



Achieving Educational Excellence

Pay Policy

Milton Road Primary School

Updated May 2022

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1. INTRODUCTION

1.1. September Pay Award

The minimum and maximum of the pay ranges and allowances for the pay award are set out in the current School Teachers Pay and Conditions (STPC) Document.

1.2. Decisions about teachers' pay progression will be based on the teachers' Appraisal and the recommendation of the Headteacher

Headteacher.

1.3. The Pay Committee will ratify the Headteachers recommendation by satisfying themselves that criteria set out in the current School's Pay Policy, Annex C, E or G as appropriate, have been met.

1.4. No pay progress actions taken, or decisions made shall contravene the current STPC Document

1.5. In the event of conflict or contradiction between this document, the schools Pay Policy, and the current STPC Document, the latter will take precedence.

1.6. The Pay Committee shall base its decisions solely on the following evidence: recommendations of the Headteacher, the teachers' appraisals and any other information that the Headteacher deems reasonably relevant.

1.7. The Pay Committee shall not have access to any Teacher Confidential Information unless the Headteacher deems it relevant to the assessment of the Teachers' application. The Headteacher may seek external advice beforehand if required.

1.8. The Pay Committee can overturn the recommendation of the Headteacher, but only on the grounds of the evidence provided and in accordance with this policy and the current STPC Document.

1.9. The Headteacher may bring to the attention of the Pay Committee "Other Matters" related to a Teacher that in their reasonable view have a bearing on the Teachers application to move on the pay scale, including for the avoidance of doubt, accessing the Teachers' Upper Pay Range. "Other Matters" for the purposes of this policy will be formal proceedings linked to professional performance or conduct matters that occurred within the two years prior to the 1 September annual assessment date noted in section 6.1, that have been evidenced in writing, are known to the teacher and may include, but are not limited to, management advice, management warnings, written warnings, complaints.

1.10. Other Matters that relate to a teachers performance, in accordance with Tables 1 and 2 of Appendix F, with the exception of 8.1 and 8.2, and Table 1 of Appendix G, would be considered as part of the teachers Appraisal and as

such be taken into reasonable consideration by the Headteacher as part of their recommendation put to the Pay Committee.

- 1.11. Other Matters that relate to a teacher's conduct, in accordance with 8.1 and 8.2 of Table 2 and Table 3 of Appendix F, would not form part of a Teacher's appraisal. The Headteacher may bring such Other Matters to the Pay Committee if they reasonably believe they are materially relevant to the pay application.
- 1.12. The Pay Committee will review Other Matters against the appropriate parts of Appendix F and G and in accordance with the criteria in Appendix B for applications to the upper pay range.
- 1.13. The Pay Body will operate the Pay Policy as the 'relevant body', as defined in the STPC Document, and for the pay arrangements agreed for all the support staff which will:
 - grade posts appropriately within the conditions of employment identified in the current STPC Document and the conditions of service for support staff employed by the Pay Body.
 - take into account pay relativities between posts within the teachers of the Pay Body and support staff of the Pay Body.
 - ensure that the annual appraisal of all teaching staff, including those absent from duty for any reason, is fairly and properly conducted in accordance with the School's Appraisal Policy as soon as possible, by 31 October at the latest; 31 December for the Headteacher.
 - where a pay determination leads, or may lead, to the start of a period of safeguarding, the Pay Body will give the required written statement of notification as soon as possible and no later than one month after the date of the determination.
 - ensure that discretion available under the STPC Document is exercised in a fair and equitable manner.
 - give recognition to assigned Teaching and Learning Responsibilities, whether for a permanent post, an acting period, or a temporary project (TLR3).
 - comply with the salary safeguarding arrangements in the current STPC Document.
 - ensure that an appropriate evaluation process is used to determine the salary range for members of the support staff.

1.14. This policy statement will be available to the staff of the Pay Body.

2. DELEGATION OF DECISION MAKING

2.1 Headteacher

Except where otherwise stated, the Pay Body will delegate the day to day management of the policy to the Headteacher in consultation with the Chair of the Pay Body. The Headteacher will report to the Pay Body those occasions when the delegated responsibility has been exercised in respect of the discretionary elements of the STPC Document and the pay provisions for support staff.

2.1.1 The Headteacher shall make annual recommendations on the salary of all staff to the appropriate committee of the Pay Body.

2.1.2 The Pay Body requires that the Headteacher has regard to the budget approved by the Governing Body or Trust and the requirements of employment legislation, particularly The Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, as well as The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The ACAS Code of Practice (section 199 of the Trade Union and Labour Relations (Consolidation) Act 1992, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

The Pay Body expects the Headteacher to seek advice where appropriate from persons engaged by the Pay Body to provide such advice.

2.2 An appropriate committee structure

2.2.1 The Pay Body will delegate to a committee of governors, hereafter referred to as the "Pay Committee", decisions arising out of this Policy. The number of governors on the committee will be a minimum of 3 and maximum of 5 including the chair of the Pay Committee. No member of the Pay Appeals Committee, referred to below, will be a member of the Pay Committee. No governor who is employed by the Pay Body may be a member of the Pay Committee or the Pay Appeals Committee.

2.2.2 The Pay Body will delegate to a committee of governors, hereafter referred to as the "Pay Appeals Committee", any appeals by individual members of staff against decisions of the Pay Committee in 2.2.1 arising out of this policy or the Appraisal Policy. The number of governors on the Pay Appeals Committee shall be a minimum of 3 and maximum of 5 including the chair of the Pay Appeals Committee. An appeal will be concluded and decisions taken and

communicated to the appellant and Headteacher before a final decision is reported to the Pay Body.

2.2.3 Meetings of the Pay Committee shall be held at least twice a year to consider the recommendations of the Headteacher.

2.2.4 The Pay Committee membership shall be ratified annually by the Pay Body's Governing Body at their first meeting of each academic year. A Pay Appeals Committee will be established by the Chair of the Pay Body when required, and convened by the Clerk to the Pay Body. Meetings of the Pay Appeals Committee will normally be arranged within 20 working days of the date a Teacher or Teacher's Union representative submits an appeal. 5 working days' notice of the date and time of the appeal meeting will be given. Those entitled to attend meetings of these Committees are outlined in Annex A and B.

2.3 Review of recommendations to, or decisions of, the Pay Committee

2.3.1 Prior to making a salary recommendation to the Pay Committee the Headteacher (or Chair of the Headteacher's Performance Management Committee in the case of the Headteacher) will inform the Employee of their recommendation to the Pay Committee and the date this Committee will be considering their recommendation.

2.3.2 If the Employee does not agree with the recommendation to be made, then s/he may provide a written statement to the Chair of the Pay Body which will be provided to the Pay Committee to consider alongside the pay recommendation.

2.3.3 The statement provided by the Employee must indicate the reason(s) why they disagree with the recommendation, and must fall within one or more of the following:

That the recommendation:

- incorrectly applied any provision of the appropriate salary and/or appraisal policy;
- in the case of a teacher, failed to have proper regard for statutory/contractual guidance of the STPC Document;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or

- otherwise unlawfully discriminated against the employee.

2.3.4 The Employee will have a minimum of 5 working day's notice between the date they are informed of the recommendation and the date of the meeting of the Pay Committee to provide this written statement. The Chair of the Pay Body will provide the Headteacher (or Chair of the Headteacher's Performance Management Committee, in the case of the Headteacher) with a copy of the written statement submitted by the Employee prior to the meeting of the Pay Committee.

2.3.5 Any Employee whose application for a salary increase and/or movement on pay scale is rejected by the Pay Committee, whether on the recommendation of the Headteacher or overriding the Headteacher's decision, will be notified in writing of the decision made by the Pay Committee. . The employee will be advised of the right of appeal against the decision of the Pay Committee to the Pay Appeals Committee (paragraph 2.4 below).

2.4 Appeals against Salary or Appraisal Decisions

2.4.1 The employee may appeal against the decision of the Pay Committee within 5 working days of receipt of the determination by notifying the Chair of the Pay Body in writing of the reasons for the appeal, which must be as stated in paragraph 2.3.3 above.

2.4.2 The decision of the Pay Appeals Committee shall be final. Once any appeal has been resolved, the final decisions regarding the assessment of salaries shall be reported to the Pay Body.

2.4.3 The procedure to be followed for the appeal is attached at Annex A of this policy.

2.5 Threshold Application

2.5.1 An application must be made in writing by the 30th September and submitted to the Headteacher.

2.5.2 A successful applicant will progress to the minimum point* on the Upper Pay Range.

2.5.3 *

2.5.5 A successful applicant will have demonstrated through the appraisal process:

- that s/he is highly competent in all elements of the relevant standards; and
- that his/her achievements and contributions are substantial and sustained

(See ANNEX C for the Pay Body's definition of "highly competent" and "substantial and sustained".)

2.5.6 The Headteacher shall inform the teacher of the recommendation to be made to the Pay Committee regarding the threshold application as soon as possible after the closing date has passed. The Headteacher shall provide oral feedback on the relevant criteria indicated or, in the case of unsuccessful application, in writing on the original application form. Feedback shall also include advice on aspects of performance that would benefit from further development. The process to be followed where the Employee does not agree with the recommendation is as outlined in paragraphs 2.3 to 2.4.

2.5.7 Upper Pay Range decisions will only apply to posts under the employment of this Pay Body.

2.6 Statement of salary

2.6.1 Salary assessment forms will be issued to confirm salary determinations.

2.7 The Chair of the Pay Body

2.7.1 The Chair of the Pay Body will be available to the Headteacher for consultation on those matters of this policy delegated to the Headteacher. In this instance the Chair of the Pay Body may not be a member of the Pay Committee or the Pay Appeals Committee.

2.8 The Headteacher Performance Management Committee for the Headteacher's Performance Review

2.8.1 The Pay Body will delegate at least 3 governors, none of whom shall be employees of the Pay Body, to carry out the appraisal review for the Headteacher. The delegated governors may be supported by an external adviser appointed by the Pay Body. The agreed performance objectives and indicators/measures may be referred for moderation to the Pay Body's Pay Committee.

2.8.2 It is the stated wish of the Pay Body that the delegated governors should be appropriately trained.

3. EXERCISE OF DISCRETION UNDER THE STPC DOCUMENT

3.1 Starting salary of new classroom teacher appointments.

- 3.1.1 When advertising a teaching post the Pay Body or delegated committee will identify the range of salaries the Pay Body is prepared to pay, subject to qualifications and experience. The Pay Body will not normally agree to match current/previous salaries without first considering the merits of the application and the salary of teachers employed by the Pay Body.
- 3.1.2 Where the Headteacher or selection panel regards a teacher has relevant teaching experience, or non-teaching experience which is directly relevant to the post being offered, then an appropriate salary will be offered within the advertised range.
- 3.1.3 The Headteacher will provide a statement for the Pay Body detailing the reasons the salary has been awarded, together with the position on the appropriate range in the Pay Body's salary structure.

3.2 Calculation of Part Time Teachers' salaries

- 3.2.1 The Pay Body will ensure that all part time teachers employed by the Pay Body will have their salaries calculated in accordance with the STPC Document and the "pro rata principle", except where a part time teacher is awarded a TLR3.
- 3.2.2 The Pay Body will ensure that the total amount of time for which a part time teacher may be directed is calculated in accordance with the STPC Document and the "pro rata principle".
- 3.2.3 All part time teachers will be advised of the way in which their salary and directed time are calculated.

3.3 Recruitment/Retention Incentives

- 3.3.1 The Pay Body may have a policy with regard to any payment of recruitment/retention incentives or benefits in accordance with paragraph 27 of the STPC Document.
- 3.3.2 The policy adopted by the Pay Body will be made known to staff and set out as Annex D to this policy.

3.4 Staffing Structure

3.4.1 The Headteacher will annually recommend to the Pay Body a staffing structure for the school that:

- takes account of any financial limits determined by the Pay Body or delegated committees;
- identifies the posts to which allowances will be allocated for permanent Teaching and Learning Responsibilities (TLR), in accordance with the requirements of the STPC Document;
- will determine the value of any TLR post that is to be paid for a short term period. A statement identifying a payment within the range for TLR3, the length of time for which it will be paid, and the reason for the short term payment will be provided to the appropriate committee of the Pay Body.
- identifies the level of allowance to be allocated to each permanent TLR post between the minimum and maximum limits set out for each TLR in the STPC Document, and the different levels that may be paid within each TLR in the staffing structure in accordance with the STPC Document;
- identifies the level of salary to be allocated to any Leading Practitioner posts together with the salary ranges to be assigned to each post;
- identifies posts to be paid on the Leadership Group pay range together with the salary ranges assigned to each post;
- identifies any post to which a salary from the Special Educational Needs range of salaries will be allocated together with the level of each allowance to be paid;
- identifies the staffing structure for support staff posts together with the evaluated salary range assigned to each post.

3.4.2 The staffing structure and pay ranges approved by the Pay Body shall be published with this pay policy.

3.4.3 In the event that the recommendation contains changes in the staffing structure that will directly impact on staff employed by the Pay Body, staff and recognised trade unions will be informed and consulted before the final salary structure is published.

3.5 Special Educational Needs

- 3.5.1 The Pay Body will award an allowance to any teacher who satisfies the requirement of the STPC Document, paragraph 21.
- 3.5.2 The post and allowance(s) will be identified in the staffing structure and will be spot salaries selected from the SEN range. The value of allowances should be based on whether any mandatory qualifications are required, other qualifications and expertise relevant for the post and the relative demands of the post.

3.6 Awards for performance progression to teachers paid on the main pay range, the upper pay range or unqualified teachers' pay range

- 3.6.1 At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of this policy, the Pay Committee will consider written recommendations from the Headteacher that a teacher be paid a higher salary on the classroom teachers' main pay range as determined by the Pay Body, or the Upper Pay Range, depending on which range the teacher is currently paid. The Headteacher will also provide written reasons why any teacher should not progress on either range.
- 3.6.2 Any recommendations for progression to a higher salary made by the Headteacher shall be in respect of the teacher's performance during the previous year across all aspects of the teacher's professional duties, as measured against the performance review under the Pay Body's Appraisal Policy, with particular reference to the achievement of objectives and classroom performance. In the case of teachers beyond the threshold, the Headteacher will also have regard to overall contribution to the school.
- 3.6.3 Before the Headteacher makes written recommendations to the Pay Committee, the Pay Body will expect that the Headteacher will have had due regard to the Pay Body's criteria for determining whether or not a teacher shall progress as set out in Annex E of this policy.
- 3.6.4 Recommendations for increases in pay will be differentiated in order that any increase is clearly attributable to the performance of each teacher.

- 3.6.5 The Headteacher may recommend that there will be no progression on the range in a given year where the outcome of the appraisal does not warrant progression. A newly qualified teacher who achieves the required standards at the end induction will normally progress to the second point on the main pay range from the following September in accordance with paragraph 2.3.
- 3.6.6 Where a teacher has been absent through long term illness or on maternity leave (or other long term leave) the Headteacher will ensure that a performance review has been conducted. In the event that a review cannot be conducted until the teacher returns to school the Headteacher will conduct a review following the teacher's return. If the recommendation is to pay the teacher on a higher salary on the appropriate pay range the award may be backdated to the date on which the award would normally have been paid.

4. LEADING PRACTITIONER POSTS

- 4.1 The Pay Body may decide to include Leading Practitioner post(s) in the structure where it receives a recommendation from the Headteacher to consider such a post.
- 4.2 Where a Leading Practitioner is appointed the Pay Body shall select an individual post range on the pay range designated for Leading Practitioners.
- 4.3 At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of this policy, the Pay Committee will consider recommendations from the Headteacher that any Leading Practitioner be paid a higher salary subject to the maximum of the individual range. The criteria on which such a recommendation will be based is set out in Annex F.

5. THE LEADERSHIP GROUP (See Annex G)

5.1 Deputy and Assistant Headteachers

The Pay Body, following consideration of the relevant criteria set out in the STPC Document, will determine the pay range for a newly appointed Deputy Headteacher or Assistant Headteacher's salary.

At the time of appointing a new Deputy Headteacher or Assistant Headteacher the selection panel of the Pay Body making the new appointment shall determine the salary point on the pay range. The selection panel shall have regard to advice available from persons engaged by the Pay Body.

5.2 Awards for performance to Deputy and Assistant Heads

5.2.1 At the time of the annual assessment of teachers' salaries referred to in paragraph 6 of this policy, the Pay Committee will consider recommendations from the Headteacher that any Deputy or Assistant Headteacher be paid additional points subject to the maximum of their range. The Pay Body expects that the objectives for a Deputy or Assistant Headteacher will have become progressively challenging as the teacher has gained experience in the role.

5.2.2 Where there are substantial difficulties in retaining the services of a current Deputy or Assistant Headteacher the Pay Body may decide to change the salary range in accordance with the STPC Document. Only in exceptional circumstances may the Deputy or Assistant Headteacher's range overlap the Headteacher's pay range.

6. ANNUAL ASSESSMENT OF THE SALARY OF TEACHERS

6.1 Annual assessments

6.1.1 On or before 1 September of each year, or as soon as possible thereafter, the Headteacher will carry out an annual assessment of salary for each teacher, including Deputy and Assistant Headteachers, Leading Practitioners and unqualified teachers employed in the school.

6.1.2 The Pay Committee will receive the pay recommendations from the Headteacher by 31 October of the current year at the latest, awards will be backdated to 1 September of the current year.

7. DETERMINATION OF LEADERSHIP GROUP SALARIES

7.1 Group of the School; Headteacher Pay Range (HTPR) and Pay ranges for other members of the Leadership Group

- 7.1.1 For the purposes of determining the group of the school by which the HTPR is identified, the Pay Body will re-calculate annually the appropriate unit total of the school.
- 7.1.2 The Pay Body will assign the school to the appropriate Headteacher Group (HTG) whenever a new Headteacher is to be appointed and on such occasions as the Pay Body sees fit. The Headteacher may make representations to the Pay Committee to consider assigning the school to a new HTG.
- 7.1.3 If the Pay Body changes the group of the school having re-calculated the unit total, the Pay Body will identify a HTPR which will ensure that the minimum of the HTPR is not below the minimum of the salary range for the HTG.
- 7.1.4 The HTPR of the school shall be a range of consecutive salary points selected by the Pay Body within the HTG range for the school.
- 7.1.5 The Recruitment Selection Committee, set up to appoint a new Headteacher, shall determine the salary point on the HTPR to be paid, ensuring that there is room for salary progression to be determined by subsequent performance. The Recruitment Selection Committee shall have regard to advice available from persons engaged by the Pay Body.
- 7.1.6 In the event that the Pay Body agrees to the Headteacher also being made the Headteacher of another school on a permanent basis, the Headteacher's salary will determined in accordance with STPC Document 2017 (paragraph 6.6).
- 7.1.7 Where such a decision is made then the Pay Body will also review the salary ranges of any other teachers affected by the arrangement by increased responsibilities. Where such arrangements are temporary the safeguarding provisions will not apply.
- 7.1.8 The Pay ranges for a Deputy or Assistant Headteacher shall be determined with reference to the school's HTPR as defined by the STPC Document.

7.2 Annual Review of Headteacher's salary

- 7.2.1 At the beginning of each academic year, or at any such time as the Pay Body (in consultation with the Headteacher) may decide, the Headteacher Performance Management Committee referred to in 2.8 will agree with the Headteacher or (in the absence of agreement) set performance objectives together with performance indicators/measures appropriate to each objective. The performance objectives will reflect priorities identified in the school's development plan.
- 7.2.2 An external adviser appointed by the school may support the Headteacher Performance Management Committee in carrying out the annual performance review of the Headteacher. The performance review and review statement will be conducted in accordance with the Pay Body's Appraisal Policy.
- 7.2.3 In the Autumn Term of each year, (or where determined differently by the Pay Body as referred to above, in the half term immediately prior to the anniversary of the setting of the performance criteria), the Pay Committee will receive recommendations from the Headteacher Performance Management Committee (having consulted the Chair of Pay Body, if s/he is not a member of the Headteacher Performance Management Committee) regarding the salary of the Headteacher. The recommendation shall reflect the Headteacher Performance Management Committee's views based on the outcomes of the annual performance review and the Chair of Pay Body's view of the Headteacher's overall performance during the year. Any recommendation for progression within the HTPR will identify the recommended number of points proposed. The Headteacher will be advised of the proposed recommendation and may make a written response to the recommendation.
- 7.2.4 The recommendation for the Headteacher will be made in a written statement to the Pay Committee, giving reasons for the recommendation and the level of salary that it is recommended should be paid from 1st September, including any additional payments as identified in the STPC Document, paragraph 10. The Pay Committee will consider the recommendation, together with any written response from the Headteacher, and inform the Headteacher in writing by providing a salary statement, by 31 December, to be backdated to 1 September. The Headteacher will not be entitled to attend the meeting of the Pay Committee when it discusses this subject.

If the Headteacher wishes to seek a review of the recommendation to the Pay Committee regarding his/her pay, s/he may do so in accordance with the procedure set out in paragraph 2.3 of this policy. The Headteacher will have right of appeal against the decision of the Pay Committee in accordance with the procedure set out in paragraph 2.4 of this policy.

7.3 Determination of Discretionary Payments to Headteachers

7.3.1 The Pay Body may decide to pay additional payments to the Headteacher in accordance with Section 9 of the STPC Document.

7.3.2 Where a decision is made to increase the Headteacher's salary beyond the maximum of the appropriate HTG determined in accordance with paragraph 7.2 above, the total sum of all payments made to the Headteacher referred to above will not exceed 25 per cent of the maximum of the HTG, except in wholly exceptional circumstances, which will be approved by the Pay Body.

7.3.3 In the event that it is considered necessary to exercise the provision set out above the Pay Body will take external independent advice in accordance with paragraph 9.3 of the STPC Document before agreeing to such a decision.

7.4 Acting Up Allowances

7.4.1 If, during any absence of the Headteacher, Deputy or Assistant Headteacher or a TLR post holder, the acting appointment is made and maintained for a period then the Pay Body will consider within four weeks of the acting appointment whether or not the teacher shall be paid an acting allowance calculated in accordance with 7.4.2 below. If no allowance is paid the Pay Body may reconsider the position at any time.

7.4.2 In the prolonged absence of the Headteacher, a Deputy Headteacher, an Assistant Headteacher or a TLR post holder, the Pay Body may appoint a Teacher to act up during the absence of the post holder. From the date that the Pay Body considers it necessary to make an acting appointment, an allowance will be paid equal to the difference between the salary currently paid to the person appointed to act up and a point considered appropriate by the Pay Body. The relevant conditions of service detailed within the STPC Document will apply to any person in receipt of such an acting allowance.

8. ADDITIONAL PAYMENTS FOR TEACHING STAFF (*optional paragraph*)

- 8.1 In the event that the Headteacher, following consultation with the teacher(s) affected, requests teachers to undertake:
- CPD undertaken outside of the school day;
 - Activities relating to the provision of ITT as part of the ordinary conduct of the school day; or
 - Out of school hours learning activities,
- then payments as below may be made to teachers agreeing to participate in such activities at the discretion of the headteacher.
- 8.2 The daily rate payable to each teacher undertaking such CPD or ITT activities will be determined by the Pay Body. Periods of less than a day will be paid pro rata.
- 8.3 Where additional responsibilities and activities are undertaken by a teacher resulting from the Headteacher having responsibility for more than one school, as provided for in paragraph 7.1.7 of this policy, the Pay Committee of the Pay Body will review the teacher's salary to reflect the additional responsibilities and activities. The decision of the Pay Committee will be reported to the next meeting of the Pay Body.

9. UNQUALIFIED TEACHERS

- 9.1 The Pay Body may employ unqualified teachers/instructors in the school. Such unqualified teachers will be paid in accordance with paragraph 17 of the STPC Document.
- 9.2 The point on the Pay Body's unqualified teacher range, within the maximum and minimum of the range as set out in paragraph 17 of the STPC Document, at which a new appointment will be paid, will be determined by the Headteacher, in consultation with the Chair of the Pay Body, and will take account of the qualifications and experience considered to be relevant to the post.

- 9.3 In addition to the appropriate point on the unqualified teachers' pay range the Headteacher, in consultation with the Chair of the Pay Body, may award an additional annual allowance in accordance with paragraph 22 of the STPC Document to a person appointed as an unqualified teacher who either takes on a sustained additional responsibility, which is focussed on teaching and learning and requires the exercise of a teacher's professional skills and judgement, or who the Headteacher and Chair of the Pay Body believes has additional qualifications and/or experience to warrant such an award.

The Headteacher will report any award of such an allowance to the Pay Committee of the Pay Body.

- 9.4 The arrangements for salary progression and salary safeguarding for teachers also apply to unqualified teachers.

10. SALARIES OF SUPPORT STAFF

- 10.1 On appointing a member of the support staff the job description determined for the post will be evaluated in accordance with the adopted scheme. Advice on appropriate evaluation processes will be sought from persons engaged by the Pay Body.

- 10.2 The Headteacher, in consultation with the Chair of the Pay Body, will determine the appropriate point on the evaluated range having regard to:

- i. relevant qualifications and/or competencies; and
- ii. recruitment/retention needs of the school in respect of the post

The decision of the Headteacher will be reported to the Pay Committee.

- 10.3 If at any time the Headteacher, in consultation with the Chair of the Pay Body, considers that a member of the support staff is being asked to undertake increased or decreased responsibilities on a permanent basis, the job description may be re-evaluated. If the evaluation provides for a higher salary that salary will be paid to the post holder from a date determined by the Headteacher and, in the case of a temporary increase in responsibility, the date to which the new salary will be paid will also be stated. [In the event that the evaluation provides for a lower salary the employee will be entitled to salary safeguarding for a period in accordance with the Local Authority's policy for maintained schools. The new salary level will be reported to the Pay Committee at its next meeting.

- 10.4 At the time of making the annual assessment of the teachers' salaries the Headteacher may also make any recommendation to the Pay Committee in respect of the salary of any member of the support staff. Where the Headteacher considers it appropriate a recommendation to the Pay Committee that a named member(s) of the support staff shall be awarded an honorarium for the excellence of his/her performance during the previous year. The honorarium may either be paid as a lump sum payment at the next salary payment after the Pay Committee's decision, or as a 1/12 increase in monthly salary over the next year.
- 10.5 If any member of support staff wishes to appeal against their salary level they may ask for a re-evaluation of their job description. In the event that a member of the support staff decides to appeal against a decision of the Pay Committee under paragraph 2.4 above, then s/he shall enter a formal written statement of appeal. The appeal shall be heard by the Pay Appeals Committee referred to in paragraph 2.4.2 above.

11. SALARY SACRIFICE SCHEME

- 11.1 The Pay Body will support and encourage any salary sacrifice scheme as identified in the STPC Document and made available by the Local Authority, from which teachers or support staff employed in the school benefit where there is no additional cost to the Pay Body's budget.**

12. REVIEW OF THE POLICY

- 12.1 The Pay Body will review this policy annually or on any occasion when it is requested to do so by the Headteacher.
- 12.2 The Pay Body will consult with the staff and the recognised trade unions at the time of the annual or any other review of the policy.

ANNEX A

(This procedure complies with the guidance of the Secretary of State ('Implementing your School's Approach to Pay'))

PROCEDURE FOR AN APPEAL AGAINST A SALARY DECISION OF THE PAY COMMITTEE TO THE PAY APPEALS COMMITTEE OF THE PAY BODY

1. The Appeal of the employee

The employee is entitled to be accompanied by a representative of his/her trade union or a workplace colleague

The employee or representative:

- a) introduces the employee's written reasons for the appeal and the representative of the Pay Committee and then members of the Pay Appeals Committee may ask questions of the employee.
- b) may call witnesses, each of whom will have provided a written statement of the information s/he wishes to give, and each witness may be asked questions by the representative of the Pay Committee and then by the Pay Appeals Committee.

2. The response of the Pay Committee

The representative of the Pay Committee:

- a) explains the process and evidence used to come to the decision being appealed with reference to the written statement of reasons for the decision of the Pay Committee previously provided to the employee, and the employee or representative and then members of the Pay Appeals Committee may ask questions of the representative of the Pay Committee.
- b) may call witnesses, who will have provided a written statement of the information they wish to give, and each witness may be asked questions by the employee or his/her representative and then by the Pay Appeals Committee.

3. Summing up and withdrawal
 - a) the representative of the Pay Committee has the opportunity to sum up if s/he so wishes.
 - b) the employee, or representative, has the opportunity to sum up his/her case if s/he so wishes.
 - c) all persons other than the Pay Appeals Committee and its adviser (see note 4 below) are then required to withdraw.
4. Pay Appeals Committee decision
 - a) the Pay Appeals Committee and adviser are to deliberate in private, only recalling the parties to clear points of uncertainty on evidence already given. Any recall must involve both parties.
 - b) the Chair of the Pay Appeals Committee will announce the decision to the employee, which will be confirmed in writing.

Notes:

1. For the purposes of the appeal, the Pay Appeals Committee will have the following documents;-
 - the written statement of reasons for the Pay Committee decision previously provided to the employee
 - the written statement of reasons for the appeal from the employee. (The grounds for the appeal must comply with paragraph 2.3.2 of the pay policy).
 - any additional documents to be used at the appeal hearing which must be provided to the other party at least 48 hours before the commencement of the hearing.
2. For the purposes of the appeal, the Pay Committee representative may call the Headteacher (or in accordance with note 3 below, a governor) as a witness for the Pay Committee. In that event the Headteacher (or governor) may be questioned as a witness.
3. Where the Headteacher has asked for the review the representative of the Pay Committee may call the Chair of Governors and/or one of the governors referred to in paragraph 2.8.1 of the policy above as a witness.
4. The Pay Appeals Committee may appoint an adviser who may not be an employee of the Pay Body.

ANNEX B

ACCESS TO THE TEACHERS' UPPER PAY RANGE

Any qualified teacher can apply to be paid on the upper pay range. All applications should include the results of appraisals; where such information is not available, a written statement and summary of evidence that sets out how the applicant has met the assessment criteria will be sufficient. Teachers who have been absent through sickness, disability or maternity may cite written evidence from previous years in support of the application.

To be assessed successfully, a teacher will be required to meet the criteria set out in the school teachers' pay and conditions document (STPCD):

- The teacher is 'highly competent' in all the elements of the teachers' standards
- The teacher's achievements and contribution to the school is 'substantial' and 'sustained'

Highly competent

The teacher's performance is assessed as having excellent depth and breadth of knowledge, skills and understanding of the teachers' standards in the particular role they are fulfilling and the context in which they are working. 'Highly competent' means performance which is not only good but is good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school in order to help them meet the relevant standards and develop their teaching practice.

'Highly competent' suggests:

- consistently meeting all of the Teachers' Standards and exceeding at least some of them;
- teaching that is consistently at least good, and at least sometimes¹ outstanding, as evidenced by the outcomes of the minimum of 3 formal observations per year specified in the school's Teacher Appraisal Policy;
- there is good evidence that the teacher's typical professional practice is outstanding, evidenced, for example through; feedback from the line manager; senior leadership team lesson visits and drop-ins; the teacher providing regular provision of high-quality feedback to children; the excellence of the teachers' children's progress and outcomes; the excellence of the teacher's tutoring; the teacher's consistently faithful attention to key basic aspects of practice such as taking the register, getting to duty on time and doing it well; and other monitoring such as homework monitoring and monitoring of marking; and

¹ Sometimes means 25% of formally observed teaching for the purpose of this policy

- coaching another or other teachers to help them improve their teaching practice for an extended period (for example, over the term of an appraisal cycle or for a significant portion of it).

Substantial

Substantial means of real importance, validity and value to the school. The teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom but also in making a significant wider contribution to school improvement which impacts on pupil progress, pupil well-being and the effectiveness of staff and colleagues.

'Substantial' suggests:

- providing a role model for teaching and learning, through teaching that is at least sometimes* outstanding and by regularly encouraging other teachers to observe her/his practice and by coaching other teachers to improve their teaching;
- contributing regularly to the whole school in-house teacher training programme and being able to show the impact of these contributions on teaching and learning in the school;
- contributing to high standards in terms of children's progress and outcomes through teaching that is at least sometimes outstanding;
- making a significant contribution to the extra-curricular life of the school by, for example, running clubs and trips or other activities on a regular basis;
- consistently upholding and promoting the School Ethos as defined on the School's Website under Ethos and Values.

Sustained

Sustained means maintained the above continuously over a period of at least 2 years. The teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives; they will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

'Sustained' suggests:

- demonstrating highly competent and substantial performance for, normally, at least 3 years prior to applying for assessment to be paid on the upper pay range

Key elements:

- Highly competent in all elements of the teacher standards.
- Provide a role model for teaching and learning.
- Make a distinctive contribution to the raising of pupil standards.
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning and achievement.

- Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.
- Deliver high quality CPD sessions/training.

ANNEX C

TEACHERS: RECRUITMENT AND RETENTION ALLOWANCES OR BENEFITS

The Headteacher will consider paying recruitment and retention allowances if any of the following apply:

- the post is in a recognised shortage subject and may be difficult to fill
- the post was previously advertised and it was not possible to fill it at that time
- the post is regarded as very important to the school and the offer of a recruitment allowance is deemed essential to attract the highest calibre applicants or
- the payment of a retention allowance is deemed necessary to retain an outstanding teacher / leader

Recruitment allowances will normally be paid for one year but may be paid for up to 3 years in exceptional circumstances. This will be determined at the time of appointment. A member of staff who has been paid a recruitment allowance for 1-3 years may subsequently be paid a retention allowance, provided any of the above criteria are deemed to apply.

Retention allowances may be paid for any number of years, the minimum length of time being, normally, one year. They will be reviewed annually, in June, by the Headteacher, in advance of the following September. The Headteacher may recommend to governors the creation or removal of a retention allowance. If a retention allowance is created after the beginning of the school year, it should run for the remainder of the school year, at least. If a retention allowance is being removed, it should only cease at the end of the school year, unless exceptional circumstances apply (for example, the teacher is refusing to discharge a responsibility that has been attached to the creation of the retention allowance or is discharging the responsibility poorly). Where a retention allowance is removed, the teacher will be notified in writing by the Headteacher, including the reason for its removal and the date on which it will cease to be paid.

The Range of Allowances

Recruitment and retention allowances will be available up to a maximum of £3000

ANNEX D

THE SALARY POINTS AND PROGRESSION ON THE MAIN, UPPER AND UNQUALIFIED TEACHER PAY RANGES

The school will use a Main Pay Range (MPR), An Unqualified Teachers' Pay Range (UTPR) and an Upper Pay Range (UPR), as follows:

	MPR	UPR	UTPR
Minimum point	1	U1	1
	2		2
	3		3
	4	U2	4
	5		5
Maximum point	6	U3	6

Teachers on the Main, Upper and Unqualified Teacher Pay Range will have their salary reviewed annually by the Headteacher in accordance with paragraph 6 of the main pay policy against the aims of the school and in accordance with the criteria which a teacher needs to meet to achieve salary progression.

PAY PROGRESSION BASED ON PERFORMANCE AND COMPETENCE

At Milton Road Primary all teachers, unqualified teachers and support staff can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.

In relation to teachers, the detailed arrangements for teacher appraisal are set out in the school's Teacher Appraisal Policy. Annex H provides guidance as to what might be reasonably expected of a teacher at different stages of their career and is a useful point of reference for teachers to support self-evaluation, as well as to guide those undertaking appraisal discussions. There is an expectation of improvement and increased expectations as teachers progress through the profession.

In turn, Annex I provides guidance with regard to a 'best fit' model to support assessment of, to what extent a teacher is meeting the Teachers' Standards.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

From the beginning of the 2017-2018 appraisal cycle on 1st of November 2017, there will be three possible outcomes from teacher appraisal:

1. As a 'best fit' judgement, the teacher has ***exceeded the expectations of performance in relation to the Teachers' Standards for his/her present position on the pay scale*** and has ***met or exceeded the specific appraisal objectives set*** for the cycle;

2. As a 'best fit' judgement, the teacher has ***met the expectations of performance in relation to the Teachers' Standards for his/her present position on the pay scale*** and has ***met the specific appraisal objectives set*** for the cycle;
3. As a 'best fit' judgement the teacher has ***not met the expectations of performance in relation to the Teachers' Standards for his/her present position on the pay scale the standards and/or the specific appraisal objectives set*** for the cycle.

These judgements are summarised as:

1. Exceeding the Standards
2. Meeting the Standards
3. Not meeting the Standards

Pay progression along the Main Pay Range

- A teacher who is on the Main Pay Range and who ***meets the standards for their grade and any other specific appraisal objectives required for their present grade which have been set*** for the cycle, will remain at the same grade.
- A teacher who is on the Main Pay Range, but below point 6, and who ***exceeds the standards for their grade and any other specific appraisal objectives which have been set*** for the cycle, will normally be ***progressed one point*** along the range, backdated to the 1st of September.
- A teacher who is on the Main Pay Range, but below point 6, and who ***substantially exceeds the standards for their grade and any other specific appraisal objectives which have been set*** for the cycle, may be ***progressed more than one point along the pay range to a level commensurate with standards achieved***, backdated to the 1st of September.
- Any teacher who is on the Main Pay Range and who ***exceeds the standards and any specific appraisal objectives for Point 6 set*** for the cycle, ***may apply to go through the threshold to the Upper Pay Range*** (see Annex C for further details of the requirements for access to the Upper Pay Range).
- A teacher who has ***not met the Standards and / or the appraisal objectives will not progress in that year*** and may also become subject to the School Capability Procedure. However, the Capability Procedure will not normally be applied where a teacher is deemed to have ***nearly met*** the Teachers' Standards and / or the specific appraisal objectives and there are good grounds for believing she/he will do so by the end of the next cycle. In this case, a ***'no progression' decision*** will be made and there will be no reference to the Capability Procedure.

To be fair and transparent, assessments of performance will be based on evidence. At Milton Road Primary, we will ensure fairness by:

1. Making clear the evidence that must be used to assess performance; and
2. Quality-assuring the assessments that are made. To do this, the Headteacher will quality-assure 3 appraisals (for colleagues for whom the Headteacher is not the assigned appraiser) and each other member of the senior leadership team will quality

assure a minimum of 1 appraisal (for colleagues for whom the Senior Leader is not the assigned appraiser).

3. Where standards are deemed not to have been met by the appraiser, the assessment will be reviewed by the head teacher, or where the head teacher is the appraiser, by another member of the senior leadership team before any further action is taken.

The evidence used to assess performance includes:

1. The teacher's self-assessment of performance against the Teachers' Standards and in relation to the appraisal objectives; teachers will be expected to provide brief written evidence of how they have performed in relation to their appraisal objectives and their competency in relation to all elements of the Teachers' Standards during the appraisal period;
2. The outcomes of the minimum of 3 formal lesson observations carried out during the cycle;
3. There is good evidence that the teacher's typical professional practice is consistently good, evidenced, for example through feedback from the line manager; the teacher providing regular provision of high-quality feedback to children; the excellence of the teacher's tutoring; the teacher's consistently faithful attention to key basic aspects of practice such as taking the register, getting to duty on time and doing it well; and other monitoring such as homework monitoring and monitoring of marking; and
4. Analysis of the progress made by those children taught by the teacher during the appraisal period, including NC assessment scores where these exist (this may already have been presented as evidence by the teacher for point 1 above)

Teachers on UPR at the time of the assessment of their performance need to demonstrate that they remain highly competent and continue to make a substantial and sustained contribution to the school in their on-going, everyday practice, in line with the definitions provided in this policy. Any UPR teacher who is not meeting the definitions provided on a consistent basis may be subject to the school capability procedures. Assessment for progression from UPR1 to UPR2 and UPR2 to UPR3 will be made two years after a teacher has arrived at UPR1 or UPR2. The teacher needs to express interest in being assessed after the beginning of the autumn term and towards the end of the second appraisal cycle after their previous progression; assessment is not automatic. The assessments of teachers on the UPR and the resultant decisions will follow the same criteria and lead to the same judgements as described above for teachers on the main pay range, that is:

- A teacher on the UPR who **meets the standards for their grade and any other specific appraisal objectives required for their present grade which have been set** for the cycle, will remain at the same grade.
- A teacher on UPR1 or UPR2 who has requested assessment for progression and who **exceeds the standards for their grade and any other specific appraisal objectives which have been set** for the cycle, will be considered for **progression to UPR2 or UPR3 respectively**, backdated to the 1st of September.
- A teacher on the UPR who has **not met the Standards and / or the appraisal objectives will not progress in that year** and may also become subject to the School Capability Procedure. However, the Capability Procedure will not normally be

applied where a teacher is deemed to have ***nearly met*** the Teachers' Standards and / or the specific appraisal objectives and there are good grounds for believing she/he will do so by the end of the next cycle. In this case, a '***no progression***' decision will be made and there will be no reference to the Capability Procedure.

At Milton Road primary, absolute measures of performance will be used. This means that all teachers eligible for progression (i.e. those not already at the top of their pay range) are eligible to progress, subject to annual assessment of their performance.

Recommendations about pay progression will be made by appraisers, as part of the Appraisal process.

Final decisions about whether or not to accept pay recommendations will be made by the Governors' Pay Committee, taking account of the views of the Head teacher.

ANNEX E

SALARY RANGES AND ARRANGEMENTS FOR TEACHERS PAID ON THE LEADERSHIP GROUP RANGE

This annex sets out the salary ranges and arrangements for teachers paid on the leadership group pay ranges.

The maximum of the Deputy and Assistant Headteacher must not exceed the maximum of the HTG.

The statutory pay range for members of the leadership group is to be as given in the latest version of the STPC document.:

The Pay Body may decide to review the salary arrangements for the Leadership Group at any time.

Annex F Effective Performance Management

In recognition of the important principle of improvement and increased expectations as teachers progress through the profession, the following grid, which is aligned with the Teachers Standards, provides clarification as to what might be reasonably expected of a teacher at different stages of their career. It is not designed to be used as an inflexible tick-list but is a useful point of reference for teachers to support self-valuation, as well as to guide those undertaking appraisal discussions.

Table 1:

Summary of Teachers' Standards						
Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)	By (UPS3)
1 Set high expectations which inspire, motivate and challenge pupils	Teaching over time is judged as mainly good as a minimum. (Correlated with pupil progress)	Teaching over time is judged as the vast majority being consistently good as a minimum. (Correlated with pupil progress)	Teaching over time is judged as consistently good with many outstanding elements as a minimum. (Correlated with pupil progress)	Teaching over time is judged as consistently good and sometimes outstanding (25%) as a minimum. (Correlated with pupil progress)	Teaching over time is judged as always consistently good and at least 25% outstanding as a minimum. (Correlated with pupil progress)	UPS 3 requires all of UPS2 milestones to have been met in full over a two year period and to be sustained over time in line with the criteria for UPS below.
2 Promote good progress & outcomes by pupils	Pupils make progress which is at least in line with national expectations .	Pupils make progress which is routinely in line with that needed in the school to be in line with progress required by the end of the key stage.	Pupils make progress which is Always in line with that needed in the school to be in line with progress required by the end of the key stage.	Many pupils exceed progress expected to achieve end of key stage expectations in the school.	Most pupils exceed progress expected to achieve end of key stage expectations in the school.	
3 Demonstrate a good subject & curriculum knowledge	Generally secure subject knowledge in all core areas; acknowledging where weaknesses exist and independently addressing.	Routinely displays secure subject knowledge across the curriculum; acknowledging where weaknesses exist and independently addressing.	Always displays secure subject knowledge across the curriculum; acknowledging where weaknesses exist and independently addressing.	Consistently displays extensive subject knowledge across the curriculum; able to support others with developing this .	Proactively leads research into new areas and initiatives in order to disseminate in a meaningful way to whole staff or staff groups.	
4 Plan and teach well-structured lessons	Able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture.	Routinely able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture.	Always able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture.	Always able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture. Able to support others with this .	Always able to identify clear learning objectives & success criteria with pin point accuracy . Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture.	
5 Adapt teaching to respond to the strengths and needs of all pupils	Differentiation of task is generally accurate based on assessment	Differentiation of task and direct teaching input is accurately pitched and effective for the vast majority of time , based on accurate assessment	Differentiation of task and direct teaching input is always accurately pitched and effective, based on accurate assessment	Differentiation of task and direct teaching input is always accurately pitched and effective for all pupils , based on accurate assessment.		

6 Make accurate and productive use of assessment	Accurate use of assessment to guide learning within class, including accurate assessment of work/learning.	Routinely accurate use of assessment to guide learning within class, including accurate assessment of work/learning within key stage.	Assessment is always used accurately to guide learning within class, including accurate assessment of work/learning across primary phase.	Supports others in accurately assessing work/learning.		
7 Manage behaviour effectively to ensure a good and safe learning environment	School wide expectations are generally met.	School wide expectations are consistently met.	School wide expectations are always met.	Supports others in developing this.		
8 Fulfil wider professional responsibilities	Generally make a wider contribution to the school.	Routinely make a wider contribution to the school.	Always make a wider contribution to the school.			
UPS criteria				Supports others to develop.	Lead team &/or whole school development	
				Performance at this stage requires the teacher to be highly competent in all elements of the relevant standards; and the teacher's achievements and contribution to the school are substantial and sustained.		

Table 2:

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
1 Set high expectations which inspire, motivate and challenge pupils	Teaching over time is judged as mainly good as a minimum. (Correlated with pupil progress)	Teaching over time is judged as the vast majority being consistently good as a minimum. (Correlated with pupil progress)	Teaching over time is judged as consistently good with many outstanding elements as a minimum. (Correlated with pupil progress)	Teaching over time is judged as consistently good sometimes outstanding (25%) as a minimum. (Correlated with pupil progress)	Teaching over time is judged as always consistently good and at least 25% outstanding as a minimum. (Correlated with pupil progress)
1.1 Establish a safe & stimulating environment for pupils, rooted in mutual respect	Relationships are consistently calm and respectful. Teacher uses respectful language.	Relationships are routinely calm and respectful. Teacher routinely models and uses respectful language.	Relationships are always calm and respectful. Teacher always models and uses respectful language.	Relationships are always calm and respectful. Teacher always models and uses respectful language. This is a model for others to learn from.	
	Classroom environment & work areas are tidy and safe. Displays are, on the whole , stimulating, relevant & reflect standards of learning.	Classroom environment & work areas are tidy and safe. Displays are routinely stimulating, relevant & reflect standards of learning.	Classroom environment & work areas are tidy and safe. Displays are highly relevant and stimulating, relevant & reflect standards of learning.	Classroom environment & work areas are tidy and safe. Displays are highly relevant and stimulating & reflect standards of learning. This is a model for others to learn from.	
1.2 Set goals that stretch & challenge pupils of all backgrounds, abilities & dispositions	Believe and demonstrate through words & actions that all pupils are capable of learning & progress. On the whole , teaching reflects this. On the whole , pupils work & outcomes reflects differentiation & challenge.	Believe and demonstrate through words & actions that all pupils are capable of extremely high standards of learning & progress. Teaching routinely reflects this. Pupils work & outcomes routinely reflect differentiation & challenge.	Believe and demonstrate through words & actions that all pupils are capable of extremely high standards of learning & progress. Teaching always reflects this. Pupils work & outcomes always reflect differentiation & challenge.	Believe and demonstrate through words & actions that all pupils are capable of extremely high standards of learning & progress. Teaching always reflects this. Pupils work & outcomes evidences a good model of differentiation & challenge for others to learn from.	Believe and demonstrate through words & actions that all pupils are capable of extremely high standards of learning & progress. Teaching always reflects this. Pupils work & outcomes evidences an outstanding model of differentiation & challenge for others to learn from.
	Identifies specific groups, e.g. SEN, Able, EAL, Pupil Premium and generally plans for challenge.	Uses a plan which identifies specific groups, e.g. SEN, Able, EAL, Pupil Premium and Routinely plans for specific challenges.	Highly strategic in planning for meeting the needs of every pupil.	Highly strategic in planning for meeting the needs of every pupil and supports others in this.	Highly strategic in planning for meeting the needs of every pupil and supports others in this. Supports others and takes a phase or school-wide view to

	Able to set specific targets & success criteria for SEN pupils using prior assessment & demonstrate progress against success criteria.			Able to support other teachers in improving this.	quantify impact from intervention. Able to take a phase or school-wide view on the impact of SEN targets.
1.3 Demonstrate consistently the positive attitudes, values & behaviour which are expected of pupils.	The culture of hard work, perseverance & 'can do' attitude = academic success is generally direct consequence of teacher's modelled behaviour.	The culture of hard work, perseverance & 'can do' attitude = academic success is routinely a direct consequence of teacher's modelled behaviour.	The culture of hard work, perseverance & 'can do' attitude = academic success is always a direct consequence of teacher's modelled behaviour.	The culture of hard work, perseverance & 'can do' attitude = academic success is always a direct consequence of teacher's modelled behaviour. Teacher will support others to develop this.	The culture of hard work, perseverance & 'can do' attitude = academic success is always a direct consequence of teacher's modelled behaviour. Teacher will support others to develop this and can evidence clear success.
	Own punctuality, organisation & dress models high expectations. Use behaviour for learning objectives in the classroom.				

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
2 Promote good progress & outcomes by pupils	Pupils make progress which is at least in line with national expectations.	Pupils make progress which is routinely in line with that needed in the school to be in line with progress required by the end of the key stage.	Pupils make progress which is consistently in line with that needed in the school to be in line with progress required by the end of the key stage.	Many pupils exceed progress expected to achieve end of key stage expectations in the school.	Most pupils exceed progress expected to achieve end of key stage expectations in the school.
2.1 Be accountable for pupil's attainment, progress and outcomes.	Be prepared for pupil progress meetings to ensure that a constructive dialogue can take place about next steps to accelerate progress.			Support others in planning for pupil progress meeting and share good practice.	
	Report attainment & progress to parents and carers in a way that they understand and know how to help pupils with next step/s.				
2.2 Be aware of pupil's capabilities and their prior knowledge & plan teaching to build on these.	Plan learning that generally recognises PKU & caters for the class and its group needs.	Plan learning that routinely recognises PKU & caters for the class and its group and individual needs.	Plan learning that always recognises PKU & caters for the class and its differentiated needs.	Plan learning that always displays extensive recognition of PKU & caters for the class and its differentiated needs.	Plan learning that always displays extensive & subtle recognition of PKU & caters for the class and its differentiated needs.
2.3 Guide pupils to reflect on the progress they have made and their emerging needs.	Generally able to design assessment for learning that provides pupils and the teacher with valuable information to guide future learning.	Routinely able to design assessment for learning that provides pupils and the teacher with valuable information	Always able to design very precise assessment for learning that provides pupils and the teacher with valuable information to guide future learning. This leads to evidence of challenge for pupils justifying their thinking – adding depth to learning.	Always able to design very precise assessment for learning that provides pupils and the teacher with valuable information to guide future learning. This leads to evidence of always challenging pupils to justifying their thinking – adding depth to learning.	Always able to design very precise assessment for learning that provides pupils and the teacher with valuable information to guide future learning. This leads to exceptional evidence of always challenging pupils to justify their thinking – adding depth to learning.
2.4 Demonstrate knowledge & understanding of how pupils learn and how this impacts on teaching.	Generally demonstrate an accurate understanding of the developmental characteristics of the age group & knowledge of how pupils learn is generally accurate & applied to the class as	Routinely demonstrates an accurate understanding of the developmental characteristics of the age group & knowledge of how pupils learn is routinely accurate & applied to groups &	Always demonstrates an accurate understanding of the developmental characteristics of the age group & knowledge of how pupils learn is always accurate & applied to the class,	Always demonstrates an accurate & extensive understanding of the developmental characteristics of the age group & knowledge of how pupils learn is always accurate & applied to the class,	Always demonstrates an accurate, extensive & subtle understanding of the developmental characteristics of the age group & knowledge of how pupils learn is always

	a whole.	the class as a whole.	groups and individual learning.	groups and individual learning.	accurate & applied incisively to the class, groups and individual learning.
2.5 Encourage pupils to take a responsible & conscientious attitude to their work.	Generally insists on work of a high quality & demands pride in that work – in presentation, content and quantity.	Routinely insists on work of a high quality & demands pride in that work – in presentation, content and quantity.	Always insists on work of a high quality & demands pride in that work – in presentation, content and quantity. Pupil pride is evident & demonstrable in the quality of work.	Always insists on work of a high quality & demands pride in that work – in presentation, content and quantity. Pupil pride is always evident & always demonstrable in the quality of work.	
	Uses praise & rewards pupils for high quality work, effort and behaviour.				

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
3 Demonstrate a good subject & curriculum knowledge	Generally secure subject knowledge in all core areas; acknowledging where weaknesses exist and independently addressing.	Routinely displays secure subject knowledge across the curriculum; acknowledging where weaknesses exist and independently addressing.	Always displays secure subject knowledge across the curriculum; acknowledging where weaknesses exist and independently addressing.	Consistently displays extensive subject knowledge across the curriculum; able to support others with developing this.	Proactively leads research into new areas and initiatives in order to disseminate in a meaningful way to whole staff or staff groups.
3.1 Have a secure knowledge of the relevant subject/s & curriculum areas, foster and maintain pupils' interest in the subject & address misunderstandings	Generally displays secure subject knowledge in all core areas and knows how these relate to one another. Plans and practice reflect prerequisite relationships among topics & concepts which further reflect a range of effective pedagogical approaches in the discipline.	Routinely displays secure subject knowledge in all core areas and knows how these relate to one another. Plans and practice reflect prerequisite relationships among topics & concepts which further reflect a range of effective pedagogical approaches in the discipline.	Always displays secure subject knowledge in all core areas and knows how these relate to one another. Plans and practice reflect prerequisite relationships among topics & concepts and link to necessary cognitive structures by pupils to ensure understanding and which further reflect a range of effective pedagogical approaches in the discipline.	Always displays secure subject knowledge in all core areas and knows how these relate to one another. Plans and practice reflect accurate understanding of prerequisite relationships among topics & concepts and link to necessary cognitive structures by pupils to ensure understanding and which further reflect a range of effective pedagogical approaches in the discipline, routinely anticipating pupil misconceptions.	Always displays secure subject knowledge in all core areas and knows how these relate to one another. Plans and practice reflect accurate understanding of prerequisite relationships among topics & concepts and link to necessary cognitive structures by pupils to ensure understanding and which further reflect a range of effective pedagogical approaches in the discipline, always anticipating pupil misconceptions.
3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, & promote the value of scholarship	Keeps up to date with knowledge and understands curriculum progression. Plans groups of lessons and assessments in collaboration & shares ideas with colleagues.	Routinely keeps up to date with knowledge and has advanced knowledge of curriculum progression. Plans groups of lessons and assessments in collaboration & shares ideas with colleagues.	Always keeps up to date with knowledge and has advanced knowledge of curriculum progression. Plans groups of lessons and assessments in collaboration & shares ideas with colleagues. Leads the development of schemes of work. Actively supports development in curriculum areas.	Always keeps up to date with knowledge and has advanced knowledge of curriculum progression. Plans groups of lessons and assessments in collaboration & shares ideas with colleagues. Leads the development of schemes of work. Actively supports & lead development in curriculum areas.	Always keeps up to date with knowledge and has advanced knowledge of curriculum progression. Plans groups of lessons and assessments in collaboration & shares ideas with colleagues. Leads the development of schemes of work. Always take a proactive lead & actively support development across the school
3.3 Demonstrate an understanding of & take responsibility for promoting high standards of literacy, articulacy & the correct use of Standard English, whatever the teacher's specialist subject	Able to use agreed literacy strategies including consistently correct grammar and punctuation.				
	Own spoken & written English is correct & conforms to Standard English.				
	Vocabulary is appropriate to pupils' ages and abilities.	Vocabulary is appropriate & challenging to pupils' ages and	Vocabulary is well chosen & challenging to pupils' ages and	Vocabulary is well chosen & expressive to enrich & extend	Vocabulary is always well chosen & expressive to enrich & extend

		abilities.	abilities.	pupils' vocabularies.	pupils' vocabularies.
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Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
4 Plan and teach well-structured lessons	Able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture.	Routinely able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture.	Always able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture.	Always able to identify clear learning objectives & success criteria. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture. Able to support others with this.	Always able to identify clear learning objectives & success criteria with pin point accuracy. Plan stimulating learning with pace & challenge, making clear the purpose of the learning, including sharing the bigger picture.
4.1 Impart knowledge and develop understanding through effective use of lesson time	Carefully plans learning taking account of good balance of teacher exposition, active doing and review/reflection. Actively uses AfL techniques. Uses outcomes to inform next steps.			Supports others to develop this.	
4.2 Promote a love of learning and children's intellectual curiosity	Generally conveys a genuine enthusiasm for learning and pupils demonstrate this through their active participation, curiosity & initiative in learning.	Routinely conveys a genuine enthusiasm for learning and pupils demonstrate this through their active participation, curiosity & initiative in learning.	Always conveys a genuine enthusiasm for learning and pupils demonstrate this through their active participation, curiosity & initiative in learning.		Always conveys a genuine enthusiasm for learning and pupils always demonstrate this through their active participation, curiosity & initiative in learning.
	Plans stimulating lessons using a variety of teaching and learning strategies & resources which take into account the needs of different types of learners. Takes into account planning for pace and challenge.	Enthusiastic about teaching & plans stimulating learning using a variety of teaching & learning strategies and resources which take into account the needs of different types of learners. Teacher incorporates pace and challenge	Enthusiastic about teaching & plans stimulating learning using a variety of teaching & learning strategies and resources which take into account the needs of different types of learners. Teacher incorporates pace and challenge.	Enthusiastic about teaching & plans stimulating learning using a wide range of teaching & learning strategies and resources which take into account the needs of different types of learners. Teacher incorporates pace and challenge.	Supports others to develop this.
4.3 Set homework and plan other out of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Sets homework in line with school guidelines.				
	Generally sets homework which is appropriately challenging for independent completion based on assessment. Homework is marked & the outcomes used to inform planning.	Routinely sets homework which is differentiated and appropriately challenging for independent completion based on assessment. Homework is marked & the outcomes used to inform planning.	Always sets homework which is appropriately differentiated and challenging for independent completion based on assessment of varying needs of individuals & groups. Homework is marked & the outcomes used to inform planning.	Always sets homework which is appropriately differentiated & challenging for independent completion based on assessment of varying needs of individuals & groups. Homework is marked & the outcomes used to inform planning.	Always sets homework with pin point accuracy which is appropriately differentiated & challenging for independent completion based on assessment of varying needs of individuals & groups. Homework is marked & the outcomes used to inform planning.
4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching	With support, evaluates effectiveness of own teaching and can identify professional development needs.	With less frequent support evaluates effectiveness of own teaching and can identify professional development needs.	Regularly and independently evaluates effectiveness of own teaching with accuracy and can identify professional development needs.	Consistently reflects and evaluates effectiveness of own teaching with accuracy and can identify professional development needs.	Always reflects and evaluates effectiveness of own teaching with accuracy and can identify professional development needs and can support others with this.

4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Knowledge of resources for learning is appropriate.	Knowledge of resources for learning is routinely good .	Knowledge of resources for learning is outstanding .	Able to support others in planning for effective use of resources.	
	Contributes to planning within the team.	Contributes to team planning and to whole-school projects and initiatives .	Leads team &/or whole school projects and initiatives.	Able to lead on any aspect of the curriculum.	Able to lead on any aspect of whole-school improvement .

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
5 Adapt teaching to respond to the strengths and needs of all pupils	Differentiation of task is generally accurate based on assessment	Differentiation of task and direct teaching input is accurately pitched and effective for vast majority of time , based on accurate assessment	Differentiation of task and direct teaching input is always accurately pitched and effective, based on accurate assessment	Differentiation of task and direct teaching input is always accurately pitched and effective for all pupils , based on accurate assessment.	
5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	Differentiation of task is accurate for key ability groups. There is evidence of planning and delivery for differentiated guided group input. Evidence of differentiated use of resources.	Differentiation of task is accurate for key ability groups. There is evidence of planning and delivery for differentiated guided group input. There is clear evidence of differentiation for whole class input.	Differentiation is clear for all pupils.	Differentiation is accurate and extensive for all pupils.	
5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	Accepts responsibility for the success of all pupils & draws on limited repertoire of strategies to overcome any inhibiting factors which may adversely affect pupils.	Fully accepts responsibility for the success of all pupils & draws on repertoire of strategies to overcome any inhibiting factors which may adversely affect pupils.	Always fully accepts responsibility for the success of all pupils & draws on broad repertoire of strategies to overcome any inhibiting factors which may adversely affect pupils. Persists in seeking effective approaches.	Always fully accepts responsibility for the success of all pupils & draws on extensive repertoire of strategies to overcome any inhibiting factors which may adversely affect pupils. Supports others in this.	Always fully accepts responsibility for the success of all pupils & draws on very extensive repertoire of strategies to overcome any inhibiting factors which may adversely affect pupils. Supports others in this.
5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	Able to make successful adjustments to lessons which reflect their awareness of the physical, social and intellectual development of pupils.	Routinely able to make successful adjustments to lessons which reflect their awareness of the physical, social and intellectual development of pupils.	Always able to make successful adjustments to lessons which reflect their awareness of the physical, social and intellectual development of pupils.	Always able to make successful and accurate adjustments to lessons which reflect their awareness of the physical, social and intellectual development of pupils.	Always able to make successful adjustments with pin point accuracy to lessons which reflect their awareness of the physical, social and intellectual development of pupils.
5.4 Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	Can use the SEN register and internal information to identify the needs of particular pupils.				
	Learning activities generally suitable to the diverse learners & support the learning outcomes. Designed to engage pupils in significant cognitive activity and are differentiated as appropriate for individual learners.	Learning activities routinely suitable to the diverse learners & support the learning outcomes. Designed to engage pupils in significant cognitive activity and are differentiated as appropriate for individual learners.	Learning activities always suitable to the diverse learners & support the learning outcomes. Designed to engage pupils in high level cognitive activity and are differentiated as appropriate for individual learners.	Learning activities always highly suitable to the diverse learners & support the learning outcomes. Designed to engage pupils in extensive high level cognitive activity and are differentiated as appropriate for individual learners.	Learning activities always highly suitable to the diverse learners & support the learning outcomes. Designed to always engage pupils in extensive high level cognitive activity and are differentiated as appropriate for individual learners.
	Able to plan for and deploy adult support to impact on pupil engagement and progress.			Can support others to develop this.	May lead academic mentoring programmes.
	Take part in pupil mentoring programme.				

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
6 Make accurate and productive use of assessment	Accurate use of assessment to guide learning within class, including accurate assessment of work/learning.	Routinely accurate use of assessment to guide learning within class, including accurate assessment of work/learning within key stage .	Consistently accurate use of assessment to guide learning within class, including accurate assessment of work/learning across primary phase .	Supports others in accurately assessing work/learning.	
6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Approach to assessment is generally aligned to all learning outcomes in order to meet subject & statutory assessment requirements.	Approach to assessment is routinely aligned to all learning outcomes in order to meet subject & statutory assessment requirements.	Approach to assessment is fully aligned to all learning outcomes in order to meet subject & statutory assessment requirements. Assessment methodologies adapted for individual pupils as needed.	Approach to assessment is fully aligned to all learning outcomes in order to meet subject & statutory assessment requirements. Assessment methodologies adapted for individual pupils as needed. Can devise assessment standards & criteria for others to use.	
6.2 Make use of formative and summative assessment to secure pupils' progress	Generally able to make use of a range of formative & questioning techniques.	Routinely able to make use of a range of formative & questioning techniques.	Always able to make use of a range of formative & advanced higher order questioning techniques to provide accurate & understandable feedback .		
	Generally able to use summative subject and whole school assessment so that data and reporting is accurate.	Routinely able to use summative subject and whole school assessment so that data and reporting is accurate.	Always able to use summative subject and whole school assessment so that data and reporting is accurate.		
6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons	Use school tracking system to record data. Use agreed systems to analyse data to aide planning.				
	Monitors the progress of the class as a whole and can generally use diagnostic information to plan learning and set appropriate targets.	Routinely monitors the progress of the class, groups & individuals and routinely uses diagnostic information to plan learning and set appropriate targets.	Always monitors the progress of the class, groups & individuals and systematically uses diagnostic information to plan focused learning and set appropriate targets.	Always monitors the progress of the class, groups, individuals and systematically uses diagnostic information to plan sharply focused learning and set appropriate targets.	Always monitors the progress of the class, groups & individuals and incisively uses diagnostic information to plan sharply focused learning and set appropriate targets.
6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	Feedback is generally timely & accurate. Pupils know success criteria and can generally respond to an action, challenge or question.	Feedback is routinely timely & routinely accurate. Pupils know success criteria and respond well to an action, challenge or question.	Feedback is always timely & always accurate. Pupils know success criteria and respond very well to an action, challenge or question.	Feedback is always timely & incisively accurate. Pupils know success criteria and respond excellently to an action, challenge or question.	Feedback is always timely & incisively accurate. Pupils know success criteria and always respond excellently to an action, challenge or question.

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
7 Manage behaviour effectively to ensure a good and safe learning environment	School wide expectations are generally met.	School wide expectations are consistently met.	School wide expectations are always met.	Supports others in developing this.	Leads whole-school work in improvement or sustaining this strand.

7.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	Routines are generally clear. Pupils in small groups are generally productively engaged whilst unsupervised. The culture of good behaviour and good manners is generally a direct consequence of teacher's expectation and modelled behaviour.	Routines are routinely clear. Pupils in small groups are routinely productively engaged whilst unsupervised. The culture of good behaviour and good manners is routinely a direct consequence of teacher's high expectations and modelled behaviour.	Routines are always clear. Pupils in small groups are always productively engaged whilst unsupervised. The culture of good behaviour and good manners is always a direct consequence of teacher's high expectations and modelled behaviour.	Routines are always clear. Pupils in small groups are always productively engaged whilst unsupervised. The culture of good behaviour and good manners is always a direct consequence of consistently high teacher expectations and modelled behaviour.	
7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	The classroom is safe and learning is generally accessible to all pupils because standards of conduct are clear and the teacher is alert to pupil behaviour. Their response to poor behaviour is appropriate and in line with the agreed policy. Teacher response is fair and a range of strategies are used. Praise is used authentically.	The classroom is safe and learning is routinely accessible to all pupils because standards of conduct are clear and the teacher is alert to pupil behaviour. Their response to poor behaviour is appropriate and in line with the agreed policy. Teacher response is routinely fair and a range of strategies are used in a timely manner. Praise is used authentically and consistently.	The classroom is safe and learning is always accessible to all pupils because standards of conduct are clear and the teacher is alert to pupil behaviour. Their response to poor behaviour is appropriate and in line with the agreed policy. Teacher response is always appropriate, consistent and fair and a good range of strategies are used in a timely manner. Praise is used authentically and consistently.	The classroom is safe and learning is always accessible to all pupils because standards of conduct are very clear and the teacher is highly competent in recognising and responding to pupil behaviour with considerable success . Their response to poor behaviour is appropriate and in line with the agreed policy. Teacher response is always appropriate, consistent and fair and a good range of strategies are used in a timely manner. Praise is used authentically and consistently.	
7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Transitions are generally effective. Routines for handling equipment are adequate. Systems for performing non-teaching tasks are generally effective. Support staff are generally adequately engaged and directed.	Transitions are routinely effective. Routines for handling equipment are adequate. Systems for performing non-teaching tasks are routinely effective. Support staff are routinely adequately engaged and directed.	Transitions are always effective. Routines for handling equipment are adequate. Systems for performing non-teaching tasks are always effective. Support staff are always adequately engaged and directed.	Transitions occur smoothly with pupils assuming responsibility. Routines for handling equipment are seamless . Systems for performing non-teaching tasks are well established . Support staff make a substantial contribution to the learning environment .	Transitions are always seamless with pupils assuming responsibility. Routines for handling equipment are always seamless . Systems for performing non-teaching tasks are always well-established . Support staff make a substantial contribution to the learning environment.
7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	Teacher-Pupil relationships are friendly and demonstrate genuine care and respect. Relationships are nurturing and age-appropriate. Pupils have regard for the teacher's authority.	Teacher-Pupil relationships are routinely friendly and demonstrate genuine care and respect. Relationships are routinely nurturing and age-appropriate. Pupils have regard for the teacher's authority.	Teacher-Pupil relationships are always friendly and demonstrate genuine warmth, care and respect. Relationships are consistently nurturing and age-appropriate. Pupils have regard for the teacher's authority.	Teacher-Pupil relationships are always friendly and demonstrate genuine warmth, care and respect. Relationships are always nurturing and age-appropriate. Pupils have regard for the teacher's authority which is further reflected in how they demonstrate a genuine caring for one another's treatment of peers, correcting classmates respectfully when needed .	

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
8.1	Generally make a wider	Consistently make a wider	Always make a wider		

Make a positive contribution to the wider life and ethos of the school	contribution to the school.	contribution to the school.	contribution to the school.		
8.2 Make a positive contribution to the wider life and ethos of the school	Understands the high performance culture of the school and support the ethos by being involved in events and wider initiatives.	Understands the high performance culture of the school and support the ethos by playing a proactive role in events and wider initiatives.	Understands the high performance culture of the school and support the ethos by taking a leading role in events and wider initiatives.	Understands the high performance culture of the school and support the ethos by helping build & support school-wide teams . Takes part in events and wider initiatives to enrich and improve provision & outcomes for all pupils..	Understands the high performance culture of the school and support the ethos by leading, building and supporting school wide teams . Takes part in events and wider initiatives to enrich and improve provision & outcomes for all pupils..
8.3 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Maintains effective relationships with colleagues and can seek advice and support in an appropriate and timely manner.	Maintains routinely effective relationships with colleagues and can seek advice and support in an appropriate and timely manner.	Relationships with colleagues are characterised by mutual support and cooperation; giving and seeking advice and support in an appropriate and timely manner.	Relationships with colleagues are characterised by high regard, mutual support and cooperation; giving and seeking advice and support in an appropriate and timely manner.	Highly competent relationships with colleagues & governors are characterised by respect, mutual support and cooperation; takes the initiative in giving and seeking advice and support and acts decisively to support colleagues.
8.4 Deploy support staff & other adults effectively	Other adults are generally adequately engaged and directed to support learning.	Other adults are routinely well engaged and directed to support learning.	Other adults are always well engaged and directed to support learning.	Support staff make a substantial contribution to learning because of the way their role is planned and the way they are deployed.	Support staff always make a substantial contribution to learning because of the way their role is planned and the way they are deployed. They are empowered, engaged and directed.
8.5 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Participates in professional activities to improve teaching and readily accepts and acts on feedback and advice from colleagues.	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Seeks out feedback and advice from colleagues and acts on it.	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Seeks out feedback and advice from colleagues and participates actively in supporting and developing others.	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and systematically finds opportunities for action research. Seeks out feedback and advice from colleagues and participates actively in supporting and developing others.	Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and systematically finds opportunities for action research. Seeks out feedback and advice from colleagues and participates actively in supporting and developing others. Initiates important activities to contribute to school-wide development and the wider profession.
	Proactive in managing own learning and not reliant on others to research and find things out.				
	Takes responsibility for leading a subject/area.			Support others as subject leaders.	Evaluates the impact of subject leaders.
8.6 Communicate effectively with parents with regard to pupils' achievements and well-being.	Provides effective information to parents/carers about learning, progress and pastoral care. Knows when to ask for support with potentially tricky issues.	Routinely provides effective information to parents/carers about learning, progress and pastoral care.	Always provides effective information to parents/carers about learning, progress and pastoral care. Responses to family concerns are handled with professional sensitivity.	Always provides very effective information to parents/carers about learning, progress and pastoral care. Responses to family concerns are handled with excellent professional sensitivity.	Always provides extremely effective information to parents/carers about learning, progress and pastoral care. Responses to family concerns are handled with excellent professional sensitivity.
	Feedback is positive, professional and constructive. Sets realistic & challenging				

	targets for improvement.				
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Personal and Professional Conduct

Table 3

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school.	Meets all standards				
Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position	Actively treats others with dignity and models respect in behaviour & use of language.				
Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions	Adheres in full to the safeguarding policy and procedures.				
	Adheres in full to the health and safety policy and procedures				
	Adheres in full to equality policy				
Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	Actively challenges racist, sexist, homophobic and any other discriminatory behaviour.				
	Models equality of opportunity in all work.				
				Independently supports colleagues as necessary.	
				May be responsible for policy development and staff training.	
Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law	Meets the standard.				

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality	Meets all standards				
	Consistently follows school procedures, handbooks and policies. Take personal responsibility for keeping up to date with changes.				
				May be responsible for policy development and staff training.	

Teachers' Standards	By (M2)	By (M4)	By (M6)	By (UPS1)	By (UPS2)
Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	Meets all standards				

Annex G – The Teacher’s Standards differentiated

The Teachers’ Standards are exemplified in order to support the school’s Teacher Appraisal Policy. The judgement about whether a teacher is meeting the standards and the extent to which she/he is doing so is based on a ‘best fit’ approach using the descriptors below.

Table 1

Standard	Not meeting	Nearly meeting	Meeting	Exceeding
1. Set high expectations which inspire, motivate and challenge pupils.	<p>1a.The teacher’s expectations for all pupils are not always high enough.</p> <p>1b.The teacher’s pupils are too often not sufficiently inspired, motivated and challenged.</p> <p>1c.The teacher needs to be more positive in her/his general attitude.</p> <p>1d.The teacher’s general behaviour falls short of the role-model behaviour expected of good and better teachers</p>	<p>1a.The teacher usually has high expectations for all pupils but occasionally falls short.</p> <p>1b.Most pupils are inspired, motivated and challenged by the teacher’s teaching but a small minority are often not.</p> <p>1c.The teacher mostly has a good, positive attitude to her/his work but occasionally falls short.</p> <p>1d.The teacher’s general behaviour provides a good model for pupils, though occasionally the teacher’s behaviour falls short.</p>	<p>1a and 1b.The teacher has consistently high expectation for all pupils and they are motivated, challenged and often inspired.</p> <p>1c and 1d.The teacher’s very positive attitude to her/his work and her/his general behaviour provides an excellent model for pupils of how they should behave.</p>	<p>1a.and 1b. Not only does the teacher have very high expectations for all pupils, how this leads to pupils being highly motivated, challenged and often inspired is very easy to observe in her/his daily work.</p> <p>1c.The teacher is relentlessly positive, even in challenging circumstances, and this ‘rubs off on’ her/his pupils and is very visible to colleagues.</p> <p>1d.The teacher is an excellent role model for pupils in all aspects of her/his daily work, values and attitudes.</p>

<p>2. Promote good progress and outcomes by pupils.</p>	<p>2a.The teacher offers poor excuses when pupils' attainment /progress/ outcomes are not good enough. 2b.The teacher's planning is not good enough to promote consistently good pupil progress. 2c.The teacher's feedback does not usually lead to pupils reflecting effectively on their progress. 2d.The teacher's teaching is not sufficiently based on a sound understanding of the evidence on how pupils learn best. 2e.The teacher does not consistently encourage pupils to take a conscientious and responsible attitude to their own</p>	<p>2a.The teacher feels accountable for pupils' attainment / progress / outcomes but is not always clear about what to do when pupils' attainment / progress / outcomes fall short – or is clear but does not always take the appropriate action. 2b.Planning is mostly good but occasionally falls short. 2c.The teacher's feedback usually leads to pupils reflecting effectively on their progress but occasionally it does not happen. 2d.The teacher's planning is usually based on a sound understanding of the evidence on how pupils learn best but occasionally falls short.</p>	<p>2a.The teacher welcomes accountability for pupils' attainment / progress / outcomes and is determined that her/his pupils realise their potential. 2b.The teacher consistently plans appropriate and challenging activities for pupils to do. 2c.The teacher consistently ensures that her/his feedback leads to pupils reflecting effectively on their progress. 2d.The teacher's teaching consistently demonstrates a sound understanding of the evidence on how pupils learn best. 2e.The teacher consistently</p>	<p>2a.The teacher's determination that all her/his pupils realise their potential is demonstrated by a no- excuses approach to accountability and a constant willingness to 'go the extra mile' for pupils. 2b.The teacher always plans appropriate and challenging activities for pupils to do. 2c.The teacher is rigorous about always providing feedback to pupils and ensuring they act on it. 2d.The teacher's teaching is always based on the evidence of how pupils learn best. 2e.The teacher's pupils have excellent work habits in her/his</p>
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		<p>pupils to take a conscientious and responsible attitude to their own work and study but occasionally falls short.</p>	<p>conscientious and responsible attitude to their own work and this is evident in the pupils' good work habits.</p>	<p>work with them over time.</p>
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<p>3. Demonstrate good subject and curriculum knowledge.</p>	<p>3a.The teacher’s subject and curriculum knowledge has significant gaps and this has an impact on student progress. Pupils do not have much interest in the subject and the teacher often fails to address misunderstandings.</p> <p>3b. The teacher demonstrates very little, if any, critical knowledge of developments in the subject and curriculum area and does not promote the value of scholarship in the subject.</p> <p>3c.The teacher does not often promote high standards of literacy, articulacy and the correct use of standard English. Student progress in these areas is minimal.</p>	<p>3a. The teacher’s subject and curriculum knowledge is mostly secure but occasionally falls short. He/she is working to close the gaps. Pupils are generally interested in the subject. The teacher usually addresses misunderstandings and this leads to more progress.</p> <p>3b.The teacher demonstrates some critical knowledge of developments in the subject and curriculum area and sometimes promotes the value of scholarship in the subject.</p> <p>3c. The teacher usually promotes high standards of literacy, articulacy and the correct use of standard English but sometimes falls short. Student progress in these areas is noticeable.</p>	<p>3a.The teacher’s subject and curriculum knowledge is secure and pupils are interested in the subject. The teacher almost always addresses misunderstandings and this leads to more progress.</p> <p>3b.The teacher demonstrates well developed critical knowledge of developments in the subject and curriculum area and regularly promotes the value of scholarship in the subject.</p> <p>3c.The teacher promotes high standards of literacy, articulacy and the correct use of standard English as a regular, important aspect of her/his teaching. Student progress in these areas is good.</p>	<p>3a.The teacher’s subject and curriculum knowledge is advanced and pupils are highly interested in the subject. The teacher always addresses misunderstandings and this leads to pupils making more than expected progress.</p> <p>3b.The teacher demonstrates excellent critical knowledge of developments in the subject and curriculum area and develops the work of other colleagues through this. The teacher regularly promotes the value of scholarship in the subject.</p> <p>3c.The teacher relentlessly promotes high standards of literacy, articulacy and the correct use of standard English. Student progress in these areas is at least good.</p>
<p>4. Plan and teach well structured lessons.</p>	<p>4a.The teacher does not often use lesson time effectively and consequently pupils’ knowledge and understanding is poorly developed.</p> <p>4b.The teacher does not often promote a love of learning and intellectual curiosity.</p> <p>4c.The teacher often fails to set homework or sets homework that leads to little learning.</p> <p>4d.The teacher often fails to reflect on the effectiveness of lessons and approaches to lessons.</p> <p>4e. The teacher fails to make an effective contribution to the design and provision of an engaging</p>	<p>4a. The teacher usually uses lesson time effectively to develop knowledge and understanding well but occasionally falls short.</p> <p>4b.The teacher usually promotes a love of learning and intellectual curiosity but occasionally falls short.</p> <p>4c.The teacher usually sets homework and out of school activities that consolidate and extend learning but occasionally falls short.</p> <p>4d.The teacher often reflects systematically on the effectiveness of lessons and approaches to</p>	<p>4a.The teacher develops knowledge and understanding well through consistently effective use of lesson time.</p> <p>4b.The teacher consistently promotes a love of learning and intellectual curiosity.</p> <p>4c.The teacher consistently sets homework and out of school activities that consolidate and extend knowledge and understanding.</p> <p>4d.The teacher consistently reflects systematically on the effectiveness of lessons and approaches to teaching and takes action in light of</p>	<p>4a.The teacher’s effective use of lesson time enables pupils to make more than expected progress.</p> <p>4b.The teacher relentlessly promotes a love of learning and intellectual curiosity as an integral part of his/her teaching at all times.</p> <p>4c.The teacher consistently sets homework and out of school activities that enable pupils to make more than expected progress.</p> <p>4d.The teacher reflects systematically and thoroughly on the effectiveness of lessons and approaches to teaching and can demonstrate the significant impact</p>

		<p>this.</p> <p>4e.The teacher makes a fairly effective contribution to the design and provision of an engaging learning curriculum.</p>	<p>4e.The teacher contributes effectively to the design and provision of an engaging subject curriculum.</p>	<p>colleagues.</p> <p>4e.The teacher takes a lead role in the design and provision of an engaging subject curriculum and can demonstrate the impact on pupils' progress and the work of other colleagues.</p>
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p>	<p>5a.The teacher regularly fails to differentiate appropriately for pupils.</p> <p>5b and 5c.The teacher displays a poor understanding of the factors that can hinder pupils' progress and how pupils develop during their time at the school.</p> <p>5d.The teacher often fails to use teaching strategies that cater for the needs of all pupils, including those that have special needs and those that are very able.</p>	<p>5a.The teacher usually differentiates fairly well but sometimes falls short.</p> <p>5b and 5c.The teacher has a sense of the factors that can inhibit pupils' progress and how they develop over time at school but it is not always easy to see how she/he uses this in her/his work.</p> <p>5d.The teacher tries hard to use teaching strategies that cater well for all pupils but occasionally falls short.</p>	<p>5a.The teacher consistently differentiates effectively, meeting the needs of all pupils.</p> <p>5b and 5c.The teacher consistently demonstrates a good understanding of the factors that can hinder pupils' progress and how they develop over time at school and their work demonstrates this understanding.</p> <p>5d.The teacher has a clear understanding of the needs of all pupils, including those with special needs and those that are very able, and caters effectively for them.</p>	<p>5a.The teacher's differentiation is exemplary, ensuring that all pupils consistently have appropriate and challenging activities to do.</p> <p>5b and 5c.The teacher's keen understanding of the factors that can hinder pupils' progress and how they develop at the school is highly visible in her/his work.</p> <p>5d.The teacher's provision for the range of needs pupils have, including those who have special needs and those that are very able, is exemplary and this is very visible in her/his teaching.</p>
<p>6. Make accurate and productive use of assessment</p>	<p>6a. and 6b.The teacher regularly fails to assess her/his pupils appropriately.</p> <p>6c.There is little or no evidence that the teacher uses data effectively.</p> <p>6d.The teacher fails to give pupils regular, effective feedback, either orally or through written marking or both.</p>	<p>6a. and 6b. The teacher sees the importance of assessing pupils effectively and mostly does this well but occasionally falls short.</p> <p>6c.The teacher mostly uses data to monitor pupils' progress, set targets and plan subsequent lessons but occasionally falls short.</p> <p>6d.The teacher usually gives pupils regular feedback, both orally and in writing, but sometimes fails to give pupils sufficient opportunity to respond to the feedback.</p>	<p>6a and 6b.The teacher's use of both formative assessment and summative assessment is regular and effective.</p> <p>6c.The teacher consistently uses data effectively to monitor pupils' progress, set targets and plan subsequent lessons.</p> <p>6d.The teacher consistently uses quality feedback, both orally and through marking, to help pupils progress well and provides the pupils with regular opportunities to respond to the feedback.</p>	<p>6a.and 6b.The teacher's exemplary use of both formative assessment and summative assessment is highly visible in her/his teaching.</p> <p>6c.The teacher's use of data to monitor pupils' progress, set targets and plan subsequent lessons is a key aspect of her/his outstanding teaching.</p> <p>6d.The teacher's use of high-quality feedback, both orally and through marking, is highly visible in her/his outstanding teaching.</p>
<p>7. Manage behaviour effectively to</p>	<p>7a.The teacher sometimes fails to manage behaviour inside and outside the classroom in line with the school's Behaviour Policy.</p>	<p>7a.The teacher usually manages behaviour inside and outside the classroom in line with the school's Behaviour Policy but occasionally</p>	<p>7a.The teacher manages behaviour inside and outside the classroom in line with the Behaviour Policy.</p> <p>7b.The teacher has high</p>	<p>7a.The teacher uses the Behaviour Policy in an exemplary fashion and promotes its effectiveness to colleagues and pupils.</p>

<i>ensure a good and safe learning environment.</i>				
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	<p>behaviour are not high and this contributes towards frequent poor behaviour.</p> <p>7c.The teacher’s approaches to lessons often don’t match pupils’ needs and pupils are not involved or motivated.</p> <p>7d.The teacher has problematic relationships with a number of pupils, lacks authority and is indecisive</p>	<p>7b.The teacher has high expectations of behaviour and usually establishes well ordered lessons through a range of strategies.</p> <p>7c.The teacher usually uses approaches in lessons which are appropriate to pupils’ needs and involve and motivate them. Occasionally the teacher will fall short.</p> <p>7d.The teacher usually maintains good relationships with pupils, exercises appropriate authority and acts decisively when necessary. Occasionally the teacher will fall short.</p>	<p>consistently establishes well ordered lessons through a range of strategies.</p> <p>7c.The teacher uses approaches in lessons which are consistently appropriate to pupils’ needs and involve and motivate them.</p> <p>7d.The teacher maintains good relationships with pupils, exercises appropriate authority and acts decisively when necessary.</p>	<p>expectations: lessons almost never interrupted by poor behaviour</p> <p>7c.The teacher uses approaches in lessons which are exemplary in matching pupils’ needs and help them to own their learning and be very highly motivated.</p> <p>7d.The teacher maintains excellent relationships with pupils with an exemplary environment of mutual respect in all classes.</p>
8. Fulfil wider professional responsibilities.	<p>8a.The teacher makes a limited commitment to the school Ethos and/or undermines the Ethos.</p> <p>8b.The teacher has limited professional relationships with colleagues and/r does not attach sufficient importance to this aspect of the work.</p> <p>8d.The teacher takes limited or no responsibility for improving her/his teaching through appropriate professional development.</p>	<p>8a.The teacher usually makes a positive contribution to the school Ethos but doesn’t always take opportunities to do so.</p> <p>8b.The teacher has some well developed professional relationships with colleagues but occasionally misses opportunities to go further.</p> <p>8d.The teacher takes some responsibility for improving his/her teaching through appropriate professional development but sometimes misses opportunities to do this.</p>	<p>8a.The teacher makes a consistently positive contribution to the school Ethos.</p> <p>8b.The teacher has well developed professional relationships with colleagues.</p> <p>8d.The teacher takes responsibility for improving his/her teaching through appropriate professional development, including responding to advice and feedback.</p>	<p>8a.The teacher makes an exemplary contribution to the school Ethos at all times, bringing it into all aspects of her/his work.</p> <p>8b.The teacher has excellent professional relationships with colleagues which include helping to move others on in their teaching.</p> <p>8d.The teacher shows exemplary practice in taking responsibility for improving his/her teaching through professional development and disseminating how they do this to other colleagues</p>

