



BRADING CE PRIMARY SCHOOL PAY POLICY

November 2017

Reviewed by the Governors

Date Written: November 2017

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Signed

Pay policy 2017/18

Purpose

This policy sets out the framework for making decisions on teachers' pay. The pay policy aims to achieve the following:

- maximise and assure the quality of learning and teaching at this school
- support the recruitment, retention, recognition, reward and motivation of teachers
- ensure accountability, transparency, objectivity and fairness in the decision-making process.

Statement of intent

The governing board of Brading CE Primary School will act with integrity, objectivity and honesty in the best interests of the school. The school will respect personal confidentiality, and at the same time, be prepared to be open about decisions made and actions taken, and to justify them if appropriate to relevant parties. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

Equalities

The governing board will comply with relevant employment and equalities legislation:

- Employment Relations Act 1999
- Equality Act 2010
- Employment Rights Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulation 2002
- The Agency Workers Regulations 2010

General

The governing board will promote equality in all aspects of school life, particularly in regard to decisions on the advertising of posts, appointing, promoting and the remuneration of staff as well as training and staff development. See 'governing board obligations' in relation to monitoring the impact of this policy.

It is important that this policy is read in conjunction with the following:

- School Teachers' Pay and Conditions Document (STPCD) 2017
- Staff appraisal and capability policy adopted by this school

Performance-related pay

The governing board will ensure its processes are open, transparent and fair. All decisions will be objectively justified and minutes of any decisions, and the reasons for them, will be recorded. Adjustments will be made to take account of special circumstances, e.g. an absence on maternity or disability-related sick leave. The exact adjustments will be made on a case-by-case basis.

The school will do everything in its power to make a performance-related judgement. If little or no performance evidence is available from the relevant appraisal cycle, because the teacher has been away from school because of pregnancy, maternity or disability-related illness, it will use evidence from previous appraisal cycles.

In the absence of any evidence that the teacher would not have received the increase in pay, the school will make a pay award to avoid discrimination.

Monitoring

The governing board will adopt methods of equality monitoring proportionate with the objective of identifying potential discrimination in workplace policies and procedures.

September 2017 pay award and pay points

The governing body has decided to continue to use pay points across all ranges in the national framework. The relevant sections of the pay policy set out the values of those pay points.

Job descriptions

The head teacher will ensure each member of staff is provided with a job description in accordance with the staffing structure agreed by the governing body. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, to make reasonable changes in the light of the evolving needs of the school.

Access to records

The head teacher will ensure reasonable access for individual members of staff to their employment records.

Appraisal

The governing board will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers.

The Appraisal Regulations states appraisal objectives for all teachers, including the leadership group, must be such that, if they are achieved, they will contribute to the following:

- (a) Improving the education of pupils at that school
- (b) The implementation of any plan of the governing board designed to improve that school's education provision and performance.

In this school, judgements on performance will be made against a range of evidence including:

- Teachers' Standards
- Agreed objectives
- Impact of CPD
- Examination results
- Agreed pupil performance criteria
- Drop-in appointments
- External reports (e.g. LA visit reports)
- Student tracking data
- Evidence of wider contribution to the school
- Curriculum review documents.

Further information is contained in the school's appraisal policy.

Although the school will establish a firm evidence base in relation to the performance of all teachers, there is a responsibility on individual teachers and appraisers to work together. Teachers should also gather, over time, any evidence they deem is appropriate in relation to meeting their objectives, the Teachers' Standards and any other criteria (i.e. application to be paid on the upper pay range) so that such evidence can be taken into account in the review.

The head teacher will moderate objectives to ensure consistency and fairness; the head teacher will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness.

Governing board obligations

The governing board will fulfil its obligations to the following employees:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document ('the Document') and the conditions of service for school teachers in England and Wales (commonly known as the Burgundy Book)
- **Support staff:** the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book) or any LA pay/grading system.

The governing board will need to consider any updated pay policy and assure themselves that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and their pay decisions can be objectively justified.

The governing board will ensure appraisers, decision makers and any appeal committee governors receive appropriate training to ensure fair and open decision-making.

The governing board will ensure year-end and mid-year reviews are undertaken for teachers and all members of the leadership group.

The governing board will ensure it makes funds available to support the cost of living increases, pay progression and any other pay-related decisions in accordance with this pay policy (see **Procedures** below) and the school's spending plan.

The governing board will monitor the outcomes of pay decisions, including the extent to which different groups of teachers' progress at different rates, to ensure the school's continued compliance with equalities legislation.

Head teacher obligations

The head teacher will do the following:

- develop clear arrangements for linking appraisal to pay progression, and consult with staff and school union representatives on the appraisal and pay policies
- submit any updated appraisal and pay policies to the governing body for approval
- ensure effective appraisal arrangements are in place, and make sure any appraisers have the knowledge and skills to apply procedures fairly
- ensure year-end and mid-year reviews are undertaken for all teachers, including the leadership group
- submit written pay recommendations to the governing board, and ensure the governing board has sufficient information on which to make pay decisions
- ensure teachers are informed about decisions reached, and keep records of recommendations and decisions made.

Teachers' obligations

A teacher will do the following:

- engage with appraisal; this includes working with their appraiser to ensure there is a secure evidence base for an annual pay determination to be made
- keep records of their objectives, and review them throughout the appraisal process
- share any evidence they consider relevant with their appraiser
- ensure they have an annual review of their performance.

Differentials

Appropriate differentials will be created and maintained between posts in the school that recognise accountability, job weighting and the governing board's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

Discretionary pay awards

Criteria for the use of pay discretions are set out in this policy, and discretionary awards of additional pay will only be made in accordance with these criteria.

Safeguarding of salary

When a pay determination leads, or may lead, to the start of a period of safeguarding of salary, the governing body will comply with the relevant provisions of the Document and give the required notification as soon as possible (and no later than one month after the determination).

Procedures

The governing board will determine the annual pay budget on the recommendation of the pay committee and take into account paragraph 19.2(e) of the STPCD Document. Because of budget constraints, there will be no accelerated progression on any pay scale.

The governing board has delegated its pay powers to the pay committee. Any person employed to work at the school, other than the head teacher, must withdraw from a meeting where their pay and/or the pay or appraisal of any other employee of the school is under consideration. The head teacher must withdraw from that part of the meeting where the subject of consideration is their pay. A relevant person must withdraw where there is a conflict of interest or any doubt about their ability to act impartially.

Best practice indicates that no member of the governing board who is employed to work in the school shall be eligible for membership of the pay committee. It is advised that relevant bodies should only delegate such powers to a committee of the governing body, comprising three non-employee governors, who should carry out determinations of pay in accordance with the pay policy.

The pay committee will be attended by the head teacher in an advisory capacity. When the pay committee has invited either a representative of the LA or the external adviser to attend and offer advice on the determination of the head teacher's pay, that person will withdraw at the same time as the head teacher while the committee reaches its decision. Any member of the committee required to withdraw will do so.

The terms of reference for the pay committee will be determined from time to time by the governing board. The current terms of reference are:

- To achieve the aims of the whole school pay policy in a fair and equitable manner
- To apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review
- To observe all statutory and contractual obligations
- To minute clearly the reasons for all decisions and then report the fact of these decisions to the next meeting of the full governing board
- To recommend to the governing board the annual budget needed for pay, bearing in mind the need to ensure the availability of monies to support any exercise of pay discretion
- To keep abreast of relevant developments, and to advise the governing board when the school's pay policy needs to be revised

- To work with the head teacher to ensure the governing board complies with the Appraisal Regulations 2012 (teachers).

The report of the pay committee will be placed in the confidential section of the governing board's agenda and will either be received or referred back. Reference back may occur only if the pay committee has exceeded its powers under the policy.

Annual determination of pay

All teaching staff salaries, including those of the head teacher, deputy head teacher(s) and assistant headteacher(s), will be reviewed annually to take effect from 1 September. The governing board will endeavour to complete teachers' annual pay reviews by 31 October and the head teacher's annual pay review by 31 December. They will, however, complete the process without undue delay.

Notification of pay determination

Decisions will be communicated to each member of staff by the head teacher in writing in accordance with paragraph 3.4 of the Document, and the head teacher will set out the reasons why decisions have been taken. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed or immediately after an appeal has been concluded.

Appeals procedure

The governing board has an appeals procedure in relation to pay in accordance with the provisions of STPCD paragraph 2.1(b). It is set out in appendix B of this pay policy.

Head teacher pay

Pay on appointment

- The pay committee will review the school's head teacher group and the head teacher's pay range in accordance with paragraphs four, five, six and eight (mainstream school), or paragraphs four, five, six, seven and eight (special schools) of the Document
- If the head teacher takes on permanent accountability for one or more additional schools, the pay committee will set a pay range in accordance with the provisions of paragraph 6.6 or 7.9
- The pay committee will determine a pay range and take account of the full role of the head teacher (part seven), which includes all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2) such as recruitment issues. The pay committee will take into account the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully
- The pay committee will consider using its discretion, in exceptional circumstances only, to exceed the 25 per cent limit beyond the maximum of the group range when setting the pay

range for the head teacher, as set out in paragraph 9.3. However, before doing so, it will make a fully-documented business case and seek external independent advice from an appropriate person or body

- The pay committee will use pay points within the pay range
- At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the governing board will adjust the pay range to ensure appropriate scope of 2 pay points for performance-related pay progression over time
- The pay committee will have regard to the provisions of paragraph 9.4 in particular, and it will also take account of the pay and ranges of other staff, including any permanent payments, to ensure appropriate differentials are created and maintained between posts of differing responsibility and accountability
- The pay committee will consider whether the circumstances specific to the role or candidate warrant a higher than normal pay range. It will exercise its discretionary powers, where appropriate, in accordance with paragraph 9.3. It will only set a range, the maximum of which is more than 25 per cent above the maximum value of the group range, in exceptional circumstances. In such circumstances, it will make a business case to the governing board, and the governing board will seek external independent advice before giving agreement
- The pay committee will consider whether there is a need for any temporary payments (paragraph 10) for clearly time-limited responsibilities or duties only. (The total sum of the temporary payments made to a head teacher will not exceed 25 per cent of the annual salary that is otherwise payable to the head; the total sum of salary and other payments made to a head teacher must not exceed 25 per cent above the maximum of the head teacher group except in wholly exceptional circumstances)
- The pay committee may determine that temporary or other payments be made to a head teacher that exceed the limit above. These may be made in wholly exceptional circumstances when the committee has made a business case and secured the agreement of the governing board. The governing board will seek external independent advice before providing agreement

Serving head teachers

- The pay committee will only redetermine the pay range of a serving head teacher (in accordance with paragraph nine) if the responsibilities of the post change significantly; or if the pay committee determines this is required to maintain consistency with pay arrangements for new appointments to the leadership group or with pay arrangements for a member(s) of the leadership group whose responsibilities significantly change
- It will also redetermine the pay range if the group size of the school increases, or if the head teacher takes on permanent accountability for an additional school(s) (paragraph nine of section three)
- If the pay committee redetermines the head teacher's pay range, it will take account of all indefinite responsibilities of the post, any specific challenges and all other relevant factors, including retention issues. The pay committee will take into account the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully

- The pay committee will consider using its discretion, in exceptional circumstances, to exceed the 25 per cent limit beyond the maximum of the group range, as set out in paragraph 9.3. However, before agreeing to do so, it will make a fully-documented business case and seek external independent advice
- The pay committee will use pay points within the pay range and leave appropriate scope for performance-related pay progression of at least 1 pay point
- The pay committee will review the head teacher's pay in accordance with paragraph 11 of the Document (and paragraph 27 of the statutory guidance), and it will award one pay point when there has been sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the Appraisal Regulations 2012 and any recommendation on pay progression in the head teacher's most recent appraisal report
- When the head teacher's performance is exceptional, the pay committee will award accelerated performance-related pay progression of 2 pay points and take account of the most recent appraisal and any recommendation on pay
- If the pay committee decides to redetermine the pay range, it will only determine the head teacher's pay range in accordance with paragraph nine and paragraph nine of the section three guidance
- The pay committee will consider the use of temporary payments for clearly temporary responsibilities or duties only, in accordance with paragraph 10
- The total sum of temporary payments made to a head teacher will not exceed 25 per cent of the annual salary which is otherwise payable to the head teacher; and the total sum of salary and other payments made to a head teacher will not exceed 25 per cent above the maximum of the head teacher group, except in wholly exceptional circumstances
- The pay committee may determine that additional/temporary payments be made to a head teacher which exceeds the limit above in wholly exceptional circumstances and with the agreement of the governing board. The governing board will seek external independent advice before providing agreement

Deputy/assistant head teacher pay

Pay on appointment

- The pay committee will determine a pay range and take account of the full role of the deputy/assistant head teacher (part two), including all indefinite responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2), such as recruitment issues. The pay committee will take into account the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully
- The pay committee will use pay points in the pay range
- At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the governing board will adjust the pay range to ensure appropriate scope of 1 pay point for performance-related pay progression
- The pay committee will consider whether the award of any additional payments are relevant, as set out in paragraph 26 of the Document and paragraphs 60 to 69 of section

three

Serving deputy/assistant head teachers

- The pay committee will review and redetermine the deputy/assistant head teacher pay range when there has been a significant change in the responsibilities of the serving deputy/assistant head teacher (paragraph 10 of the section three guidance). It will also review and, if necessary, redetermine the pay range to maintain consistency with pay arrangements for new appointments to the leadership group, or maintain pay arrangements for a member(s) of the leadership group whose responsibilities significantly change
- When determining the pay range of a serving deputy/assistant head teacher, the pay committee will take account of all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2), including retention issues. The pay committee will take into account the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully
- The pay committee will ensure the maintenance of appropriate differentials between different posts in its staffing structure, but it will note paragraph 9.4
- The pay committee will consider whether the award of any additional payment is relevant, as set out in paragraph 26 of the Document and paragraphs 60 to 69 of section three
 - The pay committee will use pay points in the pay range, and it will leave appropriate scope for performance-related pay progression of at least 1 pay points
- The pay committee will review pay in accordance with paragraphs 11, and it will award one pay point when there has been sustained high quality of performance having regard to the results of the recent appraisal and any recommendation on pay progression recorded in the deputy/assistant head teacher's most recent appraisal report
- The pay committee will award accelerated performance-related pay progression of up to 1 pay point if there has been exceptional performance, and it will take account of the results of the most recent appraisal and any pay recommendation

Acting allowances

Acting allowances are payable to teachers who are assigned and carry out the duties of the head teacher, deputy head teacher or assistant head teacher in accordance with paragraph 23 of the Document. The pay committee will, within a four-week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher who carries out the duties of the head teacher, deputy head teacher, or assistant head teacher, for a period of four weeks or more, will be paid on the head teacher's deputy head

teacher range or assistant head teacher range, as the case may be. Payment will be backdated to the commencement of the duties.

Classroom teachers

Pay on appointment

The governing board will consider the teacher's previous pay entitlement in relation to the MPR or UPR.

The governing board will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

Pay on appointment, 'pay portability'

In relation to new appointments with effect from 1 September each year. In this school we do not give automatic progression on 1 September. (e.g. the teacher is on pay point M4 in the 'old' school and joins the new school on M5 with effect from 1 September). The salary for the post is as stated in the advert.

However, it is imperative that, at the point of interview, there is a clear offer of salary and acceptance, which should be put into writing.

Annual pay determination

The pay committee will use reference points. Therefore, the pay scale for main pay range teachers in this school is:

MPR 1	£22917
MPR 2	£24484
MPR 3	£26453
MPR 4	£28488
MPR 5	£30733
MPR 6a	£33162
MPR 6b	£33824

Appraisal objectives will become more challenging as the teacher progresses up the main pay range. Objectives will, however, be such that if achieved, will meet the requirements of the Appraisal Regulations 2012 (see **Appraisal** above).

To move up the main pay range, one point at a time, teachers will need to have made good progress towards their objectives and shown they are competent in the Teachers' Standards. The quality of teaching, learning and assessment should be consistently "good" as defined by Ofsted.

If the evidence shows a teacher has exceptional performance, the governing board will consider the use of its flexibilities to award enhanced pay progression up to the maximum of 2 pay points.

The quality of teaching, learning and assessment should be consistently “outstanding” as defined by Ofsted.

Judgments will only be made on evidence gathered which is related to the formal appraisal process. As a teacher moves up the main pay range, this evidence will increasingly show:

- a continuing positive impact on pupil progress
- a continuing positive impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher, e.g. behaviour management or lesson planning
- a continuing positive impact on the effectiveness of staff and colleagues.

Further information, including sources of evidence is contained in the school’s appraisal policy and skills descriptors see appendix D.

The pay committee will take account of the pay recommendation contained in the appraisal report, and it will be able to justify its decisions.

Applications to be paid on the upper pay range

Any qualified teacher can apply to be paid on the upper pay range. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school(s). This school will not be bound by any pay decision made by another school.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, including any recommendation on pay. When such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate the applicant has met the assessment criteria must be submitted by the applicant.

For the assessment to be robust and transparent, it will be an evidence-based process only. Teachers should ensure they build a mainly paper evidence base to support their application. Those teachers who have been absent, through sickness, disability or maternity, may cite written evidence from previous years in support of their application.

Process

One application may be submitted annually. The closing date for applications is normally 14th September each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- complete the school’s application form; (appendix C)
- submit the application form and supporting evidence to the head teacher by the cut-off date of 14th September;
- you will receive notification of the name of the assessor of your application within five working days;

- the assessor will assess the application, which will include a recommendation to the pay committee of the relevant body;
- the application, evidence and recommendation will be passed to the head teacher for moderation purposes if the head teacher is not the assessor;
- the pay committee will make the final decision, advised by the head teacher;
- teachers will receive written notification of the outcome of their application by 31st October. Where the application is unsuccessful, the written notification will include the areas where it was felt the teacher's performance did not satisfy the relevant criteria set out in this policy (see **Assessment** section below);
- if requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment, and it will include advice and support on areas for improvement to meet the relevant criteria;
- successful applicants will move to the minimum of the UPR on 1 September; and
- Unsuccessful applicants can appeal the decision. The appeals process is set out in appendix B of this policy.

Assessment

The teacher will be required to meet the criteria set out in paragraph 15 of the Document, namely, the following:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

In this school, this is interpreted as follows:

“highly competent”: the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the teachers' standards in the particular role they are fulfilling and the context in which they are working.

“substantial”: the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

“sustained”: in relation to a UPR application only, the teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown the quality of teaching, learning and assessment are good to outstanding.

Further information, including information on sources of evidence, is contained in the school's appraisal policy.

Upper pay range

Annual pay determination

The upper pay range in this school will consist of three points: UPR 1 (minimum), UPR 2 (mid-point), UPR 3 (maximum) as set out below:

UPR 1:	£35927
UPR 2:	£37258
UPR 3:	£38633

Progression through the UPR will be considered annually, in line with the Document.

The pay committee will determine whether there has been continued good performance. In making such a determination, it will take into account the following:

- Paragraph 19 and the criteria set out in paragraph 15.2 of the Document 2017
- The appraisal report and the pay recommendation of the appraiser
- The appraisal evidence that the teacher has maintained the criteria set out in paragraph 15.2. Namely, that the teacher is highly competent in all elements of the relevant standards and that the teacher's achievements and contribution to an educational setting or settings are substantial and sustained. The meaning of these criteria is set out in the section of this policy entitled **Applications to be paid on the upper pay range** above.

Pay progression on the upper pay range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to justify its decisions objectively.

When it is clear that the appraisal evidence shows the teacher has continued good performance, as set out above, and made good progress towards their objectives, the teacher will move to the next pay point on the UPR range

When it is clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out above, the pay committee will use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. The quality of teaching, learning and assessment should be consistently outstanding.

Further information, including sources of evidence, is contained within the school's appraisal policy.

The pay committee will be advised by the head teacher in making all such decisions.

Unqualified teachers

Pay on appointment

The pay committee will pay any unqualified teacher in accordance with paragraph 17 of the Document. The pay committee will determine where a newly appointed unqualified teacher will enter the scale. This decision is based on the unqualified teacher's qualifications and/or experience that the committee considers to be of value. The pay committee will consider whether it wishes to pay an additional allowance in accordance with paragraph 22.

Annual pay determination

To progress up the unqualified teacher range, one point annually, unqualified teachers will need to show they have made good progress towards their objectives.

If the evidence shows a teacher has exceptional performance, the governing board will award enhanced pay progression of 2 pay points.

Judgments will only be made on evidence gathered which is related to the appraisal process. Information on sources of evidence is contained within the school's appraisal policy.

The pay committee will be advised by the head teacher in making all such decisions. Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The pay committee will be able to justify its decisions objectively.

Teaching and learning responsibility (TLR) payments

The pay committee may award a TLR to a classroom teacher in accordance with paragraph 20 of the Document and paragraphs 47 to 54 of the section three guidance. TLR1 or TLR2 will be for a clearly defined and sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning. All job descriptions will be regularly reviewed. The committee will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded and take into account the criterion and factors set out in paragraph 20.4.

The pay committee will ensure sufficient differential exists between different levels of TLR and take account of the responsibilities for which the TLR is awarded. All decisions will be objectively justified.

In this school, the minimum of TLR2 band is £2,667, and the maximum is £6,515.

Special needs (SEN) allowance

The pay committee will award a SEN spot value allowance on a range of between £2,106 and £4,158 to any classroom teacher who meets the criteria as set out in paragraph 21 of the Document.

When deciding on the amount of the allowance to be paid, the governing board will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post, and the relative demands of the post (paragraph 21.3 of the Document). The governing board will also establish differential values in relation to SEN roles in the school to reflect significant differences in the nature and challenge of the work entailed, so the different payment levels can be objectively justified. The governing board will take account of paragraphs 55 to 59 of the section three guidance.

Support staff

The pay committee notes its powers to determine the pay of support staff in accordance with paragraph 17 and 29 of the School Staffing (England) Regulations 2009 and chapter seven of the associated guidance. The pay committee will determine the pay grade of support staff on appointment in accordance with the scale of grades, currently applicable in relation to employment with the LA, which the pay committee considers appropriate for the post. In reaching its determination, the pay committee will consider the advice of the LA, but it will not consider itself bound by that advice.

Part-time employees

Teachers: The governing board will apply the provisions of the Document in relation to part-time teachers' pay and working time, in accordance with paragraphs 42, 43 and 52.5 onwards, and paragraphs 28, 35, 39-44 and 79-87 of the section three guidance.

All staff: The head teacher and governing board will use their best endeavours to ensure all part-time employees are treated no less favourably than a full-time comparator.

Teachers employed on a short-notice basis

Such teachers will be paid in accordance with paragraph 42 of the Document.

Residential duties

The pay committee will take account of agreements reached by the National Joint Council for Teachers in Residential Establishments in determining payments for residential duties.

Additional payments

In accordance with paragraph 26 of the Document and paragraphs 60-69 of the section three guidance, the relevant body may make payments as they see fit to a teacher, excluding a head teacher, in respect of the following:

- Continuing professional development is undertaken outside the school day
- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school
- Participation in out-of-school hours learning activity agreed between the teacher and the head teacher

- Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

The pay committee will make additional payments to teachers in accordance with the provisions of paragraph 26 where advised by the head teacher. Payment will be calculated on a daily basis at 1/195th of the teacher's actual salary.

Recruitment and retention incentive benefits

The governing board can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (paragraph 27 of the Document and paragraphs 70-72 of the section three guidance).

The pay committee will consider exercising its powers under paragraph 27 of the Document when they consider it is appropriate to do so to recruit or retain relevant teachers. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which it may be withdrawn.

The governing board will, nevertheless, conduct an annual formal review of all such awards.

No new awards of recruitment and retention incentive benefits will be made to a head teacher, deputy head teacher, or assistant head teacher, other than as the reimbursement of reasonably incurred housing or relocation costs. However, where the governing board is already paying such an incentive or benefit, determined under a pre-2014 Document and subject to review, it may continue with it at the existing value until such time as the leadership group member moves to the new leadership group pay arrangements, as set out in the Document 2017.

At that point, all recruitment and retention considerations in relation to a leadership group member will be taken into account when determining the pay range.

Salary sacrifice arrangements

Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement and their gross salary shall be reduced accordingly, in accordance with the provisions of paragraph 28 of the Document and paragraph 73 of the section three guidance.

Appendix A

The statutory provisions of the Document 2017 state that when determining the pay range of a leadership group member, the relevant body must take into account of “all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations” (Part two, Para 9.2 STPCD 2017).

- Social challenge:
 - Number of pupils eligible for the pupil premium / free school meals
 - Number and challenge of children with special needs [NB: pupils with statements or education, health and care plans are taken into account when calculating the group size of the school]
 - Number of ‘looked after’ children
 - Level of pupil mobility in the area
 - Number of pupils with English as a second language

- Complexity of pupil population and school workforce
 - Number of staff
 - Variety of school workforce (e.g. teachers, speech therapists)
 - Small school
 - Rural school
 - Specialist units or centres

- Any specific challenges associated with running more than one school, e.g. managing geographically split sites, particular challenges of the additional school(s)

- Contribution to wider educational development
 - NLE, SLE, LLE responsibilities that don’t have a time limit
 - Teaching school status
 - Other relevant issues (e.g. NQT lead, multi-stakeholders)

- Recruitment and retention issues

Appendix B

Appeals procedure

The School Teachers' Pay and Conditions Document ('the Document') requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

As part of the overall appraisal process, a pay recommendation is made by the appraiser/reviewer (normally the line manager) and discussed with the teacher at the review meeting prior to being submitted to the school's pay committee or relevant decision-making body. Written details of and the reasons for the pay recommendation will be given to the teacher.

At this particular stage of the pay determination process, if the teacher wishes to understand the rationale for the pay recommendation better or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the final pay recommendation is drafted in the appraisal report. The nature of any subsequent appraisal and pay discussion will be informal, and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

If a teacher believes the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal appeal hearing procedure. Appeal hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. part four of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

Appeal hearing procedure

It is the intention that any appeal under this policy will be dealt with promptly, thoroughly and impartially.

Guidance

- When a teacher feels a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider
- Teachers/head teachers should put their appeal in writing to either the head teacher or the governing body, and their appeal should include sufficient details of its basis
- Appeals should be heard without unreasonable delay and at an agreed date, time and place
- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative

Appeal procedure: informal stage

As part of the pay determination process, the line manager (the recommendation provider) will make a recommendation to the decision maker (the person/s or committee responsible for approving the pay recommendation) supported by relevant assessment evidence. On determining a teacher's pay, the decision maker will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision to the decision maker.

If the teacher wishes to appeal the decision, they must do so in writing to the decision maker (normally within 10 school working days from the date of the outcome letter or within a mutually agreed alternative timescale).

The grounds for an appeal are that the Headteacher / Pay Committee:

- Incorrectly applied any Pay and Conditions of Service provision;
- Failed to have proper regard for statutory guidance;
- Failed to take proper account of relevant evidence (performance);
- Took account of irrelevant or inaccurate evidence (performance);
- Was biased; or
- Otherwise unlawfully discriminated against the employee.

The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, the decision maker must then arrange to meet the teacher to discuss the appeal. The recommendation provider should also be invited to the meeting to clarify the basis for the original recommendation.

The decision maker will review their decision through a paper-based process and in the light of the documentation provided to them. They will then write to the teacher to notify them of the outcome of the review and the teacher's right of appeal to the governing board. If the teacher wishes to exercise their right of appeal, they must write to the clerk of the governing board at the earliest opportunity (normally within 10 school working days), including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the formal stage of the appeal procedure.

Appeal procedure: formal stage

On receipt of the written appeal, the clerk of the governing board will establish an appeal committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process. A meeting of the appeal committee should be convened at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both the recommendation provider and the decision maker will be required to attend the meeting.

The chair of the appeal committee will invite the appellant to set out their case. Both the recommendation maker and the decision maker will also be asked outline to the committee the process that was observed and their contribution to the pay determination process.

Following the conclusion of representations by all relevant parties, the appeal committee will then consider all the evidence in private and reach a decision. The appeal committee will write to the teacher notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the appeal committee is final.

The modified procedure

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

When a teacher has lodged an appeal against a pay decision and then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:

1. The teacher must have set out details of their appeal in writing
2. The teacher must have sent a copy of their appeal to the chair of the governing board
3. The chair of the governing board will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

Pay Progression Application Form
School Teachers

Name

Position in School

Existing Pay Level

Evidence to support application:
(Please list all items used for evidence and attach copies)

1:

2:

3:

4:

5:

6:

I am applying for a move to (Pay level).

Signed

Please complete, sign and return this form to your appraiser by 14th September.

Your appraiser will check the information supplied for accuracy and completeness and pass to the head teacher.

The head teacher will assess the information supplied and make recommendation on the evidence to the Pay Committee.

Pay decisions will be undertaken by 31st October and backdated to 1st September if applicable. You will be informed of the outcome in writing.

Initials.....Date.....

Teachers' Standards - skills descriptors

PAY PROGRESSION ASSESSMENT

Name:

Professional Area	Minimum [NQT] Band 1	Reference point 1 [2] Band 1	Reference point 2 [3] Band 1	Reference point 3 [4] Band 2	Reference point 4 [5] Band 2	Maximum [6] Band 3	UPR
Pupils outcomes [Teachers Standards Section 2]	The majority of pupils make expected progress, within a programme of support by other teachers	The majority of pupils make expected progress	A large majority of pupils make expected progress	Most pupils make expected progress	Most pupils make expected progress; some exceed this	Almost all pupils make expected progress some exceed this	Virtually all pupils achieve make expected progress; the majority exceed them
Aspect A Attitudes, relationships and behaviour [Teacher Standards Section 1 and 7]	Some elements of good practice although improvement may be required across the strands	Increasing elements of good practice although improvement may be required across some strands	Good practice across the majority of strands	Securely good practice across the strands	All strands securely good with some evidence of outstanding practice	All strands securely good with increased sustained evidence of outstanding practice	All strands show outstanding practice
Aspect B Subject and Curriculum Knowledge [Teachers Standards Section 3]	Some elements of good practice although improvement may be required across the strands	Increasing elements of good practice although improvement may be required across some strands	Good practice across the majority of strands	Securely good practice across the strands	All strands securely good with some evidence of outstanding practice	All strands securely good with increased sustained evidence of outstanding practice	All strands show outstanding practice
Aspect C Quality of	Some elements of good practice	Increasing elements of good	Good practice across the majority	Securely good practice across the	All strands securely good with	All strands securely good with increased	All strands show outstanding practice

Initials.....Date.....

Lessons [Teachers Standards Section 4]	although improvement may be required across the strands	practice although improvement may be required across some strands	of strands	strands	some evidence of outstanding practice	sustained evidence of outstanding practice	
Aspect D Adapt teaching to meet the needs of pupils [Teachers Standards Section 5]	Some elements of good practice although improvement may be required across the strands	Increasing elements of good practice although improvement may be required across some strands	Good practice across the majority of strands	Securely good practice across the strands	All strands securely good with some evidence of outstanding practice	All strands securely good with increased sustained evidence of outstanding practice	All strands show outstanding practice
Aspect E Impact of assessment on teaching and learning [Teachers Standards Section 6]	Some elements of good practice although improvement may be required across the strands	Increasing elements of good practice although improvement may be required across some strands	Good practice across the majority of strands	Securely good practice across the strands	All strands securely good with some evidence of outstanding practice	All strands securely good with increased sustained evidence of outstanding practice	All strands show outstanding practice
Aspect F Wider professional responsibilities [Teachers Standards Section 8]	Takes an active role in accessing relevant support and professional development from colleagues	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly, able to support others	Fully competent practitioner Plays an active role in leading the professional development of other less experienced staff	Plays a proactive role in leading the professional development of key stage or departmental colleagues	Plays a proactive role in leading the professional development of colleagues across the school
PROFESSIONAL CONDUCT [Teachers Standards Part 2]	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards

97–100% Vast/overwhelming majority or almost all

80–96% Very large majority, most

65–79% Large majority

51–64% Majority

35–49% Minority

20–34% Small minority, 4–19% Very small minority, few 0–3% Almost none/very few

Aspect	Practice causing concern and requires immediate action	Improvement required	Good Practice	Outstanding Practice
Pupils outcomes [Teachers Standards Section 2]	<ul style="list-style-type: none"> Pupils fail to make expected progress – no progress is made [assessed termly] and senior leadership intervention is required with a support system put into place Pupils do not reach the national expectation The gap between pupil groups widens 	<ul style="list-style-type: none"> Pupils fail to make expected progress – progress is evident but below expectation [assessed termly] and a support programme is drawn up Some pupils do not reach the national expectation The gap between pupil groups remains 	<ul style="list-style-type: none"> Pupils are making expected progress Some pupils are exceeding this Most pupils reach the national expectation The gap is closing for pupil groups who have not achieved national expectations 	<ul style="list-style-type: none"> Virtually all pupils make expected progress The majority exceed this expectation Almost all pupils reach the national expectation The gap is closing for pupil groups who have not achieved national expectations
Aspect A Attitudes, relationships and behaviour [Teacher Standards Section 1 and 7]	<ul style="list-style-type: none"> Teacher is lacking in enthusiasm resulting in a lack of motivation and interest from the pupils. The majority of pupils are not engaged in their learning for significant periods within the lesson. A significant number of pupils have little self-esteem and pride in their learning. A significant number of pupils are easily distracted and this impacts on learning for other pupils. The relationships within the classroom are generally negative resulting in a critical and strained learning atmosphere. Strategies by the teacher to promote and sustain an effective learning environment are ineffective and inconsistent. Due to ineffective relationships, pupils are reluctant to take risks with their learning. Pupils do not value the ideas and opinions of other pupils. 	<ul style="list-style-type: none"> Teacher is generally enthusiastic but this enthusiasm has limited impact on the motivation and interest of the majority of children. Not all groups of pupils are engaged in their learning in all periods of the lesson. Some groups of pupils have little self-esteem and pride in their learning. Some pupils are easily distracted and this impacts on learning for other pupils The relationships within the classroom are generally positive although the teacher has to use a wide variety of strategies to ensure an effective learning environment is maintained. Pupils find it difficult to listen to other pupils ideas and opinions. 	<ul style="list-style-type: none"> Teacher is enthusiastic and this enthusiasm inspires and motivates the majority of the pupils – no groups of pupils (e.g. high attainers) are demotivated. The majority of pupils are engaged in their learning and keen to succeed – no concern in relation to any groups of pupils. The majority of pupils concentrate on learning and are not distracted. Any distractions to learning are isolated to individual children and teacher strategies ensure distractions have minimal impact on learning for other pupils. The positive relationships within the classroom allow the majority of pupils to take risks with their learning. Pupils are generally respectful and considerate to other pupils ideas and opinions. 	<ul style="list-style-type: none"> Teacher is enthusiastic and this enthusiasm inspires and motivates the pupils. All pupils are attentive, engaged in their learning and keen to succeed. Pupils concentrate on learning and are not distracted. All pupils know what behaviour and attitudes are expected. Teacher develops a calm and supportive atmosphere in which to learn. Any distractions to learning are quickly dealt with in a manner based on respect. Positive relationships allow pupils to take risks with their learning. These positive high expectations ensure pupils treat other pupils in the same manner. Pupils value and encourage contributions from their peers.
Aspect B	<ul style="list-style-type: none"> Teacher has inadequate subject 	<ul style="list-style-type: none"> Teacher has some 	<ul style="list-style-type: none"> Teacher's secure subject 	<ul style="list-style-type: none"> Demonstrate good subject and

<p>Subject and Curriculum Knowledge [Teachers Standards Section 3]</p>	<p>knowledge resulting in inappropriate challenge and low expectations for all pupils.</p> <ul style="list-style-type: none"> • Teacher's pedagogical understanding is inadequate with inappropriate learning steps and outcomes for pupils. • Teaching fails to address subject misconceptions and common errors. • Due to inadequate pedagogical knowledge, teaching is didactic and fails to engage or motivate pupils. • Due to insecure subject and/or pedagogical knowledge, teacher's demonstrations and explanations are unclear and confusing for pupils. • Examples of teacher using subject vocabulary incorrectly. • Due to insecurity in subject and pedagogical knowledge, teaching is rigid and unable to respond to the learning needs of all groups of pupils. • Teaching is very restrictive with little or no referral to other learning or key skills. • Questioning fails to challenge pupils knowledge, skills or understanding. 	<p>weakness in their subject knowledge resulting in inappropriate challenge and low expectations for some groups of pupils.</p> <ul style="list-style-type: none"> • Teacher's pedagogical understanding is generally secure with appropriate learning steps and clear learning outcomes for the majority of pupils. • Teaching addresses some subject misconceptions but may miss opportunities to effectively deal with all common misconceptions. • Teaching is generally didactic and fails to relate learning to interesting examples, contexts or first-hand experiences. • Due to some insecure subject and/or pedagogical knowledge, teacher's demonstrations and explanations are unclear and do not meet the needs of all groups of pupils. • Examples of teacher using subject vocabulary incorrectly. • Due to insecurity in subject and pedagogical knowledge, teaching is rigid and unable to respond to the learning needs of all groups of pupils. • Questioning is instructional in nature with limited opportunities to enhance and challenge pupils knowledge, skills or understanding. • Teaching is restrictive with few opportunities to develop links or enhance key skills. 	<p>knowledge ensures appropriate challenge and expectations for all groups of pupils.</p> <ul style="list-style-type: none"> • Teacher's good pedagogical understanding ensures teaching is based on appropriate learning steps with clear learning outcomes for pupils. • Teaching addresses common subject misconceptions. • Teacher engages all groups of pupils by relating learning to interesting examples, contexts or first-hand experiences. • Due to their good subject and pedagogical knowledge, the teacher is able to provide clear and appropriate demonstrations and explanations based on the needs of all groups of pupils. • Teacher's secure subject and pedagogical knowledge ensures teaching is flexible with the teacher responding to the needs of all groups of pupils • Questioning is perceptive enhancing and challenging pupils knowledge, skills or understanding. • Teacher uses subject vocabulary in a generally appropriate manner. • Teacher ensures learning is not in isolation making some subject links and enhancing key skills. 	<p>curriculum knowledge</p> <ul style="list-style-type: none"> • Teacher's outstanding subject knowledge ensures appropriate challenge and high expectation for <u>all</u> pupils. • Teacher's outstanding pedagogical understanding ensures common misconceptions are addressed with clear learning steps and outcomes identified for all groups of pupils. • Teacher engages pupils by relating learning to interesting examples context or first-hand experiences • Due to their outstanding subject and pedagogical knowledge, teaching is precise and clearly focused on pupil's learning needs. • Teacher's secure subject and pedagogical knowledge ensures teaching is flexible with the teacher responding to the strengths and needs of all pupils • Questioning is perceptive enhancing and challenging pupils knowledge, skills or understanding. • Teacher uses subject vocabulary in a precise and effective manner. • Teacher uses subject and pedagogical knowledge to build and develop subject links and to enhance key skills.
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<p>Aspect C Quality of lessons [Teachers Standards Section 4]</p>	<ul style="list-style-type: none"> • Lessons are focused on tasks and activities with few opportunities for pupils' to extend knowledge, skills or understanding. • The pace of teaching is slow resulting in lessons which fail to engage and motivate a significant number of pupils. • There are few strategies to deal with factors that can inhibit learning and a significant amount of teaching time is wasted. • The teacher fails to plan and develop opportunities to develop pupils' literacy and numeracy skills. Opportunities which do arise are often missed. • There are few opportunities for pupils to develop the essential skills required to be lifelong learners. 	<ul style="list-style-type: none"> • Lessons are planned on clear learning outcomes, but these may not effectively meet the needs of all pupils – all groups of pupils needs should be met. • The pace of teaching is inconsistent resulting in some time wasted and missed opportunities to extend pupils' knowledge, skills or understanding. • Strategies to deal with factors that can inhibit learning are not fully developed and this impacts on learning for some groups of pupils. • There are some missed opportunities to develop pupils' literacy and numeracy skills. • There are limited opportunities for pupils to develop the essential skills required to be lifelong learners. 	<ul style="list-style-type: none"> • Teaching is focused on learning and effectively extends knowledge, skills or understanding for all groups of pupils. • Teaching time is carefully planned to address the learning needs of all groups of pupils. • The teacher is aware of factors which potentially inhibit learning and has planned strategies to deal with these. • Homework is used to consolidate and/or extend pupils' learning. • The lesson follows a clear structure which enables the majority of pupils to make good progress. • The teacher looks for opportunities to reinforce key literacy and numeracy skills. • There are opportunities to develop strategies which encourage pupils to be effective lifelong learners – these strategies may not effectively meet the needs of all groups of pupils. 	<ul style="list-style-type: none"> • Teaching is concentrated on learning and is highly effective in extending all pupils' knowledge, skills or understanding. • Teaching time is used effectively to develop learning and to ensure all pupils make good progress within the lesson. • The teacher skilfully deals with factors which could potentially slow the pace of learning. • Homework is integrated into lessons and effectively consolidates and/or extends pupils' learning. • The lesson is carefully structured to ensure all pupils remain focused. • Every opportunity is taken by the teacher for pupils' to develop their literacy and numeracy skills. • The teacher effectively plans and provides opportunities for pupils' to develop as learners, allowing pupils to tackle challenging activities with resilience, confidence and independence.
<p>Aspect D Adapt teaching to meet the needs of pupils [Teachers Standards Section 5]</p>	<ul style="list-style-type: none"> • Teacher has little awareness of the learning needs of pupils. • Learning tasks and activities are not matched to the needs of pupils and do not take into account pupils' physical, social or intellectual needs. • Teaching strategies have not be adapted and teaching does not effectively engage or support pupils' learning. • Teacher has limited knowledge 	<ul style="list-style-type: none"> • Teacher has an awareness of the learning needs of all groups of pupils. • Learning tasks and activities are matched to the needs of all groups of pupils, although these may not take fully into account the physical, social or intellectual needs of all groups of pupils. • While teaching strategies are adapted, these may not be 	<ul style="list-style-type: none"> • Teacher has a clear understanding of the learning needs of all groups of pupils. • Learning tasks and activities are matched to the needs of all groups of pupils, although these may not take fully into account individual pupil needs. • Teaching strategies are adapted to meet the needs of all groups of pupils, which 	<ul style="list-style-type: none"> • Teacher has a clear understanding of the learning needs of all pupils. • Learning tasks and activities are carefully matched to individual learner needs. • Teaching strategies are adapted to meet the needs of all learners, which ensures all pupils are making rapid and sustained progress. • Teacher has developed

	<p>or understanding of barriers that can inhibit learning and takes little action to minimize the impact of these on pupils' learning.</p> <ul style="list-style-type: none"> • Additional adults have no clear role and have minimal impact on pupils' learning. • Inadequate intervention strategies to support pupils' learning. • Due to the teacher's inadequate knowledge and understanding of pupils' physical, social or intellectual development, pupil's learning and progress over time is inadequate. 	<p>effective in meeting pupils needs resulting in some groups of pupils making only satisfactory progress.</p> <ul style="list-style-type: none"> • Teacher has systems in place to ensure barriers that can inhibit learning are minimised, but these have limited impact on pupil's learning. • Additional adults are targeted to ensure all groups of pupils make good progress, although this additional support may not fully meet the learning needs of all groups of pupils. • Teacher has intervention strategies to support pupils at risk of underachieving. Impact is limited due to a lack of detail and clarity. 	<p>ensures all groups of pupils are making good progress.</p> <ul style="list-style-type: none"> • Barriers to learning are minimised or reduced, ensuring no groups of pupils are underachieving • Additional adults are targeted to meet the needs of all groups of pupils. • Teacher has intervention strategies to support pupils at risk of underachieving and these are effective in ensuring all groups of pupils are making good progress. 	<p>effective systems to ensure barriers that can inhibit learning are minimised.</p> <ul style="list-style-type: none"> • Additional adults are effectively targeted to meet the individual needs of all pupils. • Teacher has highly focused intervention strategies to support pupils at risk of underachieving.
<p>Aspect E Impact of assessment on teaching and learning [Teachers Standards Section 6]</p>	<ul style="list-style-type: none"> • Assessments and records are used to inform future teaching and learning, but these not provide enough details to ensure future learning needs are met. • The teacher has a limited awareness of national and/or local progress and attainment data for their pupils and this is not used to support teaching and learning. This results in low expectations for some individual or groups of pupils. • Lesson objectives do not reflect the learning needs of the majority of the pupils. • The teacher does not effectively monitor pupils' responses during the lesson resulting in the teacher failing to respond to pupils needs. • Learning objectives are not 	<ul style="list-style-type: none"> • Assessments and records are used to inform future teaching and learning, but these may lack detail resulting in some individual pupils needs not being fully met. • The teacher has an awareness of national and/or local progress and attainment data for their pupils and uses this to support teaching and learning. This is not systematic resulting in low expectations for some individual pupils. • Lesson objectives reflect the learning needs of the majority of the pupils • Through monitoring pupils' responses during the lesson the teacher builds a picture 	<ul style="list-style-type: none"> • Accurate assessments and detailed records ensures teaching is focused on the learning needs of all groups of pupils. • The teacher makes use of national and/or local progress and attainment data to ensure all groups of pupils are effectively challenged. This ensures all groups of pupils are on track to meet or exceed national or local expectations. • Lesson objectives are carefully selected to meet and challenge the needs of all groups of pupils. • Through observation, discussion and careful questioning, the teacher builds a picture of pupils learning and reshapes their 	<ul style="list-style-type: none"> • Lesson planning is based on detailed prior assessments ensuring future teaching and learning meets the needs of all pupils. • The teacher makes use of national and/or local progress and attainment data to ensure all pupils are effectively challenged. This ensures all pupils make sustained progress. • The teacher keeps detailed and systematic records which ensures learning is carefully matched to all pupils needs. • Within lessons, the teacher carefully selects learning objectives to maximize progress. • Through observation, discussion and careful questioning, the teacher

	<p>appropriate to the needs of the majority of pupils.</p> <ul style="list-style-type: none"> • Inappropriate feedback from the teacher results in the majority of pupils unclear of where to focus their efforts to learn and improve. • Inappropriate systems in place to encourage pupils to respond to feedback from the teacher, peers or their own self-assessment. 	<p>of pupils learning and adapts the lesson accordingly. These adaptations may not meet the needs of all pupils.</p> <ul style="list-style-type: none"> • The teacher uses assessments to target and support particular pupils but some of this intervention may lack the detail required slowing learning for these pupils. • Shared learning outcomes allows all pupils to be aware of expected learning. However, a lack of depth or clarity may result in some pupils having difficulty in reviewing and measuring their learning and progress • Feedback from the teacher ensures most pupils know where to focus their efforts to learn and improve. • The teacher has systems in place encouraging pupils to respond to feedback from the teacher, peers or their own self-assessment. This ensures most pupils want to work hard and improve. 	<p>teaching to meet the needs of all groups of pupils.</p> <ul style="list-style-type: none"> • During the lesson the teacher supports pupils learning through targeted intervention, ensuring all groups of pupils make good progress. • Clear and measurable learning outcomes allows all group of pupils to review and reflect on their own learning and progress. • Detailed and accurate feedback from the teacher allows all groups of pupils to know where to focus their efforts to learn and improve. • The majority of pupils take responsibility for their learning responding to feedback from the teacher, peers or their own self-assessment. 	<p>builds a picture of pupils learning and reshapes their teaching to meet all pupils needs.</p> <ul style="list-style-type: none"> • Ongoing assessment of pupils learning during a lesson ensures the teacher uses their time to effectively intervene and support learning. • Clear and measurable learning outcomes allow all pupils to review and reflect on their own learning and progress. • Through detailed and targeted feedback, all pupils understand how well they are doing and how they can improve. • All pupils take responsibility for their learning responding to feedback from the teacher, peers or their own self-assessment.
<p>Aspect F Wider professional responsibilities [Teachers Standards Section 8]</p>	<p>Fails to take an active role in accessing relevant support and CPD so that practice improves in line with individual needs and/or school priorities</p> <p>**Ineffective deployment of support staff which has very limited impact on learning.</p> <p>Fails to follow advice and feedback. Little or no communication with parents, with ineffective reporting. No effect on the wider life of the school, needing the support of others.</p>	<p>Needs support to identify the CPD required to further enhance practice in line with individual needs and/or school priorities.</p> <p>**Support staff deployment has little impact, along with missed opportunities, due to lack of planning.</p> <p>Follows advice and feedback in a limited manner.</p> <p>Limited communication and reporting to parents.</p> <p>Limited impact on the progress of a curriculum area. Minimal support</p>	<p>Actively seeks CPD to further enhance practice in line with individual needs and/or school priorities.</p> <p>**Detailed planning provided for support staff which outlines learning and leads to pupil progress.</p> <p>Follows all feedback and advice.</p> <p>Good statutory reporting to parents. Building good relationships which has an impact on pupil progress.</p> <p>Curriculum Lead in more than one than one area. Showing clear direction and impact on progress.</p>	<p>Able to identify CPD needs or self and others and Actively seeks CPD to further enhance practice in line with individual needs, staff needs and/or school priorities.</p> <p>**Imaginative and innovative deployment of support staff to extend learning for all pupils. Closing the gaps for LA pupils. Takes feedback and advice and develops it to further enhance practice.</p> <p>Ongoing dialogue with parents which leads to enhanced</p>

	<i>**Assuming that TA through performance management is deemed at least Improvement Required.</i>	given to one or two colleagues.	Provides support to others across the Key Stage.	opportunities for pupils. Excellent relationships and parents are seen as parents in their children's learning. Proactive within subject areas having significant impact on pupil progress. Provides support across the school/federation without the need of outside agencies. Seeks opportunities for further development of whole school, including leading projects.
PROFESSIONAL CONDUCT Teacher Standards Part 2	Fails to meet Standard required	Meets the standards	Meets the standards	Meets the standards

Task for staff

To ensure that we can accurately assess and progress people determine the following statements in terms of the 4 Ofsted judgements

Aspect	Practice causing concern and requires immediate action	Improvement required	Good Practice	Outstanding Practice

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

Band 4 – Expert Teacher +(U1, U2, U3) Grade Descriptors

UPS1 Developing / Emerging	UPS1 Met	UPS1 Exceeded
<p>Professional Attributes P1</p> <p>Teaching and Learning opportunities/experiences are sometimes (but not consistently) of a good quality.</p> <p>Demonstrate the ability to be flexible/adaptable and be able to recognise the need for change (if necessary).</p> <p>Practice is often at least Good with Teaching and Learning being appropriately resourced and delivered imaginatively.</p> <p>The need to be an appropriate role model (for pupils, colleagues and parents) is understood and acted on.</p>	<p>Teaching and Learning experiences are consistently (but not always) of the highest possible quality (Good).</p> <p>Responds to new initiatives (recognising the need for change) demonstrating Good practice consistently.</p> <p>Practice is consistently Good with Teaching and Learning being well resourced and delivered imaginatively.</p> <p>The teacher is a good role model (for pupils’ colleagues and parents) and this is illustrated in many positive ways.</p>	<p>Teaching and Learning experiences are always Good (and often outstanding) and delivered consistently well across the curriculum.</p> <p>Keeps abreast of the rate of change: being aware of the changing face of education especially by being conversant with new legislation and changed practice.</p> <p>Practice is always Good (and sometimes better) with Teaching and Learning being very well resourced and delivered with high levels of imagination.</p> <p>The teacher is a very good (and often better) role model and this is illustrated in multiple ways in the life and practice of the school.</p>

<p>Professional Knowledge and Understanding P2,P3, P4, P5, and P6</p> <p>Is aware of the importance/relevance of national initiatives and the impact they have on Teaching and Learning in the school setting.</p> <p>Is able to display enthusiasm and commitment for Teaching/Learning that is rooted in secure subject knowledge.</p> <p>Takes a genuine interest in the wider life of the school engaging with the governors, other stakeholders and relevant outside agencies.</p> <p>Makes good use of monitoring and evaluation processes to evaluate and review levels of pupil progress and boost their performance. Evidenced in planning and marking of pupils work.</p>	<p>Responds and acts on, recognising the importance/relevance of national initiatives and the impact they have on Teaching and Learning.</p> <p>Always displays enthusiasm and commitment for Teaching/Learning that is rooted in very good subject knowledge.</p> <p>Takes a very keen interest in the wider life of the school engaging with governors, other stakeholders and relevant outside agencies (contributing to some committee meetings or taking part in some parent workshops or for example a proactive member of the whole school working party).</p> <p>Makes very good use of monitoring and evaluation processes to evaluate and review levels of pupil progress and boost their performance. Evidenced in planning and detailed marking.</p> <p>Pupils are clearly aware of their targets (set by the teacher) and can see the route to success planned for them.</p>	<p>Keeps fully abreast of and acts on national initiatives ensuring that they impact directly enhances and pupils learning experiences in the setting.</p> <p>Displays an exceptional/inspirational level of enthusiasm and commitment that is rooted in excellent subject knowledge.</p> <p>Makes a telling contribution to the wider life of the school engaging with governors, stakeholders and relevant outside agencies (perhaps taking a lead role in a working party, formulating action or report on a SDP priority area).</p> <p>Makes excellent use of monitoring and evaluation processes to evaluate and review levels of pupil progress and boost their performance (can be demonstrated by effective interventions being planned and activated for vulnerable or disadvantaged learners). The impact of the intervention is measured by the progress made that is recorded in the Pupil Tracking System.</p> <p>There is clear evidence (Pupil Tracking) that targets are achieved (and often exceeded) by pupils following a skilfully designed route to</p>
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<p>Be able to set targets for pupils that are challenging (but achievable).</p> <p>Take a full part in all CPD activities (looking to enhance subject knowledge base).</p> <p>Explore opportunities for Life Long Learning.</p> <p>Make a contribution to activities designed to further enhance school provision for example, the Arts, Sport etc.</p> <p>Demonstrate a commitment to developing whole school behaviour strategies to support individuals/groups of pupils.</p> <p>Contribute to and be informed by Pupil Tracking and other progress measures</p>	<p>Take a proactive part in all CPD activities (seeking to significantly boost subject knowledge base).</p> <p>Commit to opportunities for Life Long Learning (perhaps involving additional qualifications).</p> <p>Plan and deliver some activities that are designed to enhance school provision (perhaps in the Arts or Sports).</p> <p>Make a valuable contribution to work that improves whole school behaviour-developing strategies to support individuals/groups of pupils. This can be by being involved in behaviour support programmes and their evaluation with children and their parents.</p> <p>Make informed and incisive decisions regarding Teaching and Learning by skilfully using Pupil Tracking and other progress measures ensuring regular interventions take place and these are evaluated.</p>	<p>success (clear success criteria).</p> <p>Take a lead part in some CPD activities and a proactive part in all CPD sessions (aiming to achieve the highest levels of subject knowledge).</p> <p>Take part in and gain benefit from (as seen in enhanced performance) Life Long Learning opportunities-such as the NPQML programme.</p> <p>Take place a lead role in the planning and delivery of a series of enrichment programmes/activities-as seen, for example, in the organisation of a residential learning experience for pupils.</p> <p>Makes a telling contribution to behaviour strategies that have contributed to supporting individuals/groups of pupils. This can be measured by rates of progress of these learners (Pupil Tracking).</p> <p>Help other colleagues improve Teaching and Learning experiences of all learners by enhancing their grasp of Pupil Tracking and other progress measures (paying particular attention to less experienced and less competent members of the school team and especially targeting the progress being made by disadvantaged (those eligible for the Pupil</p>
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<p>Professional Skills P7, P8.</p> <p>Provides an appropriate Teaching and Learning environment and culture for learning (makes good use of ICT and other material/resources that enable the learning experience to be consistently Good.</p> <p>Displays sound behaviour management techniques that consistently enable pupils to learn well in a secure and safe setting.</p> <p>Able to track pupil progress accurately and support learners in a wider context (pastoral care). Paying due attention to any factors that may impede pupils making progress.</p> <p>Display the ability to interact professionally and appropriately with colleagues. Value others and work with them to become an integral part of the School/Departmental team.</p> <p>Has established an appropriate relationship/rapport with parents.</p>	<p>Make skilful use of the Teaching and Learning environment and culture for learning to ensure that the learning experience is always Good (and often better).</p> <p>Contributes to the development of and uses very appropriate behaviour management techniques to enable pupils to learn well in a secure and safe setting.</p> <p>Make good use of Pupil Tracking and progress measures to identify pupils that may be in need of planned interventions to support them pastorally had academically. Paying due attention to any factors that may impede pupils making progress.</p> <p>Make good use of professional interaction and dialogue with valued colleagues to become a key member of the School/Departmental team.</p> <p>Has established an appropriate relationship/rapport with parents.</p> <p>Pupil targets are very well-informed by skilful</p>	<p>premium) learners in their care.</p> <p>Has developed the highly effective Teaching and Learning base (together with the wholly positive culture for learning) that allows learners to exceed levels of expected progress and ensure that teaching is regularly better than Good.</p> <p>Models and uses very appropriate behaviour management techniques that enable pupils to make good (and better) progress in a secure and safe setting. Other colleagues can benefit by using these methods for their own pupils.</p> <p>Guide and support other colleagues to help them track pupil progress accurately helping to identify pupils in need of planned interventions to support them pastorally and academically.</p> <p>Display high levels of interpersonal skills that enable colleagues to recognise a highly regarded (and trusted) member of the School /Departmental team.</p>
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<p>Chart the progress of pupils well and use this knowledge to set realistic (yet challenging targets).</p> <p>Pupil success is recognised and celebrated as part of classroom routines.</p> <p>Provision for vulnerable groups of learners is secure and is subject to close monitoring/review (paying particular attention to pupils with SEN and disadvantaged learners-those eligible for the Pupil Premium).</p> <p>There is clear provision for more able pupils in terms of challenge and expectations.</p> <p>There are strategies to identify passive learning and possible coasting.</p> <p>Planning is shared with and formulated with other colleagues.</p> <p>Teaching Assistants and other professionals are involved in the planning process.</p>	<p>mapping (by the teacher) of tracking and other progress measures-pupils are aware of their targets and their route to success.</p> <p>Pupil successes are always recognised and celebrated and used to motivate other learners to improve performance.</p> <p>Provision for vulnerable groups of learners is well established and subject to close monitoring/review (paying particular attention to pupils with SEN and disadvantaged learners-those eligible for the Pupil Premium).</p> <p>Particular attention is paid to the provision for and progress being made by the more able pupils.</p> <p>There is very little passive learning or coasting.</p> <p>Planning is enhanced by engagement and dialogue with other colleagues.</p> <p>Good use is made of Teaching Assistants and other professionals in the planning process-their contribution are sought and added to the</p>	<p>Has established an appropriate relationship/rapport with parents.</p> <p>Target setting is used exceptionally well; the pupils make contributions to robust and challenging targets that are aimed at achieving the best possible outcomes for them. This is measured by very good use of Formative and Summative assessment.</p> <p>Methods for celebrating pupil's success are shared with colleagues and maximum use of this process is made to boost levels of pupil motivation.</p> <p>Provision for vulnerable groups of learners is highly effective and subject to close monitoring/review (paying particular attention to pupils with SEN and disadvantaged learners-those eligible for the Pupil Premium).</p> <p>There is clear evidence that the more able pupils consistently make Good (and often better) progress in terms of challenge and expectations.</p> <p>Any pupil disengagement is instantly identified and interventions activated to ensure positive interaction and high levels of motivation prevail.</p> <p>Professional dialogue ensures that the planning procedures are vibrant, interactive</p>
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<p>Team working and collaboration P9, P10</p> <p>Makes good use of CPD activities/opportunities (but not consistently) to improve/boost teaching and learning experiences for pupils.</p> <p>Shows an improved ability to effectively track pupil progress, identifying interventions that are needed for some individual or groups of learners.</p> <p>Provides a clearly identified programmes of provision for pupils with SEN or disadvantage learners (those eligible for the Pupil Premium).</p> <p>Aware of the need for pupils to reach expected levels of progress.</p>	<p>overall provision.</p> <p>Makes a good use (consistently) of CPD activities/opportunities to improve/boost teaching and learning experiences for pupils.</p> <p>Has an improved and sustained ability to effectively track pupil progress, identifying interventions that are needed for some individual or groups of learners.</p> <p>Provides a sound, appropriate and identified programmes of provision for pupils with SEN or disadvantage learners (those eligible for the Pupil Premium).</p> <p>Has a grasp of the importance of the need for pupils to reach expected levels of progress.</p> <p>Has gained a more extensive understanding of school data by working with senior colleagues to “drill down” through RAISEonline.</p>	<p>and informed.</p> <p>Learning experiences (for pupils) are significantly enhanced by the contributions made by other professionals following high levels of professional dialogue.</p> <p>Makes excellent use of CPD activities/opportunities (and sometimes a telling contribution to) to improve/boost teaching and learning experiences for pupils.</p> <p>Has a secure ability to effectively track pupil progress, identifying interventions that are needed for some individual or groups of learners.</p> <p>Provides a deeply appropriate and personalised programme of provision for pupils with SEN or disadvantage learners (those eligible for the Pupil Premium).</p>
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<p>Shows a willingness to work with senior colleagues to “drill down” through RAISEonline to gain a better understanding of school data.</p> <p>Able to engage in lesson observations using techniques that will support others. Developing a secure knowledge base that colleagues respect and trust.</p> <p>Displays the appropriate interpersonal skills to enable professional trust to grow and encourage professional dialogue.</p> <p>Demonstrate a commitment to Life Long Learning to develop new skills that will improve teaching and learning experiences for pupils and enhance personal knowledge (this could be in ICT).</p> <p>Uses opportunities made available through Appraisal well (tackles Appraisal targets diligently understanding the impact that successful achievement of the target will have on their own performance).</p> <p>Shows a commitment to contribute to wider school activities that can boost provision and improve the range of activities offered to pupils.</p>	<p>Uses good interpersonal skills and increasingly sophisticated lesson observation techniques to support others. Has a good subject knowledge base that colleagues respect and trust.</p> <p>Makes good use of embedded interpersonal skills to enable professional trust to grow and encourage professional dialogue.</p> <p>Take part in some Life Long learning activities to develop new skills that will improve teaching and learning experiences for pupils and enhance personal knowledge.</p> <p>Uses opportunities made available through Appraisal very well (embraces Appraisal targets with real drive and determination and can see and acts on the benefits that successful achievement of the target will have on their own performance).</p> <p>Regularly commits to wider school activities that can boost provision and improves the range of activities offered to pupils.</p> <p>Demonstrates a wholly positive attitude to school life that enables the individual to become a highly motivating role model for pupils.</p>	<p>Has a full understanding and his involved in developing strategies to enable pupils to reach expected (or exceed) levels of progress.</p> <p>Has a good grasp and understanding of Progress data (Raiseonline) entering into professional dialogue with senior colleagues and is beginning to display the ability to be analytical.</p> <p>Makes excellent use of interpersonal skills and established lesson observation techniques to support others. Has an excellent subject knowledge base that colleagues respect and trust.</p> <p>Raise the level of colleague’s performance by engaging them in high level professional dialogue that is rooted in firmly established and high-level interpersonal skills.</p> <p>Make use of and cascade to others new skills that have been learnt through Life Long Learning activities.</p> <p>Uses opportunities made available through Appraisal exceedingly well (looks beyond the completion of Appraisal targets to the next level or stage of personal and professional growth).</p> <p>Makes a telling contribution to wider school</p>
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<p>Demonstrates a positive attitude to school life that enables the individual to become a role model for pupils.</p> <p>UPS2 Developing/Emerging</p> <p>Professional Attributes P1 (Are absorbed in the Descriptors for UPS1).</p> <p>Plus:</p> <p>Has sought out appropriate opportunities to provide the highest quality of Teaching and Learning. Practice will see most lessons being at least Good.</p> <p>Display consistently high levels of enthusiasm/commitment to wider school initiatives.</p>	<p>UPS2 Met</p> <p>Has sought out appropriate opportunities to provide the highest quality of Teaching and Learning. Practice will see all lessons being Good.</p> <p>Display a considerably high level of enthusiasm/commitment to wider school activity.</p> <p>Be readily available to other colleagues to mentor/Counsel/coach them in their own</p>	<p>activities that can boost provision and improve the range of activities offered to pupils. This could be in the Arts, Sport or ICT.</p> <p>Demonstrates an extremely positive attitude to school life that enables the individual to be an inspirational role model for pupils.</p> <p>UPS2 Exceeded</p> <p>Sources appropriate opportunities to provide the highest quality of Teaching and learning. Practice will see the majority of lessons Good with others being Outstanding.</p> <p>Engage in a wide range of school initiatives</p>
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<p>Be readily available to other colleagues to mentor/counsel/coach them in their own professional development. Signpost CPD opportunities. Model good practice to less experienced teachers (especially NQTs or newly appointed members of staff).</p> <p>Pay close attention (and act on) national initiatives. Skilfully apply these to the school setting to help ensure that school provision is at least secure.</p> <p>Initiate/some staff development activities - working with the whole staff or in phase/year/Departmental groups.</p> <p>UPS2 Professional knowledge and understanding P2, P3, P4, P5, &P6</p> <p>(Are absorbed in the Descriptors for UPS1).</p> <p>Plus:</p> <p>Acts proactively upon changes and developments in the school setting. Embraces change and seeks out opportunities/activities that enhance Teaching and Learning and contribute to improved standards.</p> <p>Uses ideas from Life Long Learning opportunities (Research, Professional Reading</p>	<p>professional development. Be an exemplar of good practice.</p> <p>Pay close attention (and act on) national initiatives. Skilfully apply these to the school setting to help ensure that school practice is consistently Good.</p> <p>Initiate/lead on a series of staff development activities - working with the whole staff or in phase/year/Departmental groups.</p> <p>Acts proactively upon changes and developments in the school setting. Manages the process very well, embraces change and seeks out activities that will develop Teaching and Learning. Good use of this helps to raise standards.</p> <p>Uses ideas from Life Long Learning opportunities (Research, Professional Reading</p>	<p>displaying extremely high levels of enthusiasm/commitment.</p> <p>Being readily available to other colleagues to mentor/Counsel/coach them in there and professional development. Be an example of outstanding practice.</p> <p>Pay close attention (and act on) national initiatives. Skilfully apply these to the school setting to help ensure that school provision is nearly always Good and often Outstanding.</p> <p>Initiate/lead on a substantial number of staff development activities - working with the whole staff on phase/year/Departmental groups.</p> <p>Acts proactively upon changes and developments in the school setting. Manages the process very well, embraces change and seeks out activities that will develop Teaching</p>
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<p>and attendance at relevant training sessions) to boost Teaching and Learning experiences for pupils.</p> <p>Demonstrates good subject knowledge consistently well.</p> <p>Consider participation in NPQML.</p> <p>Take a lead role in some CPD activities supporting others in their quest to improve skills and knowledge.</p> <p>Use monitoring and evaluation well to consider, review and plan for future developments in a Class, Phase, Department or Faculty.</p> <p>Demonstrate a very sound subject knowledge base that ensures that secure levels of Teaching and Learning are consistently seen.</p> <p>Is sometimes involved in the wider life of the school community with regular interaction with the governors, colleagues in other settings (Collaborations/other School Groups) and outside agencies.</p> <p>Is aware of (and informed by) all Pupil Tracking and Pupil Progress measures.</p> <p>Works with senior colleagues to identify trends emerging in the latest RAISEonline.</p>	<p>and attendance at relevant training sessions) to boost Teaching and Learning experiences for pupils. There has been a clearly definable impact.</p> <p>Demonstrates good subject knowledge consistently well.</p> <p>Commit to participation in NPQML.</p> <p>Take a lead role in a series of CPD activities supporting other colleagues.</p> <p>Use monitoring and evaluation very well to consider, review and plan for future developments in a Class, Phase, Department or Faculty.</p> <p>Demonstrate a very good degree of subject knowledge that ensures high levels of Teaching and Learning are nearly always in place.</p> <p>Is often actively involved in the wider life of the school community with regular interaction with the governors, colleagues in other settings (Collaborations/other School Groups) and outside agencies.</p> <p>Is very aware of (and informed by) all Pupil Tracking and Pupil Progress measures.</p> <p>Works with senior colleagues to analyse trends emerging in the latest RAISEonline.</p>	<p>and Learning. There is often a significant impact on raising standards in a particular area.</p> <p>Uses ideas from Life Long Learning opportunities (Research, Professional Reading and attendance at relevant training sessions) to boost Teaching and Learning experiences for pupils. There has been a clearly definable and significant impact.</p> <p>Demonstrates good subject knowledge consistently well.</p> <p>Take part in NPQML.</p> <p>Play a significant role (supporting SLT) in the delivery of key CPD activities such as Pupil Tracking, Pupil Progress Data analysis.</p> <p>Use monitoring and evaluation extremely efficiently to consider, review and plan (with others) for future developments in a Class, Phase, Department or Faculty.</p> <p>Demonstrate very high subject knowledge that ensures the levels of Teaching and Learning are consistently Good or better.</p> <p>Welcomes all opportunities to be involved in the wider life of the school community with regular interaction with the governors, colleagues in other settings (Collaborations/other School Groups) and outside agencies.</p>
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<p>Make a contribution to behaviour management strategies to support individuals and groups of pupils and help to boost the levels of performance.</p> <p>Make a contribution to activities that enhance school provision in the Arts, Sports or in a particular specialism perhaps in ICT.</p> <p>Aware of the school's responsibility to narrow the gap (in attainment and progress) for disadvantaged pupils - those eligible for the Pupil Premium.</p> <p>UPS2 Professional Skills P7,P8</p> <p>(Are absorbed in the Descriptors for UPS1).</p> <p>Also:</p> <p>Provides a rich and exciting teaching environment with pupils.</p> <p>Have secure and appropriate behaviour management strategies that can help to ensure pupils learn well in a positive culture for</p>	<p>Make a good and important contribution to behaviour management strategies to support individual and groups of pupils and help to boost the levels of performance.</p> <p>Make a valuable contribution to activities that enhance school provision in the Arts, Sports or in a particular specialism perhaps in ICT.</p> <p>Very aware of the school's responsibility to narrow the gap (in attainment and progress) for disadvantaged pupils - those eligible for the Pupil Premium - and be ready to contribute to strategies designed to bring this about.</p> <p>Provides a rich and exciting teaching environment with pupils.</p> <p>Have good, appropriate and secure behaviour management strategies that can help to ensure pupils learn very well in a positive culture for</p>	<p>Is fully aware of (and informed by) all Pupil Tracking and Pupil Progress measures.</p> <p>Works with senior colleagues to identify, analyse and act on trends emerging in the latest RAISEonline.</p> <p>Make a valuable and significant contribution to behaviour management strategies to support individual and groups of pupils and help to boost the levels of performance.</p> <p>Make a telling contribution to activities that enhance school provision in the Arts, Sports or in a particular specialism perhaps in ICT.</p> <p>Fully aware of the school's responsibility to narrow the gap (in attainment and progress) for disadvantaged pupils - those eligible for the Pupil Premium - and proactive in devising strategies that will impact on this work.</p>
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<p>learning.</p> <p>Takes a role in the Mentoring/coaching process.</p> <p>Has sound interpersonal skills that allow colleagues to be valued. Good levels of co-operation ensure that the learning opportunities/experiences for pupils are maximised well.</p> <p>UPS2 Wider professional effectiveness P9, P10</p> <p>(Are absorbed in the Descriptors for UPS1).</p> <p>UPS3 Developing/Emerging Professional Attributes P1</p> <p>Has sought out opportunities to provide the highest quality of Teaching and Learning, demonstrating a secure ability to lead with enthusiasm and commitment</p>	<p>learning.</p> <p>Takes on an important role in the Mentoring/coaching process.</p> <p>Have very good interpersonal skills that allow colleagues to be valued. High levels of co-operation ensure that the learning opportunities/experiences for pupils are maximised very well.</p> <p>UPS3 Met</p> <p>Has sought out many opportunities to provide the highest quality of Teaching and Learning, demonstrating a good ability to lead with enthusiasm and commitment.</p> <p>Lessons are nearly always Good and</p>	<p>Provides a rich and exciting teaching environment with pupils.</p> <p>Have extremely effective, appropriate and secure behaviour management strategies (often shared with others) that can help to ensure pupils learn especially well in a positive culture for learning.</p> <p>Trains others as well as making a telling part in the Mentoring/coaching process in the school setting.</p> <p>Have highly effective interpersonal skills that allow colleagues to be valued. Significantly high levels of co-operation ensure that the learning opportunities/experiences for pupils are maximised to the full.</p> <p>UPS3 Exceeding</p> <p>Has sought out a substantial number of opportunities to provide the highest quality of Teaching and Learning, demonstrating a very good ability to lead with enthusiasm and commitment.</p>
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<p>Lessons are consistently at least Good.</p> <p>Take a role in wider school development activities. Engage in developmental sessions for all Staff/Phase/ Year group/Department or Faculty.</p> <p>Signpost staff to external CPD activities</p> <p>Be a positive role model for pupils, staff and parents.</p> <p>Pay particular attention to the progress of NQTs and newly appointed members of the school team.</p> <p>Model good practice in a particular area of expertise to support development (in that SDP area) and ensure that provision is robust.</p> <p>Pay attention to national developments and initiatives.</p>	<p>sometimes better.</p> <p>Take an important role in wider school development activities. Engage in detailed developmental sessions for all Staff/Phase/ Year group/Departmental or Faculty.</p> <p>Signpost staff to external CPD activities</p> <p>Be a very good role model for pupils, staff and parents.</p> <p>Pay particular attention to the progress of NQTs and newly appointed members of the school team.</p> <p>Model good practice in a particular area of expertise to ensure that development (in that SDP area) is a particular strength of the school.</p> <p>Pay particular attention to national developments and initiatives adhering to the implication of any changes within the appropriate time scales.</p>	<p>Lessons are always Good and often Outstanding.</p> <p>Take a key role in wider school development activities. Engage in critical developmental sessions for Senior Staff/other Staff/Phase/ Year group/Departmental or Faculty.</p> <p>Signpost staff to external CPD activities.</p> <p>Be an inspirational role model for pupils, staff and parents.</p> <p>Pay close attention to the progress of NQTs and newly appointed members of the school team.</p> <p>Model extremely good guidance in a particular area of expertise to ensure that development (in that SDP area) can be cited as an example of outstanding practice</p> <p>Pay very close attention to national developments and initiatives. Adhere to the implication of any changes within the appropriate time scales. Assist SLT colleagues to plan for the impending changes.</p>
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<p>UPS3 Professional Knowledge and Understanding P2,P3,P4,P5 and P6</p> <p>(Absorbs UPS1 and UPS2).</p> <p>PLUS</p> <p>Uses Monitoring and Evaluation well.</p> <p>Is recognised (by the colleagues) as a respected professional in a particular specialism/subject area. Demonstrates expertise and engages in appropriate CPD delivery.</p> <p>Is able to process the need for change (required by national initiatives) well.</p> <p>Has an interest in Life Long Learning and uses ideas/knowledge from CPD activities/opportunities to improve Teaching and Learning.</p> <p>Is considering seeking advanced qualifications or participation in NPQML.</p> <p>Contributes to staff INSET sessions seeking to help colleagues to improve skills and boost their knowledge and understanding.</p>	<p>Uses Monitoring and Evaluation very well.</p> <p>Is recognised (by the colleagues) as a very capable practitioner in a particular specialism/subject area. Demonstrates expertise and engages in good quality CPD delivery.</p> <p>Responds to high rates of change (required by national initiatives) in a organised and positive way.</p> <p>Engages in Life Long Learning and uses ideas/knowledge from CPD activities/ opportunities to enrich Teaching and Learning experiences for pupils.</p> <p>Is committed to seeking out activities that may achieve advanced qualifications such as NPQML</p> <p>Makes an extremely valuable contribution to staff INSET sessions seeking out ways to</p>	<p>Uses Monitoring and Evaluation extremely well.</p> <p>Is recognised (by the colleagues) as a lead professional in a particular specialism/subject area. Demonstrates expertise and engages in high quality CPD delivery.</p> <p>Often inspirational - helping colleagues to respond to high rates of change (required by national initiatives) in an extremely positive fashion.</p> <p>Demonstrates a passion for Life Long Learning using ideas/knowledge from CPD activities/opportunities to enthuse other colleagues and enrich the Teaching and Learning experiences for pupils.</p> <p>Has enrolled in activities that will result in advanced qualifications (such as NPQML or NPQSL) being awarded.</p> <p>Leads staff INSET sessions supporting colleagues to improve skills and boost their knowledge and understanding.</p>
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<p>Is effective when working within NQTs and recently appointed staff to the school.</p> <p>Is very aware of the importance of school data (including Tracking/RAISEonline) and understands the necessity to be analytical.</p> <p>Has contributed to some whole school based initiatives that have impacted on provision increasing levels of performance measured by pupil achievement/progress.</p> <p>Has made a contribution to developing whole school behaviour strategies to support individuals and groups of pupils.</p> <p>Able to pay attention to the progress being made by disadvantaged pupils (those eligible for the Pupil Premium).</p> <p>UPS3 Professional Skills P7, P8 (Are absorbed in UPS1 and UPS2).</p> <p>UPS3 Wider professional effectiveness P9,P10 (Are absorbed in UPS1 and UPS2)</p>	<p>boost colleague's skills and enhance their knowledge and understanding.</p> <p>Is particularly effective when working with NQTs and recently appointed staff to the school.</p> <p>Is able to interpret school data (including Tracking/RAISEonline) and is becoming increasingly analytical.</p> <p>Has taken a key/important part in several whole school based initiatives that have impacted on provision increasing levels of performance measured by pupil achievement/progress.</p> <p>Has made important contributions to developing whole school behaviour strategies to support individuals and groups of pupils.</p> <p>Able to pay particular attention to the progress being made by disadvantaged pupils (those eligible for the Pupil Premium).</p>	<p>Is extremely effective when working with NQTs and recently appointed staff to the school.</p> <p>Can interpret school data well (including Tracking/RAISE online) is able to be analytical and understands how to identify emerging trends.</p> <p>Has taken a lead role in significant whole school based initiatives that have positively impacted on provision increasing levels of performance measured by pupil achievement/progress.</p> <p>Has made a very telling contribution to developing whole school behaviour strategies and support individuals and groups of pupils.</p> <p>Able to pay close attention to the progress being made by disadvantaged pupils (those eligible for the Pupil Premium).</p>
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