



Total Contribution Pay

Guidance for Schools

If you require this document in an alternative format, please contact your line manager

Date
March 2020

Executive summary

- Every School should have a pay policy explaining how pay progression operates for teaching and support staff. KCC / SPS has produced a model Pay Policy for Schools which can be viewed here <https://the-sps.co.uk/resources>.
- The Local Authority expects that all KCC Community and Voluntary Controlled Schools will use the model document as the basis of their Pay Policy. This document is also strongly recommended for consideration for adoption by Foundation and Voluntary Aided Schools.
- The process by which support staff employed on Kent Scheme Conditions of Service are awarded pay progression is called 'Total Contribution Pay' (TCP).
- Kent schools are able to exercise local discretion regarding certain elements of the TCP process where the Governing body has made provision within their pay policy to do so.

School's Pay Policy and Process

Kent Scheme Pay Scales and Total Contribution Pay for Kent Schools

The process by which support staff employed on Kent Scheme Conditions of Service are awarded pay progression is called 'Total Contribution Pay' (TCP).

KCC determines annually any increases to be applied to the minimum and maximum values of each Kent Range Grade and any changes are effective from 1 April.

Schools which follow Kent scheme are required to apply these increases and new grade bandings effective from 1 April. For other schools operating a September to August pay cycle, an appropriate Pay Policy needs to be in place.

Kent Academies which follow Kent Scheme conditions have discretion as to whether to apply these increases.

Local Discretion

Kent schools are able to exercise local discretion over certain elements of the TCP process where the Governing body has made provision within their pay policy to do so.

- Timescales for awarding pay progression

Schools have discretion to vary the timings of their pay award from an April to March cycle to a September to August cycle. This allows the school's assessment period to sit more comfortably within the Academic year.

- Percentage increase applied to each of the TCP performance levels

Schools may wish to follow the percentage increase assigned to the performance ratings each year by KCC. Alternatively, a school can choose to exercise discretion to determine locally year on year the percentage uplift they wish to apply to each of the performance levels. This enables schools to budget for pay progression decisions at a local level:

- It should be noted that even where the school exercises local discretion regarding the percentage increase, three performance levels must be retained.

- TCP Assessment Deadlines

Schools are permitted to identify an assessment deadline locally as long as the following restrictions are applied:

- For Kent Schools who have adopted the April to March TCP cycle the assessment deadline can be no earlier than **the end of the Autumn term.**
- For Kent Schools who have adopted the September to August TCP cycle the assessment deadline can be no earlier than **the end of the Summer term.**

Where schools wish to exercise these discretions, they should ensure appropriate consultation has been undertaken with employees / trade union representatives and document any local provisions within their pay policy.

Please note, the annual pay award cannot be confirmed to Kent Schools until pay negotiations with KCC's recognised Trade Unions and County Council discussions have concluded. This process is usually concluded mid to end of March. Communications will follow once the decision and communications have been confirmed.

Total Contribution Pay

The principles underpinning Kent County Council's approach to TCP

As a principle, a total contribution assessment should be carried out for all employees at the time that the assessment is due, and a rating submitted:

- The intended outcome of the Managing Performance and TCP process is to offer a way in which employees can be engaged with positively and productively, this includes-
 - help set targets and expectations about delivery in the role
 - recognise and reward personal contribution in its widest sense
 - develop and motivate employees in a way which treats them as individuals
- There is a requirement that people will receive a pay increase related to their personal contribution in the normal pay cycle. Only where there is a justifiable reason would there be a delay, or no award given.
- Managers need to be able to evidence the reason for a particular appraisal rating.
- People who have an appraisal rating of Performance Improvement Required (PIR) should be subject to the Performance and Capability process, conversely, if a P&C process is underway then PIR should be the appropriate appraisal rating to apply.
- The principles and approach to TCP need to be applied fairly and equitably independent of grade, hours worked or contract type etc

How Total Contribution works in practice

Five elements need to be considered when setting expectations and assessing individual contribution:

- Objectives & Accountabilities
- Values & Behaviours
- Wider Contribution
- Personal Development

- Working Better

A total contribution assessment takes into account all the elements of an individual's performance: what they do, how they do it, their wider contribution, how they develop their capacity and capability and the actions they take to continuously improve the way they work and the service they work in.

The table below may help you;

- set and agree expectations,
- review personal contribution and
- identify development objectives, and where and how improvements can be made.

Key Elements of Total Contribution	All employees	Managers (in addition to the column on the left)
Objectives & accountabilities <i>What the employee does in their job</i>	<ul style="list-style-type: none"> • Work-based objectives & outcomes • Effectiveness in role • Standards • Feedback 	<ul style="list-style-type: none"> • Budget control • People management accountabilities • Organisational responsibilities
Values & behaviours <i>How the employee does their job</i>	<ul style="list-style-type: none"> • The way the employee does their job • The way employee works with colleagues 	Leadership capabilities & behaviours
Wider contribution <i>How the employee contributes outside of their day to day job to their team, their service, to the organisation or to public service</i> <i>(Not obligatory for KR3-6)</i>	What the employee does: <ul style="list-style-type: none"> • for the good of the team • for the benefit of the service • in helping the organisation • providing a public service 	
Personal development <i>How the employee develops their capacity and capability</i>	<ul style="list-style-type: none"> • Development objectives & outcomes • Application of learning 	
Working Better <i>How the employee works to continuously do things better</i>	<ul style="list-style-type: none"> • What actions does the employee take which lead to continuous improvement? 	

These elements of assessment are explored in further detail below.

Work-based objectives & outcomes

<u>Setting objectives</u>	<u>Reviewing progress</u>
<p>Work-based objectives should:</p> <ul style="list-style-type: none"> • Be clear & specific. • Have clearly defined outcomes - what will achievement of the objectives look like? • How will the employee's personal impact be evidenced? • Be challenging yet achievable. • Not be too numerous. • What are the key objectives? • Relevant to the role. • Be within the employee's control. 	<p>Areas to consider include:</p> <ul style="list-style-type: none"> • What were the key objectives/pieces of work? • Were the outcomes achieved? What was the impact of the employee's personal actions? • What worked well? • What were the challenges? • What could the employee have done differently?

Describe the objectives in a way that makes sense to your service and is proportionate to the job.

Objectives should consider the employee's practical opportunity to deliver, ensuring that expectations are realistic and fair.

<u>Standards</u>	<u>Feedback</u>
<p>Employees should be familiar with any standards that apply to their work, including:</p> <ul style="list-style-type: none"> • Expected standards which apply to the role • Professional standards (if applicable) which apply to the role • The Schools Code of Conduct, which sets out the standards of conduct for all KCC employees. 	<p>Feedback can come from a variety of sources, including:</p> <ul style="list-style-type: none"> • Customers • Management observation • Peer group • Team members • Performance data

Values & behaviours

KCC's values and behaviours are detailed below:

- Be open.
- Invite contribution and challenge.
- Be accountable.

Be open	Invite contribution and challenge	Be accountable
Act with integrity, honesty and transparency	Work collaboratively to find new solutions	Do more for yourself
Demonstrate a healthy attitude to risk	Innovate	Take personal and professional responsibility for your actions and performance
Welcome and expect change and evolving technology	Put the interests and wellbeing of customers first	Deliver at pace
Work in new ways	Be open to challenge	Look for ways to save money
Be willing to learn	Actively encourage and expect contribution	Look for commercial opportunities
Work as a whole council		Focused on outcomes
Treat people fairly and with respect		

Behaviours turn values into observable and measurable elements which can be implemented, assessed and improved. Positive behaviours help employees to be more effective in the delivery of their work.

Values and behaviours can be used in managing performance in a number of ways:

- To set expectations.
- To recognise the importance of how people, do their job, for example a "Successful" rating should not be given if there have been examples of poor or ineffective behaviour.
- To identify areas for improvement and development.
- To reward people for 'living the values' of the organisation in everything they do and being a role model for others.
- To challenge poor or ineffective behaviour.

The behaviours are not prescriptive and are meant as a guide. They can be adapted to reflect the particular needs and circumstances of different roles. You may find other ways to describe behaviours which reflect our values which can be applied practically to the roles in your team or service.

You and your team member should identify which behaviours are important for their particular role. Taking the time to reflect on and describe relevant behaviours can help employees be clear of expectations.

e.g. Demonstrate a healthy attitude to risk

- What does this look like for the role?
- What do customers/service users/clients/colleagues/partner organisations experience if you demonstrate a healthy attitude to risk?

Wider contribution

This is about what difference people can make outside of their normal day-to-day work to their team, service, organisation or to public service. You need to be aware that:

- It applies to people on grades KR7 and above*.
- Wider contribution will look different for different roles, people who work part time or people with different abilities

Things to consider:

- Does your team member show a willingness to contribute beyond their normal day-to-day work?
- You should explore the potential impact part-time working hours, the type of role or grade or a disability may have on your team member's ability and capacity to demonstrate wider contribution and explore ways to overcome this potential barrier to achieving a higher Total Contribution assessment rating.
- The expected impact of contribution should be relevant and proportionate to the role and grade.

* Where people on grades KR3-6 have had the opportunity to demonstrate wider contribution, they should be assessed on it. If not, their overall assessment will not be adversely affected.

Personal development

This is about agreeing development objectives, planning to meet those objectives and reviewing the outcome.

Setting development objectives

- What are your team member's strengths – how can they build on those or replicate them elsewhere?

- What are your team member's development needs – how can they be met?
- What changes in their role/team/service will impact on the way they work, the skills or knowledge they need?
- What does your team member need to do to be ready for their next role?
- How are they going to achieve the development objective?
- What action do you need to take to support your team member in identifying the most appropriate way of meeting the development objective, considering development in its widest sense?
- How could their knowledge/skills be shared with the team/service?
- Development objectives should be defined in terms of the outcomes – what will it look like when you have achieved the development objective?

The same principles which apply to work-based objectives apply to development objectives.

Reviewing development objectives

- Evidence of completion of development objectives.
- What impact has any development had on the way the individual works/what the individual delivers?
- Were the outcomes achieved?
- What improvements have been made?

Working better

This is about the actions people take to continuously improve the way they work and the service they work in.

The 'working better factors' include*:

- Showing interest or curiosity and asking questions about how things could be done better.
- Seeking new ways to do things, proposing ideas or making positive suggestions for improvement.
- Taking responsibility for personal improvement and development.
- Taking initiative, making links and finding solutions.
- Using other people or networks to generate new ideas or solutions.
- Using and developing personal and professional potential.
- Demonstrating a desire to make things better including relationships, processes, effectiveness and efficiency.

*This is not an exhaustive list.

Expectations about and assessment of 'working better' should be proportionate to the employee's role/grade, working hours and opportunity.

Managing people

The people management part of your role is as important as service delivery, budget control and organisational responsibilities.

Performance of people management responsibilities should be taken into consideration in the assessment of all managers who manage people.

Your line manager should seek and use all the available evidence to make an assessment. This includes:

- Conversations with you in which you can describe and evidence what you have done in managing your team members and how you have done it.
- Feedback you have sought from your team members on what you have done well, what you could do better or differently as a manager to help them be the best they can be.
- Observations by your line manager.
- Feedback from your team members to your line manager.
- 360-degree feedback, be it formal or informal.

Assessing Total Contribution

As a principle, a total contribution assessment should be carried out for all employees that are in post by the close of the TCP assessment window. Schools are permitted to identify an assessment deadline locally as long as the following restrictions are applied:

- For Kent Schools who have adopted the April to March TCP cycle the assessment deadline can be no earlier than **the end of the Autumn term**.
- For Kent Schools who have adopted the September to August TCP cycle the assessment deadline can be no earlier than **the end of the Summer term**.

Schools are permitted to identify an assessment deadline locally. Please refer to the [TCP Rules and Examples](#) for details.

The total contribution assessment made must take into account all of the 5 elements (if applicable for the grade of the role).

Assessment discussions should provide the main source of evidence on which to make a judgement about an Employee's TCP rating. Some schools prefer a structured approach to assessment discussions with formal / start / mid and end of year review meetings. KCC has moved towards a more fluid approach to assessment discussions with regular conversations taking place throughout the

year. This more flexible approach is recommended for consideration for adoption by schools. More information is on the KCC Managing and Supporting Performance approach is available [here](#).

Regardless of the approach taken assessment objectives, performance throughout the year and outcomes should be clearly documented to ensure TCP assessments can supported by appropriate evidence.

In making your assessment you should be in a position to reflect back over the year, the expectations that have been set over that period of time, and any evidence as to how the employee has performed against them. Where an employee works in a more complex environment in which more than one person could perform the review, it should be agreed who will undertake this function.

You need to submit a recommended total contribution assessment rating for anyone who is in post by the close of the KCC TCP assessment window applicable to the school. This assessment must be justified with appropriate evidence, to ensure that the outcome is fair and is considered to be consistent and equitable.

The Anticipated Ratings Distribution Curve

It is anticipated that 55-65% of people will be rated as Successful, 30-40% rated as Excellent with the remainder being made up of Outstanding and Performance Improvement Required.

The distribution curve is a guide for Headteachers. **It is not intended to be an absolute target**; however, it helps to give a degree of consistency across the organisation. The **key focus for managers is establishing the correct assessment rating**.

People working on a part-time basis are expected to have a similar profile to full-time employees. If this is not the case managers need to consider the way objectives are set and reviewed. Someone working part-time may have a much-reduced opportunity to deliver in their role compared to a full-time employee. The profile should be consistent for people on lower graded roles and protected characteristics.

Schools are advised to undertake their own internal moderation of pay decisions to ensure the application of performance ratings are fair /equitable and affordable.

Total Contribution assessment definitions

We have four Total Contribution assessment ratings which are defined below:

- Outstanding – Exceeds expectations most of the time.
- Excellent – Exceeds expectations some of the time.
- Successful – Meets expectations all the time.

- Performance Improvement Required – Does not meet expectations all the time.

The expectations for each of the 5 elements of Total Contribution for the 'successful' rating are described below in the table. Detailed below is also guidance for the assessment ratings a manager can consider when making their assessments.

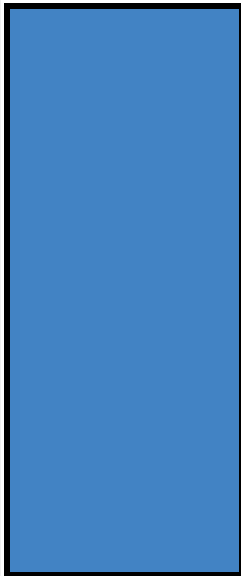
Using these definitions, you should consider, based on the outcome of the assessment process used within the school, conclude whether your team member has exceeded, met or not met expectations for each of the 5 elements and how often those expectations have been exceeded, met or not met. This assessment will inform which rating is awarded to the individual.

Contribution Level	Definition
Successful	Objectives & accountabilities - <i>What the employee does in their job</i>
	<ul style="list-style-type: none"> • Achieved all the agreed objectives to expected timelines and standard. • Consistently worked to the standards expected in the role. • Works effectively and expectations are consistently met.
	Values & behaviours - <i>How the employee does their job</i>
	<ul style="list-style-type: none"> • Always works in a way which is consistent with our values and the behaviours which were identified as being important for their role.
	Wider contribution - <i>How the employee contributes outside of their day to day job to their team, their service, to the organisation or to public service (Not obligatory for KR3-6)</i>
	<ul style="list-style-type: none"> • Outside of the normal job, has made a positive difference to the team/service/organisation/public service. (What this looks like will depend on the level of role, with greater expectations in terms of impact on those on a higher grade).
	Personal development - <i>How the employee develops their capacity and capability</i>
	<ul style="list-style-type: none"> • Achieved all the agreed development objectives. • Evidence of the application of new skills/knowledge/behaviours which has made a positive difference. • Takes ownership of their development.
	Working better - <i>How the employee works to continuously do things better</i>
	<ul style="list-style-type: none"> • Acts to continuously improve the way they work/the service they work in in line with reasonable expectations of the role, e.g. seeking new ways to do things/proposing ideas for improvement/taking responsibility for personal development.

Expectations are to be scaled to the individual circumstances, opportunities and role.

Below is further guidance to help Headteachers reach their assessment decisions

Contribution Level	Definition
<p>Not Assessed</p>	<p>Assessment not made. e.g. an individual is leaving the school before 1 April / 1 September / New to post and there is insufficient evidence available on which to make an assessment and assessment is deferred</p>
<p>Performance Improvement Required <i>Did not deliver all the targets set and/or demonstrate the required behaviours which support our Values.</i></p>	<ul style="list-style-type: none"> • Targets may change or be removed throughout the year and it is acceptable for the assessment to reflect these changes. However, if all targets are not met, and the change/removal has not been negotiated and agreed between the individual and line manager, then this level will be awarded. Targets and expectations must be achievable and, where necessary, these should be amended throughout the year. • Assessment at this level will recognise that the person is travelling in the right direction – which is why they are not having their performance managed under a formal process. • Assessment at this level will recognise where an individual on a career grade has not achieved set or expected outcomes within the year. Where career grade outcomes have not been met due to a lack of resources, the individual should not be assessed at this level. • This is a reflection of an incomplete delivery. Among other reasons, this may arise when an individual have not had regular attendance or not performed to their usual standard. As a result, their contribution is not as expected. In the team context, it may be that they have not been integral to the overall team successes. Managers may seek further guidance to ensure they approach this in a consistent way. • This assessment will be given when the year has not been regarded as successful and falls short of the individual's usual level of delivery or the expectations of the role. They have contributed less than the requirement for the role and have been generally ineffective.



- Behaviours: There will be clear evidence of using negative or inappropriate behaviours which do not support our Values and the minimum behavioural level as set out in the action plan was not met. Even if targets and objectives have been achieved, if the behaviours to support this have not been consistently demonstrated then this is likely to result in an assessment that improvement is required

Learning and Development:

- Where a person did not undertake all the development that was identified in the action plan or throughout the year.
- Where development activity was undertaken, there was failure to gain new skills or knowledge or this was not applied to the Role.
- Links between development and delivery were not made.

Wider Contribution

- No evidence of wider contribution having been made.

Successful
Achieved all the targets to the standard required and delivered the outcomes specified in the action plan. Consistently demonstrated and exhibited

- Targets may change or be removed throughout the year and it is acceptable for the assessment to reflect these changes.
- However, reasons for the change must be recorded. Individuals should not be penalised if the non-achievement of the original target(s) is outside their control.
- If an individual does not meet all targets (as amended by negotiation) or demonstrate the appropriate behaviours to the necessary standard, then they will default to Performance Improvement Required.
- This assessment level will be given where the targets and behaviours which support our Values, as set out in the action plan, and reviewed throughout the year, can be evidenced against clear deliverables.
- At this level performance attainment is as expected according to the role and the action plan and all objectives are realised. This would be considered a normal delivery with quality standards reached. Expectations are consistently realised, but not exceeded.

the behaviours which support our Values as specified in the action plan.

- The standard of behaviour, as defined in the action plan, is consistently displayed. There is evidence of the use of positive behaviours across the whole framework and effort made to enhance these. The success of a team may be directly influenced by the behaviour of the individuals within it, and managers should ensure that they differentiate appropriately.

Learning and Development:

- Development was undertaken in accordance with the action plan and the individual also responded to needs emerging over the year.
- They recognised the value of a range of development undertaken i.e. not just training based.
- Changes were made through the application of new skills,
- knowledge and behaviours
- New skills and knowledge were shared with others

Wider Contribution

- There has been evidence of activity, judged to be outside the normal job role, on one or more occasions in the year.

Excellent
Achieved all the targets to a consistently high standard throughout the year and, at times, exceeded expectations about

- People at this level will have taken on extra responsibilities or requirements over the year. This will be consistently applied (one-off examples should be rewarded with a cash award). They will clearly understand and take on a brief and develop across other areas of work. Work will be of a high calibre and quality standards will be met and frequently exceeded. There will be clear examples of successful outcomes which surpass normal expectations of the role and exceed the standards as set out in the action plan.
- This level will be awarded only where the behaviours used can be seen to have a positive impact on the success of the business/service. This will vary according to the normal expectations of the role and may impact at any level from a team or establishment to county-wide. There will be evidence of using initiative and taking personal responsibility, using initiative to drive up quality standards. As the autonomy of people varies across roles, they may not necessarily implement change

requirements. The level of behaviours used to deliver this will be consistently high, meet and exceed those set out in the action plan and show sustained improvement in relation to our Values, and behaviours.

themselves, but ideas for improvements can be identified at any level and should be referred to another (e.g. line manager) if more appropriate. High level behaviours will be consistently used and integrated fully into delivery with a positive impact on outputs.

- This will often be demonstrated by the “stories” that can be told and therefore recognised by others. Such delivery will be consistent throughout the year and recognised by others as the predominant style of working during the assessment year.
- Feedback from others will be key to evidencing this, especially where roles are delivered primarily in the community. Managers should actively seek this feedback in order to make their assessment. There will be examples of the customer experience being improved.
- People will support and encourage other team members.
- It may be that this level is identified in all, or a number of, team members, especially where outputs and successes are dependent on effective team working.

Learning and Development:

- People at this level will actively seek out new development areas
- Development is judged to stretch an individual
- Outcomes or material produced from the development will be at a high standard and go beyond the minimum expected from attendance or participation.
- There will be a level of complexity attached to the development, but this will be as relevant to the individual and their role.
- There will be examples of helping others, for example through creating opportunities to develop colleagues or make changes in the workplace. Again, this will be as relevant to individuals and their roles.

Wider Contribution

- There is evidence of wider contribution to the organisation and this is likely to be on a continuing basis over the year. The impact of this will be appropriate to the role and may be at a local level only.

Outstanding
Completed all targets to an exceptionally high standard and went on to exceed and excel in a number of areas of delivery. Has fully integrated high-level behaviours which support our Values within their ways of working and there is evidence of this having a significant impact on the success of the individual,

- There will be an identifiable impact on the business as appropriate to the span of their responsibilities and the influence of the role. For lower grades this is likely (but not exclusively) to be limited to the immediate environment in which they work. However, it will be measured by the level of improvement in service delivery or customer satisfaction with a real and positive impact on the customer experience. Some examples of how this could be demonstrated are the introduction of better working practices, efficiencies, income generation (if appropriate to the level of work) or the introduction of innovative approaches to service delivery. These will have to be scaled according to the particular role. Where roles do not have the freedom to introduce change, this will be demonstrated by ideas being formulated and discussed with others (including the manager) for potential introduction by others. The actual impact of the development should be clearly measurable with improvements illustrated.
- There will be clearly identified links between strategy or delivery and the consistent use of high-level behaviours. For lower grades the emphasis will be on service delivery with recognition, by others, of this being at an exceptional level. As at the level of Performing Above the Required Standard, managers will be required to seek feedback from others, especially where delivery takes place in the wider community. For people on higher grades, the manager will see evidence of expertise having been developed and implemented across the wider organisation to bring about positive benefits for others.
- The quality of work will be regarded as first class and impressive in terms of what and how it is delivered. People will use their initiative to seek out more and strive to improve at all times.
- The behaviours used will be regarded by others as being at an exceptional level and be part of the usual way of working. They will be a role model and positive influence and support for others. They will live and breathe the values of KCC and their service or team.

Learning and Development:

- People at this level demonstrate how their development brings tangible benefits to the team, establishment or organisation, as relevant and possible within their role.
- New skills and knowledge will be shared widely across the function or area of work.

*their team
and their work
area.*

- There will be examples of people acting as champion or mentoring others either in a formal or informal sense.
- Others will regard them as developing expertise in a specific area and this will likely impact on team performance.

Wider Contribution

- Wider contribution at this level may be a single event with a major positive impact or one or more activities carried out consistently over the year. People will be fully engaged with the activity and will be seen to make a difference as relevant to their position and scope of impact.

TCP Rules

The rules which define whether an employee is eligible to have a Total Contribution assessment can be found on Kelsi called TCP Rules and Eligibility https://www.kelsi.org.uk/_data/assets/pdf_file/0010/89641/TCP-Rules-and-Examples.pdf

Equalities and diversity

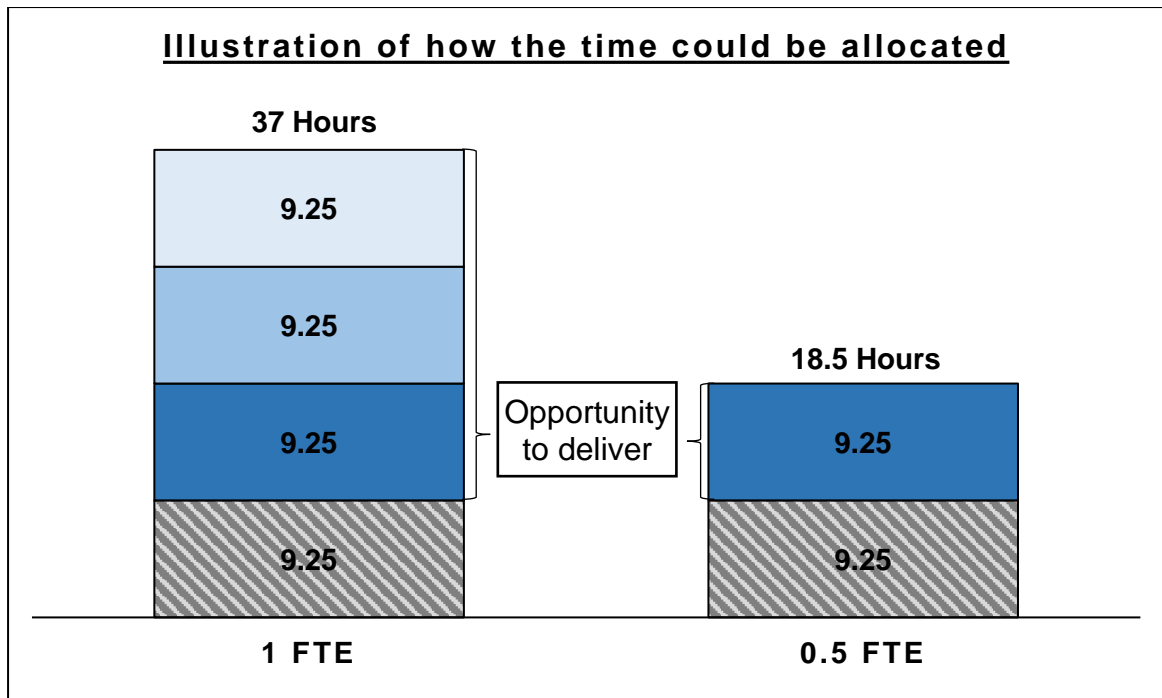
You are expected to manage in an inclusive way. This means:

- Not favouring one type of employee over another, such as part time/full time.
- Giving equal access to opportunities.
- Respecting people's differences.
- Valuing the contribution of everyone.
- Identifying any needs during the course of the assessment year and making use of or signposting to support resources as appropriate.
- Encouraging your team member to share with you any barriers they are experiencing and working together to find solutions.
- Jointly reviewing with your team member any reasonable adjustments that might be in place or may be needed as a result of changes.
- Taking into account your team member's opportunity to deliver when setting expectations and assessing their contribution.

In setting objectives and reviewing performance you must take account of your team member's opportunity to deliver. For example, employees on part time hours, scope within the role given the level/grade they deliver at and employees with a disability.

Part time hours

The picture below shows that an employee who is 0.5 FTE is not likely to have half the time of a full-time employee to deliver and may have significantly less than half of the equivalent opportunity, when all the normal work activities (1:1, team meetings, administration, reading communications, training etc.) are taken into account.



Practical opportunity of a 0.5FTE compared with 1 FTE to deliver

Disability

In assessing a disabled employee, you should take into account whether or not reasonable adjustments have been put in place in good time and/or reviewed/adjusted due to changing circumstances. In some circumstances, an employee with a disability may complete work to the expected standard but in a slower way than a non-disabled employee. For example, an employee who uses assistive software or a deaf employee who can't get things done through a quick phone call as they may need to meet face to face with an interpreter.

Lower graded roles

Everyone should have the opportunity to exceed expectations. It is unfair to assume that just because a role has routine tasks that an employee in that role cannot go beyond what is expected. The expectations about how someone will make improvements will look different for different people, for example. For a lower graded role, it could simply be putting forward ideas but for a higher graded role the expectation may be to put their ideas into practice.

Pay Progression in Kent Schools

Every School should have a pay policy explaining how pay progression operates for teaching and support staff.

The process by which support staff in schools that adopt the Kent Scheme Conditions of Service are awarded pay progression is called 'Total Contribution Pay' (TCP).

The pay award an individual receives is governed by the Total Contribution assessment rating. Pay scales are also likely to be adjusted annually and this will affect the salary for people at the top and bottom of their grade.

Kent Scheme Pay Scales

KCC determines annually any increases to be applied to the minimum and maximum values of each Kent Range Grade and any changes are effective from 1 April.

Schools which follow Kent scheme are required to apply these increases and new grade bandings effective from 1 April. For other schools operating a September to August pay cycle an appropriate Pay Policy needs to be in place.

No individual's pay should fall beneath the bottom of the grade with the exception is individuals who receive 'Performance Improvement Required (PIR)'.

This also includes any member of staff who is at the bottom of the grade but receives a 'Not Assessed' rating due to joining/being promoted after the assessment deadline or their assessment is deferred. In this circumstance their salary will move with the bottom of the grade and any increase received due to a later TCP assessment will be offset against any payment they have already received due to the pay scale minimum increasing.

Individuals will receive a percentage increase which relates to the assessment they have been awarded. The only exception to this is when an individual's salary is increased to the new minimum value of the grade and this increase exceeds the percentage awarded for the TCP grade. The individual's salary will be increased to the new minimum value for the grade only. They will not receive an additional increase for the TCP award.

If, as a result of the TCP process, a salary is increased to, or is already at the top of the grade, this salary position will be retained. Any remaining payment will be made as a single amount known as a 'lump sum'.

Lump Sum Payments

If the employee is at the top of their pay grade, they will have the opportunity to receive a one-off payment (known as Lump Sum payment) that is consistent with the percentage increases paid to staff not yet at the top of their grade.

Individuals have the choice to receive this payment as one full payment or spread into 12 equal payments which will be paid each month alongside your monthly salary.

Employees who wish to receive their lump sum payment in instalments, should discuss this with their Headteacher and the School should make arrangements with their payroll provider to ensure pay is calculated correctly.

Employees will need to opt in annually if they wish to continue to receive their lump sum payment in monthly instalments. If an employee does not notify the School, the lump sum will continue to be paid in one annual payment.

Please note, employees need to be made aware that should they leave the School's employment or change roles within the school, they will receive the remainder of their lump sum in one full amount in their last salary before any changes take place.

Appointing/Promoting Staff

Staff who are new to the organisation must be appointed at the minimum of the grade unless there are exceptional circumstances based on business need in conjunction with the breadth and depth of skills and experience offered by the candidate.

Headteachers / Managers who are appointing need to ensure that the starting salaries of their existing staff do not create pay inequality.

Staff who are promoted should also be appointed to the minimum of the new grade however their pay increase should equate to at least 2.5%.

Performance Improvement Required

Employees who receive 'performance improvement required' will not receive a pay increase and this could result in an individual falling beneath the bottom of the grade. When the employee receives a TCP assessment of 'successful', 'excellent' or 'outstanding' in the following TCP assessment year they will receive the relevant uplift for this rating or their pay will be automatically adjusted to the bottom of the grade, whichever is the highest payment. This increase is not backdated to the previous TCP year. The uplift will be effective from 1 April/1 September.

The only exception to this, is when the hourly rate of an individual will fall beneath the Nation Minimum Wage, applicable for their age, if they receive no increase due to receiving 'performance improvement required'. In these circumstances the individual will be moved to a salary comparable to the National Minimum Wage effective from 1 April.

The Appeal Process

If the employee is not happy with their rating, they should refer to the appeals process which is set out in the School's Pay Policy.