



Simon Langton Grammar School for Boys

## **Performance Management and Salary progression (teachers)**

Review frequency: Governing body free to determine.

Approval: Governing body free to delegate to a committee of the governing body or an individual governor

### **Teachers within the “main scale”**

Classroom teachers normally progress by one point each year up the main scale, but can be awarded an additional point for ‘excellent performance’. Progress will occur where the Performance Management Review demonstrates that the teacher has achieved satisfactory standards in his/her professional duties.

An additional point on the main scale will be awarded at the discretion of the Governing Body where a teacher has demonstrated excellent performance over the previous academic year, having regard to all aspects of the teacher’s duties. Teachers will gain an additional main scale point where the process of Performance Management demonstrates ‘excellent performance’.

Criteria for evaluating the performance of main scale teachers are those included in the Performance Management process.

### **Performance Management for Teachers against “threshold” standards**

Promotion to the upper pay spine is by performance assessment against “threshold” standards. Teachers wishing to apply for threshold assessment will need to provide a portfolio of evidence to demonstrate that they have met threshold standards. The Headteacher will assess applicants against national criteria.

### **Performance Management for Teachers within the “upper pay spine”**

Progression on the upper pay spine is not automatic. Progression on the upper pay scale is at the discretion of the Governing Body and points will be awarded to recognise **substantial and sustained** performance and contribution to the school as a teacher. Teachers will progress on the upper pay spine where the process of Performance Management demonstrates ‘substantial and sustained performance’.

Evidence generated during routine lesson observation and the performance management procedure, will form the evidence considered for a post-threshold award. It is important to recognise that awards are made on the basis of an assessment of a teacher’s overall performance in relation to the totality of his/her responsibilities. Progress towards the achievement of Performance Management objectives will also be taken into account in coming to a final decision.

Teachers may want to draw the attention of the Headteacher to additional evidence of achievement not normally required as part of the Performance Management process.

Performance Management objectives, or targets for action, form an important framework for assessing performance, but there is no automatic link between meeting objectives or targets and the award of a pay

point. A teacher who has made good progress on but not quite achieved a very challenging objective or target may have performed better and made a more significant contribution than a teacher who has met in full a less stretching objective or target.

Points on the upper pay scale are not generally awarded annually. Normally, at least two years should elapse before a teacher is awarded the next point on the upper pay scale.

*N.B. Classroom teachers are also eligible for additional allowances for management responsibilities, recruitment and retention or teaching children with special educational needs.*

### **Unsatisfactory performance**

An experience point may be withheld, or a performance point above the threshold withdrawn, if capability procedures have been triggered. This is a serious matter for the teacher concerned, and should always be placed within the context of the Performance Management of staff. The school has an agreed policy for handling capability issues.

### **Advanced Skills Teachers (ASTs)**

The school may create one or more Advanced Skills Teacher (AST) posts. Teachers can only be appointed if they have passed an England and Wales assessment procedure.

ASTs are subject to classroom teachers' professional duties and have additional duties, mainly concerned with the development of other teachers, including, where required, teachers from other schools.

Once appointed, ASTs should gradually relinquish any management responsibilities over and above those of classroom teachers. The working time provisions for classroom teachers do not apply to ASTs.

The Governing Body will determine a range of five consecutive points in the AST pay spine and the AST will start on the lowest point of the range. In determining the range the Governing Body will have regard to:

- The nature of the work to be undertaken, including outreach work;
- The scale of the challenges to be tackled;
- The professional competencies required;
- Recruitment considerations.

ASTs are not eligible for management allowances, recruitment and retention allowances or special educational needs allowances.

Criteria for evaluating the performance of ASTs are included in the Performance Management process and performance objectives will be agreed with the Headteacher. The AST's pay will be reviewed each September following appointment, in the light of objectives. The Governing Body can move the AST up the pay spine if the AST has shown continuing excellence in teaching, and contributed towards standards of teaching in school and any other institution where undertaking outreach work.

### **School Leaders (Deputy Headteachers and Assistant Headteachers)**

School leaders (Headteacher, Deputy Headteachers and Assistant Headteachers) receive pay scales indicated on the leadership spine. Deputy Headteachers and Assistant Headteachers are appointed to a range of five points on the leadership spine. The Governing Body determines the salary range for each member of the leadership team and, in reaching its decision, will bear in mind, the group size of the school, the salary of the Headteacher and the salary of the highest paid classroom teacher.

Progression up the leadership spine is not automatic. Progression on the leadership spine is at the discretion of the Governing Body and points will be awarded to recognise sustained high quality of performance, taking account of the school leader's contribution to school leadership and management and student progress. School leaders will progress up the leadership spine where the process of Performance Management demonstrates sustained high quality of performance.

Evidence generated during the routine progress of a colleague's work, Performance Management Review and individual specific responsibilities will form the evidence considered for a discretionary award. It is important to recognise that awards are made on the basis of an assessment of a colleague's overall performance in relation to the totality of his/her responsibilities. Progress towards the achievement of performance management objectives will be taken into account in coming to a final decision.

Performance reviews of school leaders who have reached the top of their salary range can lead to the award of up to two additional discretionary points where there is evidence of sustained high quality of overall performance.

*N.B. The number of discretionary awards made in any given year will vary according to the funding made available to the school.*

### **The Headteacher**

The Performance Management arrangements apply to all members of the teaching staff eligible for a salary award, except for the Headteacher. Arrangements for the Performance Management and review of the salary of the Headteacher are handled directly by the governors.

### **Unsatisfactory performance**

An experience point may be withheld, or a performance point above the threshold withdrawn, if capability procedures have been triggered. This is a serious matter for the teacher concerned, and should always be placed within the context of the Performance Management of staff. The school has an agreed policy for handling capability issues.