



National
Autistic
Society



Vanguard
School

PAY PROGRESSION POLICY

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1 Introduction

The purpose of this policy is to outline the measures and steps to be taken in relation to pay progression at NAS Vanguard School and across the Trust.

This policy describes the process and criteria by which employees can progress through the pay scales for their job. Details of the current pay scales are available on request and on the NAS intranet.

Please note that the teachers' pay progression is dealt with separately in Appendix I. The relevant pay and conditions, influenced by appraisal outcomes, are closely linked to National teacher's pay and conditions. One key difference is that staff benefit from an additional weeks CPD in place of a week's leave.

The policy does not cover the annual cost of living increase. This will be determined by the Trust based on affordability and will apply to all staff.

There are four distinct pathways to salary increase or progression within the NAS:

1. Progression through pay points
2. Unconsolidated / discretionary payments
3. Job evaluation
4. Career development

2 Progression through pay points

Every job in the organisation is allocated to a pay grade via a job evaluation process which considers the remit of the job, skills and experience required. Individual employees have the opportunity to progress through the pay scale associated with their job based on their increased contribution in the role, year on year.

Progression can take place within band (two points within grade) and will be based on the following:

- affordability

- the individual's contribution

The individual's contribution is not linked concretely to performance or competences but to the individual's choice to make an added value impact to the organisation.

The individual's contribution will be assessed by:

- Financial impact
- Business impact
- Personal development impact

Definitions for each of these are provided in this document

3 Unconsolidated / discretionary payments

Where an individual is at the top of their band, an unconsolidated payment of up to £1500 may apply in any year subject to availability of funds in the departmental budgets.

Payments can be made in lump sums. The value of one lump sum being £250.00. This scheme could also be used flexibly and as such, can be used for rewarding an exceptional contributor who might not necessarily be at the point of the scale as an alternative to awarding a salary uplift by progression through the scales; in response to budget consideration and affordability.

For all three types of progression, the department must be able to afford this in terms of their budget and an appropriate mechanism including the use of a documented form will be in place.

4 Job Evaluation

The NAS will continue to operate a job evaluation process and the external benchmarking of roles. Job evaluation may be requested where there has been a 50% or above change to current role. The NAS will endeavour to benchmark its salary on a 3-year basis.

Guidelines on Job Evaluation can be obtained from the HR department.

5 Career Development

The NAS will give greater value and investment to learning and development and will actively encourage progression more through “personal and role development; leading to career development” by appointment to a higher role through a fair and equitable recruitment process.

The organisation will also continue to acknowledge and appreciate employees who wish to remain in their current roles. The organisation will encourage vertical development for such individuals and will acknowledge and appreciate expertise; through stretch projects, secondment, mentorship roles etc; however due to funding restrictions, recognition, in terms of financial compensation will be limited.

All roles will be advertised internally; in addition to external adverts.

Managers will be actively encouraged to seek for talent and to ensure in succession planning based on performance, potentials and contribution made by team members.

This policy focuses on Progression through pay points.

All staff who have not reached the top of their pay band are eligible to be considered for progression to the next point in the pay scale.

Staff who have reached the top of their pay band will not be eligible for consolidated pay progression but may be considered for a non-consolidated lump sum payment if evidence is shown of consistent and long-term outstanding contribution.

We expect employees to make a positive impact beyond expected job performance, to increase the organisation's competitive position and to make an added-value contribution that supports the organisation to maintain a positive financial position and its position as a lead provider of support, education, innovation and intervention in the autism sector.

The pay progression policy is subject to affordability and as such, in years where the organisation is unable to afford this, payment will not be made. However, all employees eligible for progression will be formally acknowledged; and a letter of acknowledgment will be kept on record. This will not entitle the individual to pay progression at the time or at any time in the future.

6 The Board's Commitment

The Board is committed to regularly reviewing the charity's finances and considers pay rewards and awards for staff within this context. The pay progression approach outlined in this document will apply unless the organisation is not in a financial position to fund increases.

7 Budgets

The NAS is committed to devolving budget ownership. Budget holders will be required to account for the finances required for rewarding staff contribution through the annual budget setting process. The finance team will provide the necessary support to managers during this process.

8 Pay Progression Procedure

The NAS is committed to recognising employees for increased contribution within their role. The organisation also recognises that employees may not have opportunities to progress through promotion or a change of role but may yet be an asset to the organisation through their contribution. The NAS's pay progression policy

provides a mechanism for every employee to demonstrate the achievement exceeding the delivery of the expectations of their role and contribution under three distinct areas.

9 Pay Progression based on Contribution

The NAS's three distinct areas for the purpose of progression are as set out in the main policy. The definition, examples and suggestions of these are as set below.

The NAS's three distinct areas for the purpose of progression are as follows:

a) Personal Development

Definition

Personal development refers to the acquisition of skills and knowledge through activities that improve awareness, competence, skills and behaviour, and develop talents and potential for career advancement. The demonstration of a commitment to personal development must be evidenced through Continuous Professional Development (CPD).

The NAS descriptor of CPD extends beyond attendance at courses, workshops or formal study; it is the critical reflection on learning experiences and activities that improve practice and demonstrates continuous development of the skills required for your role at the NAS.

For schools and services, for example, continuing professional development means maintaining, improving and broadening relevant knowledge and skills so that it has a positive impact on the service or support function you provide. This may be evidenced by the outcomes for the people we support, or performance against agreed targets or key performance indicators.

As a general rule of thumb, employees will be required to demonstrate between 15 to 60 hours of CPD in one financial year depending on roles. Employees will also be

encouraged to keep a CDP folder for reflective practice and as tangible way of demonstrating a commitment to learning at appraisal meetings.

b) Financial Sustainability

Definition

To be financially sustainable an organisation must demonstrate that its overall income exceeds its expenditure. It must have reserve funds, be able to maintain its assets and have surplus funds that enable a capital programme of investment to take place.

This criterion is designed to recognise the fact that everyone has a part to play in managing NAS resources effectively and contributing to the financial sustainability of the organisation.

Examples considered under this criterion could be individual contribution towards; strong budget management, good attendance records, containing costs or reducing cost where practical, improved funding for the organisation, better / more efficient use of organisational resources through energy saving initiatives and waste reduction, or minimising use of agency staff through extra effort.

c) Organisational Excellence

Definition

Sustained and superior levels of outcomes that exceeds the expectations of all our customers and stakeholders, demonstrated through continuous improvement at achieving organisational felt impact

Examples included under this criterion could be increased individual contribution toward areas such as; improved Ofsted ratings (or maintenance of outstanding ratings), care quality inspection outcomes, higher than expected outcomes for the individuals in our care, increased outreach and awareness in the wider community, increased collaboration with external parties such as social services, or NHS. Other

areas could be management of unexpected crises, maintaining or improving customer and client satisfaction, or additional support to colleagues and the wider team through mentoring, informal training and guidance.

Across all areas of the organisation, outstanding demonstration of the behaviours outlined in Leadership Qualities Framework can be considered for all staff under this criterion.

10 How will evidence be provided of increased contribution?

Managers are expected to agree with their teams as part of the planning cycle the critical requirements for the team, based on the NAS imperatives and direction from their own manager.

Each team member will then agree with their line manager during the NAS Appraisal and Support and Supervision processes the ways in which they as individuals can increase their contribution in each of the three criteria above, based on the overall team requirements and the individual's ability to impact outcomes; within the context of the definitions and the key measuring criteria set out above.

Each individual can agree their contribution in each of the 3 areas. They must be able to demonstrate that they have met a minimum of one objective in each of the three contribution areas noted below.

Personal Development

- Personal development of between 15 to 60 hours depending on role

Financial Sustainability

- Three related financial outcomes, one of which must include good attendance records. Employees will be expected to have achieved at least 2 outcomes

Organisational Excellence

- Employees will be expected to have completed two agreed objectives; one of which must have a corporate or team impact.

11 Progression process

All objectives will be agreed on an individual basis as part of the appraisal discussion. And the manager and employee will discuss via the appraisal process whether the employee is working towards meeting the expected contribution.

Employees are then able to submit a completed progression form to their manager. Managers will make a recommendation to the next level of management based on the information provided and an assessment on impact of contribution.

The next level of management makes a decision and may also hear any appeals where progression has not been granted.

12 Who will decide if an employee is eligible for pay progression?

The employee's immediate manager or supervisor will make an initial recommendation to their manager. The final decision will be taken in consultation with a business leader who will review fairness and consistency across a number of teams. For example, a business leader will check to ensure that expectations of contribution are set fairly across similar roles in different teams, and that pay progression decisions are made on a similar basis for similar levels of contribution.

Typical progression in any one year will be to the next point in the pay scale, however in exceptional cases managers may recommend an additional increase if an individual has increased their contribution substantially more than the expectation set.

13 Non-consolidated lump sum payments

Employees who have reached the top of the pay scale for their role may be considered for an additional lump sum payment up to a maximum of 5% of their base pay, capped at £1,500 in any one year. Payments can be made in lumps the value of one lump being £250.00. This scheme could also be used flexibly and as such, can be used for

rewarding an exceptional contributor who might not necessarily be at the point of the scale as an alternative to awarding a salary uplift by progression through the scales; in response to budget consideration and affordability.

14 When will pay progression occur?

Pay progression will be considered once a year, in line with the NAS planning cycle. Consolidated pay increases made as result of the pay progression policy will apply from April each year. Non-consolidated payments may be paid as one lump sum or via a maximum of three payments made over the year. The timing of these payments can be flexible.

15 What happens if I do not agree with the decision about pay progression?

If you do not agree with pay progression recommendation made by your manager, in the first instance you should refer to the next level manager and/or your HR contact to explain your reasons for disagreement. If a solution is not reached via this process, the usual NAS policies and procedures can be followed to progress further.

APPENDIX I - TEACHERS PAY POLICY

PURPOSE OF THE MODEL PAY POLICY

The NAS believe that a fair, transparent and consistent pay policy which recognises and rewards teachers as highly skilled professionals, is a key element in effective school improvement.

This model pay policy will help to retain and motivate teachers, provide the basis for sound financial and personnel planning and minimise the risk of grievance and discrimination.

Apart from the core principles in the main policy, where there is a conflict in the content of this appendix and the main policy, the appendix will take precedence for teachers.

The policy does not cover the annual cost of living increase. This will be determined by the NAS Board based on affordability and will apply to all staff.

The NAS Trustees adopted this policy in July 2014 for NAS schools, this will be subject to review every 2 years

INTRODUCTION

1. This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation. A copy of this policy will be including all relevant documents on pay and conditions will be made available to staff by the school.

2. In adopting this pay policy the aim is to:

- assure the quality of teaching and learning at the school;
- support recruitment and retention and reward teachers appropriately; and
- ensure accountability, transparency, objectivity and equality of opportunity
- promote continuous professional development across all NAS's schools
- recognise and reward the added contribution of all staff

3. The NAS will consider teachers' previous pay entitlements in accordance with the principle of pay portability

4. Pay decisions at this school are made by the NAS's Board of Trustees which has delegated certain responsibilities and decision-making powers to the Plans and Resources Committee herein after known as the "Committee". The Committee shall be responsible for the establishment and review of the pay policy, subject to the approval of the NAS Board, and shall have full authority to take pay decisions on behalf of the NAS in accordance with this policy. The Executive Principal/Headteacher shall be responsible for advising the Pay Committee on its decisions.

2 PAY REVIEWS

The NAS will ensure that each teacher's salary is reviewed annually in line the NAS's business planning cycle. Decisions on pay are considered and ratified by the Board of Trustees and any agreed changes will be backdated to 01 September. Each teacher

will be notified of the outcome and given a written statement setting out their salary and 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 lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

The NAS will comply with its statutory obligations including complying with equalities legislation i.e. Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and Equalities Act 2010/2012 4

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

3 PAY PROGRESSION BASED ON CONTRIBUTION

The NAS's three distinct areas for the purpose of progression are as set out in the main policy. Examples and suggestions of how these may translate into criteria for teachers and teaching related staff are contained in Table 1.

Employees must be able to demonstrate that they have met a minimum of one objective in each of the three contribution areas.

The NAS pay progression policy is subject to affordability and as such, in years where the organisation cannot afford this, payment will not be made. However, all employees eligible for progression will be formally acknowledged; and a letter of acknowledgment will be kept on record. This will not entitle the individual to pay progression at the time or at any time in the future.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations based on the discussed and agreed

objectives from the organisation's three criteria. In the case of NQTs, pay decisions will be made by means of the statutory induction process which is reflective of CPD through a fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.

The evidence used will be only that available through the appraisal process linked to the NAS's three criteria (personal development, financial and organisational impact which will be used as a backdrop to inform the setting of objectives for the annual cycle.)

Where teachers have joined the school part way through an appraisal cycle, the NAS will apply contribution criteria for new appointee teachers based on the criteria stated above.

Final decisions about whether or not to accept a pay recommendation will be made by the NAS, having regard to the appraisal report and taking into account advice from the appropriate senior leadership team.

The NAS aims for progression and will work towards ensuring appropriate funding is allocated for pay progression.

All teachers can expect progression to the top of their pay range as a result of demonstrating contribution through successful appraisal reviews. This will be implemented as follows:

Classroom teachers on the Main Pay Range will be awarded pay progression following each successful appraisal review.

Classroom teachers on the Upper Pay Range will be awarded pay progression following two successful appraisal reviews (the review of contribution objectives).

Leading Practitioner teachers will be awarded pay progression on their pay scales following a successful review of their contribution objectives as part of the appraisal review.

Executive Principal/Headteacher will be awarded additional scale points however they must demonstrate sustained high quality of contribution in respect of school leadership and management and student progress.

4 MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

Any qualified teacher may apply to be paid on the Upper Pay Range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.

Teachers will be eligible for progression to the Upper Pay Range at any point on the main pay scale. Applications may be made once a year. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Sub Appendix I) which should be submitted by the teacher to the appraiser at the appraisal planning meeting. The teacher's application will be appended to their appraisal planning statement.

The evidence to be used will be reflective of CPD and that available through the appraisal process as well as demonstration of competences at the level applied for.

If a teacher is simultaneously employed at another school within the NAS they may submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school or schools. This school will not be bound by any pay decision made by another school.

An application from a teacher will be successful where the Senior Leadership Team is satisfied that:

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) the teacher's achievements and contribution to the school are substantial and sustained.

- *‘highly competent’ means performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.*
- *‘substantial’ means of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of student standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students’ learning; and*
- *‘sustained’ means maintained continuously evidenced by two consecutive successful appraisal reports*

Payment for the upper pay range points will be subject to yearly reviews to access and confirm that CPD is being maintained.

For the purposes of this pay policy, the SLT will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the Upper Pay Range criteria have been satisfied as evidenced by two successful and consecutive performance appraisal reviews.

In making its decision, the SLT will have regard to the two most recent performance appraisal reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

The assessment will be made by 31st October. If successful, applicants will move to the Upper Pay Range from the start of the relevant academic year September and will be placed on point 1 of that pay scale. If unsuccessful, feedback will be provided by the head teacher as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to

the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard by the Executive Director of Education and an independent School Improvement Partner.

5 PART TIME TEACHERS

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part time. The NAS will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a fulltime teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

6 DISCRETIONARY ALLOWANCES AND PAYMENTS

Teaching & Learning Responsibility Payments (TLRs)

In the majority of cases, the NAS pays fixed term Teaching and Learning Responsibility Payments equivalent to TLR 3 (£500 - £2500). Flexible TLR payments may also be paid, subject to clearly defined added responsibilities to be achieved within an agreed period. This will be subject to regular reviews.

These payments are made for undertaking specific additional duties, are for a defined period and subject to review. These awards are linked to the schools improvement plans.

Before awarding any TLR, the NAS must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- a. is focused on teaching and learning;
- b. requires the exercise of a teacher's professional skills and judgement;
- c. has an impact on the educational progress of students other than the teacher's assigned classes or groups of students; and

d. involves leading, developing and enhancing the teaching practice of other staff.

TLR payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

The NAS may award SEN allowances in accordance with the criteria for working in special schools.

Where any teacher is required to act as head teacher, deputy head teacher or assistant head teacher for a period in excess of four weeks, s/he will receive an additional allowance as agreed.

No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

7 OTHER PAYMENTS

Continuing professional development outside directed time; Initial teacher training activities; and Out of school learning activities.

8 CPD

Teachers are required to undertake a further 30 hours of CPD on a mutually agreed basis during the appraisal process. This may take the form of full or part days and be undertaken on a group or individual basis.

Any CPD hours in excess of this will only be paid by prior agreement of the SLT.

The NAS will make payments in respect of residential duties in accordance with the NAS policy.

The NAS will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

9 SAFEGUARDING (Salary Protection)

The NAS will operate safeguarding arrangements in line with the NAS policy.

10 APPEALS

The arrangements for considering appeals on pay determination are set out in the NAS's Grievance policy.

11 MONITORING THE IMPACT OF THE POLICY

The NAS will monitor the outcomes and impact of this policy on a regular basis in conjunction with union representatives. An annual written report on the operation of the pay policy will be provided to union representatives, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation

SUB - APPENDIX I

UPPER PAY RANGE APPLICATION FORM

Teacher's Details:

Name _____

Post _____

Appraisal Details: Years covered by planning/review statements Schools covered by planning/review statements

Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit appraisal planning and review statements covering the relevant period.

Applicant's signature _____ Date _____

The signed proforma should be appended to the /appraisal planning record statement.

SUB - APPENDIX II

PREAMBLE

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students. However, the Teachers' Standards are not a contract of employment or a job description.

Therefore teacher standards and the example pay progression objectives based on contribution criteria as set out in the appendix below are NOT to be used as a checklist but as a backdrop to inform the setting of objectives as part of the appraisal process and in the context of a professional dialogue between the appraiser and appraisee.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge students

- 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; and
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote good progress and outcomes by students

- 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 impact on teaching; and

- encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- 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;
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics; and
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching; and
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

- 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 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development;
- and 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.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure students' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons; and
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

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

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them; and
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school;

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues; and
- communicate effectively with parents with regard to students' achievements and well-being.

SUB -APPENDIX III

UPPER PAY RANGE PROGRESSION CRITERIA

(1) Professional attributes

1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

2.3 Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

(3) Professional skills

3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

3.3 Promote collaboration and work effectively as a team member.

3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Table 1 – EXAMPLES OF PAY PROGRESSION OBJECTIVES BASED ON CONTRIBUTION CRITERIA FOR TEACHERS

The arrangements of how this can apply to teachers are set out below:

Professional Development	
Criteria	Possible Evidence
Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.	Various.
Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained, for example, through involvement in wider professional networks associated with their subjects/curriculum areas.	Attendance at professional network meetings, liaising with other NAS schools, planning etc.
Have a critical understanding of the most effective teaching, learning and behaviour management strategies, including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential.	Lesson observations of at least a good rating in an academic years monitoring cycle. SLT – Whole school/line managed staff lesson observation outcomes.
Show a commitment to extending knowledge and understanding of autism in relation to an educational setting through the completion of relevant autism specific qualifications/accredited courses.	Certification.

Business Excellence	
Criteria	Possible Evidence
Have teaching skills which lead to excellent results and outcomes in terms of Ofsted and other external bodies.	Ofsted rating and lesson observations.
Work closely with leadership teams from other schools, taking a leading role in developing, implementing and evaluating policies and practice that contribute to whole school improvement.	Meeting minutes, examples of implementing and evaluating policies.
Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice and therefore contribute to whole school improvement.	Monitoring and support plans. SLT – Development across other schools.
Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school and identify actions for whole school improvement.	Data and assessment file. SLT – Identify areas for whole school improvement outside of teaching and learning. Comparisons across NAS schools in relation to teaching and learning across the whole of the NAS.
Demonstrate an excellent ability to assess and evaluate.	Lesson observation feedback, assessment and evaluation of any policies or procedure etc. SLT – Contribution to NAS policy, procedure and practice.
Make well-founded appraisals of situations upon which they are asked to advise, applying high-level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in student outcomes and therefore whole school development.	Lesson observation feedback of other staff and support plans. SLT – Improvements in teacher's performance from the formal lesson observation process.
Financial Sustainability	
Criteria	Possible Evidence
Allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money.	Subject/classroom bids, subject/class action plans and evaluations. SLT – Whole school budget.

Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject.	Lesson observations/learning walks/accreditation observations. SLT – Accreditation and Ofsted feedback.
Deploy, or advise the leadership team on the deployment of staff involved in the subject to ensure that best use of subject, technical and other expertise.	Deployment of staff in lesson observations, contributions to timetable planning, meeting minutes. SLT – Effective use of staffing and timetabling which ensures the most effective use of staff expertise and knowledge.
Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.	Resource audit, subject/planning files. SLT – Whole school budget.
Be accountable for students' progress.	Tracking progress documents/files. SLT – Whole school targets.