



HEARTS ACADEMY TRUST

PAY POLICY 2017

Policy approved by the Trust: July 2017, coming into force on 1 September 2017

Consultation with staff and unions: Summer term 2017

Next review: September 2018

The HEARTS Academy Trust is committed to ensuring all decisions relating to pay are objective, transparent and accountable. The Trust is an equal opportunities employer. All pay related decisions are made in accordance with relevant equalities legislation, and appropriate consideration is given where staff have been absent for long periods, for example due to sickness or maternity leave.

1. INTRODUCTION

This policy sets out the Trust's framework relating to staff pay.

It takes into account the School Teachers' Pay & Conditions Document (STPCD), its accompanying statutory guidance and other relevant national pay agreements. The policy does not follow the STPDC in all respects, for example, in relation to the number of points on the teachers' pay scales (Annex C) and HEARTS Awards (section 9). It places children at the heart of the Trust's policy making, providing a framework that rewards great teaching, enthusiasm and collaborative working in line with HEARTS values, for example the accelerated progression from Early Teacher to Senior Teacher and on to Consultant Teacher (Annex C).

The Trust's objective is to deliver a Pay Policy that:

- (1) is fair and transparent
- (2) is applied consistently across the Trust
- (3) rewards staff for outstanding contributions to school improvement
- (4) is affordable.

The policy is reviewed annually, and any substantial revisions will be subject to consultation with staff and unions.

2. ROLES AND RESPONSIBILITIES

Pay decisions are made as follows:

	Starting Salary/Pay Range	Progression
CEO/Executive Headteacher	Trust Board	Trust Board
Teachers on Leadership Scale	CEO	Pay Committee
Teachers	CEO	Pay Committee
Support Staff (Band 4 and above)	CEO	Pay Committee
Support Staff	CFO/SBM in liaison with Head of School	Performance Review Group

The Trust Board has delegated a range of pay decisions to the **Pay Committee**.

Information about the Pay Committee's membership and terms of reference are at **Annex A**.

In exercising its functions, the Pay Committee will take into account advice and recommendations provided by the **Performance Review Group** comprising the CEO (Chair), the Executive/Federation Head, Heads of School and the CFO.

The Trust's Performance Management (PM) and Training & Development (CPD) programmes underpin decisions on pay and progression.

All Performance Management Reviews (PMRs) are carried out in accordance with the Trust's Performance Management Policy.

PM objectives are moderated across the Trust to ensure consistent and fair pay decisions.

PMRs are conducted as follows:

- Support staff
 - SBM (Trust)
 - CFO
- PM reviewer
 - CEO
 - Trust Chair

- Teachers (Unqualified and Main Scale) - PM reviewer (Upper or Leadership Pay Scale)
- Teachers (Upper Pay and Leadership Scale) - Head of School
- Lead Practitioners - Directors of Learning
- Directors of Learning - CEO
- Director of Teaching School - CEO
- Heads of School - CEO or Executive/Federation Head
- Executive Headteachers/CEO - Trust PMR Panel

Each PMR includes a pay recommendation.

Decisions on pay recommendations are made by the Pay Committee (or Trust Board for the CEO and Executive Headteachers).

The Trust's staff structure is at **Annex B**. It is reviewed annually.

3. PAY TIMETABLE

The Trust's pay timetable is as follows:

April	<u>Support Staff</u> PMRs completed Cost of Living pay decision made Salary statement issued HEARTS Awards reviewed and decided
May-June July	Pay Policy review, including consultation Pay Policy for coming academic year agreed
September	<u>Teachers, Lead Practitioners, Directors of Learning</u> PMRs completed Applications to Upper Pay Scale considered and decided Cost of Living pay decision made HEARTS Awards reviewed and decided

Statutory Deadlines:

31 October:	teachers' salary statements issued
31 December:	completion of PMRs for Heads of School, Head of Federation and CEO

PMRs are an ongoing process. PM reviewers are expected to keep objectives under review throughout the year. The Performance Review Group meets throughout the year to encourage and facilitate this ongoing process.

All staff will receive a salary statement annually.

The salary and pay range of individual posts may be subject to review where there are significant changes in the post's responsibilities or duties.

Each year the Pay Committee will decide whether or not to make a cost of living pay award.

The Committee will also consider whether or not any cost of living award should apply to any additional allowances/awards paid to staff.

4. PAY SCALES

The Trust's pay scales and pay ranges for teachers are set out in **Annex C**

The Trust's pay scales and pay ranges for support staff are set out in **Annex D**

Unqualified teachers on a recognised "route into teaching" programme may, exceptionally, be paid on the Teachers' Pay Scale having regard to their skills, qualifications and experience.

5. PAY ON APPOINTMENT

Starting salaries of all staff are decided in accordance with section 2 above, having regard to the Trust's staff structure, pay ranges, qualifications, experience, previous salary etc.

6. PAY PROGRESSION BASED ON PERFORMANCE

TEACHERS

The Trust expects all teachers to perform at the highest possible level and to continue to improve their professional practice year on year in line with **Annex E**. Performance Management (PM) objectives will be progressive and developmental, thereby ensuring that outstanding performance is rewarded and that consistently good and outstanding teachers have the opportunity over a number of years to progress to the top of their respective pay range.

Consideration will be given to factors beyond the teacher's control which have impacted on their ability to meet objectives.

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

In the case of Newly Qualified Teachers, whose appraisal arrangements are different, pay decisions will be informed by a successful completion of the statutory induction process.

Decision to progress: Where all performance pay progression criteria and PM objectives are met, the teacher will be recommended to move up to the next performance pay progression point. Where performance is considered to be exceptional, a recommendation may be made to move the employee up more than one progression point.

Discretion will be applied where not all progression criteria or PM objectives have been fully met, but significant progress has been made.

Decision not to progress: Where the performance pay progression criteria and PM objectives are **not** met, the teacher will not be recommended to receive a performance pay progression.

A decision not to award performance pay progression may be made without recourse to capability procedures. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.

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

SUPPORT STAFF

Support staff are paid in accordance with their contract of employment.

Annual pay progression is subject to performance against PMR objectives. The principles set out above, in relation to teachers, also apply to support staff.

7. MOVEMENT TO THE CONSULTANT TEACHER PAY RANGE

A HEARTS Senior Teacher may apply for progression to the Consultant Teacher Pay Range. It is the responsibility of the teacher to decide whether or not they wish to submit an application. Applications must:

- be made on the application form at **Annex F**; and
- be submitted to the applicant's Head of School by 31 October in the year before the teacher's next PMR.

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

An application will be considered by the Head of School who will make a recommendation to the Performance Review Group.

The application will be decided by the Pay Committee, having regard to the Performance Review Group's recommendation.

The criteria for a successful application are:

- the teacher is highly competent in all elements of the teaching standards; and
- the teacher's achievements and contribution to the school are substantial and sustained.

This means that the teacher has:

- consistently demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period;
- been assessed as meeting their performance management objectives over a sustained period

and in addition that:

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

Sustained means maintained continuously over a period of at least three school years (a year being at least 26 weeks' work in any academic year). It is normally expected that this will include at least two years at the Trust, although discretion may be exercised where there is clear and compelling evidence of consistent performance against the criteria at the teacher's previous school/academy.

Performance over a lesser period may be taken into account where a teacher has been absent for some of the relevant period.

The Assessment

The Head of School will base their recommendation on evidence provided as part of the teacher's PMR.

A teacher who has not been at the school for all of the three-year assessment period, should provide supporting evidence from their previous employment.

Procedure

Successful applicants will progress to the Consultant Teacher Pay Scale, backdated to 1 September.

Unsuccessful applicants will receive feedback from the Head of School, including advice and support on how to develop their skills further, and how this might lead to a successful future application.

Unsuccessful applicants may appeal against the Pay Committee's decision.

8. APPEALS PROCEDURE

Pay recommendations are discussed as part of the annual PMR meeting. A member of staff may make representations about the pay recommendation contained in their PMR report, and these will be taken into account by the Pay Committee before a pay decision is made. The same principle applies to applications to the Consultant Teacher Pay Scale.

Staff may appeal against the Pay Committee's decision. An appeal must be made in writing and submitted within 10 working days of receiving the Pay Committee's decision.

An appeal may be made on any of the following grounds:

- failure to have proper regard to the Trust's Pay Policy or relevant statutory guidance;
- failure to take proper account of relevant evidence;
- failure to disregard irrelevant or inaccurate evidence; or
- unlawful discrimination or bias.

Appeals are considered by the Pay Appeals Committee. The Committee's membership and terms of reference, and appeals procedures, are at **Annex A** and **Annex G**.

Appellants have a right to appear before the Pay Appeals Committee, make representations and be accompanied by a work colleague or a member of a recognised Trade Union.

Appeal hearings will take place, on a mutually convenient date, normally within 20 working days of receipt of the appeal.

The Committee may invite the appellant's PM reviewer to attend the hearing.

Any written submissions relevant to the appeal must be circulated to all parties at least three working days prior to the hearing.

The decision of the Pay Appeals Committee will be notified in writing and, where the appeal is rejected, this will include the reasons for the decision.

The decision of the Pay Appeals Committee is final, and there is no recourse to the staff grievance procedure.

9. HEARTS AWARDS

Any member of staff may be given an additional HEARTS Award. Any Award in excess of £2,500 will be referred to the Pay Committee/Trust Board.

Principles

HEARTS Awards are linked to the delivery of defined, time-limited responsibilities that will support school improvement *across the Trust*, for example in relation to emerging leadership roles, specified school improvement outcomes, special educational needs, acting arrangements, Trust-wide research and development etc. HEARTS Awards are intended to reward excellent practice that can readily be shared across the organisation in ways that will have significant impacts on outcomes for children. HEARTS Awards play an important role in the Trust's succession planning. All HEARTS Awards are run through payroll and are subject to normal deductions (income tax etc).

Process

All HEARTS Awards are paid for a fixed period, no more than 12 months, but may be renewed by the Performance Review Group (support staff) or Pay Committee (teachers) as part of the annual PMR process.

HEARTS Award recommendations are made to the Performance Review Group. As part of this process the Group will take into account the qualifications, skills, experience and potential of staff across the Trust. The amount of each HEARTS Award will reflect the context, nature and complexity of the responsibility to which it relates.

HEARTS Awards may, from time to time, be opened up to an internal application process.

Any HEARTS Award will be confirmed in writing, including the nature of the Award's responsibilities and objectives.

10. ADDITIONAL PAYMENTS TO TEACHERS

Out of School Teaching: Where a teacher at the school undertakes 1:1 Tuition outside the school day, they will be paid an out of school learning allowance payment of **£25.82*** per hour.

Outreach: Payments for outreach work carried out by any member of staff are made to the Academy Trust.

11. PART TIME TEACHERS

Teachers who work less than a full day or week are deemed to be part-time. The proportion of full-time is calculated as follows:

$$\frac{\text{Teacher's timetabled teaching time}}{\text{School's timetabled teaching time}} = \text{part-time percentage}$$

Part-time teachers will be expected to work a corresponding proportion of directed time and will receive a corresponding proportion of a full-time salary.

12. SHORT NOTICE/SUPPLY TEACHERS

The Trust's policy is not to employ supply teachers.

If a supply teacher is, as a last resort, employed, his or her pay will be determined by the CEO.

13. PART-TIME SUPPORT STAFF

Support staff who work less than a full day, week and/or year are deemed to be part-time.

The proportion of full-time will be calculated as follows:

Hours per week x weeks per year

37 x 52.14

14. SALARY SACRIFICE SCHEMES

Trust schools operate a Salary Sacrifice Scheme in relation to Childcare Vouchers.

Participating staff will have their gross pay reduced according to the terms of the Scheme for the duration of their participation.

15. PENSIONS

All salaries and payments made under this Policy are subject to national pensions rules.

16. STAFFING BUDGET

Pay decisions impact on school budgets. The Trust endeavours to ensure that sufficient funding is available to sustain performance pay progression at all levels.

ANNEX A: PAY COMMITTEE

Delegation of Function

The Trust's Pay Policy is set by the Trust Board. It is subject to review by the Pay Committee, which has a membership of three.

The Committee meets at least three times a year.

Quorum

Two.

Terms of Reference in relation to Pay

- To keep the Trust's Pay Policy under review
- To implement the Pay Policy, making decisions where indicated, taking into account any advice or recommendations of the Performance Review Group.

PAY APPEALS COMMITTEE

Delegation of Function

Any appeal against a pay decision within the Trust is handled by an Appeals Committee, made up of at least three members, appointed by the Board of Directors. An Appeals Committee will not include any member of the Audit Committee.

Meetings held by an Appeals Committee are minuted.

Quorum

Three.

Terms of Reference

- To determine appeals against pay determinations in accordance with the Trust's Appeals Procedure.

ANNEX B: STAFFING STRUCTURE

The Trust's Staffing Structure is kept under review and may be amended from time to time, as the Trust considers appropriate.

The staffing structure is currently being updated due to the expansion of the Trust.

HEARTS ACADEMY TRUST
TEACHERS' PAY SCALES SEP 2017

	Point	NATIONAL £	FRINGE £	National equivalent
HEARTS PRE-TEACHER	PRE 1	16,626	17,718	UNQ1
	PRE 2	18,560	19,650	UNQ2
	PRE 3	20,492	21,584	UNQ3
	PRE 4	22,426	23,517	UNQ4
HEARTS EARLY TEACHER	E1	22,917	24,018	NQT YEAR M1
	E2	24,728	25,828	M2
	E3	26,716	27,815	M3
HEARTS SENIOR TEACHER	S1	31,039	32,139	M5
	S2	33,824	34,934	M6
HEARTS CONSULTANT TEACHER	C LOW	35,927	37,017	U1
	C HIGH	38,633	39,725	U3
HEARTS LEADER	L1	39,374	40,458	L1
	L2	40,360	41,447	L2
	L3	41,368	42,454	L3
	L4	42,398	43,489	L4
	L5	43,454	44,546	L5
	L6	44,544	45,633	L6
	L7	45,743	46,835	L7
	L8	46,799	47,884	L8
	L9	47,967	49,055	L9
	L10	49,199	50,286	L10
	L11	50,476	51,561	L11
	L12	51,639	52,730	L12
	L13	52,930	54,021	L13
	L14	54,250	55,338	L14
	L15	55,600	56,684	L15
	L16	57,077	58,167	L16
	L17	58,389	59,485	L17
	L18	59,857	60,945	L18
	L19	61,341	62,429	L19
	L20	62,863	63,955	L20
	L21	64,417	65,513	L21
	L22	66,017	67,108	L22
	L23	67,652	68,738	L23
	L24	69,330	70,423	L24
	L25	71,053	72,140	L25
	L26	72,810	73,903	L26
	L27	74,615	75,702	L27
	L28	74,466	77,551	L28
	L29	78,359	79,450	L29
	L30	80,310	81,393	L30
	L31	82,293	83,386	L31
	L32	84,339	85,431	L32
	L33	86,435	87,527	L33

	L34	88,571	89,663	L34
	L35	90,773	91,865	L35
	L36	93,020	94,109	L36
	L37	95,333	96,422	L37
	L38	97,692	98,781	L38
	L39	100,072	101,158	L39
	L40	102,570	103,663	L40
	L41	105,132	106,222	L41
	L42	107,766	108,858	L42
	L43	109,366	110,448	L43

LEADERSHIP PAY RANGES	
LEAD PRACTITIONER	L1 - L5
ASSISTANT HEAD OF SCHOOL	L1 - L5
HEAD OF ALTERNATIVE PROVISION	L5 - L12
DIRECTOR OF LEARNING	L6 - L13
DIRECTOR OF TEACHING SCHOOL	L6 – L13
HEAD OF SCHOOL	L8 - L15
Note: these are typical ranges.	
Individual pay decisions may depart from the range, taking into account qualifications, performance, experience etc	
Any salary exceeding 25% above the range will be supported by a business case and external independent advice	

HEARTS ACADEMY TRUST: SUPPORT STAFF				
NJC PAY SCALES 2017-2018			HRLY rate	HRLY rate
	Point	£	Basic	Fringe
Band 1	6	15,014	7.78	8.08
	7	15,115	7.83	8.13
	8	15,246	7.90	8.20
	9	15,375	7.97	8.27
	10	15,613	8.09	8.39
Band 2	11	15,807	8.19	8.49
	12	16,123	8.36	8.66
	13	16,491	8.55	8.85
mid	14	16,781	8.70	9.00
	15	17,072	8.85	9.15
	16	17,419	9.03	9.33
Band 3	17	17,772	9.21	9.51
	18	18,070	9.37	9.67
	19	18,746	9.72	10.02
	20	19,430	10.07	10.37
mid	21	20,138	10.44	10.74
	22	20,661	10.71	11.01
	23	21,268	11.02	11.32
	24	21,962	11.38	11.68
	25	22,658	11.74	12.04
Band 4	26	23,398	12.13	12.43
	27	24,174	12.53	12.83
	28	24,964	12.94	13.24
	29	25,951	13.45	13.75
mid	30	26,822	13.90	14.20
	31	27,668	14.34	14.64
	32	28,485	14.76	15.06
	33	29,323	15.20	15.50
	34	30,153	15.63	15.93
Band 5	35	30,785	15.96	16.26
	36	31,601	16.38	16.68
	37	32,486	16.84	17.14
	38	33,437	17.33	17.63
	39	34,538	17.90	18.20
	40	35,444	18.37	18.67
	41	36,379	18.86	19.16
	42	37,306	19.34	19.64
	43	38,237	19.82	20.12
Band 6	44	39,177	20.31	20.61
	45	40,057	20.76	21.06
	46	41,025	21.26	21.56
	47	41,967	21.75	22.05
	48	42,899	22.24	22.54
	49	43,821	22.71	23.01
	50	44,734	23.19	23.49

51	46,028	23.86	24.16
52	47,313	24.52	24.82
53	48,574	25.18	25.48
54	49,870	25.85	26.15

ALLOWANCE: OUTER FRINGE		585	
		<i>TBC</i>	<i>Apr-18</i>

LETTINGS	M-F	7.78
	SAT	7.99
	SUN	8.27

<i>M-F</i>	<i>TBC</i>	<i>Apr-18</i>
<i>SAT</i>	<i>TBC</i>	<i>Apr-18</i>
<i>SUN</i>	<i>TBC</i>	<i>Apr-18</i>

MIN WAGE	3.50	Apprentice
	4.05	under 18
	5.60	18-20
	7.05	21-24
LIVING WAGE	7.50	25+

ANNEX E - PERFORMANCE MANAGEMENT: TEACHING QUALITY AND IMPACT EXPECTATION

Principles

- All teachers can, and have a responsibility to improve/refine their quality of teaching regardless of the stage of their career.
- All teachers and leaders are responsible for the outcomes of pupils in their schools.
- **Consistent** high quality teaching has the most impact on pupils' progress and achievement/attainment and it is school leaders' responsibility to ensure that this happens.
- There are key features of teaching which make impact and these are the focus for all teachers. They are responsible for their own development and must seek out improvement, feedback and support to improve.
- Lesson observations are only part of quality of teaching judgements. Progress, outcomes and impact over time are the main judgement criteria. Good progress under current systems is 2 points plus per term and outstanding progress is more than this and more than 9 plus over the year with at least 2 points in all subjects in all groups each term.
- Leaders must be excellent practitioners themselves and model high expectations readily and consistently.
- All staff including staff early in their careers are role models and leaders of learning for others who are less experienced. Developing and serving others and inspiring confidence is an expectation of the core role and not an add on.
- Failure to develop others is a negative judgement on leaders.

HEARTS EARLY TEACHER

E1 – E3 (see CPD entitlement)

Embedding teaching standards and Good + teaching

Developing subject knowledge and planning sequences of lessons

Begin to positively contribute to whole school events and day to day life of school

Being clear on and following school policies

Having positive attitudes towards these policies and new initiatives, their own development and by end of year 2 fully accountable for outstanding progress of pupils for whom they are responsible.

HEARTS SENIOR TEACHER

S1 – S2 (assessment point to enter point S1 – S2)

Consistently outstanding teaching and progress of pupils

Coaching and mentoring others

Strong subject leadership

Subject specialisms

Contribution towards shared responsibility for school policies and processes

Highly collaborative with colleagues in school, in Trust and TSA

Developing middle leadership skills

Pupils making increasingly better progress

Qualifications – ML/SEN/coaching

HEARTS CONSULTANT TEACHER & HEARTS LEADER

C RANGE & L RANGE (HUPS criteria) Headteacher standards

All criteria expected of HEARTS Early & Senior teachers (see above)

Lead learners and practitioners
Lead practice and policy
Contribute to development of practice and policy
Model, coach, mentor and develop others
Superb and detailed subject knowledge in a range of subjects
Contribute to research and development
Excellent relationships with colleagues and parents
Scans horizon and knows expectations of assessment arrangements inside out
Excellent interpersonal skills
SL Qualification
Taught in more than one Key Stage and taught for a period in a challenging school.

Quality of teaching	E1-E3 (Old M1-3) Early Teacher Good - .5 Good +	S1-S2 (Old M4-6) Senior Teacher point 5 (working towards UPS) Good+ .5/outstanding	C RANGE (Old UPS) Outstanding	L RANGE (Old L Range) Lead Practitioner Outstanding Excellent teacher standards	L RANGE LEADERSHIP/SLT Outstanding Excellent teacher standards and HT standards
Overall QOT taking into account Early morning work Pre-teaching Interventions, Phonics/SPAG Teaching of all subjects Drop ins Informal and formal internal and external reviews					
Achievement across all subjects					
Progress across all subjects					
Group progress and attainment					
Feedback, questioning and marking					
Learning environment impact, use and reflection of standards					
Behaviour management and behaviour for learning					
Engagement, enjoyment and challenge including pace, modelling and clarity					

Leadership of school, subject, phase and development of others.					
Professional and personal conduct including relationships with and safeguarding of others – adults and children.					
Self-reflection, evaluation and CPD impact and engagement					
Development of others					
Level of support					
Overall impact					

Application for progression to the Consultant Teacher Pay Range

Eligibility criteria

- In order to apply you will need to hold Qualified Teacher Status on the date of your application.
- To be paid on the Consultant Teacher Pay Range you must be assessed as meeting the expectations set out in the Pay Policy.
- Please enclose copies of appraisal reports to support your application. You may submit additional evidence to support your application.
- Print, sign and date the form, keeping a copy and pass it to your Head of School by **31st October**.

Name:.....

I am applying to be paid on the Consultant Teacher Pay Range with effect from 1st September.....

I consider that I meet the criteria to be paid on the Consultant Teacher Pay Range as set out in my school's Pay Policy and enclose copies of my last three Performance Management Review Statements which contain the evidence to support this.

Signed:.....

Date:.....



To be completed by the Head of School

Teacher's name:

Application for Consultant Teacher Pay Range Assessment for

The criteria for Consultant Teacher Pay Range have / have not* been met (*delete as applicable)

Signed:	
Date:	

1. The Teaching Standards have / have not been met throughout the assessment period <i>Comments:</i>
2. Performance Management objectives have/have not been met through the assessment period <i>Comments:</i>
3. Evidence of contribution to the wider school development and ethos <i>Comments:</i>
4. Evidence of personal responsibility for CPD and application and impact of this development <i>Comments:</i>
5. Evidence of promoting HEARTS values <i>Comments:</i>
6. Other comments:



ANNEX G: PAY APPEALS PROCEDURE

The meeting should be attended by:

- the employee, his/her colleague or representative if requested
- a representative of the Pay Committee
- the Head of School - to provide information and advice (except where s/he is the appellant).

Procedure

1. Chair of Appeals Committee: Introductions and opening remarks.
2. Member of staff and/or representative: presentation of case
 - Head of School to ask questions
 - Appeals Committee to ask questions.
3. Head of School: response to appeal
This may include calling on the Performance Management Reviewer and/or any other member of staff involved in the pay decision to add any relevant information/answer questions
 - Appellant and/or representative to ask questions
 - Appeals Committee to ask questions.
4. Appellant and/or representative to make closing statement.
5. Both parties withdraw to allow Appeals Committee to consider their decision.
6. Either both parties invited back to hear decision or the decision will be communicated in writing within 48 hours.
7. The decision of the Appeals Committee is final.

FOR INFORMATION: Old Pay Policy Criteria

Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher.

A teacher will be eligible for annual performance pay progression where they:

- have been assessed as meeting all of the teaching standards;
- have had their teaching assessed as at least good overall in line with Annex F;
- have been assessed as meeting the requirements of their job description/job role;
- have met their individual performance management objectives;
- have demonstrated a personal responsibility for identifying and meeting their CPD needs;
- have increasingly demonstrated the skills and knowledge to develop and support others in moving their teaching and learning support forward;
- have consistently promoted HEARTS values.

Upper Pay Range teachers are expected to demonstrate outstanding levels of teaching overall.

Lead Practitioners are expected to demonstrate outstanding teaching overall.

Consideration will be given to factors beyond the teacher's control which have impacted on their ability to meet objectives.

Evidence considered in assessing performance includes:

- pupil progress data across all subject areas;
- pupil attainment data across a range of subject areas;
- quality of teaching against the Teaching Standards, including observed practice;
- self-assessment;
- professional dialogue and professional attitudes and conduct;
- received feedback;
- performance management statements;
- CPD records and impact of CPD on pupil progress and attainment;
- support and collaboration with others, including the development of others;
- quality of learning environments.

In the case of Upper Pay Range teacher and Lead Practitioners, evidence of their contribution beyond their own classroom and their impact on the wider school and Trust.