

TO: EDUCATION EMPLOYMENT SUB COMMITTEE
3 February 2015

Performance Related Pay for Teachers
Director of Children, Young People and Learning

1 INTRODUCTION

- 1.1 This report is provided to update the committee into the operation of the performance related pay arrangements for teachers implemented across Bracknell Forest schools. These were introduced following the introduction of these new pay arrangements from September 2014.

2 SUPPORTING INFORMATION

- 2.1 From September 2013 schools have been able to set and link teachers' pay to performance. This followed recommendations from the independent School Teachers' Review Body, which called on the government to link teachers' pay more closely to their performance. Prior to these arrangements only members of the leadership teams and teachers on the Upper Pay Spine had their pay linked to their performance. The majority of teachers who are paid on the main scales had previously enjoyed automatic incremental progression.

- 2.2 During the autumn 2013 schools were required to review their pay and appraisal policies setting out how pay progression will in future be linked to a teacher's performance. In Bracknell Forest model policies were produced following extensive consultation with trade unions. All schools in Bracknell Forest adopted these model policies. This includes the criteria where performance would be assessed covering the following areas:

- impact on pupil progress
- impact on wider outcomes for pupils
- contribution to improvements in other areas (eg pupils' behaviour or lesson planning)
- professional and career development
- wider contribution to the work of the school, for instance their involvement in school business outside the classroom

- 2.3 The first performance-linked pay increases were for September 2014 following performance reviews undertaken during the autumn 2014.

- 2.4 Heads and school leaders are responsible for developing these arrangements for performance-linked pay and making pay recommendations to governing bodies.

2.5 Bracknell Forest

- 2.5.1 All schools have undertaken the performance reviews for their teaching staff and made recommendations to their appropriate committee of the governing body in time for the statutory deadlines.

- 2.5.2 Shortly prior to half term in October 2014, it became apparent that one secondary school had set inappropriate performance targets for the 2014/15 school year. Following discussion with staff and trade union colleagues, these performance targets were reviewed and updated to account for clear, meaningful targets for the teachers and the school.
- 2.5.3 There were a total of 1068 performance reviews undertaken under the teachers' performance appraisal arrangements. Following these, there were 2 formal appeals lodged against a pay determination. This includes one where a determination was made by the governing body to overrule the recommendation of the headteacher. These pay appeals have yet to be heard.
- 2.5.4 There were 5 training events held for governors to cover these new arrangements and 3 sessions were held for heads and school leaders. These were particularly well attended which identified a degree of nervousness into the introduction of this new pay system.
- 2.5.5 Given the considerable concern around the introduction of performance related pay across the education sector the first year has seen a remarkably calm transition. However, the performance reviews and pay recommendations have largely followed the previous sequence where pay awards/increments have been awarded in the vast majority of case. It will be interesting to note whether the same outcomes are evident following the reviews of this current academic year as the scheme will have been imbedded for a longer period.

3 EQUALITIES IMPACT ASSESSMENT

- 3.1 Each school is responsible for undertaking an assessment of the equalities impact of these procedures. Once the outcomes of the appeals are known, a high level equalities impact will be undertaken across all schools in the council.

4 STRATEGIC RISK MANAGEMENT ISSUES

- 4.1 The successful operation of these policies is important to meet statutory requirements and to ensure effective employee relations in schools.

Background Papers

None

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