

## **PAY PROGRESSION FOR TEACHERS**

### **Movement to Point Two of the Upper Pay Scale**

*This note provides guidance to governors and principals on the arrangements agreed in July 2004 for the movement of teachers to point two of the upper pay scale from September 2003 and 2004. It should be read in the context of the statutory responsibilities for teachers' salaries of Boards of Governors and principals. It is important teachers are confident that decisions on progression are arrived at in a fair, consistent, transparent and evidence-based manner.*

#### **Who is eligible to move to point two from September 2003 or 2004?**

Teachers in post on 1<sup>st</sup> September 2003 who moved to UPS1 in **either** September 2000 **or** September 2001 are eligible for progression to point 2 of the UPS from September 2003. Teachers who moved to UPS1 in September 2002 are eligible to move to point 2 from September 2004. In terms of the threshold assessment process this means that teachers who were in Cohort 1, 2 and 3 are eligible for movement to UPS2.

#### **What criterion will be used to make decisions on movement?**

The fundamental criterion to be met by the teacher is that:

*'the performance of the teacher has been sustained at the post-threshold level in each of the four (threshold) standards for the relevant period.'* Another way of expressing this is to say that the teacher must have maintained and consolidated the threshold standards.

#### **How will decisions on movement be made?**

The starting point in the decision-making process will be the performance of the teacher over the previous two years, with other evidence from the teacher being permitted. A principal, in exercise of his/her professional judgement, must be satisfied that 'the performance of the teacher has been sustained at the post-threshold level in each of the four (threshold) standards for the relevant period.'

#### **Is there an application process similar to threshold?**

There is no centrally administered application process nor is there a standard application form for completion by the teacher. Decisions on progression will be taken in the school and it is important for a principal to make clear to all teachers the process to be used to inform his/her decision-making.

#### **What procedure/process does a principal need to have in place?**

Professional judgement on the sustainability of the teacher's performance will be made on the same evidence base as the original threshold application. To help in the assessment of the performance of each teacher in the period since their threshold application was assessed, principals are advised to adopt a process or framework that will enable them to exercise their professional judgement consistently, fairly and openly. As part of the decision-making process a principal may consult with a member of staff who has management and/or curricular responsibility for the teacher. Where this is to be the case this should be made known to all teachers. ***Principals who have recently taken up post in the school and wish to discuss the application of any aspect of this guidance in their particular situation should contact their employing authority.***

It is of the utmost importance to stress that the process/framework a principal uses to inform her/his professional judgement is:

- open and transparent;
- effective;

- consistent;
- rigorous;
- fair;
- equitable;
- evidence based.

It is also important to remember when a principal has a concern about a teacher's performance that may lead to movement to point 2 not being approved, there must be an external moderation of the process used in the school.

### **What should a principal do where s/he has concerns about a teacher?**

Where a principal has a concern about the performance of a teacher in one or more of the standards, s/he must meet the teacher to outline the specific area and nature of their concern(s), and allow for the preparation and presentation of **relevant evidence** by the teacher before any decision is made. A teacher may present evidence from an earlier period provided that it is after the date of the threshold assessment decision. Normally, the reasons used by a principal to decide that any element of the standards has not been sustained are unlikely to be raised for the first time during this process.

The principal should advise the Regional Centre when s/he is still of a view not to recommend progression to point 2 and an external assessor will be requested to moderate the principal's decision before the final decision is made. As part of this procedure an assessor will be provided with such relevant evidence as the teacher wishes, will meet with the teacher and the principal separately and examine **the evidence base** on which the recommendation was made. It is the role of the assessor to take a view on the security of the principal's decision in light of the information available on the procedures and processes used by the principal. The assessor will record his/her opinion in writing to the principal giving the reasons for it.

### **Is there an appeal process for unsuccessful teachers?**

If after the provisions of the previous paragraph have been fulfilled, teachers who are not being approved for movement may appeal to an independent appeal committee as constituted under the final stage of the Grievance Procedure.

### **What should a principal do now?**

1. Inform all teachers in the school that agreement has been reached on movement to point 2 on the upper pay scale from September 2003 for those who moved to UPS1 on either 1<sup>st</sup> September 2000 or 2001; and from 1<sup>st</sup> September 2004 for those who moved to UPS1 on 1<sup>st</sup> September 2002.
2. Advise teachers that movement to point 2 will be based on the exercise of your professional judgement guided by the basic criterion set out above.
3. Inform eligible teachers of the process/framework you will use in exercising your professional judgement.
4. Set out the arrangements being put in place in the school to progress this matter including appropriate dates.
5. Set out the arrangements for dealing with teachers about whom you have concerns and who may not be approved for movement.

**CONFIDENTIAL**

**Movement to Point 2 UPS (1<sup>st</sup> September 2003 and 2004)**

School: \_\_\_\_\_ DE No: \_\_\_\_\_

Teacher: \_\_\_\_\_ TR NO: \_\_\_\_\_

Subject / Area: \_\_\_\_\_

Position (eg HOD): \_\_\_\_\_

1. Professional judgement on each standard:

Standard	Sustained	
	Yes	No
1. Core Values, Understanding of the Curriculum and Professional Knowledge.		
2. Teaching & Assessment of Learning.		
3. Contribution to Raising Standards through Pupil Achievement.		
4. Effective Professional Development.		

*If a NOT SUSTAINED has been recorded above sections 3 and 4 overleaf MUST be completed.*

**2. Recommendation:**

**Note:** *This section should be completed ONLY when a FINAL decision is made.*

I recommend that \_\_\_\_\_ *(teacher's name)*

should / should not be placed on UPS2 with effect from 1<sup>st</sup> September 2003 or 2004.

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

3. Where a NOT SUSTAINED has been recorded in one or more standards record the reasons below.

4, Where a NOT SUSTAINED has been recorded provide details of your communication with the teacher; include details of the evidence taken account of.

**This record should be retained securely in the school.**

**It may be required for quality assurance audit purposes or in the event of an appeal.**