

Pay Committee
Minutes of the Meeting held on Tuesday 15th October 2024
at 6pm at the Sherwood Hill Campus

PART A



Sherwood Park School
 Sherwood Park Campus &
 Sherwood Hill Campus

| | | |
|------------------------|-----------------------------------|---------|
| Gemma Davies (GD) | Co-opted Governor | Present |
| Penelope Bradbury (PB) | Parent Governor | Present |
| Vajeha Haq (VH) | Parent Governor (Chair) | Present |
| David Murden (DM) | Ex-Officio Governor / Headteacher | Present |
| Rosemary Viggiani (RV) | Clerk | Present |

| | Item | Action |
|----|---|---------------|
| 1. | <p>Welcome; Apologies for absence and quorum (3)</p> <p>VH opened the meeting at 6pm and welcomed all to the Sherwood Hill Campus. All governors were present; apologies were received from Riyaz Dayal, School Business Manager.</p> <p>Declarations of Interest</p> <p>There were no declarations of interest regarding items on the agenda.</p> | |
| 2. | <p>Minutes of the previous meeting held on 18th October 2023</p> <p>DECISION: Governors approved the minutes of the meetings held on 18th October 2023 as a true and complete record of the meetings.</p> <p>Matters arising <i>(see action list below)</i></p> <p><u>Action 1:</u> DM confirmed that the only teachers on a TLR are the wider leaders and he is not currently proposing any change. He had previously considered a new role description for the wider leader role to provide greater clarity and recognition of their role but this is not a problem and he is not wanting to create an unnecessary piece of work at the current time given the current workload.</p> <p><u>Action 2:</u> This has not yet been completed as the school has not had the capacity with no HR Manager or SBM in place. Whilst this is viewed as being important, it can't be done without the school having the capacity to undertake the work.</p> <p>With regards to people of colour, they are well represented at the TA role level, but not at the level of teacher or above. When asked, TAs recognise this situation; a working party is needed to encourage people to apply for higher roles – particularly applying to become a teacher. However, this step does require qualifications and it is important to ensure that the qualifications required do not exclude people.</p> <p><i>Governors also noted the disparity between the students and staff where the students are mainly boys, particularly at the Hill, whereas the staff are mainly female.</i></p> <p>DM is structuring the School Development Plan around the school's values this year and one of the aims is for this to begin to address these issues.</p> <p>It was noted that the balance is the same on the Board with a predominance of women. There is a need to understand why this is and whether a rephrasing of adverts or consideration of where the roles are advertised may help.</p> <p>It will be important to refresh the diversity and equality training with an emphasis around unconscious bias.</p> <p><i>Governors asked about the source of the data on equality and diversity as presented in the papers for this meeting?</i></p> | |

| | Item | Action |
|----|--|--------|
| | <p>The Head acknowledged that the available data is sparse and not available from SIMS, noting that many people prefer not to respond to data collection exercises around equality and diversity. With the recruitment of a new HR Manager planned for the new year the aim will be to explore this in greater detail with a working party which can involve TA's in exploring the challenges and barriers to progression. That can be achieved even in the absence of the data.</p> | |
| 3. | <p>QA of PRP Process / PRP Outcomes for all staff and leadership</p> <p><i>Note: Some of the discussions held under this item are recorded in the Part B Minutes.</i></p> <p><u>To review and moderate the PRP process and outcomes for all staff and leaders.</u></p> <p>Papers had been circulated prior to the meeting including:</p> <ul style="list-style-type: none"> Anonymised summary for all teaching staff Anonymised examples of appraisals. <p>DM talked through the papers noting that, barring one individual, all who could have progressed (i.e. were not already at the top of their scale) have achieved their targets in appraisals, have demonstrated good teaching and learning and have no other issues. This is the case for teachers on both the Main and Upper Pay Scales.</p> <p><i>Governors asked whether all teachers had had a formal appraisal this year? It was noted that this had not been the case last year and appropriate adjustments had had to be made.</i></p> <p>The Head confirmed that all had had a formal appraisal this year.</p> <p><i>Governors asked about the lines in the anonymised table where a decision was to be confirmed?</i></p> <p>DM explained how some situations were not straightforward. One teacher is now being recommended for a two step progression; their appraisal had been undertaken by a wider leader who has since left; DM and the Head of School had reviewed this together prior to DM confirming the recommendation.</p> <p><i>Governors noted that the two campuses are very different in nature – effectively being two very different schools; how has the Head made sure that the appraisal process is fair and similar between the two campuses?</i></p> <p>DM responded that the system and process are the same on both sites and the review cascade is the same with the TAs being appraised by teachers; teacher by wider leaders and the wider leaders by senior leaders.</p> <p>The moderation process is clear and consistent and involved both the Headteacher and the Heads of School. For progression across the threshold the process of review ensures that the individuals are making a contribution to whole campus / school. Whilst there are inevitably differences in the contributions, the moderation process ensures that, in terms of ethos and values, the contributions are considered to be at an equal level. Whilst there is inevitably some subjectivity, DM can demonstrate that the process addresses this to provide a fair assessment.</p> <p><i>Governors asked about the timing of the reviews?</i></p> <p>DM explained how the process works over the three terms moving from target setting through review to assimilative assessment.</p> <p><i>Governors asked about the assessment process for the business support staff?</i></p> <p>DM confirmed that Riyaz is now implementing appraisals for business support staff.</p> <p>All appraisals are based around the code of conduct and the Nolan Principals with specific reference to standards and frameworks relevant to each role e.g. Headteacher standards.</p> <p>Line management training has focused on how to manage difficult conversations; when and how to flag support needs. The quality of each review is naturally dependent upon the reviewers but the school has been implementing training to bring greater conformity to the process and outcomes.</p> <p><i>Governors asked if the reviewers had had training in carrying out appraisals?</i></p> | |

| Item | Action |
|---|--------|
| <p>DM confirmed that he had personally carried out training around target setting and holding meaningful conversations. These conversations are particularly difficult for wider leaders with staff they have to work with each day.</p> <p>DM also noted that, as regards equalities, the manager from Wilsons School reached out to talk with DM about Neuro Divergence. DM will be providing free training on ADHD training and, in return, Wilsons will be providing training on equalities.</p> <p>The focus is on fairness and equality for all but this can only be achieved if the school has capacity and for that we need the Finance and HR managers in place to free up the new SBM.</p> <p><u>Applications to the Upper Pay Scale</u></p> <p>Any teacher can apply to cross the threshold from any point on the main scale but this is not strongly advertised as it is a challenging process, especially for staff on the lower steps on the Main PayScale.</p> <p>Four teachers applied - two on each campus. The applications were reviewed by the Head supported by the Heads of School. The applications were reviewed in line with the criteria set out in the DfE Guidance.</p> <p>As a result of the reviews the Head is recommending that all four are approved to cross the threshold.</p> <p><i>Governors asked about the individual in an earlier year who had applied but been declined?</i></p> <p>The Head confirmed that they had been approved last year.</p> <p><i>Governors asked if the targets for these individuals are adjusted having progressed to the UPS?</i></p> <p>The Head explained that, given that all targets are individually set based on the appropriate next steps for each individual, the targets remain appropriate even if they are approved to cross the threshold.</p> <p>DECISION: Governors approved the Headteachers pay recommendations for all teachers.</p> <p><u>To review and moderate other pay-related matters e.g. TLRs, Retention Awards</u></p> <p>The Headteacher summarised the current TLRs on each campus.</p> <p>DECISION: Governors reviewed and approved the TLRs.</p> <p>It was noted that Retention Awards are not currently used but this may need to be explored in future.</p> <p><u>To have oversight of the application and effectiveness of the Capability Policy</u></p> <p>Governors noted that capability is effectively at the opposite end to progression. Teachers are moved onto the capability process if they have not met their targets and need more support.</p> <p>With the new appraisal process, this is more about monitoring and reviewing the individual's process and progress rather than assessing them against hard and fast targets. Whilst, inevitably you sometimes get staff who cannot fulfil their role the aim is to put an action plan in place and walk alongside the individual. Sometimes we simply can't meet their needs and, in these cases, it is explained and we may need to go separate ways.</p> <p>DM outlined how he is wanting to change the process and is content that the process still falls within the policy. The aim is to include information on how people feel they are being treated by the individual being appraised. If colleagues see people struggling it is important that the person's value as a person is treated separately from their performance. We need to live and walk our ethos.</p> <p>We use capability in preference to disciplinary where appropriate and ensure that people have clear expectations. If that approach does not produce the necessary improvements in performance, then we can still progress to disciplinary or part ways amicably. It is important that we take account of a person's life experience. However, there are inevitably some areas where expectations can't be met. Wherever possible we look at making adjustments.</p> <p><i>Governors thanked the Head for his update.</i></p> | |

| | Item | Action |
|----|--|-------------------|
| 4. | <p>Trends in pay progression and review of equality matters</p> <p>A paper was circulated before the meeting exploring the trends in pay progression across specific groups of staff and relevant demographics</p> <p>The Head apologised that this is somewhat light in content at this stage due to the capacity of the team. Next year a more specialist approach can be taken. That said, even a simple analysis has demonstrated some interesting patterns.</p> <p>Whilst the number of individuals involved is small, there are still some interesting findings.</p> <p>As regards teachers, 81% are female; 84% white; 19% BAME</p> <p>Most pupils are male and roughly 50% are BAME.</p> <p>With regards to teachers on the Upper Pay Scale, 44% are female; 78% white; 22% BAME</p> <p>The representation of female and BAME at this level is low overall.</p> <p>DM talked through how he had considered how this situation has changed if Governors were to approve his recommendations.</p> <p><i>Governors noted that it is a rigorous application process based on ability and performance. It was also noted that the school employs a number of neurodivergent members of staff and questioned whether the process is such that they feel overwhelmed.</i></p> <p>DM agreed that it is important that the process is pitched right for our staff and it is a valid question to ask whether it feels too overwhelming? It is important to ask these questions. It must also be recognised that, with a small number of staff involved, the overall statistics can be heavily influenced by just one person.</p> <p><i>Governors asked if teachers were asked if they would like to apply to cross the threshold?</i></p> <p>DM said that the opportunity was not advertised as such but conversations were held in which it would have been mentioned. It may be that stereotypically, those who are not white male teachers may not ask and the school needs to consider how they can moderate this. New training may help to better steer the conversations.</p> <p>The school needs to keep an eye on the situation and better understand what drives the figures. The school's policies also need review; the maternity leave policy is poor; there is no menopause policy. We want to focus more on women having the same opportunities as men. We need to ensure that we have the appropriate pathways for people to progress.</p> <p><i>Governors thanked the Head for his paper and verbal update.</i></p> | |
| 5. | <p>To consider any matters relating to the budget for referral to the FAR Committee</p> <p>It was noted that, when the budget was set allowance was made for people to progress up the scale and across the threshold. There was therefore no impact on the budget that had not been anticipated.</p> | |
| 6. | <p>Policies for review / approval</p> <p><u>To review the pay policy for 2024-25 for recommendation to FAR and S&C for approval at FGB</u></p> <p>The policies are not yet ready for approval by Governors. However, it was noted that it is important for people know where they stand and therefore the policy for the current year needs to be approved by Governors at FGB in December.</p> <p>ACTION: DM to ensure that the revised Pay Policy for 2024/25 is ready for approval by Governors at FGB in December 2024.</p> <p><u>Process for review of Pay Policy for 2025/26</u></p> <p>ACTION: The Pay Policy for 2025/26 should be presented to FGB in July 2025.</p> | <p>4</p> <p>5</p> |

| | Item | Action |
|----|--|--------|
| 7. | <p>Update re the HTPM Committee</p> <p>GD confirmed that this is in hand and GD and KS will be undertaking this in December with external support from the same consultant as was used last year.</p> <p>ACTION: GD to arrange for the Pay Committee to moderate the decision regarding the Headteacher's Performance Management in December 2024.</p> | 6 |
| 8. | <p>Any other business</p> <p>There was no other business</p> | |
| 9. | <p>Confidential items</p> <p>To agree whether any items should be recorded in Part B Minutes as confidential.</p> <p>It was agreed that some of the discussions in Item 3 should be recorded in the Part B Minutes.</p> | |
| | <p>Any other business / dates of future meetings / close</p> <p><u>Forthcoming Meetings:</u> FAR: 12th November 2024 S&C: 26th November 2024 FGB: 10th December 2024</p> | |
| | <p>The meeting closed at 7:42pm</p> | |

| | |
|--|-------------------------------|
| Signed:  | Print Name: <u>VAJEMA HAQ</u> |
| Chair | Date: <u>21/10/25</u> |

Action list

| Item | Action point | Who | By when | Update |
|---|---|-----|---------------|--|
| Actions arising from the Meeting of the 18 th October 2023 | | | | |
| 1 | DM to feedback on a review of the school's TLR strategy, in particular with regards to wider leaders. | DM | Summer 2024 | DM provided feedback as recorded in item 2; action closed. |
| 2 | DM to review options for more regularly collecting personal data including ethnicity, disability / neurodivergence etc for both staff and students. | DM | Spring 2024 | See discussion in Item 2 above. Action remains open. |
| 3 | RV to submit the change to the Pay Policy for consideration by the Finance, Audit and Risk Committee and Full Governing Board this term. | RV | Autumn 2023 | The action was completed and the date for submission of applications to cross the threshold was updated. However not all staff were notified so some late applications have been allowed this year. Action closed. |
| Actions arising from the Meeting of the 15 th October 2024 | | | | |
| 4 | DM to ensure that the revised Pay Policy for 2024/25 is ready for approval by Governors at FGB in December 2024. | DM | FGB Dec 2024 | |
| 5 | The Pay Policy for 2025/26 should be presented to FGB in July 2025. | DM | FGB July 2025 | |
| 6 | GD to arrange for the Pay Committee to moderate the decision regarding the Headteacher's Performance Management in December 2024 | GD | Dec 2024 | |