**[Name] School**

**Report to the Governing Body on**

**Teachers’ Appraisal and Pay Recommendations**

**[date]**

**Introduction**

This report is produced by [the head teacher] for the purpose of monitoring the implementation of the teachers’ appraisal and pay policies at [name] school.

The current teachers’ appraisal policy was adopted by the governing body on [date] and applies to all teaching staff directly employed by the school. The current whole school pay policy was adopted by the governing body on [date] and applies to all staff directly employed by the school.

This report relates to the appraisal year from [1 September 20YY] to [31 August 20YY] and recommendations on pay which take effect from 1 September [20YY].

**Context**

The whole school improvement targets for this appraisal year were:

1. [list]

These targets have been used to inform individual objectives for each teacher. The progress towards whole school targets has been [summarise achievements].

As at 31 August [20YY], the number of teachers at each pay point on the schools pay scales is as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teacher | Pay Point | Additional payments in place | Eligible for progression? | Applied for Upper Pay Range? |
| A | Examples… |  | Y |  |
| B | M2 |  | Y |  |
| C | M3 |  | Y |  |
| D | M5 | TLR2 | Y |  |
| E | M6 | SEN | N |  |
| F | M6 |  | N | Y |
| G | U2 |  | Y |  |
| H | U3 | TLR1 | N |  |
| I | U3 |  | N |  |
| J | L13 |  | Y |  |
| K | L17 |  | N |  |
| L | L25 |  | Y |  |

Of the [number] teachers currently in post at the school, [number] are eligible for pay progression within their pay range and [number] are not eligible for pay progression as they have reached the maximum of their pay range. [Number] have applied to progress to the upper pay range.

The current salary budget for teachers in the school is £[amount].

**Performance information [20YY/YY]**

The following data table shows for each teacher the assessment of their performance in relation to: pupil progress data, lesson observations, planning and work scrutiny and whether individual performance objectives have been met. From these an overall judgement of their performance has been made.

The grade for lesson observations is the average grade based on all observations undertaken by the school for the purposes of assessing performance during the year.

Book scrutiny includes the quality of marking, feedback and the learning environment.

Performance is rated in each column in accordance with the current Ofsted categories of 1) outstanding, 2) good, 3) requires improvement and 4) inadequate.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Pupil Progress** | **Lesson Observations** | **Planning and Work Scrutiny** | **Performance Objectives** | **Any other evidence identified for appraisal** | **Overall Judgement of Performance** |
| ***Teacher Standards*** | ***Part 1: 2.1, 2.2, 2.3, 2.4*** | ***All*** | ***Part 1: 6.1, 6.2, 6.3*** | ***Preamble, 1.8, Part 2 and others as appropriate*** |  |  |
| Teacher A |  |  |  |  |  |  |
| B |  |  |  |  |  |  |
| C |  |  |  |  |  |  |
| D etc |  |  |  |  |  |  |

The data shows that [school to summarise any patterns emerging by year group, school priority, subject; explain the impact on pupil progress across the school (any actions arising should be picked up at the end of the report)].

**Professional development summary**

The appraisal policy in this school provides a clear and consistent framework to assess the overall performance of teachers and identify and support their continuing professional development. During this appraisal cycle, the following professional development activities were undertaken:

[list]

The following development activities are on-going / planned:

[list]

The current professional development budget for the school is £[amount]. The governing body are recommended to assign a professional development budget of £[amount] for [20YY/YY].

**Pay recommendations**

[Number] of teachers were deemed to have outstanding overall performance and of these [number] were recommended for one point pay progression and [number] for two points pay progression.

Of the [number] teachers who were deemed to have good overall performance, [number] were recommended for one point pay progression and [number] for two points pay progression.

For the [number] teachers deemed requires improvement, [number] are currently subject to informal support measures in accordance with the teachers’ appraisal policy and [number] are subject to formal measures in accordance with the capability procedures. In all cases support plans are in place and are documented. [Number] were recommended for one point pay progression.

For the [number] teachers deemed inadequate, [number] are currently subject to informal support measures in accordance with the teachers’ appraisal policy and [number] are subject to formal measures in accordance with the poor performance procedures. In all cases support plans are in place and are documented. [Number] were recommended for one point pay progression.

Of the [number] teachers who applied to move to the upper pay range, [number] were assessed as meeting the school’s criteria for progression. [Number] have been assigned to UPR1, [number] to UPR2 and [number] to UPR3.

The revised salary bill for teachers for [20YY/YY] is £[amount].

**Trends**

Overall performance judgements for teachers over the period [date] to [date] is shown below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Overall judgement** | **20YY** | **20YY** | **20YY** |
| **Outstanding** | [number of teachers, xx%] |  |  |
| **Good** |  |  |  |
| **Requires Improvement** |  |  |  |
| **Inadequate** |  |  |  |
| **No. of teachers progressing within main pay range** |  |  |  |
| **No. of teachers progressing to / within upper pay range** |  |  |  |
| **No. of teachers progressing within leadership pay ranges** |  |  |  |

The data shows that [school to summarise trends, eg improving].

**Equalities impact assessment**

Anonymous data about the ethnicity, gender and age profile of the teaching staff is shown below. The first set of data ‘all teaching staff’ shows the overall profile of teaching staff at the school. The second set of data ‘eligible for pay progression’ shows what percentage of each group are eligible for pay progression. The final set of data ‘awarded pay progression’ shows the percentage of those eligible for progression in each group that were awarded pay progression. The categories used mirror those used in the national workforce census.

|  |  |  |  |
| --- | --- | --- | --- |
|  | All teaching staff | Eligible for pay progression | Awarded pay progression |
| White British |  |  |  |
| White Irish |  |  |  |
| Any other white background |  |  |  |
| White and black Caribbean |  |  |  |
| White and black African |  |  |  |
| White and Asian |  |  |  |
| Any other mixed background |  |  |  |
| Indian |  |  |  |
| Pakistani |  |  |  |
| Bangladeshi |  |  |  |
| Any other Asian background |  |  |  |
| Black Caribbean |  |  |  |
| Black African |  |  |  |
| Any other black background |  |  |  |
| Chinese |  |  |  |
| Any other ethnic group |  |  |  |
| Ethnicity refused / not obtained |  |  |  |
| Female |  |  |  |
| Male |  |  |  |
| Aged under 25 |  |  |  |
| Aged 25 – 29 |  |  |  |
| Aged 30 – 34 |  |  |  |
| Aged 35 – 39 |  |  |  |
| Aged 40 – 44 |  |  |  |
| Aged 45 – 49 |  |  |  |
| Aged 50 – 54 |  |  |  |
| Aged 55 – 59 |  |  |  |
| Aged 60 + |  |  |  |
| Declared a disability |  |  |  |

**Summary and Recommendations**

From the above [school to summarise key points]. The following actions are recommended to facilitate continuing improvement:

1. [list]

**[Name], Head Teacher**