



Diocese of Salisbury
Academy Trust

**MODEL PAY POLICY
FOR ACADEMIES IN
Diocese of Salisbury Academy Trust**

Page 1 of 16

Diocese Salisbury Academy Trust is the trading name of The Diocese of Salisbury Multi Academy Trust
(Registered Company No 1059195)

January 2014

Position Statement

This pay policy is for all Academies within the Diocese of Salisbury Academy Trust (DSAT). It will be shared with the recognised unions (NAHT, ATL, NUT & NASUWT) and although it is recognised that there is not complete agreement, it is hoped that much of the content will be agreed.

Outlined below are the points that are not agreed. However, the model pay policy aligns with the DfE statutory guidelines DSAT is putting forward this model pay policy as the version for all its Academies to work with.

- **Pay portability** – Unions want schools to enable complete pay portability. The STPCD gives flexibility for this to no longer be the case. It is DSMAT policy that it will take into account an individual's salary on the pay scale when recruiting and appointing staff coming from "like for like" posts elsewhere they will be placed on the appropriate position on the incremental scale for experience and/or performance.
- **Upper pay spine applications** – Unions want schools to only accept applications from teachers on M6. The STPCD gives the right to all qualified teachers to apply.
- **Upper pay spine progression** – The NUT & NASUWT want schools to only consider progression up the UPS following 2 successive performance appraisals. The STPCD allow all teachers to be considered for progression each year in accordance with the schools performance related pay process as detailed in their pay policy.
- **TLR3** – The NUT & NASUWT have requested that before any TLR3 allowance is considered that the rationale and amount to be paid is consulted and agreement achieved with the unions prior to implementation. The STPCD outline the reasons for a TLR3 payment and the monetary range. There is no requirement to consult or reach agreement with the unions

Index

Position Statement

Model Pay Policy for Schools

- 4. The DSMAT delegates (in accordance with its scheme of delegation);
- 5. Continuous service
- 6. Teacher appointments
- 7. Pay progression based upon performance
 - NQTs
- 17. Classroom Teachers
- 18. Leadership Teacher Posts (Executive Principals, Principals, Deputy & Assistant Principals)
- 22. Provision of services by the Principal
- 21. Leading Practitioners
- 23. Movement to the Upper Pay Spine
- 26. The Assessment
- 30. Process and Procedures
- 35. Teaching and Learning Responsibility Payments (TLRs)
- 41. Discretionary Allowance for Classroom Teachers
- 43. Special Educational Needs
- 45. Part-time Teachers
- 47. Supply Teachers
- 48. Unqualified Teachers

Other Payments

- 49. Acting up Arrangements
- 51. Honoraria
- 52. Appeals
- 53. Support Staff

Appendix A

The order of Appeal Proceedings

Appendix B

Approaches to Pay Progression

Appendix C

Current staffing Structure and Salary values

Appendix D

Detail of awards for TLR Payments

Appendix to Pay Policy

Application of Leadership Group Pay Progression Criteria – Clarification

Model Pay Policy for Schools

Effective Date: September 2013

1. This pay policy has been put in place by DSAT as having direct responsibility for the employment of all staff and this policy will apply to all such staff. A copy of this policy will be made available for reference to staff on request.
2. All teachers employed at DSAT Academies are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) as updated from time to time. All pay-related decisions are made taking full account of the Academies improvement plan and teachers and unions will be consulted on this policy.
3. All pay related decisions at Diocese of Salisbury Multi Academy Trust Board (DSMAT) are taken in compliance with:
 - THE EMPLOYMENT RIGHTS ACT 1996, THE EMPLOYMENT RELATIONS ACT 1999, THE EMPLOYMENT ACT 2002 AND THE EMPLOYMENT RELATIONS ACT 2004.
 - THE PART-TIME WORKERS (PREVENTION OF LESS FAVOURABLE TREATMENT) REGULATIONS 2000
 - THE EMPLOYMENT ACT 2002 (DISPUTE RESOLUTION) REGULATIONS, THE FIXED TERM EMPLOYEES (PREVENTION OF LESS FAVOURABLE TREATMENT) REGULATIONS 2002,
 - THE EMPLOYMENT ACT 2008
 - AGENCY WORKERS REGULATIONS 2010
 - THE EQUALITY ACT 2011

4. **The DSMAT delegates (in accordance with its scheme of delegation);**

The Academies Executive Principal and Principal responsibility for reviewing and making recommendations about staff salaries and for making recommendations to the DSMAT for the annual budget needed for pay;

5. **Continuous service**

For the purpose of continuous service for sickness and maternity DSAT will recognise previous employment across and between LA Schools, academies, VA, Foundation and Community schools.

6. **Teacher appointments**

The Principal, Executive Principal DSMAT and LAB will determine the pay range for a vacancy prior to advertising it. Upon appointment the Principal, Executive Principal and LAB will determine the starting salary to be offered to the successful candidate to reflect one of the reference points as detailed in the relevant pay range in this pay policy as detailed in the advert. In making such determinations, the Principal, Executive Principal and LAB may take into account a range of factors, including:

- a. nature of post
- b. Level of qualifications, skills, and experience required
- c. Market conditions

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

7. Pay progression based upon performance

In all Academies all staff will receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.

Decisions regarding teachers pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain.

NQTs

In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. For NQT's, pay progression will be awarded following the successful completion of the induction period.

8. To be fair and transparent, assessments of performance will be properly rooted in evidence. In DSAT Academies we will ensure fairness by annual monitoring of the pay policy and recommendations of any pay awards.
9. The evidence we will use is documented in the DSAT appraisal policy.
10. Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Executive Principal and LAB having regard to the appraisal report and taking into account advice from the Principal and/or senior leadership team.
11. For teachers who have been absent for a period of time during the academic year, or are appointed part way through an academic year, they will have objectives set, or adjusted to reflect the reduced period in which they can achieve and be appraised.
12. The LAB will ensure that appropriate funding is allocated for pay progression for all eligible teachers.
13. DSAT Academies will judge performance against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to wider work of the whole school.

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of absolute criteria

Minimum expectations are – They meet all their objectives, are assessed as fully meeting the *relevant standards* and *all teaching is assessed as at least good with some teaching being assessed as outstanding*.

Teachers will be eligible for a pay increase to the next available reference point up to a maximum of the salary range

For those teachers who are assessed as exceeding their objectives, are assessed as fully meeting the relevant standards and all of their teaching is assessed as outstanding as detailed in the schools appraisal documentation will be paid an additional reference point within the salary range.

14. Decisions will be communicated to each member of staff in writing in accordance with Pay - Part 1 – General paragraph 3.4 of the STPCD. Decisions on the pay of the Principal and Executive Principal will be communicated by the DSMAT Board, in writing.
15. The reasons for all pay decisions will be clearly minuted but will remain confidential to the DSMAT pay committee and the employee. Similarly, where an appeal is lodged, the decision and minutes relating to the appeal will remain confidential to the appeals panel and the employee.
16. DSAT will review every teacher's salary with effect from 1 September and give them a written statement setting out their salary and any other financial benefits as specified in the STPCD. Where possible teachers' salaries will be reviewed by 31 October. Principals and Executive Principals' salaries will be reviewed by 31 December in each year. Reviews may take place at other times of the year to reflect any changes in circumstances (such as absence on maternity or long-term sick leave) 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. 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.

17. **Classroom Teachers**

The LAB will use the following reference points for teachers on the main pay scale range when appointing new teachers and for current teachers who are on this pay range for performance related pay decisions. **(NB. the following rates will need to be updated to reflect the outcome of the STRB process in relation to the September 2013 pay increase)**

Classroom teacher	Annual salary (£)
Minimum point (M1)	21,588
Reference point (M2)	23,295
Reference point (M3)	25,168
Reference point (M4)	27,104
Reference point (M5)	29,240
Maximum point (M6)	31,552

18.

Leadership Teacher Posts (Executive Principals, Principals, Deputy & Assistant Principals)

The pay ranges for the Principal, deputy Principal(s) and assistant Principal(s) will be determined in accordance with the criteria specified in the Section 2, Part 2 – leadership group pay of the STPCD 2013.

19. A new Principal may be placed at any of the bottom four points of the ISR. A new deputy or assistant Principal may be placed at any of the bottom 3 points of the pay range.
20. Pay progression is subject to a review of performance taking into account performance objectives and the requirements required of a member of staff appointed on the leadership spine. The LAB in consultation with DSMAT Board may have discretion to move a staff on the leadership spine by more than one point (to a maximum of two). Annual pay progression within the range for the post is **not** automatic. The LAB in conjunction with the Principal and Executive Principal will consider whether to award one or two pay progression points and make their recommendations to the DSMAT Board for final ratification.

22.

Provision of Services by the Principal

DSAT will consider making discretionary payments to a Principal who provide an external service to one or more additional schools and also to any of the Academy's teachers whose post acquires additional responsibility as a result of the Principal's activities. Payments are not automatic. (See the Document Section 2, paragraph 46.1(d)) and may include such activities as Consultant Leader or National Leader of Education.

The LAB will make recommendation to the DSAT Board to determine the level of any additional payments based upon the length of time of the arrangement and the level of extra responsibilities undertaken. This will also apply to payments to other staff who are affected as a result of the Principal's activities.

21.

Leading Practitioners

DSAT will determine the range for a leading practitioner which will be of 5 consecutive reference points taken from the table below. **(NB. the following rates will need to be updated to reflect the outcome of the STRB process in relation to the September 2013 pay increase)**

Leading Practitioner	Annual Salary (£)
Minimum point (LP1)	37,461
Reference point (LP2)	38,400
Reference point (LP3)	39,358
Reference point (LP4)	40,339
Reference point (LP5)	41,343

Reference point (LP6)	42,379
Reference point (LP7)	43,521
Reference point (LP8)	44,525
Reference point (LP9)	45,637
Reference point (LP10)	46,808
Reference point (LP11)	48,024
Reference point (LP12)	49,130
Reference point (LP13)	50,359
Reference point (LP14)	51,614
Reference point (LP15)	52,900
Reference point (LP16)	54,305
Reference point (LP17)	55,553
Maximum point (LP18)	56,950

22. Newly appointed leading practitioners will be placed on the lowest point of the pay range for the role.

23. **Movement to the Upper Pay Spine – Applications and Evidence**

Any qualified teacher may apply to be paid on the upper pay range and any such application will 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.

24. Applications may be made once a year. Applications to be made to the Principal by **31 December**.

25. All applications should include the results of reviews or appraisals under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from 2 successive Academy years.

26. **The Assessment**

An application from a qualified teacher will be successful where the LAB and DSMAT 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.

27. For the purposes of this pay policy:
'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 Academy; play a critical role in the life of the Academy; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; and

'sustained' means maintained continuously over a long period e.g. 2 number of Academy year(s) (including work in the predecessor school where this falls within this period)

28. The application will be assessed robustly, transparently and equitably, by the Principal, Executive Principal or line manager with recommendation to the LAB.
29. For all Academies converting to the Trust that were requiring special measures or requires improvement then all Threshold applications need to be referred to the DSAT Board for approval until such time as the Trust Board delegate the decision to the LAB by formally writing to the LAB Chair

30. Processes and Procedures

The assessment will be made and the applicant will receive a response within 30 working days of the application. If successful, applicants will move to the minimum of the UPS range from 1st April. **The rates will be reviewed by the DSAT Board in light of the outcomes of the STRB process in relation to the September pay increases.**

31.

Upper Pay Spine	Annual Salary (£)
Reference point (U1)	34,181
Reference point (U2)	35,447
Reference point (U3)	36,756

32. If a teacher is placed on a point higher than the minimum reference point consideration will have been given to:
 - *the nature of the post and the responsibilities it entails*
 - *the level of qualifications, skills and experience of the teacher).*
33. If unsuccessful, feedback will be provided verbally by the Principal or Executive Principal with recommendations for future applications within 30 working days of decision.

34. Any appeal against a decision not to move the teacher to the upper pay range will be heard in line with the Academy's appeal procedure

35. **Teaching and Learning Responsibility Payments (TLRs)**

TLRs may be awarded to the holders of the posts which may be identified within the Academies staffing structure, in accordance with paragraphs 23-25 section 2 of School Teacher's Pay and Conditions Document 2013.

If it is identified by the Principal and/or Executive Principal, that there is a need to appoint TLRs an application will need to be made to the DSMAT Board to justify this request.

The application for any appointment will detail the specified fixed term period which the post is required for, and the duties that will be undertaken during that period. If it is agreed by the DSMAT Board to award a TLR within the Academy, this will be confirmed in writing to the employee setting out the changes to their contract for the specified period of time the TLR is required. The following points outline the consideration given to any TLR awards in the future.

If a TLR2A post is agreed by the DSMAT Board to award the following values for a fixed term period is detailed below:

£ 2,561 to the holder of Key Stage Leader/ Senior Teacher.

36. When awarding TLR's of different values to two or more teachers the LAB in conjunction with DSMAT will ensure the minimum difference between each award of a TLR1 is £1500 and between each award of a TLR2 is £1500 in accordance with paragraph 24 (c) Section 2 of School Teacher's Pay & Conditions Document 2013.
37. A TLR is a payment which the LAB decide in consultation with the Principal and/or Executive Principal integral to a post in the Academies staffing structure. DSAT will therefore award the TLR integrated with this post this award can also include awarding it to two or more people when job sharing that post.
38. When awarding TLR's to a part time teacher the amount will be paid pro rata at the same proportion as the teacher's part time contract.
39. If it is identified by the Principal and/or Executive Principal, that there is a need to appoint a TLR3s an application will need to be made to the DSMAT Board to justify this request. TLR3s will be only be awarded for a fixed term period and will usually be in relation to an Academy improvement project or for a one-off externally driven responsibility(s).
40. DSAT will not award more than one TLR of any value to a teacher.

41. **Discretionary Allowances for Classroom Teachers**

42. **Recruitment and Retention incentives and benefits**

If it is identified by the Executive Principal in conjunction with the Principal that there is a real need to recruit and retain key members of staff they will put forward an application to the LAB Board a request to consider payment of a recruitment and

retention award. The application needs to state the reason for this payment and can include such reasons as the need to retain key members of staff at times of high staff turnover or to attract teachers with key skills to plug curriculum gaps.

The LAB must submit their recommendations to the DSAT Board for final approval

If the DSMAT Board believes there is a genuine need to make any such payment the value of any such recruitment or retention bonus will not be more than £1000 will be considered. The duration of any such allowance considered will be confirmed in writing to the employee and be for a fixed period of one year only.

43. **Special Educational Needs**

The Academy will award Special Needs Allowances to qualified classroom teachers according to the SEN guidance detailed in Section 2, paragraph 27 of the STPCD

44. The value of SEN allowances to be paid by the DSAT will be between £2,022 to £3,994 the value of any SEN payment will be at the discretion of the DSMAT Board.

45. **Part-time Teachers**

Teachers who are employed on an ongoing basis at the Academy school but who work less than a full working week are deemed to be part-time. DSAT 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 arrangements and by comparison with the school's timetabled teaching week for a full time teacher in an equivalent post.

Any additional hours worked must be with and by prior agreement from the Principal (or Executive Principal in the case of the Principal). If additional hours to be worked have been agreed from time to time between the employee and Principal (or Executive Principal in the case of the Principal) these hours will be paid at the same rate.

46. DSAT will be responsible for ensuring that part-time teachers have a clear statement of the sessions / hours and responsibilities they will be required to work.

47. **Supply Teachers**

Teachers who work on a day-to-day or other short notice basis shall have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Supply teachers will be paid on a daily basis, calculated on the assumption that a full working year consists of 195 days. The hours worked will be specified by the Principal or their representative (but a minimum of one hour will be payable for an appointment in any one half day session during school session time). The factor used for an hourly calculation could be Annual Salary / 1265.

48. **Unqualified Teachers**

DSMAT will use the following reference points for unqualified teachers when appointing new staff and for current unqualified teachers who are on this pay range for performance related pay.

Unqualified teacher	Annual Salary (£)
Minimum point (UQ 1)	15,817
Reference point (UQ 2)	17,657

Reference point (UQ 3)	19,497
Reference point (UQ 4)	21,336
Reference point (UQ 5)	23,177
Maximum point (UQ 6)	25,016

DSMAT will **only** consider the use of recruiting unqualified teaching staff in particular circumstances and will take into consideration:

- a. Where that person is enrolled upon formal in-service teacher training, is to be properly supervised and subject to rigorous appraisal of progress.
- b. Where that person (acting more in the role of an “instructor”) brings specific and clearly defined skills/knowledge to the school and is not given general teaching responsibilities outside those specific skills/knowledge.

Other Payments

49. Acting up Arrangements

In the case of an acting Principal, Deputy Principal or Assistant Principal payment will be at the lowest point of the appropriate range if the duties of the post are to be **carried out in full** or where the teacher is already paid at a point on the range, at least one point higher than the teacher's substantive point.

The period of time for which the post is to be covered before a payment is made is **4 weeks**. After this 4 week induction period payment will then be paid retrospectively from the beginning of the period of absence. Where the leadership member is **not required to fulfil the full range of duties** the LAB will review the salary of the teacher within 4 weeks of the duties being assigned to the teacher.

50. Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school will be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment. Areas of work that will attract a payment of £100 per day and will include induction days.

51. Honoraria

The governing body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher. There is no provision within the School Teachers' Pay and Conditions Document for the payment of honoraria. Any such award made to a teacher for their teaching work would be unlawful.

52. Appeals

The arrangements for considering appeals are as follows:

A teacher may appeal against any determination in relation to their pay or any other decision taken by the DSMAT Board (or committee of the Board acting with delegated authority – such as the LAB) that affects their pay.

The grounds for appeal are that the Board or committee by whom the decision was made

-
- a) incorrectly applied any provision of the STPCD Document;
- b) failed to have proper regard for 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 teacher.

Appendix A details the order of Appeal proceedings.

53. **Support Staff**

In accordance with the Education Act 2002 and associated statutory Guidance, and to ensure equal pay for work of equal value, the DSMAT Board will consider through an appropriate job evaluation process the pay grade for all new or changed support posts, and apply the evaluated pay grade for the job content.

- 54. For **newly designed** posts, the Academy through the Principal and/or Executive Principal will provide the HR Officer sufficient information of the job content to determine the appropriate pay grade through job evaluation before the post is advertised.
- 55. If DSAT wish to provide an apprentice post this will be done in accordance with the DSMAT Boards apprentice scheme policy and procedure.
- 56. When proposing to **significantly change existing posts**, the Principal and/or Executive Principal will provide the HR Officer with sufficient information to determine the appropriate pay grade through job evaluation for ratification by the DSMAT Board before **making any change to pay**.

Appendix A

The order of Appeal proceedings is as follows:

1. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Principal within ten working days of the decision. (In the case of the Principal, the matter should be referred to the Executive Principal.)
3. Where this is not possible or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
4. The teacher 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 Principal within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The Board or Committee who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three members of the Board who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification and give the teacher the opportunity to make representations in person. The teacher is entitled to be accompanied by a colleague or union representative but not a relative or family member. 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.

Appendix B

APPROACHES TO PAY PROGRESSION

There are three options that influence pay progression for individual teachers. DSMAT has decided to work within the guidelines of Option 1 relating pay progression to **Absolute Performance Measures**.

Judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to meeting the objectives of the DSAT Academy's action plans relating to impact on pupil progress; impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; impact on effectiveness of teachers or other staff; wider contribution to the work of the Academy.

Absolute performance measures

In the Boards (or any sub-committee with delegated authority) judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how they have contributed to meeting the objectives of the Academy's action plan or Academy Development Plan

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of relative criteria

Teachers will be eligible for a pay increase to the next available reference point up to a maximum of the salary range.

The rate of progression will be differentiated according to an individual teacher's performance and will be on the basis of absolute criteria

Minimum expectations are – They meet all their objectives, are assessed as fully meeting the relevant standards and all teaching is assessed as at least good with some teaching being assessed as outstanding.

Teachers will be eligible for a pay increase to the next available reference point up to a maximum of the salary range

For those teachers who it is assessed exceed their objectives, are assessed as fully meeting the relevant standards and all of their teaching is assessed as outstanding as detailed in the Academys appraisal documentation will be paid an additional reference point within the salary range.

For those employees that have reached the top of their grade and it is judged by the LAB that they have continually exceeded their individual objectives, the LAB may make a recommendation to the Board that a discretionary non consolidated bonus is awarded to that individual. The Board will consider such recommendation and if it is decided to award a non consolidated bonus will advise the employee in writing of their decision.

Appendix C

Current staffing structure and salary values

Appendix D

Detail of award for TLR Payments

Appendix to Pay Policy

Application of Leadership Group Pay Progression Criteria – Clarification

Those on the leadership spine play a critical role in the life of the Academy. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates pupils and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to Learning.

To achieve progression, the DSMAT' Pay and Conditions Document (STPCD) requires individuals on the leadership spine to have demonstrated sustained high quality performance. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance.

A successful performance review, as prescribed by the performance management regulations , will involve a performance management process of:

- performance objectives;
- classroom observation (where relevant);
- other evidence.

To ensure that there has been high quality performance, the performance review will need to assess that the teacher has grown professionally by developing their leadership and, where relevant, teaching expertise.