

BEBINGTON HIGH SPORTS COLLEGE



MANAGING THRESHOLD **POLICY**

Agreed/Reviewed by Governors – see reverse

MANAGING THRESHOLD POLICY
THRESHOLD AND MOVEMENT ON THE UPPER PAY SPINE

INTRODUCTION

This policy document outlines the procedures and practices to be followed concerning the operation of performance reviews for teachers on the upper pay spine. It takes account of paragraph 17.7 of the 2002 School Teachers' pay and Conditions Document (STP & CD).

It sets out the framework for pay reviews for those teachers who are eligible to be considered for movement on the Upper Pay Spine. In general teachers are eligible two years after crossing the threshold onto the UPS.

The sole criteria for progression on the Upper Pay Spine is:

"The achievement of the post threshold teacher and his/her contribution to the school has been substantial and sustained".

(Para 17.7 STP & CD)

Existing evidence will be used to assess an individual against the above criteria; no other criteria will be added. Once a point has been awarded on the UPS it will be permanent.

In assessing a teacher against the criteria, progress towards achieving performance objectives will be used as well as the totality of the teachers' work looking at all the elements covered by the threshold standards.

All teachers who are eligible will be considered and treated fairly and equitably. Teachers do not have to apply, as it is a statutory duty upon relevant bodies. However teachers will be invited to provide evidence, particularly as regards their contribution to the school, through the performance management system. The Headteacher will use any verifiable evidence in formulating judgements and teachers will be able to submit other evidence they consider relevant through the performance management system. This is entirely optional. Systems and paperwork should be kept as simple as possible.

Teachers paid on the Upper Pay Spine play a critical role in the life of a school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

To achieve progression, the School Teachers Pay and Conditions Document (STPCD) require that the achievements of post-threshold teachers and their contribution to the school(s) have been sustained and substantial. To be fair and transparent, judgement must be properly rooted in evidence and there must have been successful review of overall performance.

Progression on the Upper Pay Spine will be based on two successful consecutive performance management reviews, other than under the exceptional circumstances as set out in the STPCD. A successful performance review as prescribed by the appraisal regulations involves a performance management process of:

- Performance objectives
- Classroom observation
- Other evidence

To ensure that the achievements and contribution have been substantial and sustained, that performance review will need to assess that the teacher has:

- Continued to meet threshold standards; and
- Grown professionally by developing their teaching expertise post threshold.

INTERPRETATION OF THE CRITERION

The framework that will be used by the Headteacher to support this process is explained in the section Rewarding Teacher Performance of STPCD. The Headteacher will recommend to the Pay Committee of the Governing Body that a teacher should be awarded one point to move up the Upper Pay Spine if throughout the relevant period he/she has:

1. Maintained all the threshold standards in a fully satisfactory manner.

This should include evidence for the wider contribution to the school as this provided a basis for assessing the totality of the teachers' work and contribution to the school, since it covers 'active contribution to the policies and aspirations of the school'.

The threshold standards are:

Standard 1 - Knowledge and understanding

Have a thorough and up to date knowledge of the teaching of your subject(s) and take account of the wider curriculum developments, which are relevant to your work.

Standard 2 - Teaching and Assessment

- **Standard 2.1** - Consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs.
- **Standard 2.2** - Consistently and effectively use a range of appropriate strategies for teaching and classroom management.
- **Standard 2.3** - Consistently and effectively use information about prior attainment to get well grounded expectations for pupils and monitor progress to give clear and constructive feedback.

Standard 3 — Pupil Progress - As a result of your teaching, your pupils achieve well, in relation to their prior attainment, making progress as good as or better than similar pupils nationally.

Standard 4 - Wider Professional Effectiveness

- **Standard 4.1** - Take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning.

- **Standard 4.2** - Make an active contribution to the policies and aspirations of your school.

Standard 5 - Professional Characteristics - how you are an effective professional who challenges and supports all pupils to do their best through:

And

2. **Addressed any area of further development identified during performance reviews.**

And

3. **Achieved or made good progress towards targets agreed or set under Appraisal regulations.**

In the Review statements, team leaders will comment on whether or not areas for further development have been addressed and whether or not targets have been met for the relevant period. The difficulty of the targets set should be considered and it is not necessary to have achieved targets that were aspirational, it is important that good progress is recognised in these circumstances.

A recommendation to the relevant committee of the Governing Body, for movement on the Upper Pay Spine will only be made by the Headteacher where the questions above are all answered affirmatively.

Timing of Pay Reviews

Pay reviews should take place in the Autumn Term and any pay outcomes back-dated to September 1st of that year. The principal reason for this is that sustained performance cannot be judged on the evidence of one review covering a truncated period in a single academic year and the result of external examinations may be needed when assessing pupils' progress targets.

The process for teachers who join the school, who are eligible for consideration for movement, requires individual staff to provide evidence from their previous school of sustained and substantial post-threshold performance in addition to any available from the current school.

The Process

The following outlines the stages in the process:

1. The teacher self-evaluates against the appropriate criteria for post- threshold performance using the framework available. The team leader and teacher meet at the review stage of the performance management cycle and discuss progress and achievement. The team leader draws on evidence from performance management and their knowledge of the teacher's work. Sources of evidence should include: annual performance review statements, lesson observations, teacher CPD records, and pupil progress records.
2. The team leader records whether the objectives have been met and writes a short statement. No comment or recommendation on salary should be made.

3. The teacher may choose to draw attention of the team leader to other achievements or contributions not covered by the review. These should be recorded on the review statement.
4. The teacher will be invited to draw the attention of the Head to further information, perhaps collected together in a professional development portfolio or an optional evidence form, to provide further evidence of achievement. The Headteacher may consult other appropriate team leaders to corroborate the validity of teacher statements and evidence.
5. The Headteacher will consider the performance of the teacher against the criteria set out earlier and make, where all areas have been successfully addressed, a recommendation for movement up the Upper Pay Spine to the relevant committee of the Governing Body.
6. The relevant committee of the Governing Body will either endorse the Headteacher's decision or refer back to the decision of the committee.
7. At the end of the process, the Headteacher will inform the teacher of his/her recommendation and provide professional feedback as appropriate to individual teacher.

Monitoring and Evaluation

The policy will be evaluated after each cycle of such awards.

Rewarding Teacher Performance

The Threshold assessment is defined in the School Teachers' Pay and Conditions document - it cannot be varied.

Individual schools define the procedures for post threshold review and assessment.

The following framework will be used to provide descriptors and help define "sustained and substantial and professional growth".

The framework of performance descriptors exemplifies the threshold standards and post-threshold criteria. The descriptors do not introduce additional criteria or targets. The post-threshold criteria of "sustained and substantial achievement and contribution to the school" is represented by a maintenance of threshold standards and performance 'for greater depth and breadth than is indicated by threshold standards'.

The evaluation of post-threshold performance must include the following aspects of teachers work:

Maintenance and consolidation of the threshold standards.

Successful achievement of the areas for further development identified in the threshold process on subsequent performance review cycles.

Successful achievement towards/of performance objectives agreed and set under appraisal regulations.

The Headteacher takes into consideration all evidence and supporting information when coming to a professional judgement.

The DfES offer the following guidance on progression on the Upper Pay Spine:

"The relevant body will be expected to use the outcome of statutory performance on appraisal reviews to inform decisions on pay progression; but they can also draw on other relevant evidence. The Secretary of State would expect the relevant body to consider the totality of a teacher's work when reaching its decisions, bearing in mind the breadth of factors in the threshold standards. Objective or targets for action form an important framework for assessing performance but there is no automatic link between meeting objectives or targets and the award of a pay point".

Typically decisions will be made on two years evidence.

How the framework is used

The procedures and processes for movement on the Upper Pay Spine can be found in the section; "Movement on the Upper Pay Spine".

Each teacher will be assessed against the threshold standards and Annex 1 details the descriptors to be used for Threshold and Post-threshold performance and form the evaluation record for threshold and post-threshold teachers. For each descriptor a response level (1-5) is selected which best fits the teacher performance. There are three elements to each response level which identify:

- The consistency and effectiveness of the teacher's behaviour
- The impact of the behaviour on pupils' learning
- The quality of the supporting evidence available

Movement onto or up the Upper Pay Spine will depend on meeting the required performance for each of the 5 standards. To meet the required standard depends on meeting the required response levels within each standard.

The levels required are:

To pass through the threshold onto UPS 1 - a minimum response level of 3 for the majority of Threshold Performance Descriptors in each standard. Performance in each of the 5 standards is met.

To pass through the threshold onto UPS2 - a minimum response level of 2 for the majority of Threshold Performance Descriptors in each standard. Performance in each of the 5 standards is met.

To pass through to threshold onto UP S3 - a minimum response level of 1 for the majority of Threshold Performance Descriptors in each standard. Performance in each of the 5 standards is met.

Response Levels

An appropriate response level should be chosen for each performance descriptor. The response level should be used as a best fit judgement in relation to either the threshold or post-threshold descriptors. The three elements in each response level identify: The consistency and effectiveness of the teacher's behaviour. The impact of this behaviour on pupils' learning The quality of the supporting evidence available

Response Level 1

Consistently and effectively demonstrates the behaviour with expertise that provides a model of good practice for other colleagues. There is a sustained positive impact at team, department or school level.

Performance is highly effective and this results in very successful pupil learning. The teacher has secure and highly evaluative evidence to exemplify the behaviour.

Response Level 2

Consistently and effectively demonstrates the behaviour in own teaching role at team, department or school level.

Performance reflects the impact of continuing professional development and leads to successful pupil learning.

The teacher has secure evidence to exemplify the behaviour.

Response Level 3

Consistently and effectively demonstrates the behaviour in own teaching role.

Performance is effective and leads to satisfactory pupil learning.

Evidence is available in the school to exemplify the behaviour.

Response Level 4

Demonstrates the behaviour but is not always consistent or effective.

The behaviour requires further development for performance to be effective and for pupils' learning to be satisfactory.

The evidence available does not securely and/or consistently exemplify the behaviour.

Response Level 5

Does not demonstrate the behaviour consistently or effectively.

The behaviour is an area for development. Significant improvement is needed for pupils' learning to be satisfactory.

The evidence available does not exemplify the behaviour or there is no evidence available.