

William Gilpin C.E. V.A. Primary School

Performance Management and Pay Policy

1. Introduction

At William Gilpin School we are committed to performance management to develop all staff and improve teaching and to raise standards of achievement for all children. This policy covers all teachers except teachers on contracts of less than one year and those in their induction year. All teachers have been consulted in developing this policy. The policy sets a framework for all staff to agree and review priorities and objectives within the context of the School's Development Plan and their own professional needs. Through this policy we will ensure that the Christian character of the school is developed by, valuing the work of our staff.

2. Rationale

Performance management means a shared commitment to high performance. It helps to focus attention on more effective teaching and monitoring to raise the quality of teaching and to benefit pupils, teachers and the school. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

At William Gilpin CE VA School we want to improve school performance by developing the effectiveness of teachers, both as individuals and as teams.

We will implement our performance management arrangements on the basis of:

- Fairness: Showing an awareness of the potential for unconscious discrimination.
- Avoidance: Of assumptions about individuals based on stereotypes; and
- Equal Opportunity: All teachers will be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

3. Roles

Performance management is a shared responsibility. The Governing Body has a strategic role in agreeing the school's performance management policy, ensuring that performance of teachers at the school is regularly reviewed and for monitoring the performance management process.

The Headteacher is responsible for implementing the school's performance management policy and ensuring that performance management reviews take place.

Performance management involves both the line manager and the teacher working together to ensure that objectives are discussed and agreed; regular and objective feedback is given; adequate coaching, training and development is provided and that the performance review takes place.

4. Timing of Reviews

The one year performance management cycle links with our planning for school management and target-setting. The Governing Body needs to ensure that objectives have been agreed or set for the Headteacher by the end of December each year.

Our timetable is shown below:

(a) Objectives set in the Autumn Term

These will inform and support our school management policies for future financial and academic years. We will take account of professional development objectives in setting the school's overall priorities for staff development.

(b) Monitoring and Feedback

In our school we have agreed to have one 30 and one 10 minute lesson observation per term, supplemented by any fuller observation of whole or part lesson which are agreed to be useful for developmental purposes.

(c) Formal Reviews the following Autumn Term

We will take into account a range of measures, for example Key Stage national test results, P Levels and other assessment outcomes in considering pupil progress. We will set new objectives and discuss future professional development. A new individual plan will be completed for each teacher.

The review process will inform our school management policies and the School Improvement Plan for future financial and academic years and (especially the costs of the development/training discussed in reviews).

(d) The process outlined in (c) above continues annually

The review cycle for teachers with short fixed term contracts of one term or more but less than one year will be the length of the contract.

5. Performance Management Cycle

Performance management is set in the context of our school's plans for development, against the background of the local Education Development Plan (EDP), national and local initiatives on improving teaching and any recent OFSTED report for the school.

Performance management is an ongoing cycle, not an event, involving 3 stages of planning, monitoring performance and reviewing performance.

Stage 1: Planning:

Each teacher will discuss and agree objectives with their line manager and record these in an individual plan. Objectives should be challenging but realistic and take account of a teacher's job description and their existing skill and knowledge base.

At William Gilpin CE VA School no more than five objectives will be agreed. The range of objectives will match the nature of the job, including leadership or management areas as appropriate. Where someone has a wide range of managerial duties, objectives might focus on specific areas of this work. Objectives may be revised at any time during the performance management cycle if there is agreement between the Headteacher and the teacher being appraised. Where this takes place all reference to objectives in this policy shall be read as reference to revised objectives.

Teachers' objectives will include pupil progress as well as ways of developing and improving teachers' professional practice.

Leadership group staff and those with management allowances will have objectives relating to their additional responsibilities.

Headteachers' objectives will include school leadership and management as well as pupil progress.

At William Gilpin CE VA School we will follow the following principles in discussing objectives:

- The line manager will ensure that the teacher understands what his or her objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed.
- Objectives are clear and concise and are measurable.
- Objectives focus on matters over which a teacher has direct influence/control and take into account fully the wider socio-economic, cultural and other external influences on pupils.
- Objectives for each teacher should relate to the objectives in the School Development Plan and any departmental or team plans as well as his/her own professional development needs.

The line manager should record the objectives which will apply for the review period. These should be jointly agreed if possible. If there are any differences of opinion about the objectives the teacher may add comments to the written record of objectives.

If the Headteacher and the Governing Body representatives are unable to agree objectives, the Governors appointed to review the performance of the Headteacher should set and record the objectives. The Headteacher may add comments to the written record of objectives.

Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth. The development and training section of the individual plan will be used to record action.

Stage 2: Monitoring Progress

The teacher and line manager will keep progress under active review throughout the year using classroom observation and other relevant information. They will discuss any supportive action needed and keep development plans up-to-date.

The line manager should consult the teacher before seeking to obtain information, written or oral, relevant to the teacher's performance from other people.

Classroom observation is accepted good practice with a minimum of one observation each year required by regulations. It is not a requirement to observe Headteachers with teaching responsibilities.

In planning observation, we will follow these principles:

- Successful observation requires preparation and training, and a clear understanding on the part of the teacher and line manager of its purpose.
- The nature of the observation will depend on its purpose.
- It is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible.

- Full, constructive and timely feedback offers an opportunity to discuss what went well and what might be done better or differently next time. When giving feedback, the line manager will take into account the range of activities carried out by the teacher and the time spent on each activity.

Stage 3: Reviewing Performance:

The annual review of the teacher's performance will use the recorded objectives as a focus to discuss his/her achievements and identify any developmental needs. It will be combined with agreeing objectives for the following performance management cycle.

The focus of the review is on how to raise performance and improve effectiveness. It will involve:

- Reviewing, discussing and confirming the teacher's essential tasks and objectives.
- Recognising strengths and achievements and taking account of factors outside the teacher's control.
- Confirming action agreed with the teacher at other reviews.
- Identifying areas for development and how these will be met.
- Recognising professional development needs.
- Agreeing new clear objectives and completing an individual plan for the year ahead.

The line manager will evaluate the teacher's overall performance, including an assessment of the extent to which objectives have been met, and the teacher's contribution to the life of the school during the review period. It should take account of the stage the teacher is at in his or her career e.g. teacher with 2 – 3 years service, advanced skills teacher, senior leader.

Within 10 days of the review meeting, the team leader will prepare a written review statement recording the main points made at the review and the conclusions reached, including any identified development needs and activities recorded in a separate annex (but forming part of) the review statement. Once written, the team leader will give the teacher a copy of the statement. The teacher may within 10 days of first having access to the statement, add to it comments in writing.

6. Links between pay, career stages and performance management.

Induction – the final review meeting of the induction period can be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent performance management cycle. (Circular No: 5/99 The Induction Period for Newly Qualified Teachers para 58.)

Information from the performance review statement can be used to inform aspects of the new pay structure for Headteachers and teachers employed under the terms and conditions of the School Teachers' Pay and Conditions Document.

7. Confidentiality

The individual plan and the review statement are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 should be followed at all times by those who have access to the documents.

10. Access to outcomes

There will be two copies of the review statement – one held by the teacher and another held by the Headteacher on a central file, to which the line manager or Governors responsible for making decisions regarding pay could request access. A copy of the Headteacher's review statement should go to the Chair of Governors.

12. Evaluation of the Policy

The Headteacher will report annually to the Governing Body on performance management in the school, including the effectiveness of the performance management procedures in the school, and the training and development needs of teachers.

As a school committed to ensuring that individual teachers, teams and the school continues to improve, the Governing Body and the Headteacher will check that effective and challenging objectives are set, that all reviews are completed on time and the assessment of performance is consistently applied in the school. We will evaluate the effectiveness of the policy in helping to improve standards of teaching and learning.

The Headteacher will keep review statements for at least three years.

Pay

1. General commitment

The Governing Body will seek to ensure that staff are rewarded for the level of responsibility they carry and the individual contributions they make to the work of the school subject only to the constraints of statutory documents, national and local pay structures, and budgetary provision.

The aim of this pay policy is to enable the school to recruit and retain sufficient staff of suitable quality and number and thereby secure its school improvement objectives.

This policy operates in conjunction with the school's policy on Performance Management.

2. Basic principles

All teachers at William Gilpin CE VA School are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document. A copy can be found in the school office and is also on-line at: www.teachernet.gov.uk/pay. The statutory pay arrangements give discretion over the awarding of discretionary experience points on the pay scale for classroom teachers, Teaching and Learning Responsibility Payments (TLRs), other allowances, and performance pay awards. Decisions on the way these discretions are used are the responsibility of the Governing Body, advised by the Headteacher where appropriate, and are set out in this pay policy for the school.

Support staff at William Gilpin CE VA School are paid in accordance with the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (the 'Green Book') and locally agreed conditions of service, as they apply to schools, under 'Employment in Hampshire County Council' ('EHCC'). Their pay is set in accordance with Hampshire County Council's pay framework and pay progression is determined through use of Individual Performance Planning (IPP).

All pay-related decisions are made taking full account of the School Development Plan and staff, together with their school union representatives, have been consulted as appropriate on the principles contained in this policy. Such decisions are also taken within the framework of current employment legislation, including Equal Pay and Employment Relations Acts, the Part Time Worker and Fixed-Term Employees Regulations, and discrimination legislation (gender, race or ethnic origin, disability, sexual orientation, religion or belief, age).

The Governing Body will actively promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training, and staff development.

3. Pay reviews

The Governing Body will review every teacher's salary with effect from 1 September and no later than 31 October every year and give them a formal statement saying what their salary is and how it has been arrived at, and showing any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that affect the structure of the teacher's pay. Likewise, the Governing Body will review the salary of all support staff.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Governing Body will give the required notification as soon as possible, and no later than one month after the date of the determination.

4. The Pay Committee

School decisions on pay will be taken by the Finance Committee. The Committee consists of a minimum of three governors, elected annually and is responsible for:

- Taking decisions on the Headteacher's pay;
- Considering Headteacher or line manager recommendations for the pay of other staff;
- Deciding the school's approach towards the exercising of pay discretions;
- Keeping the school's pay policy up-to-date and under review; and
- Communicating pay decisions to each member of staff in the school.

The Headteacher has a right to attend in an advisory capacity but must withdraw during consideration of his/her pay. It may also be appropriate for him/her to withdraw whilst the pay of a Deputy or Assistant Headteacher is discussed if, for example, a pecuniary interest arises from consideration of differentials. The same principles extend to all other staff Governors on the full Governing Body and the Pay Committee.

Although the statutory regulations for teachers prevent the Headteacher from intervening in the pay recommendations arising out of the review process where that process is fully devolved to a line manager, the Headteacher has a right to present a view on any pay inconsistencies that may arise from those recommendations to the Pay Committee. In the case of support staff assessments and IPP ratings, the Headteacher has the right to comment on these and make governors aware of any inconsistencies and the financial implications of those assessments.

The full Governing Body retains responsibility for endorsing any proposed changes to the school's pay policy. Any proposed changes should be discussed with and communicated to the staff in writing by the Headteacher, to allow for consultation prior to a decision being taken by the Governing Body.

5. Complaints/Appeals

Where a member of staff is dissatisfied with a decision of the Governor's committee (or Headteacher, in the case of threshold assessment and upper pay scale progression), this should be taken up informally with the Headteacher (or the Chair of the Committee if it is the Headteacher who is dissatisfied) and, if unresolved, then pursued via the Governing Body's Appeals Committee. The grounds for any appeal and process for pursuing it are described in Section 12 at the end of this policy document.

6. Confidentiality

The elements of the school's pay policy will be shared and discussed openly with the school's staff. Individual pay decisions will be handled confidentially between the Pay Committee, Headteacher and the staff concerned.

7. Pay of staff on leadership spine

The Governing Body will set salary ranges for staff on the leadership spine having regard to the advice in the Manual of Personnel Practice and the content of the statutory School Teachers Pay and Conditions Document. Progression through these ranges will be dependent on the factors described in section 10 of this policy.

In considering differentials in pay, the Governing Body will ensure that:

- a. The maximum point of the Deputy Headteacher's range is at least one point less than the minimum of the Headteacher's ISR;
- b. The minimum point of the Deputy Headteacher's range is above that of the highest paid class teacher (as defined in the School Teachers' Pay and Conditions Document);
- c. Assistant Headteachers are paid more than the highest paid class teacher but have a salary range the maximum of which is at least one point lower than the top of the range of the Deputy.

8. Use of discretions in basic pay determination

Application of experience points

There will be one increment for each year of teaching as laid down in the School Teachers' Pay and Conditions Document except where the Governing Body has previously notified the teacher, in writing and as part of a formal procedure, that an experience point is being withheld due to unsatisfactory performance. The Governing Body may consider applying two points on the M1 – M6 scale where, as evidenced through the performance management process, a teacher has made an outstanding contribution to the work of the school.

Discretionary experience points

When making an appointment to the pay scale for classroom teachers, the Governing Body will consider awarding an extra point or points on the scale in recognition of other relevant experience that would not attract mandatory experience points in the following circumstances:

- One point on the pay scale for classroom teachers for each year of service as a qualified teacher in an academy, city technology college or independent school, or in another country within the European Economic Area in the maintained sector of the country concerned.
- One point on the pay scale for classroom teachers for each period of two years service as a qualified teacher in an overseas school outside the European Economic Area in the maintained sector of the country concerned.
- One point on the pay scale for classroom teachers for each period of each year's relevant service teaching in further education, including sixth form colleges.
- One point on the pay scale for classroom teachers for each year's relevant service teaching in higher education.
- One point on the pay scale for classroom teachers for each period of three years spent outside teaching but working in a relevant area. This might include industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.

If experience points have been awarded to a classroom teacher by a previous establishment, these will be considered to be part of that teacher's entitlement when they take up employment in this school.

Part-time teachers

Teachers employed on an ongoing basis at the school but who work less than a full working day or week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and their pay will be determined by the provisions of the statutory School Teachers Pay and Conditions Document.

Short notice/supply teachers

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers who work less than a full day will be paid in proportion to the length of the school day.

Unqualified teachers

The Governing Body will, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, take account of any relevant qualifications and experience. The Governing Body will appoint unqualified teachers above the minimum point on the unqualified teachers' pay scale in the following circumstances:

- Two points for a recognised overseas teaching qualification.
- Two points for a recognised post-16 teaching qualification.
- One point for a recognised qualification relevant to their subject area.
- One point on the scale for each period of two years school teaching as an overseas trained teacher.
- One point on the scale for each period of two years relevant teaching in further education.
- One point on the scale for each period of two years relevant service teaching in higher education.
- One point on the scale for each period of three years spent outside teaching but working in a relevant area. This includes industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people.

The Governing Body will decide, on a case-by-case basis, whether to pay an unqualified teacher on one of the employment based routes into teaching (eg. licensed teacher, Graduate Teacher Programme), on the unqualified or qualified teacher pay scale.

The Governing Body will pay an unqualified teachers' allowance (above point 10 on the scale) to unqualified teachers when the Governing Body consider their basic salary is not adequate having regard to their responsibilities, qualifications, experience and any recruitment difficulties. The value of the allowance will be determined according to the individual circumstances, in line with the criteria determined by the Governing Body for payment of recruitment and retention incentives and benefits to qualified staff.

Support Staff

The Governing Body will apply the provisions of the Manual of Personnel Practice, and national and local conditions of service, in relation to support staff pay. Support staff grading is determined by matching the role to the appropriate standard Hampshire County Council role profile; each role profile has been subject to job evaluation and is therefore linked with one of the eleven grades in the Hampshire County Council pay structure. Support staff will normally be appointed on the first point of the normal salary range for the appropriate grade. Where the responsibilities of a post suggest that re-grading might be necessary, the Governing Body will review whether the post should be matched to a more appropriate role profile, or if no appropriate role profile is available will consider whether the post should be subject to job evaluation.

Where permissible, the Governing Body may consider the application of pay flexibilities where the specified criteria are met.

9. Discretionary allowances and payments

Teaching and Learning Responsibility payments (TLRs)

TLRs will be awarded to the holders of posts indicated in the attached staffing structure.

TLRs are awarded to classroom teachers who undertake a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning for which he/she is accountable. Before awarding a TLR, the Governing Body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that all the criteria for awarding a TLR as specified in the School Teachers Pay and Conditions Document are met.

TLR2 will be awarded to the following value:

£2,478 - £6,057 to the postholder of Senior Teacher.

Recruitment and retention incentives and/or benefits

The Governing Body will review the level of payment or benefits annually.

Recruitment incentives and/or benefits

The Governing Body does not currently award recruitment incentives and/or benefits. The Governing Body will regularly review whether this discretion should be applied.

Retention incentives and/or benefits

The Governing Body does not currently award retention incentives and/or benefits. The Governing Body will regularly review whether this discretion should be applied.

Fast Track Teachers

Should a Fast Track Teacher be employed at the school, the Governing Body will pay an enhanced salary, under the recruitment and retention initiatives and benefits provisions. The level of enhancement will be dependent on individual circumstances.

Special Educational Needs allowances

SEN allowance 1 will be awarded:

- To classroom teachers who make a particular contribution to the teaching of pupils with special educational needs which is significantly greater than that which would normally be expected of a classroom teacher.

SEN allowance 2 will be awarded

- To classroom teachers who qualify for SEN allowance 1 and who hold a recognised special educational needs qualification or have experience (or both) which the Governing Body considers is/are particularly relevant to the teachers work.

The value of these SEN allowances is defined in the School Teachers' Pay and Conditions Document.

Support Staff

Special recognition scheme

The Governing Body may recognise exceptional performance on a particular project or element of work by making a one-off payment under this scheme.

Market supplements

Where there is specific difficulty in recruiting and/or retaining a certain category of support staff, the governing body will give consideration to the use of market supplements, subject to statutory and local criteria being met.

10. Performance pay

The Governing Body recognises that funding cannot be used as a criterion to determine upper pay scale progression, or progression for staff on the leadership spine and will agree the budget to be set for pay, including performance pay. The Governing Body will ensure consistency in the determination of performance pay decisions across all groups of staff in the school.

Headteacher

The Headteacher must demonstrate as part of a review sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school, and substantial progress towards achievement of performance management objectives before any performance points will be awarded.

The Governing Body, on the recommendation of the Finance Committee, will consider movement by more than one point where the Headteacher has in the year under review made an outstanding contribution to the school, if the current ISR allows this.

Deputy and Assistant Headteachers

Deputy and Assistant Headteachers must demonstrate as part of a review sustained high quality of performance and make a strong contribution to school leadership, management and pupil progress, and substantial progress towards achievement of performance management objectives before any performance points will be awarded.

The Governing Body will consider movement by more than one point where the Deputy or Assistant Headteacher has in the year under review made an outstanding contribution to the school, if their current range allows this.

Advanced Skills Teachers (ASTs)

ASTs must demonstrate as part of a review sustained high quality of performance in the light of their agreed performance criteria, and substantial progress towards achievement of performance management objectives before any performance points will be awarded. This will include any work undertaken at other schools, in higher education facilities, at facilities of the local authority and elsewhere.

The Governing Body will consider movement by more than one point where the AST has in the year under review made an outstanding contribution to the school, if the current range allows this.

Excellent Teachers

Excellent Teachers are paid on a spot salary and therefore do not progress along a salary spine. Nevertheless, they must continue to demonstrate a sustained high quality of performance in light of their agreed performance criteria, through the performance management process.

Post threshold teachers

In order to cross the threshold to the upper pay scale, teachers must meet the national threshold progression criteria, as outlined in the School Teachers' Pay and Conditions Document. Progression on the upper pay scale, which will be considered as an integral part of the performance management process, will be in accordance with the School Teachers' Pay and Conditions Document and the guidance contained in the Manual of Personnel Practice, and will be based on two successful performance management reviews.

Only in exceptional circumstances will post-threshold teachers be awarded a further point on the upper pay scale more frequently than at two yearly intervals.

Teachers on the pay scale for classroom teachers

Teachers on the pay scale for classroom teachers will receive one point for each year of satisfactory performance.

Where a teacher is subject to the formal capability procedure, an experience point will not normally be awarded. Where a teacher has been or is subject to the formal disciplinary procedure, an experience point may not be awarded according to the circumstances of the case.

A classroom teacher may be awarded an extra point on the pay scale for classroom teachers for excellent performance over the previous academic year, having regard to all aspects of professional duties, but in particular classroom teaching.

Support staff

The Governing Body will consider the recommendation of the Headteacher or line manager in respect of the pay progression of each member of support staff, as an outcome of the Individual Performance Planning process (IPP), awarding each April one of the three ratings outlined below:

- Improvement required (generally no annual progression).
- Meeting expectations (annual progression of one step up to normal salary range maximum).
- Exceeding expectations (annual progression of two steps, with scope to enter the higher salary range).

It is the Governing Body's expectation that the majority of the school's support staff will be awarded the 'meeting expectations' rating.

11. Other payments

Continuing professional development

Teachers (including the Headteacher) who undertake voluntary continuing professional development outside the school day may be entitled to an additional payment. This payment will be considered by the Pay Committee in advance of the specific activity.

Initial teacher training activities

Teachers (including the Headteacher) who voluntarily undertake school-based initial teacher training activities will be entitled to a flat rate allowance which will be agreed by the Finance Committee. Activities that will attract payment are:

- Supervising and observing teaching practice;
- Giving feedback to students on their performance and acting as professional mentors;
- Formally assessing students' competences.

Teachers who undertake initial teacher training activities which are not part of the ordinary running of the school will be given separate contracts of employment to cover this work. Areas of work that will attract a payment include:

- Planning an initial teacher training course;
- Preparing course materials;
- Undertaking the marketing, finance and administration of the course;
- Taking responsibility for the well-being and tuition of initial teacher training students.

Acting allowances

Where staff are required to cover senior positions because of sickness, other absence or prolonged vacancy, any additional payment due will be agreed with the employee ideally in advance but at least within four weeks of beginning that cover.

Out-of-school learning activities

For activities covered by teachers (including the Headteacher), or support staff, who voluntarily undertake learning activities outside of the normal school hours and whose salary range does not take account of such activity, a payment will be made in accordance with rates defined by the Local Authority.

12. Appeals Arrangements

The arrangements for considering appeals are as follows:

1. A member of staff may appeal against any determination in relation to his or her pay or any other decision taken by the Governing Body that affects his/her pay. The process for dealing with appeals arising from performance management decisions is similar and is outlined in more detail in the guidance and policy on performance management on the [Education Personnel Services website](#).
2. The grounds for appeal are that the person or committee by whom the decision was made:
 - a. Incorrectly applied any provision of the relevant terms and conditions of service;
 - b. Failed to have proper regard to statutory guidance;

- c. Failed to take proper account of relevant evidence;
- d. Took account of irrelevant or inaccurate evidence;
- e. Was biased; or
- f. Otherwise unlawfully discriminated against the member of staff.

An appeal may also be lodged in relation to aspects of the performance management process. For more detail, see the guidance and policy on performance management on the [Education Personnel Services website](#).

3. The sequence of events is as follows:
 - a. The member of staff receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
 - b. If the member of staff is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision maker within ten working days of the decision.
 - c. Where this is not possible, or where the member of staff continues to be dissatisfied, he/she may follow a formal appeal process.
 - d. The member of staff should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
 - e. The committee or person who made the decision should meet with the member of staff (and, if the member of staff wishes this, a colleague or union representative) within ten working days of receipt of the written grounds for questioning the pay decision to discuss this and give the member of staff an opportunity to make representations in person. Following this meeting the member of staff should be informed in writing of the formal outcome and the right to appeal.
 - f. Any appeal should be heard by a panel of three Governors who were not involved in the original decision, normally within 20 working days of the receipt of the written appeal notification, and give the member of staff the opportunity to be accompanied and make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision is final and there is no recourse to the staff grievance procedure.
4. Employees who are dissatisfied in relation to their pay have a statutory right to access the school's grievance procedure for dealing with such issues. The above process is similar to that procedure and meets the statutory requirements for grievance processes.

Annual Review

This Performance Management and Pay policy will be reviewed annually by the Governing Body in consultation with staff.

Signed:

Date: November 2009

Line Management Structure

Headteacher	Assistant Headteacher
	5 Teachers
	Admin Officer
	4 Lunchtime Supervisors
Assistant Headteacher	5 Teaching Assistants
Admin officer	2 Admin Officer Assistants
	Caretaker
	Cleaner