



Staff Pay Policy

BEDWELL PRIMARY SCHOOL

**Bedwell Crescent,
Stevenage, Herts, SG1 1NJ**

Revised January 2023

CONTENTS

1.	INTRODUCTION AND SCOPE	4
2.	BASIC PAY DETERMINATION ON APPOINTMENT	5
2.1.	Leadership pay group	5
3.	COST OF LIVING PAY AWARDS	6
3.1.	Support Staff	6
3.2.	Teachers	6
4.	PAY REVIEWS	7
4.1.	Support staff	7
4.2.	Teaching staff	8
5.	TEACHERS PAY	11
5.1.	Movement to the Upper Pay Range	11
5.2.	Teaching and Learning Responsibility (TLR) payments	13
5.3.	How and what level of TLR to qualify for:	14
5.4.	How long is a TLR applied for?	14
5.5.	Special Educational Needs (SEN) allowances	15
5.6.	Unqualified teacher allowance	15
5.7.	Recruitment and retention allowance	15
5.8.	Provision of service to another school(s)	16
5.9.	Part-time teachers	16
5.10.	Short notice/supply teachers	16
6.	HONORARIA PAYMENTS	17
7.	SALARY SAFEGUARDING/PROTECTION	17
7.1.	Support Staff	17
7.2.	Teachers	18
8.	APPEALS	18
9.	MONITORING THE IMPACT OF THIS POLICY	20
	Appendix 1 - Teaching salary ranges and values	21
	Appendix 2 - Professional skills level descriptors	22
	Appendix 3 - Teacher Standards	23
	Appendix 4 - Application to move to Upper Pay Range	24

1. INTRODUCTION

This policy sets out the framework for how decisions on pay are made in this school. As a maintained setting the applicable terms are contained within the School Teachers' Pay and Conditions Document (STPCD) for Teachers and the National Joint Council for local government services National Agreement on Pay and Conditions of Service', commonly known as the 'Green Book' for non-teaching posts. There is also a collective agreement in place for non-teaching staff signed in 2012 and amended in 2017 which introduced Performance Related Increments for non-teaching staff.

In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high quality workforce
- recognise and reward staff for their contribution to school improvement
- ensure that pay and performance appraisal arrangements enable the current and future delivery of the curriculum and school improvement plans
- ensure that pay decisions are made in a fair and transparent way
- ensure that available financial resources are allocated appropriately and sustainably.

Pay decisions at this school are made by the Governing Board where the value of a post is set in the structure (school leadership ranges, TLR and SEN allowances).

Decisions on progression within an established range or in the case of teachers, progression to the Upper Pay Range where appropriate, are made by the pay committee of the Governing Board taking note of by the recommendations of the Senior Leadership Team (SLT).

Reference in this policy to Teachers includes Early Career Teachers (ECT's). ECT induction will have no adverse impact upon pay or career progression opportunities. ECT's will be subject to pay progression in line with the provisions of this policy.

This policy does not form part of any employee's contract of employment, and it may be amended at any time.

2. BASIC PAY DETERMINATION ON APPOINTMENT

On appointment, school leaders will determine the starting salary within the prescribed range, set in the structure by the Governing Board, to be offered to the successful candidate. In the case of non-teaching staff the pay value of roles is determined by virtue of the Hay job evaluation scheme.

In making such determinations, a number of factors will be taken into account which may include:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context

Pay will be set in line with any specific restrictions set out in the relevant terms and conditions and this policy.

There is no assumption that any employee will be paid at the same rate as they were being paid by a different employer.

2.1 Leadership pay group

The Governing Board has assigned individual pay ranges for each leadership group post which have been calculated in accordance with the STPCD and are set out in Appendix 1 of this policy.

These will be reviewed on determining the pay range for a vacancy prior to it being advertised taking account the needs of the school and skills and experience of a new appointment.

These ranges will only change:

1. Where the accountability and responsibility of the post significantly increase since it was last reviewed.
2. In order to reflect a change in value of a post following a recruitment exercise which warrants a review of the leadership group ranges in order to maintain a suitable pay differential.

The pay range for the Headteacher will be kept within the range attributed to the school group size in the STPCD. Any other leadership group post will not overlap with the pay range of the Headteacher.

3. COST OF LIVING PAY AWARDS

3.1 Support Staff

Support staff cost of living pay awards are determined by the national and local terms and conditions of employment for staff in local authority maintained settings. Any cost of living pay award will be applied as soon as reasonably practicable, and only once national pay negotiations are settled. This is usually, but not always, in April each year unless earlier amendments are required to comply with changes to legislation such the National Minimum Wage and National Living Wage.

3.2. Teachers

The increase to the national framework as set out in the STPCD will only apply to the minima and maxima of individual pay ranges and allowances.

Teachers on the minima of the pay range, who are not due to receive performance-related progression, will have their salary uplifted by the relevant percentage to ensure compliance with the framework set out in the STPCD.

Teachers will not automatically have their pay increased in accordance with uplifts to the STPCD; any individual increase will be on the basis of performance and in line with the criteria for pay progression set out in this policy.

4. PAY REVIEWS

Staff can expect to receive regular, constructive feedback on their performance and be subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for appraisal are set out in the Appraisal Policy.

4.1. Support staff

Support staff will have an annual performance appraisal undertaken in accordance with the Appraisal Policy.

Support Staff performance is recognised via pay progression on an annual basis using performance related increments (PRI) within the pay range for the employee's grade. This is in addition to any cost-of-living award applied. Incremental pay progression is awarded based on the overall rating from each employee's annual appraisal review. Notification of the outcome will be given by no later than 31 December each year. Any incremental pay progression (including any one off non-consolidated payment) applicable will be backdated to 1 June each year.

The ratings available are Not Met, Partially Met, Fully Achieved and Exceed.

Employees who receive an overall 'Fully Achieved' or 'Exceed' rating in their annual performance appraisal will be awarded incremental pay progression to the next spinal column point of their grade. Employees who receive an overall 'Exceed' rating in their annual performance appraisal will be awarded an additional one off non-consolidated payment.

Pay progression is limited to the top of an employee's grade save for cost-of-living awards and non-consolidated bonus payments where an 'Exceed' rating has been confirmed.

Exceed ratings attract a one off non-consolidated bonus payment to the value of 1% of an employee's grade where pay progression to the next spinal column point is possible, or 2% where pay progression is not possible as an employee is already at the top of their pay grade.

Employees who receive a 'Partially Met' rating will not be eligible for a PRI unless there is clear evidence to demonstrate that the cause relates entirely to factors beyond their control. Employees who receive a 'Not Met' rating will not be eligible for a PRI.

4.2. Teaching staff

The Governing Board will ensure that each Teacher's salary is reviewed annually and any changes in pay will take effect from 1 September each year. Reviews will be undertaken in the autumn term and will usually be completed by 31 December each year, Headteacher reviews may be later than this date.

Reviews may take place at other times of the year to reflect any significant change in circumstance or job description that leads to a change in the basis for calculating an individual's pay

All Teachers will be given a written statement setting out their salary and any other financial benefits to which they are entitled as soon as reasonably practicable following each pay determination and no later than one month after the date of the determination.

Decisions regarding pay progression for Teaching staff will be made with reference to their appraisal reports and the pay recommendations that they contain.

It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence.

Pay decisions will always be clearly attributable to the performance of the individual, there should be no expectation of automatic pay progression for any reason other than to ensure pay is within the applicable range set out in the STPCD.

The Governing Board will ensure fairness by annually sampling anonymised appraisal reports to moderate the process to ensure reviews and associated pay recommendations are consistent.

The Governing Board will seek to minimise the impact on workload for individual teachers, line managers and Headteacher throughout the process.

Decisions on performance pay progression will be based on an assessment of the overall performance of the individual.

A teacher will be eligible for annual performance pay progression where they:

- have been assessed as meeting all of the teaching standards, throughout the assessment period;
- have been assessed as meeting the requirements of their job description/job role;
- meet their individual performance appraisal objectives (consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives);
- have demonstrated a personal responsibility for identifying and meeting their CPD need;
- are performing in line with the skill level/behaviour descriptors/career grade expectations.

The evidence which will be considered in assessing performance may include:

- quality of teaching against the Teaching Standards, including formally observed practice
- professional dialogue
- received feedback
- performance appraisal statements
- pupil progress data
- CPD records
- self-assessment

In the case of Upper Pay Range teachers and Lead Practitioners: evidence of their contribution beyond their own classroom and their impact on the wider organisation. Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report and taking into account advice from the senior leadership team.

There are no automatic annual incremental pay rises.

Judgements of performance will be made against objectives set, meeting relevant professional standards, performance considerations set out in this policy and for teachers relevant career level expectations linked to pay value within ranges.

For those on the Main, Upper and Unqualified Pay Ranges, pay progression in this school will follow incremental progression up the Advisory Pay Points contained with the STPCD, where all criteria are met.

Those on the Leadership Pay Range, and Leading Practitioner Pay Ranges will follow incremental progression up reference points determined by the Governing Board where all criteria are met.

Whilst the Governing Board may on occasion have reference points which mirror those published by other organisations there is no requirement to do so and annual reviews will consider our own circumstances including, but not limited to, affordability.

Progression is usually limited to one reference point per annum, biennially in the case of the Upper Pay Range. The pay points and values used by the Governing Board are set out in Appendix 1.

Accelerated Progression

A teacher may, as part of their annual appraisal meeting, request to be considered for accelerated pay progression either within the pay band or to the next pay band at the end of that review cycle. This will be subject to review of performance against our skills level descriptors and may require additional or more challenging objectives to be set for the appraisal period as set out in the Appraisal Policy.

5. TEACHERS PAY

5.1. Movement to the Upper Pay Range

Applications and evidence

Any qualified teacher, having previously demonstrated competency to progress to Band 2 of the pay range as an accomplished teacher, may apply to be paid on the upper pay range. Any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.

Applications may be made once per year and must:

- be made on the appropriate application (see Appendix 4) and submitted to the Headteacher, outlining a summary of performance, which can be evidenced if required, that demonstrates the required standards
- be submitted no later than the end of the summer term (July) in each year for consideration to move to the Upper Pay Range in the subsequent Autumn term (consideration will be given to accepting late applications where exceptional circumstances exist). The Governing Board encourage an early indication be given at the objective setting stage so that teachers may be supported to look at progress toward the standards during the appraisal cycle prior to the application being reviewed.

If a teacher is simultaneously employed at another school/setting, they may submit separate applications to each. We will not be bound by any pay decision made by another school / setting.

Where evidence is reduced due to maternity or disability related absence(s) the Governing Board will consider the evidence available and base a determination on what would have been the outcome following appraisal assuming that performance continued.

The assessment

An application will be successful, if the Headteacher and the Pay Committee are satisfied that:

- the teacher is highly competent in all elements of the teaching standards

- the teacher's achievements and contribution to the organisation are substantial and sustained
- the teacher has fulfilled the skills level descriptors/career grade expectations for Band 3.

This means that the teacher has consistently:

- demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period;
- been assessed as meeting their performance appraisal objectives over a sustained period;

and in addition, that:

- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/achievement
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning
- the teacher has demonstrated that they have made an impact on the organisation beyond their own class/group(s) over a sustained period. This may include;
- demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice
- contributing to policy and practice which has improved teaching and learning across the organisation

Sustained means maintained continuously over a period of at least two school years.

Processes and procedures

Governors will exercise their discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period due to maternity, adoption, shared parental leave or ill health.

The Headteacher or another assigned member of the senior leadership team (SLT) will assess all applications to be paid on the Upper Pay Range and their recommendation will be considered by the Pay Committee.

The Headteacher or another assigned member of the SLT will use the evidence contained in the teachers' performance appraisal review paperwork to make their assessment.

A teacher may, if they wish, provide additional evidence to support their application, but is not obliged to do so.

The Headteacher or assigned member of the SLT will discuss their recommendation with the teacher and the Pay Committee will confirm the decision by 31 December.

Where the application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1 September (this will in effect be the beginning of the new appraisal year following the submission in the previous appraisal year).

Where the application is not successful, the Headteacher or an assigned member of the SLT will provide verbal and written feedback which may be used to inform the ongoing performance appraisal process to help develop their skills to work toward a future successful application.

5.2. Teaching and Learning Responsibility (TLR) payments

TLR payments will be awarded to the holders of the relevant posts included in the approved staffing structure. TLR1 and TLR2 payments will be paid pro-rata to part-time staff, but a TLR3 allowance awarded will be paid in full.

TLR payments will be awarded to a teacher on the main range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the staffing structure for ensuring the continued delivery of high-quality teaching and learning for which they are accountable. i.e., where a post:

- is focused on teaching and learning
- requires the exercise of a teacher's professional skills and judgment
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils
- involves line management, leading, developing, and enhancing the teaching practice of others
- must be a significant responsibility that is not required of all classroom teachers.

5.3. How and what level of TLR to qualify for:

In order to qualify for a TLR1 payment, the post holder's role must include line management responsibility for a significant number of people.

A TLR payment will not be awarded in respect of teaching duties in Special Educational Needs or pastoral care.

TLRs will not generally be awarded in a primary setting for subject coordination, as all teachers, where not otherwise restricted from doing such work, will have the same responsibility and are not therefore eligible for a TLR.

The Governing Board will award TLR payments within the range prescribed in the School Teachers' Pay and Conditions Document. The Governing Board has determined the value of TLR posts as set out in Appendix 1.

Teachers may not hold more than one TLR1 or TLR2 payments at the same time, however in some circumstances teachers can hold one or more TLR3 payments in addition to a TLR1 or TLR2 payment.

The Governing Board may award a fixed-term TLR3s to a classroom teacher for clearly time-limited school improvement projects, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day. The fixed term for which they are to be awarded must be established at the outset of the award. Consecutive TLR3s for the same responsibility will not be awarded unless that responsibility relates to tutoring, as set out above. TLR3s are not subject to salary safeguarding.

TLR1 and TLR2 payments may not temporarily be added to the structure so will only be applied on a temporary basis to those acting up in the absence of a colleague. There will be no salary safeguarding of any fixed term/temporary TLR payments.

5.4. How long is a TLR applied for?

TLR1 and TLR2 payments are linked to the post and therefore will usually only cease when changes to the post are implemented in the staffing structure or when the employee resigns for the post.

TLR 3 payments are for a fixed, time-limited period, for example a teacher could be awarded for a specific time-limited school improvement project or one off externally driven responsibility.

With reference to safeguarding please refer to section 6 of the policy, there will be no salary safeguarding of any fixed term/temporary TLR payments.

5.5. Special Educational Needs (SEN) allowances

The Governing Board will award SEN allowances in accordance with the criteria and provisions set out in the current STPCD.

The value of SEN allowances to be paid are set out in Appendix 1.

5.6. Unqualified teacher allowance

The Governing Board may determine that an allowance be paid to an unqualified teacher where, in the context of the staffing structure, the teacher has taken on a sustained additional responsibility which is:

- focussed on teaching and learning; and
- requires the exercise of a teachers' professional skills and judgement: or
- qualifications or experience which bring added value to the role s/he is undertaking.

5.7. Recruitment and retention allowance

The Governing Board may, on the advice of the Headteacher, consider the award of a recruitment and retention payment to a teacher where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been, or it is considered difficult to fill
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.

The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary levels within the structure. Allowances of this nature typically fall within the range £500 - £3,000.

The duration of the payment will be determined according to the circumstances of the payment. Such payments will be reviewed annually at which time the allowance may be

withdrawn. Such allowance may never be seen as permanent and does not require advance notice be given when withdrawn.

Recruitment and retention payments are not payable to any employee on the leadership pay range.

5.8. Provision of service to another school(s)

The Governing Board may authorise the Headteacher to provide services relating to the raising of standards in another school / setting. Where such an agreement is authorised, the Governing Board will determine, what, if any, proportion will be paid to the Headteacher and/or other staff, of additional income received by us as part of the agreement. Any such payments will be made in accordance with the terms of the STPCD and will be temporary with no entitlement to safeguarding on cessation.

5.9. Part-time teachers

Teachers employed on an ongoing basis but who work less than a full working week are deemed to be part-time. The Governing Board will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school timetabled teaching week for a full-time teacher in an equivalent post, using the pro-rata principle as per the STPCD.

5.10. Short notice/supply teachers

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

We recognise that the Agency Workers Regulations Provide for an agency Teacher who has worked in the same school / setting for more than twelve weeks to have the right to be paid in accordance with the normal terms and conditions applied to the post in which work is undertaken. This will normally be limited to payment within the main pay range as agency teachers will not usually be expected to meet the requirements of an upper pay range teacher.

6. HONORARIA PAYMENTS

The Governing Board will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria.

Such awards may, in exceptional circumstances, be made to support staff. Honoraria payments can be used when an individual is undertaking work that is part, but not all, of a higher graded position for a period of four weeks or more.

Honoraria payments may also be used to reward additional or onerous tasks or a specific piece of project work at the same grade or lower, for a specific period over four weeks or more. The Governing Board will take into account the difference in monthly salary of the post holder and the level of work they are undertaking.

Where the full duties of a higher grade are undertaken this will be treated as acting up.

7. SALARY SAFEGUARDING / PROTECTION

7.1. Support Staff

Arrangements for salary protection were altered from those set out in Local Government Terms and Conditions following a Collective Agreement with Unison in 2010.

If a member of staff is re-graded or deployed to a lower graded post the following salary protection will apply from the date, they start the lower graded post:

- Protection applies for a maximum of one grade above the postholders grade at the time of safeguarding commencing.
- Protection applies for two years for all grades.
- The protected grade is 'frozen' at the rate of pay when safeguarding

commences, with no eligibility for increments or cost of living increases for the duration of the protected period.

- At the end of the two-year period the employee will be paid at the maximum of the new (lower) grade.
- If the maximum of the new (lower) grade catches up before the end of the protected period, through national pay increases, the protection will cease, and from that date onwards the new (lower) grade will be paid.

7.2. Teachers

The Governing Board will operate salary safeguarding arrangements in line with the provisions of the STPCD applicable at the time of safeguarding being applied.

8. APPEALS

Pay recommendations will be contained within Performance Appraisal Review Statements and these will be discussed with employees at the review meeting. Where an employee has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.

An employee may make a formal appeal against a decision on pay, which must be submitted in writing within seven calendar days of receipt of written notification of that decision setting out the grounds for their appeal in full.

The grounds of appeals will likely be based on one or more of the following; the decision maker(s):

- incorrectly applied the provisions of the Teachers' Pay & Conditions Document / national / local terms and conditions
- incorrectly applied the provisions of our pay policy
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence and/or took account irrelevant or inaccurate evidence
- were biased

- otherwise unlawfully discriminated against the employee.

Appeals will be heard by the Pay Appeals Committee.

The Appeals will be heard at a meeting, normally within twenty working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or a member of a Professional Association or Trade Union.

Any written submissions relevant to the appeal must be circulated to all parties at least three working days prior to the meeting.

The decision of the appeal committee will be notified in writing. The decision of the Governing Board's Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.

The Headteacher shall be entitled to attend, for the purposes of providing information and advice (except in the case of his/her own salary), all proceedings of the Pay Appeals Committee.

The role of the Pay Appeal Committee is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and has been made taking proper account of equal opportunities.

9. MONITORING THE IMPACT OF THIS POLICY

The Governing Body will comply with relevant equalities legislation and will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting, and paying staff, training, and staff development.

The Governing Body will ensure that its processes are open, transparent, and fair. All decisions will be objectively justified. Adjustments to the application of this policy will be considered on a case-by-case bases, where an employee has been absent from work for an extended period of time including maternity and sickness absence.

APPENDIX 1 : TEACHING REFERENCE POINTS / SALARY BANDS

The Governing Body agreed to use the advisory pay reference points published to support the School Teachers' Pay and Conditions Document. The specific pay ranges and bands for leadership posts in this school are:

Headteacher

Paid on the Leadership Scale, within the range L17-23: £65,699-£76,122

Deputy Headteacher

Paid on the Leadership Scale, within the range L8-13: £52,659-£59,558

Assistant Headteacher

Paid on the Leadership Scale, within the range L2-6: £45,414-£50,122

Teaching and Learning Responsibility Payments

Paid within the following ranges:

TLR 3 - £600 - £2975

TLR 2 - £3017 - £7368

TLR 1 - £8706 - £14,732

SEN Allowances

Paid within the range: £2384 - £4703

Band 3 - Expert Teacher

Paid on the Teachers Upper Pay Range, within the range U1-3: 40,625-43,685

Band 2 - Accomplished teacher

Paid on the Teacher's Main Pay Range, within the range M4-6: 33,850-38,810

Band 1 - Teacher

Paid on the Teacher's Main Pay Range, within the range M1-3: £28,000-31,750

Unqualified Teacher Pay Range

Paid on the Unqualified Teacher Scale, within the range: £19,340-£30,172

APPENDIX 2 : PROFESSIONAL SKILLS LEVEL DESCRIPTORS

Professional Area	Professional Practice	Professional Outcomes	Professional Relationships	Professional Development	Professional Conduct
Relevant Standards	1.1(1);1.2(2,3,5) 1.3(1,3); 1.4(1,2,3); 1.5 all; 1.6 (1); 1.7(1,2,3); 1.8 (3); 2.1 (2,4); Preamble	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	1.1(3); 1.7(1); 1.8(1); 2.1(all); 2.2; 2.3; Preamble
Band 1: Teacher M1	Many, but not all, aspects of teaching over time are of a high standard	With appropriate additional support, most pupils progress in line with school expectations	Positive working relationships established with pupils, colleagues and parents	Develops professional practice in line with advice from more experienced colleagues	Meets the standards for professional conduct set out in the Teachers' Standards
M2					
M3					
Band 2: Accomplished Teacher M4	All aspects of teaching over time are of a high standard	Most pupils progress in line with school expectations without additional support	These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.	Most pupils progress in line with school expectations without additional support	Meets the standards for professional conduct set out in the Teachers' Standards
M5					
M6					
Band 3: Expert Teacher U1	Many aspects of teaching over time are exceptional	Significant numbers of pupils exceed school expectations	Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges	Proactively leads the professional development of others in a way which leads to improved outcomes for pupils	Meets the standards for professional conduct set out in the Teachers' Standards
U2					
U3					

APPENDIX 3 : TEACHERS' STANDARDS OVERVIEW [AS SET BY DfE]



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

APPENDIX 4 : APPLICATION TO MOVE TO UPPER PAY RANGE

In order to move to the Upper Pay Range, applicants must complete the form below. Any qualified teacher on the Main Pay Range may apply once per year. It is each applicants decision whether or not to apply, based around the our definition of 'Expert Teacher', as defined in Appendix 3 of the Staff Pay and Performance Appraisal Policy.

Applicants must collate evidence to show that they meet the criteria described in each of the five areas listed below - links are given to relevant Teacher Standards (see Appendix 4) to provide more detail on our expectations. Applications should be submitted to the Headteacher, along with any accompanying evidence by the end of the Summer Term, and will then be reviewed by the Resources Committee.

Name:

Professional Practice: Many aspects of teaching over time are exceptional

[see Teacher Standards 1.1(1);1.2(2,3,5) 1.3(1,3); 1.4(1,2,3); 1.5 all; 1.6 (1); 1.7(1,2,3); 1.8 (3); 2.1 (2,4)]

Evidence:

Professional Outcomes: Significant numbers of pupils exceed school expectations

[see Teacher Standards 1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4)]

Evidence:

Professional Relationships: Working relationships with colleagues are characterised by an enthusiastic commitment to helping them to overcome professional challenges

[see Teacher Standards 1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4)]

Evidence:

Professional Development: Proactively leads the professional development of others in a way which leads to improved outcomes for pupils

[see Teacher Standards 1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3]

Evidence:

Professional Conduct: Meets the standards for professional conduct set out in the Teacher Standards'

[see Teacher Standards 1.1(3); 1.7(1); 1.8(1); 2.1(all); 2.2; 2.3]

Evidence:

Signed:

Date: