which the school is justified in paying a different value</i>	2	£24,243.00	£25,321.00
	3	£26,192.00	£27,269.00
	4	£28,207.00	£29,292.00
	5	£30,430.00	£31,508.00
<b>Maximum Pay Value</b>	6	£33,160.00	£34,249.00

			<i>Fringe Area Only</i>

### Criteria for Pay Progression

Teachers must be able to demonstrate sound evidence of consistently good teaching and learning. There will be good evidence across the professional standards including a clear and positive impact of CPD on practice. Pupil progress will be at least in line with national standards.

Schools may specify further details of relevant criteria for e.g.

- An increasing positive impact on pupil progress
- An increasing impact on wider outcomes for pupils
- Improvement in specific elements of practice identified to the teacher
- An increasing contribution to the work of the school

- For teachers with line management responsibilities – an increasing impact on the effectiveness of staff and colleagues

**Examples of Evidence**

Schools may set out examples of the range of evidence which will be considered

- Assessment against the relevant standards
- Performance objectives
- Classroom observation
- Other evidence.

Where the evidence confirms performance has met this criteria then the teacher would normally expect to progress to the next reference point.

**ii. Upper Pay Range:**

Fringe Area Only

<b>Minimum Pay Value</b>	1	£35,571.00	£36,650.00
<i>NB: These values are reference points only and there may be circumstances in which the school is justified in paying a different value</i>	2	£36,889.00	£37,966.00
<b>Maximum Pay Value</b>	3	£38,250.00	£39,331.00


**Criteria for Pay Progression**

In order to progress within the upper pay range a teacher will need to demonstrate evidence that they have continued to meet the criteria for moving onto the upper pay range and they have further developed their practice with a greater depth and breadth of evidence against the professional standards.

Schools may specify further details of relevant criteria for progression e.g. evidence of a greater impact across the work of the school.

## Examples of Evidence

Schools may set out examples of the range of evidence which will be considered

- Assessment against the relevant standards
- Performance objectives
- Classroom observation
- Other evidence

### iii. Unqualified Range:

#### *Fringe Area Only*

<b>Minimum Pay Value</b>	1	£16,461.00	£17,542.00
<i>NB: These values are reference points only and there may be circumstances in which the school is justified in paying a different value</i>	2	£18,376.00	£19,455.00
	3	£20,289.00	£21,370.00
	4	£22,204.00	£23,284.00
	5	£24,120.00	£25,199.00
<b>Maximum Pay Value</b>	6	£26,034.00	£27,112.00

### Criteria for Pay Progression

Progression on the unqualified teacher range requires evidence to the same level as that expected for a teacher on the main pay range. Where an unqualified teacher is in receipt of an additional allowance that takes their salary above the maximum value of the main pay range (MPR) then the performance expectation will be in line with that expected for teachers on the upper pay range (UPR)

Schools may specify further details of relevant criteria for progression e.g.

- An improvement in teaching skills
- An increasing positive impact on pupil progress
- An increasing impact on wider outcomes for pupils
- Improvements in specific elements of practice identified to the teacher

- An increasing contribution to the work of the school

### Examples of Evidence

Schools may set out examples of the range of evidence which will be considered

- Assessment against the relevant standards
- Performance objectives
- Classroom observation
- Other evidence

#### iv. Leadership Pay Range:

*Fringe Area Only*

<b>Minimum Pay Value</b>	£38,984.00	£40,057 00
<i>School should specify a range within the minimum and maximum values and may use discretionary reference pay points within the chosen pay range</i>	Please specify the values of any discretionary reference points here	
<b>Maximum Pay Value</b>	£108,283.00	£109,354.00

#### School Group Size: 5.

Pay Scale: L25 to L31. The Headteachers pay review committee has the discretion to award up to 25% more in line with Teachers Pay and Conditions Document.

*Fringe Area Only*

<b>Group 1</b>	44,102 – 58,677	45,181 – 59,743
<b>Group 2</b>	46,335 – 63,147	47,409 – 64,221
<b>Group 3</b>	49,976 – 67,963	51,050 – 69,034
<b>Group 4</b>	53,712 – 73,144	54,790 – 74,209
<b>Group 5</b>	59,264 – 80,671	60,341 – 81,742
<b>Group 6</b>	63,779 – 88,984	64,864 – 90,054
<b>Group 7</b>	68,643 – 98,100	69,725 – 99,164
<b>Group 8</b>	75,708 – 108,283	76,783 – 109,354

**Headteacher Range: Group 5.**

**Assistant Heads: Will be paid a stipend of up to £500 month.**

**Deputy Headteacher Range: £49,976 - £67,963**

**Assistant Headteacher Range: £44,102 - £58,677**

### **Criteria for Pay Progression**

Positive, sustained and increasing impact on

- Strategic development of the School
- Whole school standards and achievement
- Short to mid- term evidence of school improvement
- Management and development of staff
- Development of external and internal relationships
- Management of resources and budgets
- Individual contributions as well as team based assessments

### **Examples of Evidence**

- Assessment against relevant standards – including Ofsted grade descriptors.
- Performance objectives
- Classroom observation (where relevant)
- SIP / SEF
- CPD
- Other evidence

## Appendix 3: Criteria and Awards for performance based progression for support staff

Stone Bay School has adopted Kent Range Pay Scales and will determine locally, based on the financial reality of the school, the percentage pay award to be applied each year. All pay awards must be covered in all planned budgets.

### Criteria for Pay Progression

- Performance Improvement Required
- Achieved the Required Standards
- Performance above the Required Standard
- Outstanding Performance

### Examples of Evidence

- Performance objectives
- Lesson observations (where relevant).
- Other evidence.

		<b>Performance Improvement Required</b>	<b>Achieved Required Standard</b>	<b>Above Required Standard</b>	<b>Outstanding Performance</b>
<b>1</b>	<b>General Descriptor The Appraisee :</b>	Has not met the requirements of at least one key aspect of the role. Performance has been discussed and documented, with a clear action plan in place to secure improvement.	Has produced evidence which indicates sound and consistent performance in all key aspects of the role. This has been validated by appraiser.	Is a good practitioner who has produced evidence of working above the required standards in all areas of the role. This has been validated by appraiser.	Has consistently demonstrated outstanding performance in all aspects of their role, as confirmed by evidence produced and which has been validated by appraiser.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2</b>	<b>Performance Targets The Appraisee :</b>	Has not met all performance targets.	Has met all performance targets.	Has met all performance targets and exceeded some.	Has clearly exceeded all targets with demonstrable evidence of impact.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3</b>	<b>Attendance and Punctuality excluding industrial injuries. The Appraisee :</b>	Has unsatisfactory levels of attendance and / or punctuality which have been discussed and documented, with improvement targets set. Has been set more than 10 absence target in the last 12 months.	Has a very high level of attendance (96%) and is always punctual. Is flexible with start / finish times to meet the needs of the school. School absence reporting protocols are adhered to at all times.	Has a very high level of attendance (98%) and is always punctual. Is flexible with start / finish times to meet the needs of the school. School absence reporting protocols are adhered to at all times.	Attendance is 100% Demonstrates high levels of flexibility and goodwill with start / finish times. School absence reporting protocols are adhered to at all times.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4</b>	<b>Professionalism, Teamwork and Co-operation The Appraisee :</b>	Does not show appropriate concern for team members. Needs to develop team working skills. These have been discussed and documented, with evidence indicating deficits in this area	Works well as a reliable team member. Is helpful and responds positively when requested to do something. Evidence of discretionary effort.	Works well as a reliable team member and has evidenced a willingness to offer timely and appropriate support/advice to others is available when needed. Acts as a role model for other staff, shows high levels of discretionary effort.	Is an outstanding team player. Is always willing to mentor, support and guide colleagues. Is positive and enthusiastic about all aspects of the school. Acts as a role model for other staff. Outstanding discretionary effort.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5	<b>Communication with Students, Colleagues and Stakeholders</b> <b>The Appraisee :</b>	Has had concerns raised with them about the manner/timing of their communication. Has not followed school policies or working protocols.).	Engages in communications with students, colleagues and stakeholders, which are effective and appropriate to their role. Communication with colleagues is always positive and professional. School policies and protocols are followed.	Is a clear, confident communicator who demonstrates empathy and sensitivity. Delivers difficult messages in a positive manner. Communication with stakeholders is always timely, professional, takes into account needs of the audience and in line with school policies and protocols.	Is an exceptional communicator. Is highly skilled in dealing with sensitive issues and situations. The line management structure of the school is utilised appropriately. Challenges communication which may have a negative impact.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<b>Demonstrates Initiative and a "can do" attitude</b> <b>The Appraisee :</b>	Can demonstrate a lack of engagement which suggests they are resistant to change and new ideas. May impact negatively on the team. Lacks flexibility and an ability to work with all students and staff.	Is confident, positive and flexible. Will willingly work with all staff and students, accepts new initiatives and supports whole school development. Takes advice constructively reflects and acts upon guidance offered.	Is confident using own initiative when appropriate. Accepts change and additional tasks with good grace and positivity. Works to secure positive change.	Deals with difficult situations consistently and confidently. Proposes imaginative, creative solutions to problems. Embraces the positive aspects of change.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<b>Professional Skills, Behaviours and Attributes</b> <b>The Appraisee :</b>	Has occasional lapses of professional judgement. Has not always been mindful of their own or the school's reputation. Skill deficit identified through appraisal process.	Demonstrates a good level of professional skills and judgements. Responds positively to feedback. .	Regularly demonstrates a high level of professionalism and demonstrably seeks to improve further. Actively seeks feedback and acts upon it.	Possesses and demonstrates an exceptional level of professional skills and judgements. Is an excellent role model. Demonstrates a solution-focused attitude.
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Appendix 4: Procedure for Considering Pay Appeals

### The Pay Appeals Committee

#### Setting up an Appeal Hearing

The school will appoint a committee of at least two governors to consider any pay appeal lodged by a member of staff that is in accordance with the following requirements.

Governors who may have a pecuniary interest or a conflict of interest or who have had prior involvement in the pay decision cannot be appointed to this committee or participate in any related monitoring process.

Within 10 working days of receipt of the written confirmation of the Pay Committee's decision an employee, who is dissatisfied with the decision, may register a formal appeal in writing to the clerk to the Governing Body.

The allowable grounds for appeal are that the person or committee by whom the pay decision was made -

- Incorrectly applied any provision of the relevant national or local terms and conditions of service;
- Failed to have proper regard for any applicable statutory guidance;
- Failed to take proper account of relevant evidence;
- Took account of irrelevant or inaccurate evidence;
- Was biased;
- Otherwise unlawfully discriminated against the employee.
  
- Mitigating factors presented by the employee

Prior to an appeal hearing the employee may also request an informal meeting with the Headteacher or member of the governing body to discuss the decision and the reasons in more detail. In the case of the Headteacher being dissatisfied regarding his/her pay decision then an informal meeting with the Chair of the Committee should be arranged.

Upon receipt of the appeal notice the Clerk will convene an appropriate Appeals Committee within 20 working days of receipt of the appeal being registered. Appeal hearings will be held at a reasonable time during the working day with proper consideration of the work-life balance of all involved.

The Chair of the Pay Committee may discuss the position with the Headteacher before establishing the person who will be the school's presenting officer to the Appeal Committee.

The employee must submit to the Chair of the Appeal Committee any documentation in support of their appeal together with a summary of their case at least five clear working days prior to the Appeal Hearing.

If the school's presenting officer intends to rely on any evidence other than that considered at the Pay Committee's meeting then this must be submitted at least five clear working days in advance.

The Appeal Committee may decide to accept additional evidence at any time if it is deemed in the interests of a fair and transparent decision.

The employee is entitled to be represented at the Appeal Hearing by a workplace colleague or trade union/professional association representative.

### **The Appeal Hearing**

At the Appeal Hearing the Chair of the Committee should introduce the meeting and the persons participating. The Chair should ask the employee to confirm the reasons for the appeal and establish that all parties are adequately prepared.

The Chair should remind the parties that the purpose is to reach a reasonable and objective decision in an atmosphere that is professional and conducive to good employee relations within the school.

The employee, or representative should then be invited to set out his or her case and may support this with documentary evidence or witness evidence where this has been submitted as required above.

At an appropriate point the Chair will invite the school's representative to question or challenge any of the evidence presented. Members of the Committee will then have the opportunity to ask any questions.

The school's presenting officer will then be invited to set out the school's case and may also rely on documentary or witness evidence where this has been submitted as required above.

The employee or his/her representative may then question or challenge the school's evidence at an appropriate point as determined by the Chair. Members of the Committee may then ask any questions.

To conclude both parties will be invited, if they wish, to make final summary statements with the employee allowed the final say.

The Committee will then adjourn to consider the evidence presented.

The Committee should endeavour to reach a decision that day and to communicate this directly to the parties. However, where this is not possible because the Committee wishes to deliberate further or seek further information then the parties should be informed that the decision will be communicated in writing at the earliest opportunity.

In the event that there is an adjournment to enable the committee to consider professional advice on a particular matter then upon resumption all parties will be informed of the nature of the advice and the decision reached.

As an alternative to either upholding or dismissing an appeal the Committee is entitled to refer the matter for reassessment by the Headteacher or the initial Pay Committee. For example the Committee might wish the Headteacher to reconsider the position in the light of new information or to seek the advice of an additional independent advisor.

### **Communicating the Decision**

All decisions of the Appeals Committee must be confirmed in writing, within ten working days of the decision being made with a summary of the reasons and this will be the final stage in the Pay Appeal process. There will be no further stage in the appeal process.

## **Appendix 5: A Schedule of Pay Reward Decisions Delegated to the Headteacher.**

All pay decisions for Support staff will be complete by 1<sup>st</sup> April. All pay decisions for teachers will be made by 1<sup>st</sup> July.

## Appendix 6: Paperwork to support Appraisal.

Employee:	<a href="#">Click here to enter name.</a>	Term:	<a href="#">Choose an item.</a>
Appraiser:	<a href="#">Choose Team Leader.</a>	Date:	<a href="#">Click here to enter a date.</a>

Does your current job description accurately reflect your role?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you read the 16 / 17 Staff handbook?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you signed off on "Keeping Children Safe in Education 2016"?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Appraiser Signature:		
Have you completed all mandatory training successfully?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Delivered a high standard of performance as specified in job description.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you required additional support to deliver a high standard of performance as specified in your job description?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Your % attendance from 27/02/2016 to 31/12/2016.		
Number of additional supervisions 27/02/2016 to 31/12/2016.		
<b>If yes, what additional support was required?</b>		
.....		
.....		
.....		
<b>Appraiser's comments.</b>		
.....		
.....		
.....		
<b>Performance Targets for Appraisal: Individual.</b>		
1. <a href="#">Click here to enter individual Appraisal target.</a>	<input type="checkbox"/>	
2. <a href="#">Click here to enter individual Appraisal target.</a>	<input type="checkbox"/>	
3. <a href="#">Click here to enter individual Appraisal target.</a>	<input type="checkbox"/>	

<b>Standing Discussion Points.</b>		
Performance Targets:	<input type="checkbox"/>	.....

Attendance:	<input type="checkbox"/>	
Team working, Professional Relationships:	<input type="checkbox"/>	
Communication.	<input type="checkbox"/>	
Compliance with all policies and procedures:	<input type="checkbox"/>	
Training:	<input type="checkbox"/>	
Record keeping:	<input type="checkbox"/>	
Performance in role:	<input type="checkbox"/>	

Other Discussion Points.


Actions from last appraisal.


Actions to be progressed or complete by appraisal meeting.


--

Date of next supervision: \_\_\_\_\_

Employee's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Manager's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee:	<a href="#">Click here to enter name.</a>	Term:	<a href="#">Choose an item.</a>
Appraiser:	<a href="#">Choose Team Leader.</a>	Date:	<a href="#">Click here to enter a date.</a>

**Performance Targets for Appraisal: Whole School.**

Does your current job description accurately reflect your role?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you completed all mandatory training successfully?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you read the 16 / 17 Staff handbook?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Have you signed off on "Keeping Children Safe in Education 2016"?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Your % attendance from 27/02/2016 to 31/12/2016.		
Have you required additional support to deliver a high standard of performance as specified in your job description?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

**If yes, what additional support was required?**


**Performance Targets for Appraisal: Individual.**

4. <a href="#">Click here to enter individual Appraisal target.</a>	<input type="checkbox"/>
5. <a href="#">Click here to enter individual Appraisal target.</a>	<input type="checkbox"/>
6. <a href="#">Click here to enter individual Appraisal target.</a>	<input type="checkbox"/>

**Standing Discussion Points.**

Performance Targets:	<input type="checkbox"/>	
Attendance:	<input type="checkbox"/>	

Team working, Professional Relationships:	<input type="checkbox"/>	
Communication.	<input type="checkbox"/>	
Compliance with all policies and procedures:	<input type="checkbox"/>	
Training:	<input type="checkbox"/>	
Record keeping:	<input type="checkbox"/>	
Performance in role:	<input type="checkbox"/>	

Other Discussion Points.

Actions from last appraisal.

Actions to be progressed or complete by appraisal meeting.


Date of next supervision: \_\_\_\_\_

Employee's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Manager's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Safeguarding, Equality and Equal Opportunities Statement**

Stone Bay School, and all policies and procedures, will promote equality of opportunity for all students and staff from all social, cultural and economic backgrounds. The school will ensure that no student or staff member is disadvantaged, discriminated against or treated less favourably because of their gender (including gender reassignment), race, disability, religion or belief, sexual orientation or due to pregnancy or maternity.

Stone Bay School aims to;

- Foster good relationships and create effective partnerships with all sections of the community
- Ensure that the school's service delivery, commissioning and employment practices will not discriminate unlawfully, either directly or indirectly
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued and celebrated

All aspects of Safeguarding will be embedded into school life and will remain the responsibility of all members of our school community.