



The Westminster
School

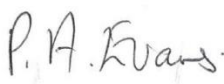
Safe, Happy and Learning Together

www.thewestminsterschool.co.uk

2023/2024

Soulbury SPA Points Policy

Building foundations and providing opportunities to create confident, aspirational, and independent members of our community.

Approved by Governing Body on:	21/03/2024
Signed by Chair of Governors:	
Head Teacher:	O Flowers
Lead Personnel:	O Flowers
Date of Review:	21/03/2027

Introduction

This document details the policy for the award of Structured Professional Assessments (SPA) 1, 2 and 3 for Educational Psychologists at The Westminster School.

Background

The Structured Performance Assessment (SPA) system has been designed as a national system for local implementation. There is no nationally agreed process for the implementation or administration of the SPA system. In view of this The Westminster School has designed the following arrangements to administer the SPA 1, 2 and 3.

Eligibility

The national Soulbury agreement sets out the following provisions with regard to eligibility:

- In order to be eligible for Structured Professional Assessment 1, a Soulbury-paid officer must have had four or more years' continuous service with one or more local authorities. At The Westminster School applications can be made for SPA1 after 2 years continuous service.
- Applications for SPA2 can be made one year after a successful application for SPA1.
- The award of a third SPA point will not be made until at least 2 years after officers have achieved the second SPA point.

SPA Level 1 Procedures

Educational Psychologists eligible to apply for SPA Level 1 should discuss the process with the Head Teacher, completing the detailed evidence application form and submitting it to the Head Teacher at least a week before a meeting planned to discuss it. At the meeting, the Head Teacher will discuss the application and supporting evidence. The Head Teacher will make a recommendation to the Pay Committee and confirm the outcome of the application.

Applications should be based on the guidance below:

Level 1 Assessment

(i) Whole Service Standards

These relate to the national Soulbury criteria.

(ii) Evidence for First Level Award

These are prompts, based on the competencies which indicate the type of evidence required. Some will relate to particular elements of the service and it is emphasised that these are suggested prompts, i.e. they are neither absolute nor exclusive and applicants may not need to respond to each as specified.

(iii) Sources of evidence

These are areas of experience and work which might provide evidence.

In detail:

(i) Whole Service Standards:

- A. Development - fully informed of developments in own specialist area.
- B. Developing the service - makes a recognised contribution to the policy, planning and meeting of performance targets for The Westminster School *including engaging proactively in the EPS traded work.*
- C. Improving standards - makes an identified contribution to improvement and evaluation of service delivery.
- D. Management and administration - manages and assesses resources to provide efficient delivery of services.
- E. Equal opportunities - contributes to the development of the School's policies in improving access to its services and raising achievement levels within School.

(ii) Examples of Evidence for First Level Award

At least one piece of evidence to support each of the five criteria should be submitted, for example: summary of SPRS competencies, evaluation summaries, letters commenting on effectiveness, notes of visits with relevant content, Annual Summaries from educational establishments.

A. Development - fully informed of developments in own specialist area.

- Can demonstrate how their specialism contributes to the delivery of services and service planning;
- Can demonstrate how their knowledge and understanding of recent developments in, relevant legislation or government/LA strategies /applied psychology have contributed to their implementation in the School;
- Can demonstrate how they have used professional development opportunities to keep up-to-date in their area of work.
- Can demonstrate how the effective use of their expertise has had a positive impact on raising achievement, educational establishment and college improvement or promoting inclusion/reducing exclusion.
- Can demonstrate how their practice conforms to the standards of the Health Care Professionals Council

B. Developing the service - makes a recognised contribution to the policy, planning and meeting of performance targets for the Authority.

- Can demonstrate how they have contributed to establishing priorities within their Service to support The Westminster School's educational aims;
- Can demonstrate that they produce the required reports and keep the required records of their work;
- Can demonstrate a recognised contribution to one or more of the objectives of the School Development Plan
- Can demonstrate how they have maintained the completion of psychological advice contributing to statutory assessments within established LA timelines.

- Can demonstrate how they have set challenging targets for their work and have planned appropriate action to meet the targets.
- Can demonstrate that they have made a positive contribution to the income generation targets of the EPs.

C. Improving standards - makes an identified contribution to improvement and evaluation of service delivery.

- Can demonstrate the impact of their work across the School and in other schools (if appropriate)
- Can show that they evaluate the impact of activities they engage in to provide support to the School and other schools (if appropriate);
- Can show how they have contributed to celebrating good practice or celebrating organisational or individual or group success.

D. Management and administration - manages and assesses resources to provide efficient delivery of services.

- Can demonstrate that the individual's inputs to the School's aims and objectives are met;
- Can demonstrate successful management of relevant teams, projects and/or budgets.

E. Equal opportunities - contributes to the development of the School's policies in improving access to its services and raising achievement levels.

- Can demonstrate the promotion of equality of opportunity for learners in The Westminster School

(iii) Sources of evidence

(These relate to the whole service standards and are areas of experience and work which might provide evidence).

A. Development - fully informed of developments in own area of work.

- British Psychological Association
- Conferences (contribution and attendance);
- Involvement in Ofsted Inspections
- Performance Management;
- DfES (and QCA) updates;
- Network/cluster meetings;
- Accredited courses;
- Briefings;
- Training colleagues;
- Involvement in local/regional/national working groups;
- Publishing advice and guidance/ articles in professional journals.

B. Developing the service - makes a recognised contribution to the policy, planning and meeting of performance targets for the School.

- Conferences (contributions and attendance);

- Performance Management;
- Regional and local partnerships and initiatives;
- Network meetings;
- CPD in response to discussions with the Head Teacher
- Quality of Inset;
- Professional leadership of colleagues;
- Strategic planning;
- Target setting;
- Role as line manager;
- Co-ordinating and leading School initiatives;
- Convene working groups;
- Teaching and learning evaluations;
- Support for Governing bodies and governors;
- Involvement in policy and planning
- Involvement in projects, working groups.

C. Improving standards – makes an identified contribution to improvement and evaluation of service delivery.

- Service planning meetings within the School
- Support for national initiatives to raise standards in School
- Initiation and co-ordination of bids to funding agencies which impact on service delivery;
- Evaluation and feedback on educational establishment performance data to individual institutions /Use of data to support the School
- Support for the School in post-Ofsted Inspection activity;
- Monitoring of teachers/subject areas experiencing difficulty (not essential)

D. Management and administration - manages and assesses resources to provide efficient delivery of services.

- Traded services management;
- Project management;
- Strategic Plan Delivery;
- Advice to senior leadership and governors
- Involvement with other external funding sources;
- Managing/evaluating impact of teams, projects, strategies, budgets
- Providing professional guidance to educational establishments (where appropriate)/teachers/others;
- Co-ordinating support for educational establishments causing concern (where appropriate)

E. Equal opportunities - contributes to the development of the Authority's policies in improving access to its services and raising achievement levels for local communities.

- Training on equal opportunities, including anti-racism, inclusion;
- Evaluation of equal opportunities policies effects through performance data analysis with School
- Awareness-raising of equal opportunities through the medium of Inset evaluations;
- Dissemination of policy and awareness-raising documentation to School

- Contribution to lifelong learning and community education initiatives and programmes;
- Work with parents and governors through training opportunities;
- Contribution to publications and/or training events;
- Implementation of equal opportunities policies through staff appointments.

The Westminster School

LEVEL 1: APPLICATION FOR STRUCTURED PROFESSIONAL ASSESSMENT

Personal Details

Name	
Current Post Title	
Date of Appointment to Soulbury Scale	
Date Appointed To Current Post	

Application

I wish to apply for an assessment within the Soulbury Scheme for Structured Professional Assessment at Level 1:

Signature of applicant: Date:

Outcome of Assessment

The Westminster School's Pay Committee judge that has/has not* met the criteria of the Soulbury Scheme for Structured Professional Assessment at Level 1. The effective date for the award of the SPA point should be:

Signed: Date:
(Chair of Governors)

Countersigned : Date:
(Head Teacher)

When completed one copy of this form should be given to the applicant and one copy forwarded to the HR Office,

EVIDENCE FORM FOR LEVEL 1 AWARD SOULBURY – STRUCTURED PROFESSIONAL ASSESSMENT

Name of Employee

A - DEVELOPMENT – Employee must show that they are fully informed of the developments in their area of work.

Evidence identified	Achieved?

Head Teacher's comment

B – DEVELOPING THE SERVICES – must make a recognised contribution to the policy, planning and meeting of performance targets for The Westminster School

Evidence identified	Achieved?

Line Manager's comment

C – IMPROVING STANDARDS – must make an identified contribution to the improvement and evaluation of service delivery across all appropriate aspects of The Westminster School

Evidence identified	Achieved?

Line Manager's comment

D – MANAGEMENT AND ADMINISTRATION – must manage and assess resources to provide efficient delivery of services.

Evidence identified	Achieved?

Line Manager's comment

E – EQUALITY OF OPPORTUNITIES: must contribute to the development of The Westminster School’s policies for improving access to services and for raising achievement levels for the School Community

Evidence identified	Achieved?

Line Manager's comment

--

SPA Level 2 Guidance

Educational Psychologists eligible to apply for SPA Level 2 should request an additional meeting with the Head Teacher and submit the general application proforma. At the meeting, the Head Teacher will review the documentation submitted for Level 1 and discuss how the Educational Psychologist has sustained their contribution to the efficiency and effectiveness of the service in the different areas. The Head Teacher will make a recommendation to the Pay Committee and confirm the outcome of the application.

The Westminster School

LEVEL 2: APPLICATION FOR STRUCTURED PROFESSIONAL ASSESSMENT

Personal Details

Name	
Current Post Title	
Date Of Appointment To Soulbury Scale	
Date Appointed To Current Post	
Date SPA 1 granted	

Application

I wish to apply for an assessment within the Soulbury Scheme for Structured Professional Assessments at Level 2

Signature of applicant:Date:

The Westminster School's Pay Committee judge that has/has not* met the criteria of the Soulbury Scheme for Structured Professional Assessment at Level 2.

The effective date for the award of the SPA point should be:

Signed: Date:
(Chair of Governors)

Countersigned : Date:
(Head Teacher)

When completed one copy of this form should be given to the applicant and one copy forwarded to the HR Office.

SECTION 3 LEVEL 3: GUIDANCE & PROFORMA FOR APPLICATION

Criteria

It was agreed nationally that the following criteria should apply to the assessment of the third SPA point:

To qualify for the award of the 3rd SPA point, officers will:

- need to demonstrate that they have made an exceptional contribution to the development of the service over a sustained period
- be involved in a programme of CPD focused on the requirements of the service and the aspirations of the officers for their own professional development.

The criteria for award of a third SPA point are not based on any specific quota for its award. The criteria relating to the first two SPA points remain unaltered.

Further guidance on the criteria

Applicants will need to have evidence that they have made a sustained exceptional contribution to the work of the School over a minimum of five years. This will include two years prior to their SPA1 application, a further one year before their SPA 2 application and a further two years prior to their SPA 3 application.

In meeting the criteria for an exceptional contribution to the service Educational Psychologists will need to demonstrate that they have contributed towards outcomes that are not just satisfactory but that their contribution is beyond that normally expected of their role. In other words, their work has not just met the requirements of the post but the impact of their work has gone beyond a satisfactory fulfilment of the job description. The following list includes some of the ways an applicant for SPA 3 might be able to demonstrate their work meets the criteria.

Their work;

- has led to improved outcomes for young people over a minimum period of five years
- has been usually valued and acknowledged by the School and other agencies as being of high or exceptional quality
- shows they have built positive relationships with other agencies
- results in written reports and consultation records which are detailed and accurate
- produces well-judged guidance, including accurately identified and precisely defined actions and produces well-judged Psychological Advice which conforms to EPS guidance on the production of Advice
- meets internal deadlines for the completion of tasks
- shows they have successfully led a new initiative or policy

To show that they meet the requirements of being involved in a programme of CPD applicants will need to demonstrate how they have:

- undertaken activities to improve their skills and expertise. This could involve participating in a nationally relevant and recognised course of study or seeking

accreditation e.g. Chartered status under the British Psychological Society. Other examples, could include qualification as a doctoral level qualification as an EP or other professionally recognised qualification. It could involve having taken part in study visits or exchange programmes. Applicants would need to have evidence that they have made a sustained effort over a period of years to improve their professional skills and qualifications. EPs need to evidence having published work in a recognised professional journal or equivalent.

A change in role or responsibility within the five years will not affect the application. Applicants will need to demonstrate that they have made an exceptional contribution in relation to the job description of the role they have at any one time within the organisation.

Application process

The application process is set out below. The process is intended to be fair, transparent and robust and in keeping with the national agreement.

A mutually agreed external Senior Educational Psychologist will arrange a mutually convenient time to meet the applicant and with the Head Teacher and they will discuss the strength of the application. The applicant should have available at that meeting supporting evidence for each of the criteria. There are no set rules for the supporting evidence. However, officers might wish to have available their performance review documents, documents detailing their continued professional development plus other evidence of the impact of their work which supports their application.

The Senior Educational Psychologist will make a recommendation to the Pay Committee about the outcome of each application and they will consider each submission together to ensure consistent application of the eligibility criteria.

The Head Teacher will inform the applicant of the outcome of their application in writing within three weeks of it being made.

Appeals process

If an applicant is not successful in their application this will not prevent them making another application in the future. A further application can be submitted no earlier than twelve months following the previous application. The fact that an earlier application was declined will not, in any way, prejudice the next application.

In any cases where Educational Psychologists feel they have not been treated correctly they may appeal by challenging the local assessment. In this instance the appeal will be heard by the Appeals Committee. They will examine the original documentation and interview the Head Teacher and Educational Psychologist concerned. The decision of the Appeals Committee is final and there are no further grounds for appeal.

These appeal arrangements comply with the statutory requirements relating to workplace grievance procedures.

Level 3: APPLICATION FOR STRUCTURED PROFESSIONAL ASSESSMENT

Name:

Date awarded SPA1

Date awarded SPA2

Criteria	Supporting Evidence
Exceptional contribution to the service over a sustained period	
Continuing professional development	

Signature:

Date:

The Westminster School

Outcome of Assessment

The Pay Committee judge that has/has not* met the criteria of the Soulbury Scheme for Structured Professional Assessments at Level 3. The effective date for the award of the SPA point should be:

Signature: _____
Chair of Governors

Date: _____

Signature: _____
Head Teacher

Date: _____

When completed one copy of this form should be given to the applicant and one copy forwarded to the HR Office.