

## **APPENDIX 7**

### **NJC JOINT GUIDANCE ON TAKING DECISIONS ON PAY PROGRESSION**

#### **1. Introduction**

This agreed NJC guidance document sets out the process to be followed in taking decisions on pay progression on the pay structure for Sixth Form College teachers agreed by the NJC for Sixth Form Colleges in March 2015. It should be read in conjunction with the NJC's agreed guidance on appraisal (Appendix 8); the Teacher Standards for Sixth Form College teachers (Appendix A); and where appropriate the separate NJC guidance on transition to and implementation of the pay structure.

When considering the factors to be considered in taking pay progression decisions, and the criteria for progression, it should always be borne in mind that the emphasis in the pay framework is on promoting career progression and rewarding teachers' practice and that it has not been designed with the intention of reducing rates of pay progression.

#### **2 Basic Features of the Pay Framework**

The framework links pay progression for all teachers to the colleges' annual review/appraisal process and underpinned by the agreed Teacher Standards.

The pay spine for Sixth Form College teachers is a single 9-point pay scale. Progression on the scale is an entitlement, subject to acceptable appraisal outcomes, and the opportunity to secure progression is annual and not dependent on an application process.

Responsibility allowances are a flexible system allowing appointments either to a spot salary or to a range to aid performance progression.

The Leadership spine consists of a 27 point spine and provides a structure that can, if colleges wish, encompass senior posts previously paid outside the scope of the national pay framework.

The Teacher Standards have been designed to set out a basic framework within which all Sixth Form College teachers should operate from the point of appointment. The standards will be applied as appropriate to the role and context within which a teacher is practicing. Similarly, when assessing teachers' performance against the backdrop of the standards, appraisers should consider what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career, with the starting point being the assumption that the teacher is continuing to meet those Standards unless there is evidence to the contrary.

Discussion will be necessary at individual College level, including consultation with teacher union representatives, on the implementation and application of the pay structure.

### **3 Process for Annual Appraisal and Pay Review**

The expectation of the framework is that every teacher should perform at an acceptable level, as measured and judged through the College's own annual Self-Assessment Report (SAR) and staff appraisal systems.

Colleges conduct annual appraisals at different times of the year. This is not an issue for this process provided the College is in a position to make decisions about pay progression for 1 September of each year where appropriate. However, because some College appraisal processes extend beyond 1 September (e.g. to take account of summer exam results and outcome) a decision on pay progression can be delayed until the process is complete and then backdated to 1 September.

The Teacher Standards for Sixth Form College teachers are set out in Appendix A. It is not expected that teachers will achieve all the standards immediately and for many standards some phasing will be appropriate. The primary purpose of the standards is to provide a consistent and transparent set of criteria and professional behaviours to underpin individual college annual reviews and appraisal systems.

For the purposes of pay progression, teachers who meet the standards as evidenced by acceptable appraisal outcomes will be entitled to pay progression where they are eligible. Teachers will not have to apply for progression but as part of the review process will be required to complete an Appraisal record (Appendix C), which incorporates the authorisation for additional pay from the Principal. No further evidence will be required from teachers whose appraisal record has been signed off as acceptable.

Teachers whose appraisal record indicates concerns will have opportunities to address those concerns and may be required to provide evidence that their performance is acceptable before pay progression is authorised. Any teacher eligible for pay progression whose appraisal evidences unacceptable performance will be aware of both the reasons for pay progression being withheld and what they will need to do to improve and the support available for this required improvement.

The underlying principle underpinning the review and appraisal process is that teachers are assumed to be performing at an acceptable standard unless there is evidence to suggest otherwise. There is no requirement to provide evidence for every standard, or indeed any standard, unless there is a concern over performance. If a line manager has a concern, this should be raised with the teacher when it arises. The line manager should explain the concern and the teacher should then be invited to provide evidence that the standard is in fact being met. If that evidence is not forthcoming then the teacher and line manager should agree and record actions to remedy the situation such as CPD and other supportive measures. Any decision not to recommend pay progression has to be based on clear evidence that the

standards are not being met and that the teacher has been given every opportunity to put things right.

Pay progression on the Leadership spine, and on Responsibility allowance ranges where such allowances are paid in the form of a range, should depend on meeting the national teaching standards and any responsibility or leadership-specific objectives set the previous year at the appraisal/annual review meeting. The management standards (Appendix B) can be used as a starting point for agreed objectives specific to each responsibility and leadership role. Colleges could also devise their own responsibility and leadership standards and use these to assess suitability for performance progression payments. Such standards should not, however, form part of decisions on progression on the Pay Spine for Sixth Form College teachers, which should remain separate from decisions on progression on Responsibility payment ranges.

Decisions to withhold pay progression are subject to appeal. The appeal process regarding decisions over pay is set out in the conditions of service handbook. Colleges are advised that whenever it is expected that a decision will be taken to withhold progression, the teacher concerned should be advised of this and allowed to make representations to the person or committee taking the decision before the decision is taken. This will obviate the need for the usual informal stage of grievance processes requiring the decision-maker to consider representations asking them to reconsider. If progression is withheld, the appeals process in the conditions of service handbook may then be followed immediately.

## **Appendix A: Teachers' Standards for Sixth Form College Teachers**

### **Standard 1 – Effective Teaching and Learning**

A teacher must:

1.1. Set high expectations which inspire, motivate and challenge students

For example, teachers will

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate the positive attitudes, values and behaviour which are expected of students.

S1.2. Promote good progress and outcomes by students

For example, teachers will

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

S1.3. Demonstrate good subject and curriculum knowledge

For example, teachers will

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' 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

S1.4 Plan and teach well-structured lessons

For example, teachers will

- impart knowledge and develop understanding through effective use of lesson time

- promote a love of learning and young people's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum and scheme of work within the relevant subject area(s).

#### S1.5 Adapt teaching to respond to the strengths and needs of all students

For example, teachers will

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of young people, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, 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.

#### S1.6 Make accurate and productive use of assessment

For example, teachers will

- 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 students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

#### S1.7 Manage behaviour effectively to ensure a good and safe learning environment

For example, teachers will

- have clear expectations and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the college in accordance with appropriate college policies
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

These standards will be evidenced by Observation Records and any other documentation as appropriate, e.g. CPD Records, Individual Learning Plans,

Tracking and target setting documentation, schemes of work, lesson plans, student perception surveys etc.

## **Standard 2 – Professional Characteristics**

A teacher is expected to demonstrate consistently high standards of professional, personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for professional responsibilities and conduct throughout a teacher's career.

### **S2.1 Professional Responsibilities**

- make a positive contribution to the wider life and ethos of the college
- 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/carers with regard to students' achievements and well-being.

### **S2.2 Personal and Professional Conduct**

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside college, by:

- treating students 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 students' 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 students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the college 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 contractual frameworks which set out their professional duties and responsibilities.

This standard will be evidenced by a statement of compliance by the teacher and endorsed by the appraiser/ line manager on a default model i.e. evidence will only be required where there is a potential issue over that standard.

## **Appendix B: Management Standards for Sixth Form College Teachers**

Teachers with management responsibilities will need to demonstrate some or all of the following, according to their specific role in the college.

### 1. Managing People

Teachers with management responsibility should demonstrate the ability to:

#### 1.1 Undertake recruitment and induction of staff

e.g.

Involvement in selection process

Arrangements for induction and mentoring

#### 1.2 Develop others

e.g.

Team Build to match /meet strategic objectives

Coach others to develop skills

Properly apply staff appraisal systems

Provide staff development & training

#### 1.3 Communicate with others

e.g.

Chair /contribute to meetings

Clear strategic and operational statements / reports

Action ensured through appropriate delegation, motivation or instruction.

Be able to represent team issues to other audiences e.g. Governors, parents, students and staff.

#### 1.4 Manage others fairly

e.g.

Ensure equal opportunities for all staff /applicants

Care for others through the application of Health & Safety procedures

Confidence & competence to challenge poor standards of work through college procedures.

Appropriate application of recognition/ rewards

### 2. Managing Other Resources

Managers should demonstrate that they are committed professionals who by their support and leadership ensure that the resources provided to them are used to the greatest possible effect in improving the learning of the students in their area of responsibility.

Teachers with management responsibility should demonstrate the ability to:

#### 2.1 Effectively utilise the physical resources available to them.

#### 2.2 Ensure the quality of the learning environment

e.g.  
Quality of displays  
Quality of learning materials available  
Updating and ensuring the maintenance of the equipment  
ICT

2.3 Participate in the construction of a budget and account for its use

e.g.  
Submission of costed plans for resource allocation  
Accurate record of spending

2.4 Demonstrate their commitment for value for money

e.g.  
Expenditure records  
Comparisons carried out in relation to benchmark data  
Costed replacement policy

3. Team Achievement

Teachers with management responsibilities should demonstrate the ability to ensure the achievement of individual and team objectives, including development of members of the team in order that they in turn meet the defined standards.

4. Planning and Managing Change

To meet this criterion, teachers with management responsibility must demonstrate the ability to:

4.1 Develop a view of the future

e.g.  
Identify issues, gather and analyse data.  
Share knowledge and understanding with team members  
Facilitate participation and discussion  
Agree a vision with the team which balances appropriately stability and change

4.2 Plan to achieve the change

e.g.  
Identify strategic options and their strengths/weaknesses and feasibility  
Select the chosen option identifying aims/objectives, targets and PI's within given timescales.  
Share the plan with the target audience  
Work to and meet deadlines

4.3 Effectively manage change

e.g.  
Identify duties and allocate them clearly to the team  
Encourage performance monitoring  
Monitor, evaluate and adjust the plan, in light of performance, negotiating as required.



**Appendix C: Appraisal Record for Pay Progression**

Name: .....

Post: .....

Point on SFCA Scale: ..... Next Progression point: .....

College: .....

Name of Reviewer: .....

Name of Principal: .....

**RECORD OF REVIEW OF OBJECTIVES**

UP TO THREE objectives should have been set by reference to relevant Teaching Standards.

Objectives should be SMART i.e. describe clearly what is required, measures, outcomes/deliverables and timeframe

1

2

3

Record conclusion of discussion about objectives

1

2

3

