Performance Related Pay Progression

Hertfordshire Branch AGM 22nd May 2014
Who am I?

- Paul McLaughlin
- Senior Regional Official
- Eastern Region
- ATL
Eastern Region of ATL
I didn’t always work for ATL...

- I have a Union background not a teaching background...
- Used to work in a theatre...
I enjoy helping people at work...

- As a Union rep my heroes were slightly unusual...
Pitting your wits against the management...
So, what about PRP and where does it come from?

- Partly to do with targets

- And partly to do with moving away from the collective and towards the individual
The Government likes the idea of measuring things....

- It’s not new, the world of work involves a lot of measuring, but it wasn’t always the case
- The Blair Government introduced a lot of targets and measuring
- It can bring about unintended consequences
- People ‘gaming the system’
Who’s in charge now?
But Mr Gove isn’t like that..
What was all *that* about?

- The Aberdeen Press and Journal dispute
- One of the longest in NUJ history
- Lasted one year
- Cost the Union £1m
- About abandonment of collective agreement in favour of individual contracts
- Union policy got in the way of a settlement
Back to PRP...

- This Government thinks that teachers performance can be measured
- Like widgets...
Schools should be given more freedoms...

- For Freedom read deregulation
- Deregulation is a good thing.
The big bang...
Eventually led to this...
In education, there are a lot of new ‘Freedoms’
Schools should do their own thing...

- New pay arrangements from September 2014 for those on School Teachers Pay and Conditions Document (STPCD)
- All Local Authority schools must introduce Performance Related Pay Progression for Teachers
- Academies do not have to follow the Government policy but most will and for many it will be a contractual requirement
What is STPCD?

▪ It sets out the arrangements (including the minima and maxima of pay ranges) for teachers’ pay and other conditions of employment.

▪ The STPCD is updated annually on 1 September.
Who does pay progression affect?

- Classroom teachers not yet at the top of the main pay range
- Classroom teachers wanting to cross onto the upper pay range
- Post-threshold teachers not yet at the top of the upper pay range
- Leadership group
- Unqualified teachers
- Support workers may have a similar system
Previous arrangements

- Main scale - annual incremental progression from M1-M6
  (Guaranteed progression)

- Upper pay scale - Threshold UPS1-UPS3 2 year intervals
  (Not guaranteed, but step by step)
# Old world, new world

<table>
<thead>
<tr>
<th>Scale point</th>
<th>September 2012</th>
<th>September 2013</th>
<th>September 2014</th>
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<tbody>
<tr>
<td>M1</td>
<td>£21,588</td>
<td>£21,804</td>
<td>Minimum £21,804</td>
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<tr>
<td>M2</td>
<td>£23,295</td>
<td>£23,528</td>
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<tr>
<td>M3</td>
<td>£25,168</td>
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<td>£27,104</td>
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<td>M5</td>
<td>£29,240</td>
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<tr>
<td>M6</td>
<td>£31,552</td>
<td>£31,868</td>
<td>Maximum £31,868</td>
</tr>
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</table>
Changes to pay scales – September 2014

- All pay progression to be based on performance
- The main and upper pay scales will be replaced by two pay ranges with maximum and minimum pay points. (no guaranteed progression)
- Pay portability – Schools no longer need to match previous salary.
- And Ofsted will look at pay awards
Performance management

- The outcome of your performance appraisal review will determine how you progress on the pay scale.
- Essential that the objectives are achievable.
Performance objectives

“Hey, Sisyphus, when you’ve got a minute I’d like to discuss this progress report with you.”
Performance Management
Appraisal process

▪ Start of year- Setting objectives/targets
▪ Mid year review
▪ End of year - Appraisal review meeting
▪ Pay recommendations
▪ Appeals
What can you do to ensure progression on the pay scale?

- Be familiar with your school’s policies
- Be familiar with the teaching standards
- Check dates and criteria to progress to UPS
- Prepare for the initial and subsequent meetings
- Agree suitable objectives
- Periodically check on your progress and that you are ‘on track’
- Clarify success criteria and evidence needed
But I’ve met my objectives...
Potential problems

- Unrealistic targets
- Success criteria - Evidence
- Understanding objectives - wording e.g. sustained/substantial/regular
- TLR/UPS confusion
- Part time staff
- Changing roles
- Teachers on maternity leave/long term sick
- Changing schools mid cycle
Different types of performance measures

- Absolute
- Relative
- Both
Not agreeing the objective

- Add to the appraisal form the reasons for disagreeing with the objective. These comments should be taken into account when the objectives are reviewed at the end of the cycle.

- Teachers must still be able to demonstrate that they have done everything possible to meet the objective.
Not meeting the objective

- Experiencing difficulties with an objective - ask for assistance or guidance from appraiser

- Keep a record of the assistance asked for and any advice or support that was given.

- Mid year review

- Capability
The pay recommendation

- The governing body or committee should be informed whether teachers have met the objectives and standards and against the criteria in the pay policy it is recommended how they progress on the pay scale.
"I THOUGHT WE'D SAVE TIME ON YOUR PERFORMANCE REVIEW BY MOVING TO THE 20TH FLOOR LEDGE NOW."
Appeals

- The pay policy **must** include an appeals procedure and all teaching staff **must be** made aware of the procedure.

- Consider the decision and whether you have grounds for appeal.
Appeal Procedures

- Each school policy will have a number of steps this can differ from school to school
- Informal – Herts within 10 days
- Formal – lay out grounds in writing
- Formal to Governing body - Hearing
Appeals cont...

- Failure to follow the STPCD
- Failure to follow school policies
- Failure to take account of evidence
- Taking irrelevant evidence into account
- Discrimination
- Revising objectives
- Refusal on grounds of affordability

- May need ATL involvement
ATL Materials

- Your pay
- PRP advice for members
- Setting objectives
- Appraisal review meetings
- Appeals
- Threshold
- Teachers’ Standards
- Classroom Observation
- (Safeguarding)
Conclusions

▪ Under the new pay arrangements it’s going to be harder to increase pay for most teachers.
▪ It’s also going to be a very subjective exercise – it pays to be in the ‘good books’
▪ As pay systems are becoming localised, there ARE opportunities to improve your pay systems, if you get Organised!
Performance Related Pay Progression

Paul McLaughlin
Senior Regional Official