

WINTERBOURNE NURSERY & INFANT SCHOOL



Policy on pay progression for NQTs

Agreed by governors: 19th April 2018

Next review: September 2019

Introduction

The 2103 STPCD introduced new rules with regard to pay progression for teachers in the main pay range. Progression is now based on performance rather than service and the following principles should be followed:

- There should only be progression if performance has been good. This means that it is no longer the case that a teacher has to be managed under capability before losing their entitlement to incremental progression
- Exceptional performance should receive a greater incremental reward than good performance

Similar principles should be followed for NQTs. The purpose of this document is to provide schools with criteria for reaching decisions in relation to NQT pay progression.

Assessment of NQTs

Decisions about performance related increments for teachers are made using the teacher appraisal process. NQTs do not receive appraisals, but there is ongoing assessment and support for them during their induction year, and this information should be used to reach a judgement about their performance in relation to pay.

In relation to NQTs, appendix 4 of the Croydon model pay policy states that

The overall assessment at the end of the induction year will be used to determine whether NQTs should receive incremental progression in line with the principles stated in this appendix.

As far as is possible, the basis for decision making should mirror the principles for teacher progression in the school's pay policy. This includes the factors to consider when making the overall assessment. The Croydon model policy takes into account four areas:

1. Objectives
2. Teacher standards
3. Lesson observation outcomes
4. Pupil progress

NQTs do not have objectives, and their performance should be assessed against:

1. Teacher standards (scored as described in appendix 4 of the model policy)
2. Quality of teaching in the summer term, to include observations in the summer term, book scrutiny and impact of planning for pupil progress (scored on Ofsted criteria – outstanding, good, requires improvement and inadequate)

3. Pupil progress (based on whether pupil progress has been in line with national standards)

These factors will be used to determine an overall level of assessment as follows. All the criteria listed in each category must be met in order to achieve the overall grade.

Level 1	A score of 20-24 on teacher standards Outstanding quality of teaching in the summer term Pupil progress is in line with or exceeds national standards
Level 2	A score of 16-24 on teacher standards Good quality of teaching in the summer term Pupil progress is at least in line with national standards
Level 3	A score of 8-24 on teacher standards Quality of teaching requires improvement in the summer term Pupil progress in line with national standards
Level 4	Where the teacher has not met the criteria for any other overall assessment

Two increments will be awarded to NQTs who achieve level 1 and one increment will be awarded to NQTs who achieve level 2.

As the aim of NQT induction is to support NQTs to become good teachers, it is likely that an NQT who successfully passes their induction period will achieve a level 2.