

PAY AND PERFORMANCE MANAGEMENT

Support staff will be paid using the locally determined recommended pay scales for local authority staff and in accordance with their conditions of service.

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1.0 Pay Policy

1.1 Introduction

The statutory pay arrangements for teachers give significant discretion to the Trust Board of Directors to set the pay in our schools. The School Teachers' Pay and Conditions Document (STPCD) since September 2004, has placed a statutory duty on schools to have a Pay Policy in place which sets out the basis on which they determine teachers' pay, and to establish procedures for determining appeals. The Trust Board are also recommended within their Pay Policy to stipulate their procedures for determining the pay of support staff. This should ensure fair and equitable treatment for all staff and minimise the prospect of disputes and legal challenge of pay decisions.

When taking pay decisions we must have regard for both their Pay Policy and for the staff member's particular post within the staffing structure.

In accordance with the Staff Teachers Pay and Conditions Document (STPCD) the Trust will ensure that a teacher's pay is assessed in accordance with the principles set out in this document.

The pay for associate staff is arranged according to local government pay scales (determined locally) and the applicable conditions of service. The Business Committee of the Trust has delegated powers to determine the pay of all associate staff (School Standards and Framework Act 1998).

1.2 Statement by the Trust Board of Directors

The Directors will seek to ensure that all teachers are valued and receive proper recognition for their work and contribution to school life.

1.3 Statement of Intent

This policy will be applied to the pay of all staff employed to work at the Trust, excluding any staff whose pay is not determined by the Trust. The prime statutory duty of the Trust, as set out in paragraph 21(2) of the Education Act 2002, is to "conduct the school with a view to promoting high standards of educational achievement at the school". The Pay Policy is intended to support that statutory duty.

1.4 General Provisions

The Pay Policy will comply with the provisions of The Equality Act 2010/12, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, as well as The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Employment Act 2008 and the relevant ACAS code of practice (regarding dispute resolution), The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, The Agency Workers Regulations 2010. The Trust Directors will promote equality in a manner consistent with its duty under Section 149 Equality Act 2010, particularly regarding all decisions on the advertising of posts, appointing, promoting and paying staff, training and staff development.

1.5 Consultation

The Trust will consult staff and trade unions on the Pay Policy and review it each year or when other changes occur to the document to ensure that it reflects the latest legal position. For teachers, the Pay Policy should comply with the current STPCD and the accompanying statutory guidance. The Pay Policy should be used in conjunction with both of these but in the event of any inadvertent contradictions the STPCD and statutory guidance will take precedent. The final Pay Policy and the school staffing structure will be available for all staff.

1.6 Budget

All statements relating to the exercising of discretions are statements of principal and their implementation is reliant on the availability of funding – both currently and in future years. However, the Trust will ensure that appropriate funding is allocated for pay progression for all eligible staff. The Trust will incorporate an element of funding into its budget planning to reflect annual pay awards and increments.

2.0 PART 1. SCHOOL PAY POLICY – BECKFOOT TRUST

2.1 General

The Trust will pay teachers in accordance with this policy and will apply the guidance stated in the annual DfE School Teachers' Pay and Conditions Document (STPCD) and any local agreements.

The overriding principles of this policy are that it will:

- Support the continued development of teaching colleagues through our established appraisal system;
- Recognise experience and career change progression;
- Ensure teachers are incentivised to consistently improve performance;
- Recognise and reward consistently good performance and attract the highest performing graduates and professionals into the profession;
- Detail the use of a wide range of 'over time' evidence to demonstrate teacher effectiveness, taking into account any short term dips in performance;
- Inform and support individual PD needs and wider professional expectations; and
- There can be no 'backwards' steps on the pay scale.

Support staff will be paid using the locally determined recommended pay scales for local authority staff and in accordance with their conditions of service.

2.2 September 2019 Pay Award

In line with the recommendations in the STRB's 29th Report, from 1 September 2019:

- All pay and allowance ranges for teachers and school leaders are uplifted by 2.75 per cent.

2.3 Safeguarding Arrangements

The Trust will operate salary safeguarding arrangements in line with the provisions of the 2019 STPCD.

2.4 Salary Reviews (Teachers)

All School Teacher salaries will be reviewed annually to take effect from 1 September.

Salaries will be reviewed in accordance with the criteria detailed in the annual DfE STPCD. Any pay decisions relating to the pay assessment for 1 September each year should be made by 31 October at the latest, except in the case of Headteachers for whom the deadline is 31 December.

Pay reviews may be carried out at other times where appropriate according to the terms of the STPCD (e.g. whenever a teacher takes up a new post on a date other than 1 September)

Pay progression will be directly linked to appraisals, which detail a wide range of evidence based on the schools' 'career stage' teacher (Appendix 1) and leadership (Appendix 2) standards and examples of wider professional effectiveness. Teachers who are meeting the required standards will progress to the next pay scale (Appendix 3). There will be no automatic progression to the next career stage for colleagues who are not meeting the required standards at QTS, M3 and UPR.

2.5 Assessment and Review Points

QTS, end of M3 and UPR 1/2/3 represent the Assessment and Review points.

Assessment at QTS follows national standards with the schools' recommendation being verified by the appropriate recommending body.

The Review Point at the end of M3 is in addition to the appraisal procedure and draws on evidence from it. It is a developmental review at which colleagues meet with the Headteacher, present their PD folder and discuss their progress so far. The review will include discussion of their future career progression and any additional school action which is deemed appropriate to support this. From this review, the Headteacher will decide as to whether or not the colleague progresses onto the next career stage.

UPR 1/2/3 assessment follows established procedures recognised nationally.

Feedback will be given by the Headteacher at each assessment point.

All teachers will be provided with a written statement of their salary determination at the earliest opportunity and no later than one month after the determination. They will receive this written statement regardless of whether or not an increment in pay is awarded. A model pay statement for Classroom Teachers is given as an appendix to this policy (Appendix 4).

2.6 Salary Reviews (Support Staff)

Pay determinations for members of the support staff will be based on the recommended pay scales for Local Authority staff and in accordance with their conditions of service at the time. Local Authority pay scales can be found in appendix 5 of this document.

2.7 Determining Pay on Appointment

The Trust will determine the pay range for any vacancy, including additional pay elements (e.g. recruitment or retention payments, out of school hours learning, permanent support for other schools, initial teacher training) previously paid separately to basic pay, whether teacher, support staff or member of the leadership group, prior to such a vacancy being advertised and state this in the advert for the post. Only temporary additional payments will be paid separate to basic pay. On appointment it will determine the starting salary within that range to be offered to the successful candidate. The Trust, when making this determination, shall ensure that no teacher shall be awarded a salary that is less than the minimum or more than the maximum of the relevant pay range or ISR.

The Trust will normally match the salary point of any teacher on joining the school. Any exception to this must be clearly explained at the advertising stage and the pay policy should determine that pay is not automatically portable.

In making such pay determinations, the Trust may take into account a range of factors, including:

- *The nature and responsibilities of the post*
- *The level of qualifications, skills and experience required*
- *The wider schools' context*

NB *These options are for guidance only, are not intended to provide an exhaustive list and may not apply to all appointments.*

2.7.1 Classroom teacher posts

The pay range to be used to determine pay at the point of appointment is the range determined on the main pay range and upper pay range (See appendix 5)

2.7.2 Leading Practitioner teacher posts

Will be paid on the appropriate pay range (see appendix 5).

2.7.3 Unqualified teachers

Will be paid on the appropriate pay range (see appendix 5).

2.7.4 Leadership teacher posts (Headteacher, Deputy & Assistant Headteachers)

The pay ranges for the Headteacher, Deputy Headteacher[s] and Assistant Headteacher[s] will be determined in accordance with the criteria specified in the 2019 STPCD and ensuring fair pay relativities, where the Trust believe these to be appropriate (see appendix 5). Should you require further advice please contact your HR team/ Business Manager to discuss your requirements. Prior to determining appropriate pay ranges for members of the leadership group, the Trust may consider researching pay ranges in other schools of a similar size and nature.

2.8 Pay Progression

2.8.1 Pay Progression based on Performance

Any pay decisions made since September 2014 will need to be linked to assessments of performance. These assessments should be carried out in accordance with the agreed performance management and appraisal process.

At the Trust, all teachers can expect to receive regular, constructive, feedback on their performance and are subject to an annual appraisal that recognises their strengths, informs plans for their future development and helps enhance their professional practice. The arrangements for teacher appraisal are set out in the schools' agreed Appraisal Policy.

The evidence used to determine pay should be that used to inform the annual performance management/appraisal decisions. This can be obtained from a variety of sources including observations of practice, pupil progress data etc. Decisions regarding pay progression for teachers will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. Decisions made in relation to the pay of NQT's will be made via the statutory induction process. Decisions made in relation to NQTs need to reflect the reasonable expectations placed on them with regards to performance as an NQT.

It is the responsibility of the individual teachers to regularly review their performance and progress in line with schools' expectations with their line manager as part of their appraisal review meetings.

Performance will be assessed on whether teachers have met the relevant standards and their objectives. Objectives provide an important basis for assessing performance but will not be considered in isolation. Evidence should show:

- Impact on student progress
- Impact on wider student outcomes
- Improvements in specific areas of practice, e.g. behaviour management or lesson planning
- Impact of the effectiveness of the teacher with students and staff
- The wider contribution and professional effectiveness of the colleague.

Evidence can be obtained from a variety of sources including observations of practice, pupil progress data

and the appraisal process itself, etc.

The possible outcomes regarding pay are:

- **The appraisal cycle has been judged to be unsuccessful – no increment is awarded**
(teacher has not demonstrated that they are competent in all the teacher standards and have not been judged as having a successful performance appraisal)
- ***A “no progression” determination must not be made unless concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle, and the concerns have not been sufficiently addressed through appropriate support provided by the school.**
- **The appraisal cycle has been judged to be successful – an increment is payable** *(teacher has demonstrated that they are competent in all the teacher standards and have been judged as having a successful performance appraisal)*
- **The appraisal cycle has been judged to be successful, with exceptional performance - an increment is payable and consideration may be given to awarding an additional increment**
(teacher has demonstrated that they are competent in all the teacher standards, have been judged as having a successful performance management, and performance has been exceptional)

The assessments of performance will follow the performance management cycle as outlined in the agreed Appraisal Policy.

2.8.2 Teachers on the main pay range

The Remuneration Committee will use a scale with a range of points. The points on the main pay range in this school can be found in appendix 5.

To move up the main pay range, teachers will have to be judged as having a successful performance appraisal. This includes competency in the Teachers’ Standards and good progress towards set objectives. Where there has been exceptional performance during the appraisal period, the Trust will consider using its discretion and may award enhanced pay progression. However where there have been performance related concerns raised with the teacher (in writing at the time), **and these have not been sufficiently addressed**, the appraisal will be judged as unsuccessful and no pay progression will be awarded. See guidance document for information regarding extenuating circumstances. Where an individual has been unable to achieve a successful appraisal cycle and the reasons for this are beyond the control of the member of staff, or there have been extenuating circumstances, the Trust has the discretion to award an increment if they so wish.

2.8.3 Teachers on the Upper pay range

The remuneration committee will use points which can be found in appendix 5.

When making a determination regarding a teacher’s progression through the upper pay range, account will be taken of paragraph 14 of the STPCD and the criteria set out in paragraph’s 15, 19.1 and 19.2 as well as reference to the teachers’ appraisal report and the pay recommendation it contains.

2.8.4 Applications for the Upper Pay Range

Any teacher 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. Any teacher who is employed in more than one school may make an application to be paid on the Upper Pay Range to each of the schools in which he or she is employed. This school will not be bound by any pay decision made by another school.

It is recommended that Teachers will normally be considered for progression to the Upper Pay Range having reached the maximum point on the Main Pay Range. The Headteacher will notify all teachers on Scale Points 5 and 6 of the Main Pay Range at the start of each school year that they may wish to apply for assessment.

All applications should include the results of reviews or appraisals under the 2012 or 2013 regulations, including any recommendation on pay. In the event that this information is not available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria can be provided by the applicant instead.

Applications to be paid on the Upper Pay Range may be made once a year and must be made in writing, to the Headteacher, no later than 31st October in any year, on the standard form provided in school (Appendix 3b).

When making a determination regarding a teacher's progression through the upper pay range, account will be taken of paragraph 15 of the STPCD as well as :

- the evidence base, which should show that the teacher has had a successful appraisal(s) and has made good progress towards his/her objectives
- evidence that the teacher has maintained the criteria set out in STPCD 2019.

2.8.5 Unqualified Teachers

The pay range determined for unqualified teachers can be found in appendix 5.

In order to progress through the Unqualified Teachers pay range, the member of staff will have to show that they have made good progress towards their objectives against the teaching standards (QTS/M1). Judgements will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills
- an increasing impact on pupil progress
- an increasing impact on wider outcomes for children
- improvements in specific elements of practice identified to the teacher
- an increasing contribution to the work of the school

2.8.6 Leading Practitioners Pay Range

See appendix 5 for the pay range for Leading Practitioner posts paid on the Leading Practitioner pay range.

The Remuneration Committee will have regard to paragraph 16 of the document when making a determination in relation to pay progression for a Leading Practitioner. As well as having made good progress with their objectives, a Leading Practitioner must also be able to demonstrate:

- that they are an exemplar of teaching skills, which should impact significantly on pupil progress, within our schools' and the wider community, if relevant
- that they have made substantial impact on the effectiveness of staff and colleagues, including any specific elements of teaching practice that has been highlighted as in need of improvement
- that they are highly competent in all aspects of Teachers' Standards

- that they have shown strong leadership in developing, implementing and evaluating policies and practice in their workplace that have contributed to our schools' improvement

The Remuneration committee may consider enhanced pay progression for exceptional performance

2.9 Leadership Group Pay

The Trust will apply a three stage process when setting the pay for new appointments to Headship or wider leadership team posts. (See Part 2 of the STPCD for more information on the three step process).

2.10 Discretionary Payments (on appointment)

There is no requirement for the Trust to consider awarding discretionary points to a newly appointed teacher (whether NQT, main scale, upper pay scale) but they will be used to recognise prior experience and secure the best candidates.

2.11 Discretionary Payments (current employees)

Existing; previously agreed; discretionary pay arrangements under the previous pay policy will continue until such time as there may be significant changes in responsibility. The Trust will review the level of payments annually.

2.12 Leading Practitioner

The Trust will take account of paragraph 16 of the STPCD when determining the role of Leading Practitioner in our schools'. All Leading Practitioners will be assigned additional duties commensurate with the pay awarded.

Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside of the criteria for the TLR payment structure.

Except for those employed on the pay range for leading practitioners, who may be required to carry out this duty, teachers undertaking school-based ITT activities do so on an entirely voluntary basis. Such activities might include supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; running seminars or tutorials on aspects of the course; and formally assessing students' competence.

2.13 Unqualified Teachers

The Trust will pay an unqualified teacher in accordance with paragraph 17 of the STPCD. A determination will be made as to where on the unqualified teacher range a newly appointed unqualified teacher will be placed on commencement with our schools. The Trust will also consider whether or not to award an additional allowance as set out in paragraph 22 of the STPCD.

2.14 Discretionary payments to Headteachers and Other Members of the Leadership Team

Existing pay arrangements will continue until such time as there may be significant changes in responsibility for the Headteacher or other member of the leadership team. The Trust will review the level of payments annually.

2.15 Teaching and Learning Responsibility Payments (TLRs)

The Trust will award TLRs as indicated in the schools' staffing structure and in accordance with paragraph 20 of the STPCD. Where the Trust wish to award a TLR for a specific project where it is not attached to a post in the structure and where it is for a fixed term period only, a TLR 3 will be awarded. The value of any such TLR 3 will be between £555 and £2757 as per paragraph 20 of the STPCD. Any such TLR will be pro rated

for part-time teachers.

The Trust will determine what rate each level of TLR will be payable at within the range (appendix 5), in accordance with STPCD 2019.

2.16 Special Needs allowance

The Trust will award an SEN allowance in accordance with the range specified in the STPCD (see appendix 5) and where the criteria in paragraph 21 of the STPCD is met. This will be no less than £2,209 and no more than £4,359 per annum. Where a SEN allowance is to be paid, the Trust will determine the spot value of the allowance in accordance with paragraph 21.3 of the STPCD

2.17 Acting allowances

Where a teacher is required to act as Headteacher, deputy Headteacher or assistant Headteacher for a period of more than four working weeks, they will be paid at no less than the minimum point of the relevant range/ISR. In the case of those members of staff acting up into a post with a TLR for a period exceeding four working weeks they will receive the full amount of the TLR. Payments will be due from the day on which the teacher assumed those duties.

2.18 Sickness & Maternity Leave

The Trust can consider the extension of pay during periods of sickness or Maternity Leave. Application will be to the relevant committee.

2.19 Other Discretionary Payments

The Trust has the discretion to make payments to teachers for out of school hours learning activities, voluntary school based initial teacher training activities (which are not seen as part of the ordinary running of our schools') and voluntary PD outside of the school day. Where such payments are of a permanent nature, they will be incorporated into basic pay for new appointments. Existing arrangements will continue until such time as significant changes are made to the roles. Only Leading Practitioners and members of the leadership team can be required to deliver initial teacher training activities.

2.20 Honoraria

The Trust will not pay any honoraria to any member of the teaching staff. There is no provision within the 2019 STPCD for the payment of bonuses or honoraria in any circumstances.

2.21 Review & Appeals

Any member of staff seeking a reconsideration of a pay decision should first seek to resolve the matter informally through discussion to make representations with the decision-maker within 10 working days of notification of the decision. Where this is not possible, or the matter is still unresolved, staff may follow the formal grievance process by setting out their concerns in writing to the decision-maker within 10 working days of the notification of the decision or the outcome of the informal discussion. The committee or person who made the decision should provide a hearing within 10 working days to consider the staff member's grievances. He or she should be informed in writing of the decision and the right to appeal. The final appeal will be heard by the Trust Appeals committee. Hearings follow the standard grievance procedure.

2.22 Recruitment and retention Incentives and Benefits

Subject to paragraph 27 of the 2019 STPCD, the Trust may make such payments to a teacher as it considers necessary as an incentive for the recruitment of new teachers and the retention of existing teachers.

Where the school is making one or more such payments they must be clear about how long this will last for and review this on a regular basis.

Headteachers, deputy headteachers and assistant headteachers 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 headteacher, deputy headteacher or assistant headteacher must be taken into account when determining the pay range. Where the Trust pays a recruitment or retention incentive or benefit awarded to a headteacher, deputy headteacher or assistant headteacher under a previous Document, subject to review, it may continue to make that payment at its existing value until such time as the respective pay range is determined under this Document.

2.23 Relocation

Newly appointed employees may be entitled to claim financial assistance if they are relocating to take up a post with Beckfoot Trust. Posts that attract a relocation opportunity will be identified at advertisement stage. Successful applicants must raise a request of relocation allowance immediately after the offer of employment.

Prior to applying for a relocation allowance, employees are encouraged to read the HMRC guidance at: <http://www.hmrc.gov.uk/guidance/relocation.htm>.

2.23.1 Financial limits

A reimbursement of a maximum of £8,000 of costs incurred related to the relocation against receipts submitted to the school.

In circumstances where a relocation allowance has been paid and the member of staff does not subsequently relocate within 12 months of their appointment date, the Trust reserves the right to reclaim payments.

Any outstanding relocation allowance not claimed within 2 years cannot be claimed.

2.23.2 What can be claimed

Employees granted a relocation allowance may claim for items which qualify for exemption of tax and Class 1A National Insurance Contributions (NIC) including, but not limited to:

- The cost of relocation and/or storage of household goods.
- Insurance of household goods in transit or storage.
- The cost of travel from existing to new residence (standard class) for the member of staff and their immediate family.
- Fees connected with the sale of a house or purchase, including stamp duty.
- Bridging loan interest (requires approval by the Board of Directors).
- The maintenance, insurance and security of existing residence whilst unoccupied (prior to disposal).
- Travel and subsistence costs of one trip for house-hunting by the employee and their immediate family.
- The cost of replacing limited domestic goods if they cannot be removed.

2.23.3 What cannot be claimed

Reimbursement will not be made for expenses which do not qualify for tax and NIC liability exemption along with HMRC guidelines including:

- Mortgage or housing subsidies if the employee moves to an area of higher housing costs.
- Interest payments for the mortgage on the employee's existing home.
- Re-direction of mail.

- Council Tax.
- New school uniforms for the employee's children.
- Losses such as:
- Travel season tickets.
- Social or sports club memberships in the new area.
- Penalty for giving insufficient notice of a child's withdrawal from school.

2.23.4 Leaving employment

If the employee leaves the post within 1 year of receiving a relocation allowance, they will be required to repay 100% of the allowance.

If the employee leaves the post within 3 years of receiving a relocation allowance, they will be required to repay 50% of the allowance.

If the employee is on a fixed term contract of less than 1 year and leaves before the end of that contract, they will be required to repay 100% of the allowance.

Appendix 1 Beckfoot Trust Career Stage Teachers' Standards – M1 – M3

Beckfoot Trust teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. We act with honesty and integrity; have strong subject knowledge, keep our 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 our students. We expect all teaching to be good or better day to day and a variety of strategies are used to support staff in the development of their teaching skills. In addition to this, if our quality assurance measures indicate that expected teaching standards are not being met, then a support and development programme will be put in place.

For Early Career Stage Teachers it is important that career stage expectations are met, that teachers receive appropriate support and challenge in equal measure so that by the end of Year 3 teachers can sustain their growth independently and be in a strong position to develop others. This document should be used to record evidence of personal and professional development as a teacher. It should be referred to during mentoring meetings, at key assessment points as well as being a key document to refer to during the appraisal process.

Part 1 - Teaching

A Beckfoot Trust teacher must:

Evidence of Development through M1-3 to teaching consistently good lessons

Personal Learning and Reflection Log for M1 – M3 Teachers. A record over time of achievements of the teacher based upon self reflection, mentor meetings, feedback from Teaching Quality Assurance and other sources.

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

Lesson observations and walkthroughs / drop ins demonstrate

- 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.

- a calm, ordered teaching environment
- students being engaged and increasingly challenged and inspired
- clear routines and expectations being established
- student feedback about their learning is often positive

2. Promote good progress and outcomes by pupils *

Planning records and student outcome data demonstrate

- 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.

- students achieve the expected level of progress*
- planning takes into account the needs of all students
- students know their target levels / grades and these referred to within the lesson
- students are given opportunities to reflect on their learning
- activities are planned to take into account the different learning styles and needs of the students
- students are encouraged to take responsibility for their own learning and planning facilitates independent learning activities

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.

Lesson observations and walkthroughs / drop ins and collaborative team work demonstrate

- a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and the ability to address misunderstandings
- a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- an understanding of and a 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, a clear understanding of systematic synthetic phonics
- if teaching early mathematics, 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).
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Lesson observations and walkthroughs / drop ins and collaborative team work demonstrate

- effective use of lesson time ensures that learning outcomes are met
- students enjoy their learning and are increasingly able to work independently
- homework and outside the classroom learning opportunities are used to enhance and develop learning
- systematic reflection and dialogue on the effectiveness of lessons and approaches to teaching
- a contribution to the design and provision of an engaging curriculum within the relevant subject area(s).
- if teaching early mathematics, a clear understanding of appropriate teaching strategies.

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.

Lesson observations and walkthroughs / drop ins and collaborative team work demonstrate

- knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- 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 the ability 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.

Lesson observations and walkthroughs / drop ins, work scrutiny and collaborative team work demonstrate

- knowledge and understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements, maintaining accurate and up to date records of assessments
- the use of formative and summative assessment in planning and teaching to secure pupils' progress
- the use of relevant data to monitor progress, set targets, and plan subsequent lessons
- regular feedback to students, both orally and through accurate marking, and encouraging 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.

Lesson observations and walkthroughs / drop ins demonstrate

- there are clear rules and routines for behaviour in classrooms, and responsibility is taken for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- there are high expectations of behaviour, and an established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- classes are managed effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- good relationships are maintained with pupils, appropriate authority is exercised and the teacher acts 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.

Lesson observations and walkthroughs / drop ins, work scrutiny and collaborative team work demonstrate

- a positive contribution to the wider life and ethos of the school
- effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- support staff are effectively deployed
- responsibility is taken for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. The teacher is open to coaching and mentoring
- *responsibility is taken for developing leadership qualities, skills and behaviours, taking opportunities to participate in leadership CPD events*
- effective communication with parents with regard to pupils' achievements and well-being.

Part 2 – Personal and Professional Conduct

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, appearance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 2 Trust Appraisal Leadership Standards – Personal

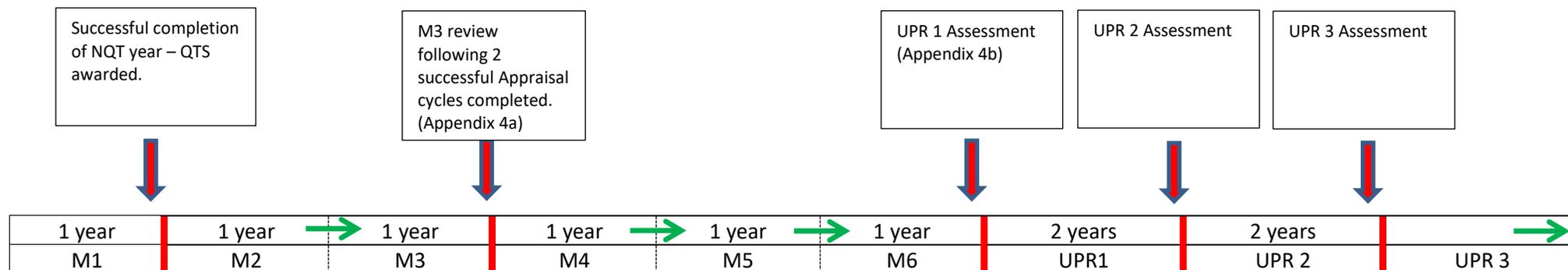
We hold high expectations of colleagues with leadership roles in school, recognising that our middle leaders at all levels have a vital role in sustaining and developing all pupils' learning experiences and achievements and raising standards for all students in Beckfoot Trust schools. As effective schools, we expect dynamic leadership that stretches beyond the senior team and includes various levels of leadership within the school, with leaders engaged in whole-school developments.

A Beckfoot Trust leader must:		
1. Hold high expectations in all aspects of school life by establishing and securing a shared vision for the faculty / subject area which		
<ul style="list-style-type: none"> is owned, understood and worked towards by all team members and fosters collective improvement; is an integral part of the school's strategic vision. 		Comment:
2. Consistently demonstrate the following leadership behaviours:		
<ul style="list-style-type: none"> contributing to the wider life of the school and encouraging team members to do so; building positive relationships, based on mutual respect and understanding; demonstrating energy and enthusiasm; being positive, having consistent values; motivating themselves – and others; taking some risks and be willing to pioneer; being supportive of the team whilst being unafraid to challenge; owning the department / faculty and taking pride in it's contribution; being resolute when necessary, but also sharing decision making, recognising that the final decision is theirs; modelling the behaviours expected from the team; communicating regularly and effectively; managing change positively; being a reflective practitioner and expecting the same of others; being prepared to take a lead in whole school initiatives. 		Comment:
3. Ensure a focus on learning and achievement by:		
<ul style="list-style-type: none"> ensuring that underperformance is challenged positively, with appropriate strategies being put in place to support colleagues; understanding learning and modelling high standards in teaching; using a variety of strategies to develop the teaching of others; systematically monitoring the quality of students learning and student outcomes using the school's quality assurance procedures; having a clear understanding of data and ensuring it is used effectively to focus on student progress; asking the challenging questions. 		Comment:
4. Develop themselves and others by:		
<ul style="list-style-type: none"> participating in development opportunities; being open to coaching & mentoring and providing this for others; actively promoting the development of others, formally and informally, giving regular and constructive feedback on performance & facilitating distributed leadership opportunities. 		Comment:

Outstanding	An example of best practice. Exemplary. Quality of this consistently impacts positively and student achievement and staff effectiveness.
Very Good	Effective practice which has begun to impact positively on student outcomes and staff effectiveness.
Many strengths, but requiring development	To improve effectiveness, an area which will benefit from development through PD, coaching or mentoring.

Appendix 3 Career Pay Spine Progression

Career Stage Pay Spine Progression



- Colleagues starting their career on M2+ (experience points) would move up 1 pay point on being awarded QTS and then would be assessed according to the framework above.
- LT – Annual appraisals, 2 yearly salary review within designated LT spine point scale.
- HT – Annual appraisal and salary review through statutory Governor led performance management procedures.

Overriding Principles of the Pay Policy are that it will:

- Support the continued development of teaching colleagues through our established appraisal system;
- Recognise experience and career change progression;
- Ensure teachers are incentivised to consistently improve performance;
- Recognise and reward consistently good performance and attract the highest performing graduates and professional into the profession;
- Detail the use of a wide range of 'over time' evidence to demonstrate teacher effectiveness, taking into account any short term dips in performance;
- Inform and support individual PD needs and wider professional expectations; and
- There will be no 'backwards' steps on the pay scale.

Student Progress and Outcomes

Student progress and outcomes are recorded against Levels of Progress models (Beckfoot – 4 LoP, Hazelbeck – Progress against students’ targets) and national figures as available. The schools have a clear expectation that students will make more than expected progress. All staff reflect on student outcomes as part of their appraisal process and document successes and areas of underperformance. In all cases the ‘over time’ assessment of student outcomes at all key stages will be the consideration when assessing teacher effectiveness.

Timescale for consultation / Implementation

Wed 18 th September	Monday 23 rd September	Wednesday 25 th September (Hazelbeck) Wednesday 2 nd October (Beckfoot)	Tuesday 5 th November	Thursday 14 th November
Briefing Session for Beckfoot Faculty Leaders (Agenda item at FL Meeting)	Campus JCNC Meeting 3pm	Teaching Staff Information session. 2 week consultation – feedback to DJH / SP by 16.10.13	Campus JCNC Meeting 3pm	Campus Finance & HR Meeting

Appendix 3a Beckfoot Trust M6 to UPR1/2/3 Assessment

Name	Appraisal	Quality of Teaching	Student Outcomes	Marking Assessment Feedback
Progression (eg. M6 to UPR1, UPR2 to UPR3)	2019			
	2018			

PREAMBLE

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.

A teacher must:	Development through Threshold +	Evidence
1. Set high expectations which inspire, motivate and challenge pupils <ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	Lesson observations and walkthroughs / drop ins demonstrate <ul style="list-style-type: none"> a consistently calm, ordered teaching environment with a high level of motivation students of all abilities being consistently engaged and challenged student enjoyment and independence in learning clear routines and high expectations are embedded 	

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.

Planning records and student outcome data consistently demonstrate

- students of all abilities consistently achieve above the expected level of progress
- planning takes into account the needs of all students
- the use of target levels / grades with students is an integral part of planning and teaching activities
- a wide range of activities are used to stimulate and motivate students
- students are independent learners who reflect on their progress and talk knowledgeably about their learning

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.

Lesson observations and walkthroughs / drop ins and collaborative team work consistently demonstrate

- a thorough knowledge of the relevant subject(s) and curriculum areas, with students motivated and inspired to learn the subject,
- a critical understanding of developments in the subject and curriculum areas, with a positive and creative response to new development and opportunities
- the use of effective strategies for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, an expert understanding of systematic synthetic phonics
- if teaching early mathematics, an expert understanding of range of appropriate and creative 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).
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Lesson observations and walkthroughs / drop ins and collaborative team work consistently demonstrate

- appropriate, rigorous and challenging learning outcomes are met by all students
- highly motivated students enjoy learning, recognise the quality of it and work independently
- innovative homework tasks and outside the classroom learning opportunities are used to enhance and develop learning
- leading systematic reflection and dialogue on the effectiveness of lessons and approaches to teaching,
- a significant contribution to the design and provision of an engaging curriculum within the relevant subject area(s), sharing expertise and best practice
- if teaching early mathematics, an expert understanding of range of appropriate and creative teaching strategies.

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.

Lesson observations and walkthroughs / drop ins and collaborative team work consistently demonstrate

- expert approaches to differentiation, which enable pupils to be taught effectively and achieve beyond target level
- an understanding of how a range of factors can inhibit pupils' ability to learn, and the use of a wide range of effective strategies to overcome these
- an awareness of the physical, social and intellectual development of children, and consistently adapting teaching to support pupils' education at different stages of development
- a thorough 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; having a wide range of effective strategies to engage and support them. The sharing of best practice.

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.

Lesson observations and walkthroughs / drop ins, work scrutiny and collaborative team work consistently demonstrate

- expert knowledge of how to assess the relevant subject and curriculum areas, including statutory assessment requirements, maintaining accurate and up to date records of assessments
- the consistent and effective use of formative and summative assessment in planning and teaching to secure pupils' progress
- the consistent and effective use of relevant data to monitor progress, set targets, and plan subsequent lessons
- regular, effective feedback to students, both orally and through accurate marking, which ensures students know how to improve and encourages pupils to respond to the feedback.
- Assessment /predicted grades are accurate

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.

Lesson observations and walkthroughs / drop ins consistently demonstrate

- there are clear rules and routines for behaviour in classrooms, and responsibility is taken for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- there are high expectations of behaviour, and an established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- classes are managed effectively, using a wide range of approaches which are appropriate to pupils' needs in order to involve and motivate them
- excellent relationships are maintained with pupils, appropriate authority is exercised and the teacher acts 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.

Lesson observations and walkthroughs / drop ins, work scrutiny and collaborative team work consistently demonstrate

- a positive and effective contribution to the wider life and ethos of the school
- effective professional relationships with colleagues, drawing on advice and specialist support as necessary, and offering support (both formal and informal) to a range of colleagues as required
- support staff work in partnership with the teacher to secure positive learning outcomes for students
- responsibility is taken for improving teaching through appropriate professional development, responding to advice and feedback from colleagues, and offering advice and support as necessary. The teacher is open to coaching and mentoring and takes opportunity to lead the sharing best practice and the development of others
- effective communication with parents with regard to pupils' achievements and well-being.

Part 2 – Personal and Professional Conduct

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 have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Evidence:

Appendix 3b UPR3 Feedback Form

2019 UPR 3 Feedback

Name:

Teaching Standard

- | | |
|--|--|
| 1. Set high expectations which inspire, motivate and challenge pupils | Comment:
Standard met.
Development:
• |
| 2. Promote good progress and outcomes by pupils | Standard met.
Development:
• |
| 3. Demonstrate good subject and curriculum knowledge | Standard met.
Development:
• |
| 4. Plan and teach well structured lessons | Standard met.
Development:
• |
| 5. Adapt teaching to respond to the strengths and needs of all pupils | Standard met.
Development:
• |
| 6. Make accurate and productive use of assessment | Standard met.
Development: |
| 7. Manage behaviour effectively to ensure a good and safe learning environment | Standard met.
Development: |
| 8. Fulfil wider professional responsibilities | Standard met.
Development:
• |

Part 2 – Personal and Professional Conduct

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 have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Comment:

Signed:

Appendix 4 Annual Statement of a Teacher's Salary (including Headteacher) September 2019

Name: _____
School: _____
Effective Date: _____

Number of points on pay scale awarded from 1 September 2019

New point on pay scale from 1 September 2019: _____

Value of point/s awarded: £ _____

***Allowances**

SEN allowance: (range £2,209 to £4,359)

Value £ _____

Reason for Award (if discretionary):

Teaching and Learning Responsibility Payment

TLR 1 2 3 (*tick applicable*)

Value £ _____

Nature of the significant responsibility for which it was awarded (complete, or attach a copy of the job description which includes this information)

If a TLR is awarded while the teacher occupies a different post in the temporary absence of a post-holder, the date or circumstances in which the TLR will come to an end

Please indicate the value of any payment(s) or benefit(s) which have been awarded, including the reasoning behind any award.

Payment <i>*Delete as applicable</i>	Reason for award	Value of payment or benefit	*Safeguarding
<i>* Residential duties (paragraph 25)</i>			Safeguarded sum(s) (include as applicable) <u>Other safeguarding</u> - (type, nature and value of safeguarding)
<i>* Additional payment (paragraph 26)</i>			
*Recruitment and retention incentives and benefits (paragraph 27) indicating: <ul style="list-style-type: none"> • whether a payment or other benefit has been awarded; • whether the payment or other benefit is for recruitment and/or retention purposes; • if a non-monetary benefit has been awarded, its notional value; and • when the award starts and ends. 			

For former leadership group members who are moved to the classroom teachers' scale following internal re-organisation:

Reason for the determination _____
 Date on which the determination implemented _____
 Date on which the safeguarding period will end _____
 Safeguarded sum _____ £

Guidance on safeguarding can be found in part 4 of the STPCD 2019.

The school's staffing structure and Pay Policy may be inspected at:

 Total Salary: _____ £
 Signed on behalf of the Governing Body/Trust Board: _____
 Name in capitals: _____
 Date: _____

Allowances from September 2019

TLR1 Range	£8,069-£13,654
TLR1a	£8,069
TLR1b	£9,926
TLR1c	£11,789
TLR1d	£13,028
TLR1e	£13,654
TLR2 Range	£2,796-£6,829
TLR2a	2,796
TLR2b	4,653
TLR2c	6,829
TLR3 Range	£555-£2,757
SEN Range	£2,209-£4.359

Pay Ranges for Head Teachers

From September 2019

1	£46,457-£61,808
2	£48,808-£66,517
3	£52,643-£71,590
4	£56,579-£77,048
5	£62,426-£84,976
6	£67,183-£93,732
7	£72,306-£103,334
8	£79,748-£114,060

Appendix 5 Spinal Column Points

01-Apr-18				01-Apr-19			01-Apr-19	
Scales	COLUMN 1			COLUMN 2			COLUMN 3	
	Existing SCP Point at 31/3/19	Existing FTE Salary at 31/3/18		Assimilate to new SPC			ENTITLED to an Increment on	
				1st April 2019			1st April 2019	
	Current SCP	Salary		NEW SCP	Salary		New SCP	Salary
Band 1	6	£16,394		1	£17,364		1	£17,364
Band 2	6	£16,394		1	£17,364		1	£17,364
	7	£16,495		1	£17,364		1	£17,364
Band 3	8	£16,626		2	£17,711		2	£17,711
	9	£16,755		2	£17,711		2	£17,711
Band 4	10	£16,863		3	£18,065		4	£18,065
	11	£17,007		3	£18,065		4	£18,065
	12	£17,173		4	£18,426		4	£18,426
Band 5	13	£17,391		4	£18,426		5	£18,426
	14	£17,681		5	£18,795		6	£19,171
	15	£17,972		5	£18,795		6	£19,171
	16	£18,319		6	£19,171		6	£19,171
	17	£18,672		6	£19,171		6	£19,171
Band 6	17	£18,672		6	£19,171		7	£19,171
	18	£18,870		7	£19,554		8	£19,945
	19	£19,446		8	£19,945		9	£20,344
	20	£19,819		9	£20,344		10	£20,751
	21	£20,541		11	£21,166		11	£21,166
Band 7	21	£20,541		11	£21,166		12	£21,589
	22	£21,074		12	£21,589		13	£22,021
	23	£21,693		14	£22,462		15	£22,911
	24	£22,401		15	£22,911		16	£23,369
	25	£23,111		17	£23,836		17	£23,836
Band 8	25	£23,111		17	£23,836		18	£23,836
	26	£23,866		19	£24,799		20	£25,295
	27	£24,657		20	£25,295		21	£25,801
	28	£25,463		22	£26,317		22	£26,317

Senior Officer Grades			PAY				
Original SCP	Scale	NEW SCP	Annual	Monthly	4 Weekly	Weekly	Hourly
29	SO1	23	£26,999	£ 2,249.92	£ 2,071.16	£ 517.79	£13.99
30		24	£27,905	£ 2,325.42	£ 2,140.66	£ 535.16	£14.46
31		25	£28,785	£ 2,398.75	£ 2,208.16	£ 552.04	£14.92
32	SO2	26	£29,636	£ 2,469.67	£ 2,273.45	£ 568.36	£15.36
33		27	£30,507	£ 2,542.25	£ 2,340.26	£ 585.07	£15.81
34		28	£31,371	£ 2,614.25	£ 2,406.54	£ 601.64	£16.26

Principal Officer Grades			PAY				
Original SCP	Scale	NEW SCP 2019	Annual	Monthly	4 Weekly	Weekly	Hourly
33	PO1	27	£30,507	£2,542.25	£2,340.26	£585.07	£15.81
34		28	£31,371	£2,614.25	£2,406.54	£601.64	£16.26
35		29	£32,029	£2,669.08	£2,457.02	£614.25	£16.60
36		30	£32,878	£2,739.83	£2,522.15	£630.54	£17.04
35	PO2	29	£32,029	£2,669.08	£2,457.02	£614.25	£16.60
36		30	£32,878	£2,739.83	£2,522.15	£630.54	£17.04
37		31	£33,799	£2,816.58	£2,592.80	£648.20	£17.52
38		32	£34,788	£2,899.00	£2,668.67	£667.17	£18.03
38	PO3	32	£34,788	£2,899.00	£2,668.67	£667.17	£18.03
39		33	£35,934	£2,994.50	£2,756.58	£689.15	£18.63
40		34	£36,876	£3,073.00	£2,828.84	£707.21	£19.11
41		35	£37,849	£3,154.08	£2,903.48	£725.87	£19.62
41	PO4	35	£37,849	£3,154.08	£2,903.48	£725.87	£19.62
42		36	£38,813	£3,234.42	£2,977.44	£744.36	£20.12
43		37	£39,782	£3,315.17	£3,051.77	£762.94	£20.62
44		38	£40,760	£3,396.67	£3,126.79	£781.70	£21.13
44	PO5	38	£40,760	£3,396.67	£3,126.79	£781.70	£21.13
45		39	£41,675	£3,472.92	£3,196.99	£799.25	£21.60
46		40	£42,683	£3,556.92	£3,274.31	£818.58	£22.12
47		41	£43,662	£3,638.50	£3,349.41	£837.35	£22.63
46	PO6	40	£42,683	£3,556.92	£3,274.31	£818.58	£22.12
47		41	£43,662	£3,638.50	£3,349.41	£837.35	£22.63
48		42	£44,632	£3,719.33	£3,423.82	£855.96	£23.13
49		43	£45,591	£3,799.25	£3,497.39	£874.35	£23.63

Appendix 5 Special grades

Effective from 1 April 2019

Special Salary Grades		PAY				
SCALE		Annual	Monthly	4 Weekly	Weekly	Hourly
SCALE A		£44,628	£3,719.00	£3,423.52	£855.88	£23.13
		£45,572	£3,797.67	£3,495.93	£873.98	£23.62
		£46,529	£3,877.42	£3,569.35	£892.34	£24.12
		£47,372	£3,947.67	£3,634.02	£908.50	£24.55
		£48,229	£4,019.08	£3,699.76	£924.94	£25.00
SCALE B		£47,498	£3,958.17	£3,643.68	£910.92	£24.62
		£48,336	£4,028.00	£3,707.97	£926.99	£25.05
		£49,198	£4,099.83	£3,774.09	£943.52	£25.50
		£50,055	£4,171.25	£3,839.84	£959.96	£25.94
		£50,902	£4,241.83	£3,904.81	£976.20	£26.38

Special Salary Grades		PAY				
SCALE C		£50,270	£4,189.17	£3,856.33	£964.08	£26.06
		£51,124	£4,260.33	£3,921.84	£980.46	£26.50
		£51,990	£4,332.50	£3,988.27	£997.07	£26.95
		£52,770	£4,397.50	£4,048.11	£1,012.03	£27.35
		£53,685	£4,473.75	£4,118.30	£1,029.58	£27.83
SCALE D		£54,757	£4,563.08	£4,200.54	£1,050.13	£28.38
		£57,086	£4,757.17	£4,379.20	£1,094.80	£29.59
		£59,530	£4,960.83	£4,566.68	£1,141.67	£30.86
		£61,748	£5,145.67	£4,736.83	£1,184.21	£32.01
		£64,077	£5,339.75	£4,915.50	£1,228.87	£33.21
SCALE E		£65,242	£5,436.83	£5,004.87	£1,251.22	£33.82
		£67,573	£5,631.08	£5,183.68	£1,295.92	£35.02
		£69,903	£5,825.25	£5,362.42	£1,340.61	£36.23
		£72,232	£6,019.33	£5,541.08	£1,385.27	£37.44
		£74,563	£6,213.58	£5,719.90	£1,429.98	£38.65

3.0 PART 2. PERFORMANCE MANAGEMENT

3.1 Appraising and Managing Performance

The Board of Directors at Beckfoot Trust adopted this policy in September 2012 after consultations with the recognised trade unions.

Appraisal in the Trust will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop in their professional roles to ensure high levels of student outcomes by

- focusing on the individual development of colleagues,
- providing individual, personalised support programmes if necessary,
- ensuring access to effective professional development opportunities.

3.2 Purpose

The Trust believes that each school can only be fully effective in delivering a service to pupils and the community if it has well trained, motivated, committed and competent staff.

In support of these aims this policy and procedure sets out the framework for a clear and consistent assessment of the overall performance of support staff and teachers, including the Headteacher, and for supporting their development within the context of the Trust's plan for improving educational provision and performance, and the standards expected of teachers and other occupational groups. In the case of support staff, these members of staff will be assessed against the relevant job description for their post in school and the context in which they work together with an assessment against the professional standards (Appendix 6).

It also sets out the arrangements that will apply when staff are experiencing difficulties in meeting the standards that are expected of them.

The appraisal procedure will be used also to address any concerns that are raised about a member of staff's performance.

Where teachers are eligible for pay progression, the assessment of performance throughout the cycle, against the performance criteria specified in the statement, will be the basis on which the recommendation is made by the appraiser.

3.3 Application of the Policy

The policy applies to the Headteacher and to all qualified teachers and to all other staff employed by Beckfoot Trust, except those on contracts of less than one term, -those undergoing induction (i.e. NQTs) and those who are subject to capability procedures.

3.4 The Appraisal Cycle

The appraisal cycle will run on an annual basis from 1st November to 31st October for teachers and for 12 months determined by the school for all support staff.

Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the cycle will be determined by the duration of their contract.

There is flexibility to have a longer or shorter appraisal period when the staff member begins or ends employment with a school or local authority. Where a teacher starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the employee is the head teacher, the Trust 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. The appropriate manager will inform the staff member of the arrangement where this applies.

3.5 Appointing Appraisers

The role of the Appraiser will involve the managing of all aspects of the Appraisal Cycle for the members of staff for which they are responsible. This will include where appropriate, pay progression recommendations being made to the relevant school leader.

As part of their role, the Appraiser at the start of the appraisal review period will complete a planning statement for each member of staff. Schools should create their own planning statements which should include the following information;

1. The number of formal lesson observations to take place within the appraisal cycle.
2. The duration of the formal lesson observations to take place within the appraisal cycle.
3. The person that will act as the member of staff's appraiser during the appraisal cycle.
4. The focus of the observations over the appraisal cycle.
5. When during the appraisal cycle the observations will take place.
6. The objectives which the member of staff will work towards achieving over the appraisal period.
7. The support/training that will be in place over the appraisal cycle for the member of staff to help them to develop and achieve their objectives.

For Headteachers

The Headteacher will be appraised by the Trust Board, supported by an external adviser.

For Teachers

All appraisers of teachers, other than those appraising Headteachers, will be teachers who have qualified teacher status, will be suitably trained and, preferably, will have current or recent teaching experience. The Headteacher will appraise members of the school's Leadership Team and will decide who will appraise other teachers and staff.

Where a staff member has an objection to the Headteachers' choice, their concerns will be carefully considered by the Headteacher and, where both possible and appropriate, an alternative appraiser will be offered.

Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the appraisal cycle, the head teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

For all other staff

The appraiser of all other staff will be an appropriate manager, as determined by the Headteacher.

For staff experiencing difficulties

Where a staff member is experiencing difficulties and the Headteacher is not the appraiser, the Headteacher may undertake the role of appraiser or delegate this role to a Deputy Headteacher. (See also section on Staff Experiencing Difficulties).

3.6 Objective Setting

The Headteachers' objectives will be set by the Directors appointed by the Trust after consultation with the Headteacher and the external adviser.

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period and unless there are exceptional circumstances (e.g. maternity/paternity leave or sickness absence), no later than the end of October. The objectives set for each member of staff, will be:

Specific, Measurable, Achievable, Realistic and Time-bound

and will be appropriate to the staff member's role and level of experience.

The appraiser and the staff member will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Headteacher.

The objectives set for each staff member including the Headteacher will, if achieved, contribute to the efficient management of the school and its plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by quality assuring all objectives against the Trust improvement plan and the school's organisational needs. Well designed objectives should also take into account the professional aspirations of the staff member and will have regard to the time available to fulfil the objectives and his or her well-being and work/life balance.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the staff member works and it will be recognised that factors outside the staff member's control may significantly affect success.

Setting too many objectives, or, for example, using sub-targets, can lead to staff experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no staff member will normally be given more than three objectives but the number of targets may vary between staff members taking account of the difficulty and/or complexity the targets set.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

Before, or as soon as practicable after, the start of each appraisal period, each staff member will be informed of the standards against which performance in that appraisal period will be assessed. Teachers and support staff will be assessed against the appropriate set of standards.

For teachers these are contained in the document “Teachers’ Standards” and progress towards set objectives. At the end of the appraisal cycle, providing the teacher has proved competent in the relevant teacher standards and made good progress towards set objectives, then the performance management cycle will be deemed to be a successful one unless clear, compelling evidence to the contrary is provided and any concerns have been raised, in writing, at the time with the teacher and appropriate support has been identified and provided. The Headteacher or Director (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

3.7 Support staff Professional Standards

The Beckfoot Trust Professional Standards defines high standards that are applicable to all support roles in a self-improving school system. The main purpose of these standards is to raise the status and professionalism of Trust employees and to position each individual’s role within a community of professionals, all working together to improve outcomes for children (Appendix 6).

This is a set of standards for Trust employees that:

- are unequivocal, clear and easy to understand and use;
- can be used to inform performance management processes;
- steer the professional development of support staff at all levels;
- are designed to inspire confidence in support staff and ensure that schools utilise skills and expertise to best effect;
- focus primarily on the key elements of their professional relationship with other Trust colleagues to ensure that all schools create remarkable learning environments where learners enjoy, learn, succeed.

3.8 The Four Themes

The Trust Professional Standards are set out in four themes:

1. *Personal and professional conduct*
2. Knowledge and understanding
3. Working with others
4. Teaching and learning (for Teaching Assistants and HLTAs only)

3.9 Moderation

The Trust will operate a system of moderation to ensure that all appraisers are working to the same standards. The Headteacher will be responsible for ensuring that targets are moderated across their school

to ensure that they are consistent between staff with similar experience and levels of responsibility. Additionally, the Headteacher will ensure that all appraisal processes comply with the school's performance management policy, the relevant regulations and the requirements of equality legislation.

All appraisers will be provided with training to enable them to discharge all aspects of their role appropriately and effectively, including the conduct of performance management reviews, objective setting, classroom observation, and providing quality feedback to appraisees.

The Trust will review the quality assurance processes when the performance policy is reviewed.

3.10 Reviewing Performance

3.11 Teacher Observation

Our expectation is that teaching should be consistently good day to day. As a result, reviewing teaching will focus on the development of the individual's skills to meet this expectation. Therefore, the amount and type of classroom observation will depend on the individual circumstances of the appraisee. The impact of the use of classroom observation to support and develop colleagues will be monitored and lesson observation will not be overused. The appraiser and appraisee will seek to agree which lesson(s) is observed, but if that is not possible, the appraiser will determine the observation lesson(s).

In addition to formal observation, head teachers or other leaders may use 'drop ins' in order to evaluate the standards of teaching and learning and to check that high standards of professional performance are established and maintained.

Appraisees who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed. This will be appraised against the colleague's specific job description and/or the school's leadership standards.

3.12 Support Staff

Performance management will be a continuous cycle throughout the year involving three stages of planning, monitoring performance and reviewing performance.

The arrangements for reviewing performance against the objectives including the use of self reflection (Appendix 7), will be decided during the planning meeting. The appraiser and appraisee will keep progress under review throughout the cycle including the use of informal discussion as well as the more formal arrangements specified in the planning meeting.

3.13 Training and Support

Appraisal is a supportive process which will be used to inform continuing professional development. All staff will be encouraged to learn and develop so that they can perform their roles to a high standard and the appraisal process will play an important part in this process. The Trust wishes to encourage a culture in which all teachers and other staff take responsibility for improving their practise through appropriate professional development, through peer observation for example.

The PD programme will be informed by the training and development needs identified as part of the appraisal process. The Trust will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of staff including the instances where it did not prove possible to provide any agreed PD, will form a part of the Headteachers annual report to the Trust about the operation of the appraisal process in the school.

With regard to the provision of PD, in the case of competing demands on the budget, a decision on relative priority will be taken with regard to the extent to which:

- the training and support will help the school to achieve its priorities; and
- the PD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for staff members to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers and other staff.

3.14 Support Staff

In addition to formal PD, the Trust will consider creative approaches including:

- Shadowing
- Peer mentoring
- Peer observations
- Coaching
- Project work
- Best practice observations at another school or provision.

3.15 Feedback During the Appraisal Year

Staff will receive feedback on their performance throughout the year and as soon as practicable after observations have taken place or other evidence has come to light. Where matters require discussion with the staff member there is no reason why this must wait until the next appraisal review meeting. The feedback will be constructive and will highlight particular areas of strength as well as any areas that need attention and what needs to be done to develop areas of weakness. Mid-year performance reviews should also be conducted for support staff.

3.16 Annual Assessment

At the end of the cycle, each appraisee's performance will be formally assessed.

This appraisal is the end point to the formal process but performance and development priorities will be considered and addressed on a continuous basis throughout the year in informal meetings which will take place half yearly. Time is allocated through the year to take this into account and for Teachers this is indicated on the school calendar.

For support staff, the evidence considered for the assessment of achievement of objectives may include data, written documentation or evidence from others with professional knowledge.

The appraisee will receive, and have the opportunity to comment on, a written appraisal report (Appendix 8). The appraisal report will include:

- records of student assessment and outcome data (Teachers only)

- details of the appraisee's objectives;
- an assessment of the appraisee's performance against their objectives for the relevant period and the relevant standards expected of teachers (and leaders where applicable), having regard to their job description/role in the school;
- a determination of the training and development needs and the actions that will be taken to address them.

In addition, the appraisee may wish to include Headteacher feedback from the school's self-reflection documentation and evidence of any wider school participation and successes.

Support staff with task or staffing supervisory responsibilities (Level 3 and above) will be encouraged to develop the initial draft written appraisal discussion to be discussed with their appraiser.

Teachers entitled to a pay review (Threshold, UPS2 and 3) will submit appraisal records to the Headteacher who will make a recommendation based on the previous years' appraisals and any other evidence submitted by the colleague, which demonstrate that the colleague is consistently meeting the teaching standards at post threshold criteria.

3.17 Retention

Performance management planning and review statements will be retained for a minimum period of six years.

3.18 Right of Appeal

Staff will have the right to comment on the appraisal report and through discussion the need to appeal may be avoided.

Appraisees have a right of appeal against any of the entries in the written appraisal report. The first line of appeal will be by making representations at a meeting with the appraiser or the Trust Board in the case of the Headteacher. If the matter is still unresolved after this stage the matter will be heard by the Appeals Committee of the Trust using the Trust's grievance procedures.

Where the Headteacher has not been recommended for pay progression he/she will be informed by the appropriate director. The Headteacher will notify any staff member who has not been recommended for pay progression of the date when the Board meets to consider pay recommendations, following which the teacher (and Headteacher when the head has not been recommend for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative. Appeals on matters relating to pay progression will be dealt with under the procedure set out in the Trust's pay policy.

3.19 Staff Experiencing Difficulties During the Appraisal Cycle

The approach taken with the appraisal cycle is to encourage staff to develop their skills and expertise. Whilst it is perfectly normal for progress through the appraisal cycle to be monitored and additional support provided where necessary, occasionally a staff member may be identified as having particular difficulties in achieving a satisfactory standard of performance.

3.20 Meeting to discuss difficulties and additional support

If an appraiser identifies through the appraisal process that the staff member is experiencing difficulties in reaching the expected standard of performance, and that the use of capability procedures could be necessary if the situation is not rectified, a meeting will be arranged to discuss the situation. Concerns may arise through appraisal monitoring, observations of performance or via other sources of information (for example parental complaints).

At least 5 working days' notice of the meeting will be given and the staff member will be informed that he/she has the right to be assisted by a representative of an independent trade union or workplace colleague at the meeting.

The purpose of the meeting will be to:

- give clear feedback about the nature and seriousness of the concerns;
- give the opportunity to comment and discuss the concerns;

3.21 Possible outcomes of this discussion

- it is agreed that the concerns do not merit special support over and above the normal arrangements for all staff and that normal appraisal arrangements should continue
or
- it is decided that special support under an Action Plan would be beneficial
and
- in all cases the staff member will be advised that the school's capability procedure may be used if under-performance continues and that the aim was to avoid such an eventuality

3.22 Preparing the Action Plan

- discuss targets for improvement;
- agree an Action Plan in consultation with the staff member, which includes any possible forms of support (e.g. structured observations, opportunities to observe outstanding practitioners), to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress and set dates for Review Meetings.
- It may be appropriate during the process to revise objectives, and it will be necessary to allow sufficient time for improvement.
- explain the implications and process if no, or insufficient, improvement is made, including the possible use of capability procedures;
- where it is apparent that a staff member's personal circumstances or health are contributing to the difficulties at school, appropriate support including access to occupational health, will be offered as soon as possible, without waiting for the formal annual assessment.
- date for a final review meeting should be set reflecting the time allowed for improvement and that the outcome of this meeting could result in:
 - the staff member has improved performance so that this is no longer a concern
 - continued support where good progress towards improvement is being made
 - the use of capability procedures is considered
- The outcome of the meeting will be confirmed in writing including details of the Action Plan, the expected standards of performance and the timescale for improvement.

When dealing with a staff member experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the staff member's performance improves and the problem is, therefore, resolved and the use of capability procedures becomes unnecessary.

The staff member also has a responsibility to engage with the support programme and to discuss with the appropriate manager any other forms that may be of assistance.

If sufficient progress is made such that the staff member is performing at a level that indicates there is no longer a possibility of capability procedures being invoked then he or she should be informed of this at a formal meeting with the appraiser or Headteacher and confirmed in writing. Following this meeting the appraisal process will continue as normal.

Where concerns about the staff member's progress persist, he or she will continue to be monitored as part of the appraisal process and a reasonable time given for their performance to improve. The amount of time allowed for improvement will depend upon the circumstances with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the staff member will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

NB For teachers, a decision not to award a pay increment should not be made unless concerns about standards of performance have been raised in writing and discussed with the teacher as part of the normal appraisal cycle and also where the concerns raised have not been sufficiently addressed through appropriate support provided by the school.

3.23 General Principles Underlying This Policy

3.24 Consistency of Treatment and Fairness

The Trust is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

3.25 Sickness

If long term sickness absence appears to have been triggered by the commencement of the appraisal monitoring or a formal capability procedure, the case will be dealt with in accordance with the Trust's attendance Management policy and will normally be referred to the employee Health and Wellbeing Unit (Occupational Health) to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician should be taken into account before a decision is reached.

3.26 Grievances

Where a member of staff raises a grievance during the appraisal process, the process may be temporarily suspended in order to deal with the grievance.

3.27 Confidentiality & Professional Relationships

The appraisal processes will be treated with confidentiality. Only the appraiser's line manager or, where he or she had more than one, each of his or her line managers will be provided with access to the appraisees' plan recorded in his or her statements. This will be done upon request and only where this is necessary to enable the line manager to discharge his or her line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between staff. The Trust recognises that the appraiser will consult with, and seek to secure the agreement of, the appraisee before seeking information from other colleagues about his or her work.

However, the desire for confidentiality does not override the need for the Headteacher and governing body to quality-assure the operation and effectiveness of the appraisal system. The Headteacher or appropriate colleague might, for example, review all staff members' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The Headteacher might also wish to be aware of any pay recommendations that have been made.

3.28 Monitoring and Evaluation

The Trust and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The Headteacher will provide the Trust with a written report on the operation of the Trust's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Appendix 6 Beckfoot Trust Professional Standards for Support Staff, TAs and HLTAs

Purpose of the standards

The Beckfoot Trust Professional Standards defines high standards that are applicable to all support roles in a self-improving school system. The main purpose of these standards is to raise the status and professionalism of Trust employees and to position each individual's role within a community of professionals, all working together to improve outcomes for children.

This is a set of standards for Trust employees that:

- are unequivocal, clear and easy to understand and use;
- can be used to inform performance management processes;
- steer the professional development of support staff at all levels;
- are designed to inspire confidence in support staff and ensure that schools utilise skills and expertise to best effect;
- focus primarily on the key elements of their professional relationship with other Trust colleagues to ensure that all schools create remarkable learning environments where learners enjoy, learn, succeed.

The four themes

The Trust Professional Standards are set out in four themes:

1. Personal and professional conduct\
2. Knowledge and understanding
3. Working with others
4. Teaching and learning (for Teaching Assistants and HLTAs only)

Personal and professional conduct

Support Staff should uphold public trust in the education profession by:

- ❑ **Having proper and professional regard for the ethos, policies and practices of the school** in which they work as professional members of staff.
- ❑ **Demonstrating positive attitudes, values and behaviours** to develop and sustain effective relationships with the school community.
- ❑ **Having regard for the need to safeguard pupils' well-being** by following relevant statutory guidance along with school policies and practice
- ❑ **Upholding values consistent with those required from the Trust** by respecting individual differences and cultural diversity.
- ❑ **Committing to improve their own practice** through self-evaluation and awareness.

Knowledge and understanding

Support Staff are expected to:

- ❑ **Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date** by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- ❑ **Take opportunities to acquire the appropriate skills, qualifications, and/or experience** required for the support role, with support from the school/employer.
- ❑ **Demonstrate expertise and skills in understanding the impact of your role** (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- ❑ **Demonstrate a level of subject and curriculum knowledge** relevant to their role and apply this effectively in supporting teachers and pupils (if applicable).

Working with others

Support Staff are expected to:

- ❑ **Recognise and respect the role and contribution of other professionals, parents and carers** by liaising effectively and working in partnership with them.
- ❑ **Keep other professionals accurately informed** of performance and progress or concerns they may have about the pupils they work with (if applicable).
- ❑ **Understand their responsibility to share knowledge** to inform planning and decision-making.
- ❑ **Understand their role** in order to be able to work collaboratively with other colleagues, including specialist advisory colleagues.
- ❑ **Communicate their knowledge and understanding of pupils** to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision (if applicable).

Teaching and learning (TAs and HLTAs only)

Teaching assistants are expected to:

- ❑ **Demonstrate an informed and efficient approach to teaching and learning** by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.

- ❑ **Promote, support and facilitate inclusion** by encouraging participation of all pupils in learning and extracurricular activities.
- ❑ **Use effective behaviour management strategies consistently** in line with the school's policy and procedures.
- ❑ **Contribute to effective assessment and planning** by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- ❑ **Communicate effectively and sensitively with pupils** to adapt to their needs and support their learning.
- ❑ **Maintain a stimulating and safe learning environment** by organising and managing physical teaching space and resources.

Supporting guidance

Who are the standards for?

The standards are a tool for Support Staff and line managers. They are also intended to provide guidance when recruiting Support Staff, and defining the job roles of support staff. They are core standards for all Support Staff working across all phases in mainstream and specialist settings.

What are the standards for?

These core standards are intended to raise the status and professionalism of Support Staff. They define characteristics that all Support Staff can demonstrate regardless of their working context. The standards are designed to ensure that the skills and experience demonstrated by Support Staff help to develop and sustain high performing teams.

The standards should be used as a tool to support the performance management of support staff.

Using the standards

The standards can be used:

- ❑ *For Support Staff, to shape their own practice and professional development, within and beyond the school*

Self-evaluation in a supportive context is key to the development of all education professionals. These standards can be used by Support Staff as a focus for reflection on their own practice.

Support Staff can use the standards to have a constructive appraisal conversation with their line manager about areas where support is needed for professional development. Support Staff should feel empowered to seek such support. Leaders are expected to provide such training and support as may be necessary for the support staff in their schools, as possible within the financial constraints in which they operate.

☐ *For teachers or other line managers, to inform the appraisal of Support Staff*

There is no mandatory requirement to use the standards for this purpose, but they provide a useful framework for appraisal discussions. These standards should not be used as prescribed objectives.

Objectives must be relevant to the context of the individual school and member of staff.

They may be used to support and supplement existing appraisal frameworks, but are not designed as a sole tool for performance management.

☐ *For employers to evaluate their induction arrangements and provision of professional development (PD) for Support Staff*

The standards should inform schools' processes for identifying training and development needs. Schools need to have PD policies which effectively address the needs of the whole workforce and should use their own and external training budgets to this end.

Appendix 7 Self Reflection form – Non-Teaching Staff

Self Reflection Form Non-Teaching Staff

Calendar: Annually each June or September

The time to reflect – to stop and think about what has happened, is happening and what should happen next – is essential to high quality professional practice. Use the **Trust Professional Standards** as you capture reflections here. This self reflection will inform your appraisal discussion and will feed directly into your appraisal statement.

Name:

Department:

Ask yourself these searching questions and add your answer below each one.

Questions linked to Personal and Professional conduct – Standard 1

What were your most significant achievements last year?

What were you most proud of?

Was it recognised?

Question linked to Knowledge and Understanding – Standard 2

What do you wish you could spend more time on or do differently or better?

Question linked to Working with others – Standards 3

What could the School do to make it easier for you to do your job well. Put another way, what niggles need resolving?

Question linked to Teaching and Learning – Standard 4 (TAs & HLTAs only)

What were your most significant T&L achievements last year?

What aspects of pupil progress were you most proud of?

Was it recognised?

Can you identify a personal work goal for the coming year?

Thank you

Appendix 8a Appraisal Statement for TAs and HLTAs (Primary)

Name:
Post:

Salary Point w.e.f. Sept 2019:

Reflections on contributions to student progress and outcomes 2018-2019
Referring to your self-reflection document -please comment on the contributions you made to support progress and outcomes for your class in the academic year 2018-19

Year group	Subject	Comment
	Maths	
	Reading	
	Writing	
	Other	

Target	Progress against targets 2018-19 embedding/sustaining/secure Comment	embedding/sustaining/secure
--------	--	-----------------------------

Embedding – started but not complete. Sustaining – complete and beginning to have an impact. Secure – practice to share.

CPD Record		
Date	Event	Outcomes/Reflections/Impact

Skills and professional development

Development target	Contribution to Professional Standards for Teaching Assistants and/or School Improvement Plan	Action(s) to support Development Target	Review notes	Success Criteria / Date(s)
--------------------	---	---	--------------	----------------------------

Identified Expertise (to share with colleagues, lead CPD events etc.):

Appraisal Statement

Signed: Appraiser
 Signed: Appraisee
 Date:

Appendix 8b Appraisal Statement for TAs and HLTAs (Secondary)

Name:
Post:

Salary Point w.e.f. Sept 2019:

Reflections on contributions to student progress and outcomes 2018-2019

Referring to your self-reflection document -please comment on the contributions you made to support progress and outcomes for your class in the academic year 2018-19

Subject
and cohort
of learners
or
individuals

Comment

Progress against targets 2018-19
embedding/sustaining/secure

Target

Comment

embedding/sustaining/secure

Embedding – started but not complete. Sustaining – complete and beginning to have an impact. Secure – practice to share.

CPD Record

Date

Event

Outcomes/Reflections/Impact

Skills and professional development

Development target	Reference to Professional Standards for Teaching Assistants and/or School Improvement Plan	Action(s) to support Development Target	Review notes	Success Criteria / Date(s)
--------------------	--	---	--------------	----------------------------

Identified Expertise (to share with colleagues, lead CPD events etc.):

Appraisal Statement

Signed: Appraiser

Signed: Appraisee

Date:

Appendix 8c Appraisal Statement for Head of Year/Pastoral Leaders

Name:

Salary Point w.e.f. Sept 2019:

Post:

Reflections on contributions to student progress and outcomes 2018-2019

Referring to your self-reflection document -please comment on the contributions you made to support progress and outcomes for your class in the academic year 2018-19

Area of focus	Comment
Attitude to Learning	
Attendance	
Parental Engagement	
Vulnerable Learners	

Progress against targets 2018-19
embedding/sustaining/secure

Target

Comment

embedding/sustaining/secure

Embedding – started but not complete. Sustaining – complete and beginning to have an impact. Secure – practice to share.

CPD Record

Date

Event

Outcomes/Reflections/Impact

Skills and professional development

Development target

Reference to Trust Professional
Standards and/or School
Improvement Plan

Action(s) to support
Development
Target

Review notes

Success Criteria / Date(s)

Identified Expertise (to share with colleagues, lead CPD events etc.):

Appraisal Statement

Signed: Appraiser

Signed: Appraisee

Date:

Appendix 8d Appraisal Statement for Non-Teaching Staff

Name:

Salary Point w.e.f. Sept 2019:

Post:

Reflections on contributions to student progress and outcomes 2018-2019

Referring to your self-reflection document -please comment on the contributions you made to the team and/or wider teams during the academic year 2018-19

The Trust Professional Standards document gives greater detail for each of the areas of focus listed below.

Area of focus	Comment
---------------	---------

Personal and Professional Conduct	
-----------------------------------	--

Knowledge and Understanding	
-----------------------------	--

Working with others	
---------------------	--

Progress against targets 2018-19
embedding/sustaining/secure

Target	Comment	embedding/sustaining/secure
--------	---------	-----------------------------

Embedding – started but not complete. Sustaining – complete and beginning to have an impact. Secure – practice to share.

CPD Record

Date	Event	Outcomes/Reflections/Impact
------	-------	-----------------------------

Skills and professional development

Development target

Reference to Trust Professional
Standards and/or School
Improvement Plan

Action(s) to support
Development
Target

Review notes

Success Criteria / Date(s)

select

Identified Expertise (to share with colleagues, lead CPD events etc.):

Appraisal Statement

Signed: Appraiser

Signed: Appraisee

Date:

4.0 PART 3. CAPABILITY

4.1 Introduction

The Trust has a responsibility to ensure that pupils receive the best educational opportunities available to them. One of the key elements to learning is the quality of teaching provided ensuring that all teachers are performing to a professionally acceptable standards. Schools and local authorities must have a Capability Procedure for teachers and a policy, covering all staff, which deals with lack of capability. This policy sets out our formal capability procedure. It replaces the statutory guidance “Capability Procedures for Teachers” that was issued in July 2000. Capability procedures apply only to members of staff (including Headteachers) about whose performance there are serious concerns that the appraisal process has been unable to address

This policy is compliant with the revised statutory School Staffing Regulations (England) (Amendment) 2012 and applies to teachers, including Headteachers.

It is a statutory requirement for schools to have a Capability Policy and Procedure for teaching staff and Headteachers. Whilst there are no statutory regulations for support staff regarding performance, it is good practice to provide a fair and equitable scheme for all school based staff, therefore, schools may wish to adapt it for use with all school staff, subject to the appropriate consultations. It has been written in the context of schools, but the same principles apply to unattached teachers.

The revised performance standards for Headteachers and teachers need to be applied as appropriate to the role in school and the context within which the member of staff is practicing. Headteachers will determine professional standards against key school priorities and staff will need to demonstrate that their practice is consistent with the standards that are being applied in school by which all are being measured.

4.2 Staff Capability

The Beckfoot Trust Board of Directors adopted this policy and procedure on 1st August 2013 after consultations with the recognised trade unions. It will be reviewed annually.

The use of Capability procedures in Trust schools will be a supportive and developmental process which is designed to ensure that staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop in their professional roles.

The Trust is committed to ensuring consistency of treatment and fairness in the operation of its performance management and capability support processes.

Purpose

The Trust believes that the school can only be fully effective in delivering a service to pupils and the community if it has well trained motivated, committed and competent staff.

In support of these aims this policy and procedure sets out the arrangements that will apply when staff are experiencing difficulties in meeting the standards that are expected of them.

The Capability Procedure will be used to address any general concerns that are raised about a member of staff's performance and to provide a more tightly focussed strategy of support and assessment.

4.3 Application of the policy

This policy applies to the Headteacher, other members of the Leadership Team, and to teachers. The Policy may also be used for all other staff employed by the Trust.

This procedure applies to Headteachers, Leadership and teachers about whose performance there are serious concerns. This policy may also be used for all other members of staff in school.

The Capability Policy should only be used in circumstances where the formal appraisal process has been complied with and the member of staff has been unable to address concerns regarding their performance.

The right to be accompanied by a trade union representative or work colleague, applies at all the meetings listed under the stages of this procedure.

4.4 Stage 1 - Transition meeting

A transition meeting may be held at any stage of the appraisal cycle if the member of staff's performance remains a cause for concern as part of the normal appraisal procedure.

The staff member may be assisted by a trade union representative or work colleague and will have at least 5 working days notice of the meeting if the date had not been agreed at an earlier stage in the appraisal procedure.

The meeting will provide an opportunity to review progress towards meeting the targets for improvement. The process for the meeting will be as follows:

1. A summary of the concerns will be given at this meeting by the Headteacher who may be assisted by the appraiser or another manager.
2. The staff member will be provided with an opportunity to respond.
3. The Headteacher will express a view on whether the appraisal process should remain in place or whether formal capability proceedings continue.
4. The employee, assisted by the trade union representative or accompanying work colleague, may make representations regarding their performance and targets set and progress made in meeting the targets.
5. If it is decided that transition to Stage 2 of the Capability Procedure is inappropriate at this time, then the staff member will continue to be supported under an Action Plan, as described in the Appraisal Policy for staff experiencing difficulties, and a new timescale for improvement will be set together with a date for a review meeting.

6. If it is decided that capability procedures will continue and progress to Stage 2 of the Policy the staff member will be notified in writing that the appraisal system will no longer apply and that their performance will continue to be managed under the capability procedure.
7. The parties should agree a date when the Stage 2 Formal Capability Meeting will be held, ensuring that the written notification of the meeting, the evidentiary documents and a copy of the procedure are supplied to the staff member a minimum of 10 working days ahead of the meeting.

4.5 Stage 2 - Formal capability meeting

The written notification of the meeting, together with the evidentiary documents and a copy of the procedure should be supplied to the staff member a minimum of 10 working days ahead of the meeting.

This meeting is intended to establish the facts. It will be conducted by the Chair of the Trust Board of Directors for Headteacher capability meetings, or the Headteacher (or a Deputy Headteacher) for all other staff. The meeting allows the staff member, accompanied by a work colleague or a trade union representative who has been certified as being competent by the union to respond on behalf of their member to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

The procedure for the meeting is set out at Appendix 5.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting if, for example, they decide that further investigation is needed, or that more time is needed in which to consider any additional information.

In other cases, the meeting will continue. During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

1. identify the professional areas for development to enable performance standards to be met, *(for example which of the standards expected of teachers are not being met)*;
2. give clear guidance on the improved standard of performance needed to ensure that the staff member has every opportunity to improve their performance.. This may include the setting of new objectives focused on the specific areas of development that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made;
3. the staff member may request an adjournment at any point in order to consider the management proposals and develop alternative or additional suggestions;

4. explain any support that will be available to help the staff member to improve their performance;
5. set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case. In straightforward cases there could be between four and ten weeks depending on the time required for support and assessment processes. It is for the school to determine the set period. It should be reasonable and proportionate, but not excessively long, and should provide sufficient opportunity for an improvement to take place;
6. In very serious cases, where the progress of pupils is being seriously jeopardised or where there are serious concerns on the grounds of health and safety this warning could be a written/final written warning being issued with a four week period for improvement being given (see appendix 6 for details);
7. advise the staff member formally that failure to improve within the set period could lead to dismissal. Normally, a warning will be issued where applicable. (see appendix 6 for details)

Notes of this formal meeting will be taken and a copy sent to the member of staff. Where a warning is issued, the staff member will be informed in writing in addition to the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning. There is a right of appeal to the Appeals Committee. Details of the appeal should be provided in writing within 5 days of the decision being communicated.

4.6 Stage 3 – Formal review meeting

Again, the staff member has the right to be accompanied by a work colleague or trade union representative or who has been certified by their union as being competent.

The written notification of the meeting, together with the evidentiary documents and a copy of the procedure should be supplied to the staff member a minimum of 10 working days ahead of the meeting.

The procedure for the meeting is set out at Appendix 5.

If the person conducting the meeting is satisfied that the staff member has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. In other cases:

1. If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;
2. If no, or insufficient improvement has been made during the monitoring and review period, the staff member will receive a final warning.

Where a warning is issued, the staff member will be informed in writing in addition to the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning. The final warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning.

There is a right of appeal to the Appeals Committee. Details of the appeal should be provided in writing within 5 days of the decision being communicated.

At the end of the improvement period there will be a discussion with the staff member and their trade union or colleague supports at which progress towards improvement will be discussed. If the manager remains dissatisfied then the staff member will be invited to a Stage 4 final capability decision meeting at which dismissal can be considered. The staff member must be advised that dismissal is a possible outcome of the Stage 4 meeting.

Although it is not a legal requirement, before a decision is made to move towards dismissal, the school may discuss the matter with local authority specialist education advisers and its HR Advisory Service.

4.7 Stage 4 – Final capability decision meeting

This meeting will be held by the Board's Discipline, Grievance and Dismissals Committee.

As with formal capability meetings and formal review meetings, at least 10 working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the member of their right to be accompanied by a work colleague or trade union representative who has been certified by their union as being competent.

If the Stage 4 meeting finds that an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start.

If performance remains unsatisfactory, the Committee may make a decision to dismiss the employee on the grounds of lack of professional capability.

The Committee (or the persons hearing the case) also have the power to order a further period of improvement if they believe that there has been some progress and that there is a likelihood of the staff member being able to reach the required standard of performance with additional support and time for improvement. In this case the Committee will adjourn the meeting for a period of four working weeks when it will reconvene to consider whether an appropriate standard of work has been achieved or whether to go ahead with a decision to dismiss the employee.

NOTE:

In Academies the Trust Board of Directors is the employer but the power to dismiss can be delegated to the Headteacher, to one or more directors, or to one or more directors acting with the Headteacher.

The staff member will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal. Any Appeal will be heard by the Trust Appeals Committee.

4.8 The decision to dismiss

The power to dismiss staff in school rests with the Trust Board of Directors, including sub-Committees formed for the purpose of conducting formal capability meetings and appeals. Once the decision to dismiss has been taken, the dismissal will be subject to contractual notice.

4.9 Appeal

If a staff member feels that a decision to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision within 5 days of the decision, setting out at the same time the grounds for appeal.

Appeals will be heard by the Trust Board of Directors Appeals Committee without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied by a work colleague or trade union representative who has been certified by their union as being competent will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the staff member.

The format of the Appeal will be as set out in appendix 5 and will be dealt with impartially and, wherever possible, heard by managers or directors who have not previously been involved in the case.

4.10 References

When providing references or responding to reference requests, the Trust has a responsibility to comply with The School Staffing (England) Regulations 2009, paragraph 2, Regulation 8, The Trust recognises that it has a duty to other employers to give truthful and balanced references and it is the policy of the Trust that any references provided will state, in accordance with the above regulation, if an employee had been subject to formal capability procedures in the preceding 2-year period. For the purposes of clarity, it will be deemed that an individual has entered the formal capability procedures, once they have attended the stage 1 Transition Meeting.

The Trust Board of Directors must provide written details of the duration and outcome of the proceedings and the concerns, which gave rise to the actions carried out under the Capability Procedure.

4.11 General Principles Underlying This Policy

4.11.1 ACAS Code Of Practice on Disciplinary and Grievance Procedures

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice.

4.11.2 Consistency of Treatment and Fairness

The Trust Board of Directors is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

4.12 Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the Trust's absence policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

4.13 Grievances

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

4.14 Confidentiality & Professional Relationships

The appraisal and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between staff. The Trust Board of Directors recognises that the appraiser will consult with, and seek to secure the agreement of, the appraisee before seeking information from other colleagues about the work of the appraisee.

However, the desire for confidentiality does not override the need for the Headteacher and Trust Board of Directors to quality-assure the operation and effectiveness of the appraisal system. The Headteacher or appropriate colleague might, for example, review all staff members' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The Headteacher might also wish to be aware of any pay recommendations that have been made.

4.15 Monitoring and Evaluation

The Trust Board of Directors and Headteacher will monitor the operation and effectiveness of the schools' appraisal arrangements.

The Headteacher will provide the Trust Board of Directors with a written report on the operation of the schools'/academies' appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

4.16 Retention

The Trust Board of Directors and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Appendix 9 Letter Inviting to Transition Meeting

SCHOOL LETTERHEAD

Date:

Dear

Re: Invitation to Stage One (Transition) Meeting)

Further to *(your recent appraisal/lesson observations etc as appropriate)* I am writing to request your attendance at a meeting to discuss management concerns in relation to your ability to perform to a professionally acceptable standard.

The areas of concern that will be discussed relate to:

1. your lesson planning
2. your subject knowledge
3. your behaviour management
4. etc as appropriate

You have the right to attend the meeting with a trade union representative or a work colleague. I would be appreciative if you could inform me prior to the meeting if you intend to be accompanied to allow appropriate housekeeping arrangements to be made. At the meeting you will be able to make representations against continued monitoring under the capability procedures and suggest alternative strategies.

The meeting will be held in my office on DATE. I will be assisted by a Human Resources Advisor and OTHER PERSON.

I also enclose a copy of the Trust's agreed Capability Policy for your information.

Yours sincerely,

Headteacher

Appendix 10 Example Teacher Action Plan Name: _____ Signed: _____ Date: _____							
Evidence base	Judgement	Targets set	Expected outcomes	Support	Timescale	Monitoring and evaluation	Outcomes
Lesson Obs. DATE	Inadequate	<ul style="list-style-type: none"> • Widen repertoire of teaching methods to engage and motivate pupils so that they are more productive. <p style="margin-left: 20px;">C10 C19 C30 Develop pupil participation.</p>	<ul style="list-style-type: none"> • Children interact with the learning activities, resources and equipment – rather than teacher led and controlled. • There are a number of regular opportunities for children to discuss their learning in a range of different contexts E.g. pupils to explain their strategies / ideas; hypothesis; predict; teach others etc • Questioning is appropriate, is varied – eg. open ended, pitched at the correct level for different groups of pupils including most able. 	Asst HT Visit to XYZ school to observe a good lesson Literacy AST support Staff meeting DATE (T&L) AfL DATE	DATE to DATE	Lesson observation By DHT (to quality assure) w/c : DATE Drop in lesson observations during January Discussion with children on - going Planning scrutiny w/c – DATE	Lesson observed DATE Satisfactory overall <ul style="list-style-type: none"> • Good use of resources to engage and motivate children – appropriate for their interests. • Effective modelling provided sound strategies for children to employ • Clear progression in lesson Areas to develop <ul style="list-style-type: none"> • Allow children opportunities to discuss strategies for solving problems • Increase pace during introduction and allow more time for the main task. • Ensure ALL children are clear about the activity • Make better use of success steps SEE outcomes below
		<ul style="list-style-type: none"> • Use appropriate resources and equipment to aid pupils understanding and learning that meets their needs and abilities. 	<ul style="list-style-type: none"> • Provide a range of interesting, appropriate and engaging materials in a context that pupils can relate to and understand e.g. a stimulus that will engage pupils and allow children to encounter first hand learning experiences. 				

		C26 <ul style="list-style-type: none"> • Provide a far greater number of regular opportunities for children to become active learners C26 C29	<ul style="list-style-type: none"> • Provide a range of Speaking and listening activities (See Talk across the Curriculum) • Paired work / small group work • Kinaesthetic learning- used appropriately e.g. hands on maths lessons using resources and equipment. 				
<p>Outcomes 1-4-12 outcome – inadequate overall however</p> <ul style="list-style-type: none"> • Wide range of resources were used and wide range of activities were planned – children accessed 2 of these independently • 4 Activities were planned for independent application within different contexts of finding the difference, using a number line. • Regular opportunities were in place for children to discuss their learning, e.g. think pair share – one child explained the success steps. • Some questioning in place, however this can be further developed to extend learning of more able. <p>The wide range of resources and activities hindered the lesson as some groups didn't have enough dice or the number lines were not suitable for the task. There was not enough time for children to be very productive and some children were not clear about intended activity.</p> <p>Areas to develop:</p> <ul style="list-style-type: none"> • Limit the range of activities to provide a clear focus for children to access and apply learning. • Allow time for children to apply learning. • Use assessment opportunities to adjust the lesson throughout activities • Increase the pace of the introduction. 							
Summer							
Evidence base	Judgements	Targets set	Expected outcomes	Support	Timescale	Monitoring and evaluation	Outcomes
Lesson observations	Satisfactory DATE Inadequate DATE	Use formative assessment to inform lessons C12	<ul style="list-style-type: none"> • When teaching, use formative assessments to inform next steps: <ul style="list-style-type: none"> ○ Observations ○ Marking ○ Questioning 	Coaching programme from SN re: 3 areas of	Coaching programme over 6 weeks	Lesson observations W/C: DATE W/C: DATE	

			<ul style="list-style-type: none"> Alter lessons to meet the needs of pupils – may need to alter the lesson within the time allocated. 	development.	Summer 1 work with Maria Caras	Work and planning scrutiny DATE	
		Make effective use of time C19	<ul style="list-style-type: none"> Limit the amount of time spent in the introduction (20 minutes maximum) Allow time for pupils to apply intended learning Allow time for pupils to complete tasks 	Support from MC of XYZ school to observe good teaching, and identify what good teaching is.		Evaluative report to be provided by SN	
		Provide opportunities for pupils to apply their learning in engaging and appropriately resources lessons C29 a,b,c,e	<ul style="list-style-type: none"> Provide activities that encourage active participation and allow children to be productive – orally or written. Limit activities to allow progression and achievement of learning intentions. Ensure activities are appropriately resourced and resources are accessible for all pupils. 	Staff meeting : AfL : DATE feedback and evaluation			

Appendix 11 Capability meeting letter

SCHOOL LETTERHEAD

Date:

Dear

STAGE 2 (OR STAGE 3) CAPABILITY MEETING - DATE

I write to inform you that a hearing will be held regarding management concerns in relation to your ability to perform to a professionally acceptable standard.

At the hearing before the headteacher OR the Discipline, Grievance and Dismissal Committee, consideration will be given to the following allegations made against you:

1. That you (insert detail including specific date/s, actions and outcome)
2. That you.....

The capability hearing will be held on (date) at (time) in (place). At the hearing you have the right to be represented by up to 2 trade union representatives or work colleagues. To ensure that administrative arrangements can be made, I would be grateful if you would advise me at the earliest opportunity of whom, if anyone, you intend to bring to the meeting as a representative, along with the names of any witnesses. Could I also request that you provide a copy of any documentation you intend to refer to 3 days prior to the hearing,

Please find attached the management information which will be presented at the hearing, together with a copy of the agreed running order which will be followed at the meeting and a copy of the Trust's Capability Procedure for School Staff (2012).

I must inform you that under the procedures adopted by the Trust Board of Directors, in the event of some or all of the allegations against you being proven, you may be issued with first, written or final warning.

Yours sincerely

Headteacher/Director

Appendix 12 Stage 4 Capability Meeting Letter

SCHOOL LETTERHEAD

Date:

Dear

STAGE 4 CAPABILITY MEETING - DATE

I write to inform you that a hearing will be held regarding management concerns in relation to your ability to perform to a professionally acceptable standard.

At the hearing before the Headteacher OR the Discipline, Grievance and Dismissal Committee, consideration will be given to the following allegations made against you:

1. That you (insert detail including specific date/s, actions and outcome)
2. That you.....

The capability hearing will be held on (date) at (time) in (place). At the hearing you have the right to be represented by up to 2 trade union representatives or work colleagues. To ensure that administrative arrangements can be made, I would be grateful if you would advise me at the earliest opportunity of whom, if anyone, you intend to bring to the meeting as a representative, along with the names of any witnesses. Could I also request that you provide a copy of any documentation you intend to refer to 3 days prior to the hearing, wherever possible.

Please find attached the management information which will be presented at the hearing, together with a copy of the agreed running order which will be followed at the meeting and a copy of the Trust's Capability Procedure for School Staff (2012).

I must inform you that under the procedures adopted by the Trust, in the event of some or all of the allegations against you being proven, you may be dismissed from your employment at this school.

Yours sincerely

Headteacher/Director

Appendix 13 Recommended Procedure for Meetings and Appeals

The Chair is in control of the procedure.

The Chair (and through him/her the other directors, if appropriate) may question either side and any witnesses called at any time. If new evidence is brought out both sides will have an opportunity to comment.

The sequence listed below enables both sides to present their evidence fairly and fully. It is:

1. The Chair shall introduce those present, explain the procedure to be used and ensure that it is agreed by the employee and/or his/her representative.
2. The management representative shall present his/her case and may call witnesses to clarify evidence.
3. The employee and/or his/her representative may question the management representative and any witnesses he/she has called.
4. The employee and/or his/her representative shall present his/her case and may call witnesses to clarify evidence.
5. The management representative may question the employee and any witnesses he/she has called.
7. The management representative shall be given an opportunity to sum up his/her case.
8. The employee and/or his/her representative shall be given an opportunity to sum up his/her case.
9. The Chair shall ask both parties to leave while the decision is made, only recalling the two parties to clear points of uncertainty in evidence already given. If recall is necessary both parties will return not withstanding only one is concerned with the point giving rise to doubt. The advice of a Human Resources Adviser and/or a Legal Officer during their deliberation on points of law; procedure of the Council's declared HR Policies is available if required.

The Decision

The Chair shall recall the two sides and give the decision. He/she shall explain the reasons for the decision. Alternatively, he/she may inform the employee that the decision will be made known to him/her later. The Chair shall explain that the decision and reasons shall be confirmed in writing.

*The Chair is either the Chair of the Discipline, Dismissal and Grievance Sub-Committee of the Trust Board of Directors or the Headteacher. (See the Trust's procedure).

Appendix 14 Disciplinary Warnings issued in the Capability Procedure

FIRST WARNING	the time limit shall be 6 months (excluding the Summer Break) from the date the decision is confirmed in writing.
WRITTEN WARNING	the time limit shall be 9 months (excluding the Summer Break) from the date the decision is confirmed in writing.
FINAL WARNING	the time limit shall be 12 months (excluding the summer break) from the date the decision is confirmed in writing.
DISMISSAL	<p>In Trust Schools, Voluntary Aided and Foundation Schools the dismissal shall take effect in accordance with individual contractual terms and conditions</p> <p>In schools where the employer is the Local Authority, the dismissal will take effect in accordance with individual contractual terms and conditions</p>
APPEALS	Will in all cases be heard by Appeals Committee of Discipline, Grievance & Dismissal Committee. An appeal will not delay the date of dismissal.