



# Moira Primary School

## Teachers' Pay Policy

### 2022/2023

This policy is reviewed every year and was agreed by the Governing Body of Moira Primary School in November 2022 and will be reviewed again in November 2023

Signed: \_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_

***Statutory Policy***

This policy applies to the following posts based within Moira Primary School and should be read in conjunction with the associated guidance:

- The Executive Head Teacher
- The Head of School, and
- All other teachers (including unqualified & Instructors)

This policy sets out the framework for making decisions on Teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) 'The Document' and has been consulted on with staff and the recognised trade unions.

This policy will be kept under review and updated annually in the light of future amendments to the STPCD.

For the purposes of this document and unless otherwise stated, "School" may refer to either the Local Governing Body/the school or the management.

## 1. Purpose

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1.1 This pay policy aims to:

- *maximise the quality of teaching and learning within the School*
- *support the recruitment and retention of a high quality teacher workforce*
- *recognise and reward teachers appropriately for their contribution to the School*
- *ensure that decisions on pay are managed in a fair, just and transparent way.*

1.2 The Governing Body will agree the school budget to ensure that appropriate funding is allocated for pay progression (including any cost of living rises) at all levels.

1.3 The Governing Body recognises that funding cannot be used as a criterion to withhold pay progression.

1.4 Any aspects of Teachers' pay and allowances not covered within this policy will be considered in line with The Document.

## 2. Appraisal

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2.1 A scheme of appraisal for all teaching staff, as detailed in the School's Performance Management Policy, will be used to assess the performance of all classroom teachers and leaders in accordance with the requirements of the Education (School Teachers' Appraisal) (England) Regulations 2012.

2.2 Where an individual has had a successful performance management review, pay progression will be awarded, where salary scales allow.

2.3 Pay progression may be withheld where there is unsatisfactory performance without the need to consider or initiate capability proceedings.

### 3. Equal Opportunities

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3.1 All pay-related decisions will comply with relevant legislation.

3.2 The School will promote equality of opportunity in all areas taking account of individual circumstances including absence due to maternity leave or long-term sick leave and will make reasonable adjustments where appropriate.

3.3 All decisions made under this policy will be objective, evidence based and fully justifiable.

### 4. Pay Committee

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4.1 All pay progression decisions will be made by the School's Pay Committee who will have fully delegated powers to make decisions on pay progression for all teachers in the school on behalf of the Local Governing Body.

4.2 The terms of reference for the Pay Committee are attached at [Appendix B](#).

4.3 Members of the Pay Committee will not include staff governors.

### 5. Pay Reviews

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5.1 Determination of all teachers and school leaders pay will take place:

- Annually with effect from 1<sup>st</sup> September, with reviews having been conducted no later than 31<sup>st</sup> October each year (all teachers).
- Annually with effect from the 1<sup>st</sup> September, with reviews having been conducted no later than 31<sup>st</sup> December each year (Head Teachers).
- Where a teacher becomes entitled to be paid on the upper pay range.
- At any other time of the year to reflect any changes in post, any substantial changes made to an individual's job description or other circumstances that lead to a change in the basis for calculating an individual's pay.

5.2 All pay decisions, including the rationale for such decisions, will be communicated to individual employees in the form of a written statement, the "Pay Statement" within **one month** of the pay committee meeting.

5.3 The Pay Statement will outline an individual's salary details and other financial benefits including:

- Recruitment and retention payments;
- SEN Allowances
- TLR allowances awarded (including reasons for the award and details of when these payments will come to an end. (For TLR 3 payments, a statement must be included that payments will not be safeguarded when they come to an end), and; details of any safeguarding sums to which the teacher is entitled.

5.4 The pay statement will detail the employees right of appeal against the pay determination.

5.5 Copies of pay statements should be kept on the individual's personal file.

## 6. Basic Pay Determination on Appointment

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6.1 The School will determine the pay range for a new/vacant post prior to advertising it.

6.2 The School will take into account a range of factors to determine the salary range for the new/vacant post, including:

- the nature of the post
- the level of qualifications, skills and experience required.
- Market conditions
- The wider School context.

6.3 **Following an appointment** the School will determine the starting salary to be offered to the successful candidate within the relevant pay range.

6.4 **Pay Portability:** There is no assumption that a Teacher (qualified or unqualified) will be paid at the same rate as they were being paid at a previous school

6.5 **Unqualified Teachers:** The School will pay an unqualified teacher on the appropriate pay scale. Appointees will be paid at a pay level which is commensurate with their skills and experience as determined by the school.

6.6 **Early Career Teachers (ECT's):** will be paid on Point 1 of the Main Pay Range on appointment.

6.7 In the case of Early Career Teachers, the school will determine any pay recommendations by means of the statutory induction process. The school may award pay progression to ECTs at the end of the first and second years of their induction. On completion of their induction, ECT's will continue to have their performance assessed in line with other teachers within this school in the following Autumn term.

## 7. Pay Ranges for Leadership Posts

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7.1 The School has been assigned to the Head Teacher Group 2 in accordance with the relevant paragraph of the STPCD.

7.2 The Board of Governors have identified appropriate pay ranges for the each of the Senior Leadership Roles as follows:

**Executive Head Teacher:**

The pay range for the Head Teacher as at 1<sup>st</sup> September 2022, is:

- L14 to 21

The Board of Governors has taken into account the responsibilities and challenges of the Executive Head Teacher role and have determined that the post will receive an additional allowance of 0% due to exceptional circumstances including: (school to insert circumstances).

**Head of School:**

The pay range for the Head of School as at 1<sup>st</sup> September 2022, is:

- L9 – L13

7.3 The Local Governing Body will take account of the responsibilities and challenges of each of the role(s) and all pay ranges set will be within the leadership scales and will not exceed the maximum of the School group size other than in exceptional circumstances. The Executive Head Teacher's pay range (including any additional payments) will not exceed the maximum of the School group size by more than 25%.

**7.4 Leading Practitioners:**

The Local Governing Body has determined that there are to be no leading practitioner posts.

## **8. Pay Progression**

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8.1 Annual pay progression is not automatic and is subject to annual review of performance. The Local Governing Body will consider whether to award pay progression points in line with the table below:

Annex 3 is taken from DfE's School teachers' pay and conditions document 2022 and guidance on school teachers' pay and conditions September 2022:

The September 2022 **advisory** pay point structure for the main pay range (MPR) and upper pay range (UPR) are as follows:

<b>Spine Point</b>	<b>England (excluding the London Area)</b>  £	<b>Inner London Area</b>  £	<b>Outer London Area</b>  £	<b>Fringe Area</b>  £
<b>M1 (MRP minimum)</b>	28,000	29,344	32,407	34,502
<b>M2</b>	29,800	31,126	34,103	36,141
<b>M3</b>	31,750	33,055	35,886	37,857
<b>M4</b>	33,850	35,151	37,763	39,655
<b>M5</b>	35,990	37,264	40,050	41,892
<b>M6 (MRP maximum)</b>	38,810	40,083	43,193	44,756

Further advisory pay points have been set out for the **Unqualified teacher pay range (UTPR)**:

	<b>Rest of England</b>  £	<b>London Fringe</b>  £	<b>Outer London</b>  £	<b>Inner London</b>  £
<b>U1 (UTPR min)</b>	19,340	20,594	22,924	24,254

<b>U2</b>	21,559	22,810	25,144	26,473
<b>U3</b>	23,777	25,029	27,362	28,692
<b>U4</b>	25,733	26,984	29,323	30,647
<b>U5</b>	27,954	29,203	31,539	32,863
<b>U6 (UTPR max)</b>	30,172	31,421	33,759	35,081

**These are advisory points only and are not mandatory.**

## **9. Pay Progression**

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9.1 All Teachers and leaders are subject to the annual appraisal process that recognises an individual's strengths, informs plans for their future development, and helps to enhance their professional practice. In addition, all can expect to receive regular, constructive feedback on their performance. The arrangements for appraisals are set out in this Governing Body's Performance Management Policy. For all Teachers it will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

9.2 To be fair and transparent, assessments of performance will be properly rooted in evidence which will enable robust decisions to be made. In this School we will ensure fairness by: ensuring that objectives and assessments are consistent

9.3 The evidence that will be used will include:  
Self-assessment against teacher standards grid (see appendix D), peer review, tracking pupil progress, lesson observations/assessment of teaching and learning, appraisal reports and the pay recommendations they contain. In the case of [Early Career Teachers \(ECTs\) pay progression will be made with reference to performance against their induction programme](#).

9.4 Judgements of performance will be made against:

The extent to which teachers have met their individual objectives and the relevant standards (see table of career stage expectations, Appendix D) **and** the quality of teaching; how they have made an impact on pupil progress; had an impact on wider outcomes for pupils; provided a lead in specific areas in such a way that has an impact on the effectiveness of teachers and/or other staff; made a wider contribution to the work of the school and its community.

The rate of progression will be differentiated according to an individual teacher's performance and will be primarily based on absolute criteria. The pay range will be in 1 point.

- Where objectives are not met, no pay award will be made
- Teachers may be eligible to move one pay increment if they **meet all their objectives, teaching is assessed as at least good** (through lesson observations; outcomes re progress) and they clearly meet the relevant standards as laid out in the career stage expectations (See appendix D)
- There may be exceptional circumstances where pay progression is awarded without meeting all targets - taking an absolute and relative approach to pay progression.

9.5 Appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee, having regard to the appraisal report and taking into account advice as follows:

- For classroom Teachers; advice from the Executive Head Teacher.
- For the Executive Head Teacher; advice from the School's external educational adviser.

## 10. Progression on the Upper Pay Range

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10.1 Teachers on the upper pay range will be awarded pay progression by:

Teachers on the upper pay range will be considered for further pay progression on the basis of evidence from a **minimum** of two consecutive successful reviews.

It is the responsibility of the teacher to decide whether or not they wish to apply for pay progression on the Upper Pay Range.

Applications may be made at least once a year in writing, to the Executive Headteacher, **during the Spring term**, prior to when the decision would be made to ensure the appropriate financial planning. Applications received after this date would be considered for pay progression for the following academic year.

The appraisal process will then follow the same procedure as outlined in the section "Movement to the Upper Pay Spine" above. However, **teachers will need to demonstrate performance in line with the next point on the Upper Pay Range**. Evidence will be judged in relation to **Appendix D** as well as the **Career-Stage Expectations** document, in relation to the appropriate pay point on the Upper Pay Range.



If successful, applicants will be awarded **one point** on the upper pay range from 1<sup>st</sup> September of the current academic year. If unsuccessful, feedback will be given by the Executive Headteacher at a meeting. The candidate will be told why the application failed to meet the criteria and how they might do in the future.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school's Appeals Procedure.

10.2 It should be recognised that not all Teachers will want to progress through all levels of the upper pay range. This will be explored during the appraisal process and objectives set in line with the employee's career aspirations.

10.3 The teacher will be expected to provide evidence to their line manager at their annual appraisal meeting to demonstrate that they meet the criteria laid out in the career stage expectations for the relevant UPS. Evidence should cover the previous two years appraisal cycles. The teacher will be expected to provide evidence to their line manager at their annual appraisal meeting to meet the criteria laid out in the career-stage expectations of UPS. The evidence will be shared with the Head Teacher who will make a recommendation to the Pay Committee. Teachers who have had a break in service (eg maternity leave) will be treated equitably. Written outcomes should be provided by the committee for the Head Teacher in good time for financial allocations to be made.

10.4 If a teacher is simultaneously employed at other school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school(s). Our school will not be bound by any pay decision made by another school/college/academy.

10.5 Where Teachers are subject to the 2011 regulations or the 2012 regulations, the Governing Board shall have regard to the assessments and recommendations in Teachers' appraisal reports under those regulations, including any recommendations on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria).

10.6 Teachers on the upper pay range will be awarded pay progression by:

- if performance management targets are fully met or majority met with the minority partially met with justified reasons. Accelerated pay progression will be considered when targets have been met beyond the requirements set out and there is sufficient evidence to support this.

[10.7 It should be recognised that not all Teachers will want to progress through all levels of the upper pay range. This will be explored during the appraisal process and objectives set in line with the employee's career aspirations.](#)

## 10.8 The Assessment

An application from a qualified teacher will be successful where the Governing Board is satisfied that:

- the teacher is **highly competent** in all elements of the relevant standards; and
- the teacher's achievements and contribution to the school are **substantial and sustained**.

For the purposes of this pay policy:

- **‘highly competent’ means** performance which is not only good but also good enough to provide coaching and mentoring to other teachers. This includes giving advice to them and demonstrating 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 Teacher Standards and develop their practice.
- **‘substantial’ means:** of real importance, validity or value to the school; playing a critical role in the life of the school; providing a role model for teaching and learning; making a distinctive contribution to the raising of pupil standards; taking advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning.
- **‘sustained’ means** maintained continuously, at that level, over at least a period of **3 school years**.

10.7 The application will be assessed by:

The Executive headteacher will make the final decision as to extent to which the applicant meets the teacher standards. Evidence can also be drawn by the applicant from the relevant leadership standards and will propose progression to the UPR to the Governing Body Pay Committee. The Head teacher will also propose at which point on the UPR the applicant should move.

This committee will make one of the following decisions:

- The evidence, from the applicant, presented by the Head teacher is sufficient to satisfy the Governors that the applicant has met the expectations required to progress to the Upper Pay Range, or
- The evidence presented by the Head teacher is insufficient to make a determination and they would seek further information or clarification on specific aspects of the application (a deadline of by 31<sup>st</sup> October would be set for reconsideration), or
- The evidence presented by the Head teacher is insufficient to satisfy the Governors that the applicant has met the expectations required to progress to the Upper Pay Range and therefore the staff member will remain at their current pay point.

## 11. Appeals

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11.1 A teacher may request a review of any determination of their pay by the Pay Committee.

11.2 Initial queries will be raised with the Executive Headteacher in the first instance. Where matters are not resolved at this stage, the teacher may refer to the Pay Appeals process.

11.3 The procedure for submitting an appeal is detailed in [Appendix C](#).

## 12. Pay Ranges

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12.1 The pay ranges for all Leadership and Teaching posts, including details of all allowances payable to staff for the academic year 2022/23 are located in Appendix A.

## 13. Part-Time Teachers

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13.1 Teachers employed on an on-going basis at the School working less than a full working week are deemed to be part-time. The School will give part-time teachers a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the School's timetabled teaching week for a full-time teacher in an equivalent post.

13.2 The salary and any allowances, except for TLR3s, of a part-time teacher must be determined in accordance with the pro rata principle.

## 14. Supply Teachers

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14.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that for the academic year 2022/23, a full working year consists of 193 days as a result of the extra bank holidays for the Queen's funeral and King's Coronation. Periods of employment of less than a day will be calculated on a pro-rata basis.

## 15. Safeguarding

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15.1 The School will operate salary safeguarding arrangements in line with the provisions of the appropriate STPCD.

## 16. Allowances and additional payments:

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- **Teaching and Learning Responsibility Payment (TLR)**

16.1

TLRs are awarded to those teachers indicated in the staffing structure at Appendix A. They will not be awarded to staff on the leadership scales or unqualified teachers.

**For the academic year 2022/23 there are no TLRs awarded to staff.**

16.2 Before awarding any TLR the School will be satisfied that the duties of the post include a significant responsibility i.e:

	TLR 1	TLR 2	TLR 3
● Is focused on teaching and learning;	✓	✓	✓
● Requires the exercise of a teacher's professional skills and judgement;	✓	✓	✓
● Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;	✓	✓	✓

<ul style="list-style-type: none"> <li>Requires the teacher to lead, manage and develop a subject of curriculum area or to lead and manage pupil development across the curriculum;</li> </ul>	✓	✓	
<ul style="list-style-type: none"> <li>Involves leading, developing and enhancing the teaching practice of other staff;</li> </ul>	✓	✓	
<ul style="list-style-type: none"> <li>Includes line management responsibility for a significant number of people.</li> </ul>	✓		

16.3 The values of TLRs that currently exist within this School are set out in Appendix A. Where such TLRs are awarded to part-time teachers they must be paid pro rata at the same proportion as the teacher's part-time contract. Where such TLRs are awarded to part-time teachers they must be paid pro rata at the same proportion as the teacher's part-time contract.

TLR1s and TLR2s may only be awarded on a temporary basis where the teacher is temporarily occupying a different post in the staffing structure to which a TLR payment is attached (such as in cases of cover for secondments, maternity or sick leave or vacancies pending permanent appointment) and for the duration of that responsibility.

A TLR3 is a fixed-term award. TLR3s may be awarded only for clearly time-limited school improvement projects or one-off externally driven responsibilities. The fixed-term for which they are to be awarded must be established at the outset of the award.

16.4 Teachers cannot hold a TLR 1 and a TLR 2 concurrently but may hold either a TLR 1 or 2 AND a TLR 3.

**a.** TLR 1 and 2 will be pro-rata for a part time Teacher (i.e. a teacher with a 60% contract will only hold a 60% TLR allowance);

**b.** TLR 3s will not be pro-rata'd, see below.

**c.** The range for TLR3s refers to the annual value of such an award. Where a TLR3 is awarded for a fixed-term of less than one year then the total value should be calculated proportionately to the annual value, for example: a TLR 3 awarded for a 6 month project should not exceed a value of £2,833 (i.e.  $£2,833 / 2 = £1,416.50$ ). If the teacher undertaking the project is a part time teacher, the TLR3 payment would not be pro-rata'd further in line with the teachers weekly working hours.

16.5 The relevant body should not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic.

## 17.Special Education Needs Allowance

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**17.1 The SEN role is undertaken by the Head of School on the leadership scale therefore at the current time the following information in 18.1 is not relevant at the present time.**

An SEN allowance of (£2,270 - £4,479) will be awarded in accordance with the terms of paragraph 21 of the latest STPCD to: *(select from the following options)*

- a classroom teaching post which requires a mandatory SEND qualification and involves teaching pupils with SEND;
- within a special school;
- a post requires the teaching of pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service; *in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, is:*
- a post which involves a substantial element of working directly with children with SEND;
- a post requiring the exercise of a teacher's professional skills and judgement in the teaching of children with SEND;
- and has a greater level of involvement in the teaching of children with SEND than is the normal requirement of teachers throughout the school, or unit within the school or, in the case of an unattached teacher, the unit or service.

## ● **18. Unqualified Teachers Allowance**

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18.1 The School will pay an unqualified Teacher's allowance to Unqualified Teachers where the teacher has:

Taken 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:
- qualifications or experience which bring added value to the role being undertaken

## ● **19. Discretionary Payments and Allowances for Teachers**

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## 19.1

The Governing Body will consider awarding discretionary allowances and payments in the following circumstances:

- Undertaking School Led Tutoring at a rate of £18 per hour.

## 19.2 Residential Duties

The Governing Body have determined that they will not award any payments for residential duties.

## 19.3 First Aider Allowance

The Governing Body have determined that they will not award any allowances for being a First Aider in school.

Other payments which are currently paid but will be kept under review are:

## 19.4 Travel & Mileage Allowance

All staff are able to claim travel and mileage costs that they occur above those of travelling to and from work. In order to claim staff need to prove that they have business cover on their car insurance, a valid MOT for their vehicle, complete the required claim form and associated fuel receipts covering the time of travel. Claim forms must be signed off by the Executive headteacher.

## 19.5 Acting Allowance:

Where a teacher is assigned to and carries out duties of a headteacher, deputy headteacher or assistant headteacher, but has not been appointed to the role, the Governors will, within a 4-week period beginning on the day that such duties were first carried out, decide whether an “acting allowance” should be paid. Where this continues, the Governors may review their decision as to whether an acting allowance must be paid.

Where a pay range has been determined for the role that is being covered, and an acting allowance is paid, the teacher’s total remuneration must not be lower than the minimum of the respective pay range for as long as the acting allowance is paid.

## 19.6 Performance payments to seconded teachers

Where:

- a) a teacher is temporarily seconded to a post as headteacher in a school causing concern which is not the teacher’s normal place of work; and
- b) the relevant body of that school considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment,

the Governing Body will pay the teacher a lump sum accordingly. The total value of the additional payment and any annual salary and other payments paid to the teacher during the secondment must

not exceed 25% above the maximum of the headteacher group for the school to which the teacher is seconded.

## ● 20. Discretionary Payments and Allowances for Head Teachers & Senior Leaders

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20.1. The approach to setting pay for Head Teachers will make additional payments by means of allowances largely unnecessary. The exception to this will be for temporary or irregular responsibilities or other very specific reasons which it is not appropriate to incorporate into permanent pay, such as housing or relocation costs. Such payments will be time-limited from the outset and cease when the responsibility ceases or circumstances change. Safeguarding will not apply to such payments. The total value of the salary and temporary payments made to a Head Teacher in any one year will not exceed 25% above the maximum of the group size for the School.

20.2 The principles for payment of allowances for members of the wider leadership group (except lead practitioners) will be consistent with those for the Head Teacher.

20.3 This approach and these principals however will only be applicable if pay setting for the leadership group has changed to reflect the new provisions, i.e. after 1<sup>st</sup> September 2021. In this School these changes have not yet been necessary and as such discretionary allowances and payments will continue until such changes are implemented.

**Or:**

The Governing Body has determined that they will award the following additional payments to the Head Teacher. (Insert details here.) **NONE**

**Note:** Additional payments may be made to a Head Teacher in specified circumstances as set out in STPCD 2021 (provided the Governing Body have not previously taken such circumstances into account when determining the ISR under an earlier Document).

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## ● 21. Honoraria

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21.1 The Document, and therefore this School's pay policy, does not provide for the payment of bonuses or so-called 'honoraria' in any circumstances.

## ● 22. Salary Sacrifice Arrangements

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22.1 The Governing Body will provide for salary sacrifice arrangements as identified below:

- *child care voucher or other child care benefit scheme;*
- *a cycle or cyclist's safety equipment scheme*

22.2 Teachers participating in any such arrangements will likely see their gross salary being reduced accordingly for the duration of such participation in a scheme, and in line with the agreements required for the salary sacrifice arrangement.

22.3 Participating in such arrangements will have no effect on the determination of any safeguarding sum to which the teacher is entitled.

## ● **23. Additional Information**

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23.1 **Written Notification of Allowances and Other Payments.** The School will advise employees in writing of the determination of any allowance or other payment or amendment to such. The written notification will advise, as appropriate, on the date of commencement, termination, review, the value of any such award and whether it is to be safeguarded or not.

23.2 **Pay changes by mutual consent.** Any member of staff wishing to request a reduction in responsibility and pay should do so in writing. This request will be considered by the Pay Committee and a decision will be made taking into account the request from the teacher and the operational requirements of the School.

23.3 **Monitoring the impact of the Policy.** The Governing Body (Pay Committee) will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of teachers to assess its effect and the School's continued compliance with equalities

## ● **Appendix A: Teachers Pay & Staffing Structure**

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**Main Pay Range 2022 – Annual Salary**

	England (excluding the London Area)  £	Inner London Area  £	Outer London Area  £	Fringe Area  £
<b>Minimum</b>	28,000	34,502	32,407	29,344
<b>Maximum</b>	38,810	44,756	43,193	40,083

**Upper Pay Range 2022 – Annual Salary**

	England (excluding the London Area)  £	Inner London Area  £	Outer London Area  £	Fringe Area  £
<b>Minimum</b>	40,625	49,320	44,687	41,858
<b>Maximum</b>	43,685	53,482	48,055	44,919

**Leading Practitioner Pay Range 2022 – Annual Salary**

	England (excluding the London Area)  £	Inner London Area  £	Outer London Area  £	Fringe Area  £
<b>Minimum</b>	44,523	52,936	48,055	45,749
<b>Maximum</b>	67,685	76,104	71,220	68,913

### Unqualified Teacher Pay Range 2022 – Annual Salary

	England (excluding the London Area)  £	Inner London Area  £	Outer London Area  £	Fringe Area  £
<b>Minimum</b>	19,340	24,254	22,924	20,594
<b>Maximum</b>	30,172	35,081	33,759	31,421

### Advisory Pay Points

At Annex 3 & Annex 4, advisory pay points are provided for the main pay range, the upper pay range and the unqualified teacher pay range. These are set out to help support decisions about pay for

teachers on the pay range. However, the advisory points are advisory and not mandatory and all decisions relating to pay progression must continue to be based on performance.

The September 2022 **advisory** pay point structure for the main pay range (MPR) and upper pay range (UPR) are as follows:

<b>Spine Point</b>	<b>England (excluding the London Area)</b>  £	<b>Inner London Area</b>  £	<b>Outer London Area</b>  £	<b>Fringe Area</b>  £
<b>M1 (MRP minimum)</b>	28,000	29,344	32,407	34,502
<b>M2</b>	29,800	31,126	34,103	36,141
<b>M3</b>	31,750	33,055	35,886	37,857
<b>M4</b>	33,850	35,151	37,763	39,655
<b>M5</b>	35,990	37,264	40,050	41,892
<b>M6 (MPR maximum)</b>	38,810	40,083	43,193	44,756

<b>Spine Point</b>	England (excluding the London Area)  £	Inner London Area  £	Outer London Area  £	Fringe Area  £
<b>UPR 1 (UPR minimum)</b>	40,625	41,858	44,687	49,320
<b>UPR 2</b>	42,131	43,360	46,340	51,743
<b>UPR 3 (UPR maximum)</b>	43,685	44,919	48,055	53,482

**Annex 4:** Further advisory pay points have been set out for the **Unqualified teacher pay range (UTPR):**

	Rest of England £	London Fringe £	Outer London £	Inner London £
<b>U1 (UTPR min)</b>	19,340	20,594	22,924	24,254
<b>U2</b>	21,559	22,810	25,144	26,473
<b>U3</b>	23,777	25,029	27,362	28,692
<b>U4</b>	25,733	26,984	29,323	30,647
<b>U5</b>	27,954	29,203	31,539	32,863
<b>U6 (UTPR max)</b>	30,172	31,421	33,759	35,081

**These are advisory points only and are not mandatory.**

**Teaching & Learning Responsibility (TLR) payments:**

<b>TLR 1</b>	
Minimum	£ 8,706
Maximum	£ 14,732

<b>TLR 2</b>	
Minimum	£ 3,017
Maximum	£ 7,368

<b>TLR 3</b>	
Minimum	£ 600
Maximum	£ 2,975

**Special Education Needs Allowance (SEND) payments:**

<b>SEND</b>	
Minimum	£ 2,384
Maximum	£ 4,703

b.

Executive Headteacher (Seconded from St Hardulph's C of E Primary)

Head of school FT

7 x Members of Teaching staff FTE

## **Appendix B – School's Appeal Procedure**

Where a teacher wishes to raise a legitimate challenge in respect of either:

1. the pay recommendation to be made to the pay committee, or
2. following the pay committee's determination of their pay award,

they should first attempt to resolve this by discussing the matter informally with the Head teacher/appraiser.

The Headteacher/appraiser will discuss the matter with the employee and explain fully the reasons for their recommendations. The employee will have the opportunity to put forward any evidence to support their challenge. At this point it will be determined whether there are grounds for amending the pay recommendation or whether the pay committee need to reconsider the matter.

Where the teacher remains dissatisfied, following any informal discussions/pay committee meetings, they may follow a formal appeal process, as per the school's Appeal Policy.

Appeals should be submitted to the individual (or committee) who made the determination, within 5/10 working days of the notification of the decision.

The appeal committee will comprise of different members to the original pay committee.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination. That the person or committee by whom the decision was made:

- incorrectly applied any provision of the STPCD;
- incorrectly applied the School's pay policy;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the teacher.

## Career Stage Expectations

### ● Teachers

*This document is to be used alongside the Teachers' Standards 2012 (published by the DfE) to explain in more detail what the term 'reasonable' means for different levels on the Teachers' pay scale.*

### ● National Standards Preamble

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

### Purpose of career expectations

We believe the Headteacher and other appraisers will assess qualified teachers against the Teacher Standards to a level that is consistent with what should be reasonably expected of a teacher in the relevant role and at the relevant stage of their career – whether an ECT, mid-career teacher, or one who is more experienced.

The purpose of this document is to make clear, to all involved in the process of appraisal, what reasonable expectations look like and the success criteria that would be applied.

### Progression along pay scale

The prime duty of the governing boards in England as set out in a paragraph 21(2) of the Education Act 2002 is to “conduct the school with a view to promoting high standards of educational achievement at the school. The pay policy is intended to support that statutory duty. Please refer to the pay policy for more detail.

Within our school's Pay Policy (updated 2021), the governing body will seek to ensure that:

- *All teaching and support staff are valued and receive proper recognition for their work and their contribution to school life*
- *The governing body have adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for all staff employed by the school.*



- *The governing body of the school is committed to taking decisions in accordance with the ‘key principles of public life’: objectivity, openness and accountability.*
- *Governors recognise the requirement for a fair and transparent policy to determine the pay and grading for all staff employed in the school, which takes account of the conditions of service under which staff are employed and relevant statutory requirements.*
- *The governing boards recognise the requirement that all pay progression decisions for all teaching staff must be linked to annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair equitable and transparent way.*
- *The governing boards also recognise the importance of annual appraisal of performance for support staff.*

**NB: For the purposes of this document, “teaching” refers to a holistic view of performance, with evidence drawn from lesson observation, pupils’ work, pupil progress data, contributions to curriculum development and leadership, and contributions to the wider life of the school.**

### Emerging Teacher (Lower pay range QTS, M1 – M3)

Aspect	Standard/expectations	Success Criteria
1 Sets high expectations that inspire, motivate and challenge pupils	Establishes a safe and stimulating environment for pupils, rooted in mutual respect	The learning environment is safe, mutual respect is ensured, the teacher has high expectations and pupils have positive attitudes.
	Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	
	Demonstrates consistently the positive attitudes, values and behaviour expected of pupils	
2 Promotes good progress and outcomes by pupils	Is accountable for pupils’ attainment, progress and outcomes and keeps accurate records of own students attainment	The teacher ensures good progress and outcomes, plans with regard to pupils’ capabilities, guides and encourages pupils to reflect on their progress and be responsible for their learning.
	Knows the age, progress and knowledge expectations for their own class	
	Plans teaching to build on pupils’ capabilities and their prior knowledge	
	Guides pupils to reflect on the progress they have made and their emerging needs	
	Demonstrates knowledge and understanding of how pupils learn and how this impacts on their teaching	
	Encourages pupils to take a responsible and conscientious attitude to their own work and study	

3	Demonstrates good subject and curriculum knowledge	Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings	The teacher has good subject knowledge, is up to date regarding subject development, promotes high standards of literacy, and, if applicable, teaches early reading and early mathematics to a good standard.
		Demonstrates a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship	
		Demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	
		If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics	
		If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies	

Emerging Teacher (Lower pay range QTS, M1 – M3)		
Aspect	Standard/expectations	Success Criteria
4	<p>Plans and teaches well-structured lessons</p> <p>Imparts knowledge and develops understanding through effective use of lesson time by being aware of prior learning. Use information from previous teachers to plan lessons and ensure teaching meets the needs of each child. understanding the need for clear learning objectives and being able to show challenging but realistic expectations for lesson coverage and achievement. be able to articulate what pupils are better at by the end of the series of lessons. use lesson time effectively to support learning e.g. using practical and concrete apparatus effectively to support learning</p> <p>Promotes a love of learning and children’s intellectual curiosity by following the teaching and learning policy. Planning and teaching lessons which aim to motivate and interest the children in the class. planning effectively for differentiation within the lesson structure and applies appropriate teaching strategies to meet the needs of individual children. Showing awareness of how children learn and a developing awareness of how to challenge and inspire the children they are teaching. Being able to plan objectives in a way that is engaging and motivating. Set up areas, displays and re4sources in the classroom that will aid pupils’ independence and extend their learning. Ensure questioning is becoming skilful using a range of question types from Bloom’s taxonomy.</p> <p>Sets homework and plans other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired by Setting homework in line with the school’s policy to consolidate / extend learning that has taken place in class, ensuring that work is handed out on time and children are consistently rewarded for completing tasks. Work completed is recorded.</p>	<p>Lessons are well planned because the teacher reflects on their effectiveness, and follows school policies and expectations children enjoy learning through an engaging curriculum and homework builds on learning in the classroom.</p>

		<p>Trips are purposeful, well thought out, planned and organised to support children’s learning and the impact of these events are considered.</p> <p>Reflect systematically on the effectiveness of lessons and approaches to teaching by keeping up to date accurate and relevant assessments which informs how to adapt future planning and teaching of the next sequence of teaching as appropriate. Proactively seek further support or advice when and if needed. policy for feedback and marking is adhered to.</p> <p>Contributes to the design and provision of an engaging curriculum within the relevant subject area(s) by:</p> <ul style="list-style-type: none"> <li>→ ensuring whole school expectations for planning are adhered to</li> <li>→ taking an active part in staff planning sessions</li> <li>→ lead a subject area and proactively champion it to staff so that the curriculum is enriched and the profile of the subject is raised.</li> <li>→ complete a subject resources audit and develop an action plan, regularly evaluating and updating the plan.</li> <li>→ deliver staff meetings to ensure all staff are aware of subject expectations and developments.</li> <li>→ monitor and evaluate planning and books to further enhance and develop the subject.</li> </ul>	
5	Adapts teaching to respond to the strengths and needs of all pupils	<p>Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</p> <p>Has a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. Can identify these factors in relation to the pupils they teach.</p> <p>Demonstrates an awareness of the physical, social, and intellectual development of children, and knows how to adapt teaching to support pupils’ education at different stages of development.</p> <p>Has 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.</p>	<p>Appropriate differentiation ensures that pupils have access to their learning. The teacher understands pupils’ needs and difficulties and plans to overcome them, providing appropriate levels of challenge to pupils of all abilities.</p> <p>The teacher proactively seeks advice from more experienced colleagues and school leaders where required.</p>

6	Makes accurate and productive use of assessment	Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Assessment is used well to ensure good progress and inform planning. Progress is monitored and targets are set. Feedback and marking informs pupils of how well they are doing.
		Makes use of formative and summative assessment to secure pupils' progress	
		Uses relevant data to monitor progress, set targets, and plan subsequent lessons	
		Gives pupils regular feedback, both orally and through regular marking, and encourages pupils to respond to the feedback	

<b>Emerging Teacher (Lower pay range QTS, M1 – M3)</b>			
<b>Aspect</b>	<b>Standard/expectations</b>	<b>Success Criteria</b>	
7	Manages behaviour effectively to ensure a good and safe learning environment	Has clear rules and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	The teacher has high expectations and pupils behave well. The school's policy is implemented consistently.
		Has high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	
		Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
		Maintains good relationships with pupils, exercises appropriate authority, and acts decisively when necessary	
		Follows the school's behaviour policy	
8		Makes a positive contribution to the wider life and ethos of the school	The teacher has effective relationships with colleagues and contributes to the wider life of the school. Takes responsibility for improving own practice. Communicates well with parents.
		Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	
		Deploys support staff effectively	
		Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	
		Communicates effectively with parents with regard to pupils' achievements and well-being	
		Participate in trips, residential and extracurricular activities	
		Provide an after school club	
		Contribute to the delivery of an assembly	
<p><b>Consistent outcomes expected of Teachers at Emerging Teacher Level (Pay Range M1 to M3:)</b></p> <ul style="list-style-type: none"> <li>• Teaching is usually good</li> <li>• Most pupils, and groups of pupils make good progress over time</li> <li>• Teachers have high expectations</li> <li>• Lessons deepen pupils' knowledge and understanding</li> </ul>			

- Pupils develop a range of skills across the curriculum
- Questioning is used well to check understanding
- Reading, writing, communication and mathematics are taught effectively
- Adults create a positive climate for learning
- Assessment is used well
- Pupils know how well they have done and what they need to do to improve
- Homework and targeted support enable pupils to learn well

**Wider responsibilities/expectations at Emerging Teacher Level (Pay Range M1 to M3)**

- To undertake with guidance, the leadership of a subject, project or directed task in the school (M2/3)
- Takes part in open evenings and other curriculum events and offers support to extra-curricular activities.
- Promotes the interests of the school in the local community.
- Works with other colleagues in school participating in coaching and mentoring.
- Works in partnership with support staff and effectively directs their support to pupils.
- Ensures their own development is a key priority.
- Makes full use of the school appraisal and CPD programme and opportunities that arise.
- Makes clear, accurate, courteous and well-informed communication with parents at both formal events and through informal contact throughout the year.

### Developing Teacher (Mid Pay Range M4 –M6)

Aspect	Standard/expectations	Success Criteria
1 Sets high expectations that inspire, motivate and challenge pupils	Makes sure that the learning environment is completely safe, stimulates interest and enjoyment and ensures respect between adults and pupils	The learning environment is completely safe, challenging targets are set, the teacher has high expectations and good models are provided which impact on colleagues' practice.
	Sets targets that motivate and challenge pupils of all backgrounds, abilities and dispositions, to do their best	
	Provides a consistently good model to Emerging Teachers of the attitudes, values and behaviour which are expected of pupils.	
2 Promotes good progress and outcomes by pupils	Is accountable for the attainment, progress and outcomes of pupils, can point to steps taken to promote improved progress	The teacher ensures very good progress and outcomes, plans with regard to pupils' capabilities, guides and encourages pupils to reflect on their progress and their responsibility for their learning.
	Knows the age, progress and knowledge expectations for the primary range	
	Is well aware of pupils' capabilities and their prior knowledge, and plans to build on these	
	Guides pupils to reflect thoughtfully on the progress they have made and on what they need to do next	
	Has a good knowledge and understanding of how pupils learn and makes sure this is taken into account in their teaching	
	Motivates pupils to take a responsible and conscientious attitude to their own work and study	
	Monitor data for their curriculum area responsibility using it to inform areas for development	
3 Demonstrates good subject and curriculum knowledge	Has a good knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest and enjoyment in the subject, identifies and addresses misunderstandings	The teacher has very good subject knowledge, is completely up to date regarding subject development, promotes very high standards of literacy, and, if applicable, teaches early reading and early mathematics to a very good standard.
	Is completely up to date with developments in the subject and curriculum areas, keenly promotes the value of scholarship	
	Has good evidence of demonstrating a critical understanding of, and takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	
	If teaching early reading, has a good knowledge of and is secure in the teaching of systematic synthetic phonics	



	If teaching early mathematics, has a good knowledge and understanding of appropriate teaching strategies	
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<b>Developing Teacher (Mid Pay Range M4 –M6)</b>		
<b>Aspect</b>	<b>Standard/expectations</b>	<b>Success Criteria</b>
4 Plans and teaches well-structured lessons	<p>Lesson time is used very effectively to impart knowledge and develop pupils' understanding by preparing and delivering consistently good or better lessons.</p> <p>ensuring that the pacing of lessons is well orchestrated and transitions between whole class teaching, group and individual work are seamless and well managed.</p> <p>high quality assessment and feedback is consistently prompt, rigorous and constructive and opportunities to respond to feedback are provided.</p> <p>assessment in lessons is used highly effectively to address misconceptions.</p> <p>are given.</p>	<p>Lessons are very well planned because the teacher reflects on their effectiveness, children love learning through a very engaging curriculum and homework builds very effectively on learning in the classroom.</p> <p>The teacher actively seeks ways to engage with colleagues to bring in practice and learning that will enhance the effectiveness of the staff team.</p> <p>The teacher acts as a source of advice in ways to make the very best use of support in school to develop and improve practice.</p>
	<p>Pupils demonstrate that they are curious, love learning and want to increase their knowledge</p> <p>Pupils are enabled to identify and remedy misunderstandings and build on successes.</p> <p>Pupils are taught to understand where their learning currently is and know what their next steps need to be.</p> <p>Pupils are enabled to have a conscientious attitude towards the subject they are working in and they are encouraged to work hard at all times.</p> <p>Become a role model for other less experienced teachers in promoting student's love of learning and their intellectual curiosity.</p>	
	<p>Homework and other out-of-class activities are differentiated and appropriately challenging to consolidate and extend the knowledge and understanding pupils have acquired in classes</p>	
	<p>As a result of routine and systematic reflection, lessons and approaches to teaching are adjusted to ensure pupils make at least good progress</p> <p>understand the learning needs of a wide range of learners including those with SEND, those with high ability, those with EAL and those who are passive learners.</p>	

		<p>Readily share with other less experienced teachers gauge the impact of teaching and learning.</p> <p>Actively contributes to the design and provision of an engaging curriculum within the relevant subject area(s) by providing expertise and suggestions for the improvement of the curriculum.</p> <p>Leads a subject and supports other less experienced teachers in developing ways to encourage pupils to appreciate, be interested and engaged in the subject.</p>	
5	Adapts teaching to respond to the strengths and needs of all pupils	<p>Demonstrates that differentiation is used appropriately, uses approaches that enable pupils to be taught effectively and ensures that they make good progress</p> <p>Can demonstrate that a good understanding of the range of factors that can inhibit pupils' ability to learn well, have been overcome.</p> <p>Demonstrates a developing awareness of the physical, social and intellectual development of children, and adapts teaching carefully to support pupils' learning at different stages of development.</p> <p>Demonstrates 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 is able to use and evaluate distinctive teaching approaches to engage and support them, ensuring that they make good progress.</p> <p>Is a leading teacher, i.e. acts as a model of best practice in supporting colleagues to meet the needs of all learners, including those who are more able, have SEND, are disadvantaged, have EAL etc.</p>	Appropriate differentiation ensures that pupils from all groups (including disadvantaged and those with SEND) make good progress. The teacher has a very good grasp of pupils' individual difficulties and needs, and plans suitable actions to overcome these. Provides appropriate challenge to pupils of all abilities.
6	Makes accurate and productive use of assessment	<p>Has a good knowledge of how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>Makes good use of formative and summative assessment to plan teaching and secure good progress for all pupils</p> <p>Makes good use of relevant data to monitor progress, set targets, plan lessons and ensure good progress for pupils</p>	Assessment is used very well to ensure good progress and inform planning. Progress is carefully monitored and challenging targets are set. Feedback and marking informs pupils of how well they are doing. Pupils respond routinely to teachers' marking and feedback

	Gives pupils good quality feedback, both orally and through accurate marking, makes sure that they respond to the feedback by making good progress in their learning	
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<b>Developing Teacher (Mid Pay Range M4 –M6)</b>			
<b>Aspect</b>	<b>Standard/expectations</b>	<b>Success Criteria</b>	
7	Manages behaviour effectively to ensure a good and safe learning environment	Has clear rules and routines for behaviour in classrooms, takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in consistent accordance with the school's policy	The teacher has very high expectations and pupils behave very well. The school's policy is implemented consistently. Classes are managed very well, pupils are well motivated, and relationships are very good.
		Has very high expectations of behaviour, and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards	
		Manages classes very effectively, uses approaches that are appropriate to pupils' needs in order to involve them and motivate them in their learning	
		Maintains very good relationships with pupils, exercises appropriate authority, acts decisively to ensure the safety of all and ensures a good culture of learning	
		Anticipate and plan for potential behaviour and management scenarios and deal with these according to the school's behaviour policy in a professional and courteous manner at all times.	
8	Fulfils wider professional responsibilities	Makes a very positive contribution to the wider life and ethos of the school, such as to special events	The teacher has very effective relationships with colleagues and makes a very positive contribution to the wider life of the school. Takes responsibility for improving own and others' teaching. Communicates very effectively with parents.
		Develops very effective professional relationships with colleagues, knows how and when to draw on, or give, advice and specialist support	
		Deploys and briefs support staff very effectively, ensuring that pupils benefit and make good progress	
		Takes responsibility for improving own and others' teaching through appropriate professional development, responding to, and giving, advice and feedback	
		Communicates very effectively with parents with regard to pupils' achievements and well-being	
		Lead trips, residential and extracurricular activities	
		Provide an after school club	
		Deliver whole school assembly	

**Consistent outcomes expected at Developing Teacher Level (Mid Pay Range M4 to M6:)**

- Teaching is always good
- Most pupils, and groups of pupils, make very good progress over time
- Teachers have very high expectations
- Lessons deepen pupils' knowledge and understanding
- Pupils develop a wide range of skills across the curriculum
- Questioning is used very well to check understanding
- Reading, writing, communication and mathematics are taught very effectively
- Adults create a very positive climate for learning
- Assessment is very used well
- Pupils clearly know how well they have done and precisely what they need to do to improve
- Homework and targeted support enable pupils to learn very well

**Wider responsibilities/expectations at Developing Teacher Level (Mid Pay Range M4 to M6:)**

- Takes a lead in partnership work with other colleagues, within school and beyond.
- Actively seeks ways to engage with partners to bring in practice and learning that will enhance the effectiveness of the team.
- Acts as a source of advice in ways to make the very best use of support in school to develop and improve practice.
- Takes a lead in working effectively with parents.
- Supports others in working effectively with families.
- Leads a subject and supports others in developing ways to encourage students to appreciate and be interested and engaged in the subject, project or directed task.

## Accomplished Teacher (Upper Pay Range point 1)

Aspect	Standard/expectations	Summary
1 Sets high expectations that inspire, motivate and challenge pupils	Provides a learning environment that is completely safe, stimulates interest and enjoyment and ensures respect between adults and pupils.	Is modelling practice in terms of the learning environment, target setting and also modelling attitudes, values and behaviour. Providing challenge as required.
	Oversee target setting and monitor goals. Ensure that monitoring information is shared in Phase and used.	
	Provides an extremely good model for colleagues within the school of the attitudes, values and behaviour which are expected of pupils.	
	Provide professional challenge if environments are not at the required standard.	
2 Promotes good progress and outcomes by pupils	Is completely accountable for the attainment, progress and outcomes of pupils, can talk about the steps taken to promote improved progress. Support is given to other colleagues to ensure that all children are making the most progress possible.	Is modelling practice in terms of ensuring very good progress and outcomes for pupils, awareness of pupils' capabilities, guidance given to pupils and the motivation and challenge provided for pupils.
	Is keenly aware of pupils' capabilities and their prior knowledge, and plans carefully to build on these	
	Guides pupils to reflect deeply on the progress they have made and on what they need to do next	
	Has a very good knowledge and understanding of how pupils learn and makes sure this is taken into account in their planning and teaching	
	Motivates and challenges pupils to take a highly responsible and conscientious attitude to their own work and study	
	Monitor and analyse attainment in their own curriculum area using it to inform areas for development and measuring the impact of any actions on improving progress and attainment.	
3 Demonstrates good subject and curriculum knowledge	Has a very good knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest and enjoyment in the subject, keenly identifies and addresses misunderstandings	Is modelling practice in terms of subject and curriculum knowledge, developments in the subject(s), providing professional development for colleagues, promoting extremely high standards of literacy, and, if applicable, is a very good practitioner in the teaching of early reading and early mathematics.
	Is completely up to date with developments in the subject and curriculum areas, supports the professional development of others in school, encourages and promotes the value of scholarship	

	Has outstanding evidence of demonstrating a critical understanding of, and takes a key responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	
	If teaching early reading, has a very good knowledge of and is completely secure in the teaching of systematic synthetic phonics, is a very good practitioner	
	If teaching early mathematics, has a very good knowledge and understanding of appropriate teaching strategies, is a very good practitioner	

<b>Accomplished Teacher (Upper Pay Range point 1)</b>		
<b>Aspect</b>	<b>Standard/expectations</b>	<b>Summary</b>
4 Plans and teaches well-structured lessons	Lesson time is used extremely effectively to impart knowledge and develop pupils' understanding Teaching is motivating, often inspiring and basic principles are expertly taught.	Is modelling practice in terms of planning, teaching and curriculum development. Lesson time is used extremely well, pupils have a thirst for knowledge, homework is carefully differentiated and pupils make very good progress.
	Pupils demonstrate that they are inquisitive, love learning and have a thirst for knowledge skilful planning and delivery of teaching enables discussion and explorations which take children beyond the confines of the teaching programme.	
	Homework and other out-of-class activities are carefully differentiated and appropriately challenging to consolidate and extend the knowledge and understanding pupils have acquired in classes	
	As a result of routine and systematic reflection, lessons and approaches to teaching are refined to ensure pupils make very good progress. Supports colleagues to develop and improve marking and feedback.	



		<p>Supports the design and provision of an engaging curriculum within the relevant subject area(s)</p> <p>Has a deep and extensive knowledge and intrinsic curiosity about the subject they are leading, keeping up with developments, and their teaching reflects their own passion and expertise.</p> <p>Takes responsibility for sharing expertise with all stakeholders in school to ensure the subject they are leading has a high profile.</p> <p>work alongside and support other subject leaders in the school to raise the profile of their subject</p>	
5	Adapts teaching to respond to the strengths and needs of all pupils	<p>Demonstrates consistent and effective use of information about prior attainment to gain, set and communicate well-grounded and challenging expectations for pupils.</p> <p>Demonstrates a very good understanding of the range of factors that can inhibit pupils' ability to learn well and that they have been overcome so they make very good progress</p> <p>Demonstrates a very good awareness of the physical, social and intellectual development of children, and adapts teaching carefully to support pupils' learning at different stages of development</p> <p>Meticulous planning, organisation and teaching strategies ensure that pupils from all groups (including those with SEND, disadvantaged, more able etc.) consistently exceed expected targets.</p> <p>Is a leading teacher, i.e. acts as a model of best practice in supporting colleagues to meet the needs of all learners, including those who are more able, have SEND, are disadvantaged, have EAL etc.</p>	<p>Is modelling best practice (which also has a positive impact on colleagues) in:</p> <ul style="list-style-type: none"> <li>• differentiation;</li> <li>• understanding pupils' different needs, abilities and stages of development;</li> <li>• can demonstrate how those needs and challenges are met, ensuring that pupils make very good progress.</li> </ul>

<b>Accomplished Teacher (Upper Pay Range point 1)</b>			
<b>Aspect</b>	<b>Standard/expectations</b>	<b>Summary</b>	
6	Makes accurate and productive use of assessment	Has a very good knowledge of how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Is modelling practice in terms of assessment and how it is used to set targets, provide feedback, plan lessons and secure very good progress for pupils.

		<p>Makes very good use of formative and summative assessment to plan teaching and secure very good progress for pupils</p> <p>Makes very good use of relevant data to monitor progress, set targets, plan lessons and ensure very good progress for pupils</p> <p>Gives pupils very good quality feedback, both orally and through accurate marking, makes sure that they respond to the feedback by making very good progress in their learning</p> <p>Ensure that all pupils, regardless of their starting points make sustained progress</p> <p>Provide challenge, pace and support to encourage pupils to achieve at their highest level.</p>	
7	Manages behaviour effectively to ensure a good and safe learning environment	<p>Provides very good model of the clear rules and routines for behaviour in classrooms, takes responsibility for promoting very good and courteous behaviour both in classrooms and around the school, in consistent accordance with the school's policy</p> <p>Has particularly high expectations of behaviour, establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards</p> <p>Manages classes exceedingly effectively, uses approaches that are carefully matched to pupils' needs in order to involve them and motivate them in their learning</p> <p>Maintains very good relationships with pupils, exercises appropriate authority, acts decisively to ensure the safety of all and ensures very good culture of learning</p> <p>Develop and implement whole school approaches to behaviour management</p>	<p>Is modelling practice in terms of behaviour management, policy development and implementation.</p> <p>Demonstrates particularly high expectations and uses a range of approaches to motivate pupils. As a result, they have very good behaviour for learning.</p>
8	Fulfils wider professional responsibilities	<p>Makes an exceptionally positive contribution to the wider life and ethos of the school, such as supporting and organising special events</p> <p>Develops exceptionally effective professional relationships with colleagues, knows exactly how and when to draw on, or give, advice and specialist support</p> <p>Deploys and briefs support staff exceptionally effectively, ensuring that pupils benefit and make very good progress</p> <p>Takes responsibility for improving own and others' teaching through appropriate professional development, responding to, and</p>	<p>Is modelling practice in terms of contributions to the wider life of the school. Relationships with colleagues are very productive and support staff are exceptionally well deployed. Supports in providing mentoring, coaching and CPD. Communication is exceptionally effective.</p>

	giving, advice and feedback. Is involved in mentoring and coaching for colleagues Communicates exceptionally effectively with parents with regard to pupils' achievements and well-being	
	Lead trips, residential and extra-curricular activities	
	Provide an after school club	
	Lead whole school assembly	
	Support and mentor the work of other staff in managing challenging behaviour and under performance	

### Accomplished Teacher (Upper Pay Range point 1)

#### Consistent outcomes expected at UPS1:

- Teaching is never less than good
- All pupils, and groups of pupils, make very good progress
- Teachers have consistently high expectations
- Lessons enable pupils to learn exceptionally well across the curriculum
- Pupils develop and apply a wide range of skills across the curriculum
- Questioning is used exceptionally effectively to check understanding
- Teachers anticipate where they may need to intervene and take action accordingly
- Reading, writing, communication and mathematics are taught exceptionally well and are cohesively planned and implemented across the curriculum
- Adults authoritatively impart knowledge and generate high levels of commitment to learning
- Assessment, including high quality marking and feedback, ensures that pupils make very good progress
- Pupils clearly know how well they have done and know exactly what they need to do to improve. They respond well to teachers marking.
- Homework and targeted support match individual needs accurately. As a result, pupils learn very well across the curriculum

#### Wider responsibilities/expectations at UPS1:

- Demonstrates responsibility for their professional development and uses the outcomes to improve teaching and pupils' learning throughout the phase and school.
- Supports senior leadership to create a positive climate for change.
- Mentors NQTs and Teachers in their early Years of teaching to develop their teaching skills.
- Coaches NQTs and Teachers in their Early Years of teaching to operate collaboratively and perform effectively in the team.

- Is highly regarded by colleagues, who want to learn from them.
- Willingly plays a role in the development of school policies and in the professional life of the school.
- Takes a strategic lead in a curriculum subject or project.

### Highly Skilled Teacher (Upper Pay Range point 2)

Aspect	Standard/expectations	Summary
1 Sets high expectations that inspire, motivate and challenge pupils	Provides good quality learning environments that are completely safe, stimulate interest and enjoyment and ensure respect between adults and pupils	Is modelling very good practice in terms of the learning environment, target setting and also the modelling of attitudes, values and behaviour.
	Monitor effectiveness of goals set against progress of children. Be proactive in supporting colleagues to achieve targets for their pupils.	
	Take responsibility for monitoring that all staff and all pupils follow ethos, vision and values of the school .Provides a very good model for colleagues within the school regarding the attitudes, values and behaviour which are expected of pupils	
	Provide professional challenge if environments are not at the required standard, and provide evidence of improvements made.	
2 Promotes good progress and outcomes by pupils	Is completely accountable for the attainment, progress and outcomes of pupils, can talk securely about the steps taken to promote improved progress	Is modelling very good practice in terms of ensuring very good progress and outcomes for pupils, awareness of pupils' capabilities, guidance given to pupils and the motivation and challenge provided for pupils.
	Is keenly aware of pupils' capabilities and their prior knowledge, and plans thoughtfully to build on these	
	Guides pupils to reflect deeply on the progress they have made and on what they need to do next	
	Has an extremely good knowledge and understanding of how pupils learn and makes sure this is taken into account in their planning and teaching	
	Motivates and challenges pupils to take an extremely responsible and conscientious attitude to their own work and study	
	Analyse whole school data across all relevant subjects and pupil groups to inform future actions and interventions. Measure the impact of these actions on improving progress and attainment and share these with governors.	
3 Demonstrates good subject and curriculum knowledge	Has an extremely good knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest and enjoyment in the subject, keenly identifies and addresses misunderstandings	Is modelling extremely good practice in terms of subject and curriculum knowledge, developments in the subject(s), providing professional development for colleagues, promoting extremely high

	Is completely up to date with developments in the subject and curriculum areas, supports the professional development of others in school and is beginning to lead training, encourages and promotes the value of scholarship	standards of literacy, and, if applicable, is an extremely good practitioner in the teaching of early reading and early mathematics.
	Has outstanding evidence of demonstrating a critical understanding of, and takes a lead responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	
	If teaching early reading, has an extremely good knowledge of and is completely secure in the teaching of systematic synthetic phonics, is an extremely good practitioner	
	If teaching early mathematics, has an extremely good knowledge and understanding of appropriate teaching strategies, is an extremely good practitioner	

Highly Skilled Teacher (Upper Pay Range point 2)		
Aspect	Standard/expectations	Summary
4 Plans and teaches well-structured lessons	Lesson time is used extremely effectively to impart knowledge and develop pupils' understanding. Expectations are challengingly high, realistic. based on sound experience, and takes into account the abilities of all pupils plans and organises opportunities to work with outside providers to broaden and enhance children's learning experiences.	Is modelling extremely good practice in terms of planning, teaching and curriculum development. Lesson time is used extremely well, pupils have a thirst for knowledge, homework is thoughtfully differentiated and pupils make extremely good progress.
	Pupils consistently demonstrate that they are inquisitive, love learning and have a thirst for knowledge	
	Homework and other out-of-class activities are thoughtfully and effectively differentiated and appropriately challenging to consolidate and extend the knowledge and understanding pupils have acquired in classes	
	As a result of routine and systematic reflection, lessons and approaches to teaching are refined to ensure pupils make extremely good progress. The quality of marking and feedback is systematically monitored and evaluated to ensure an improvement in teaching and learning across the curriculum.	

		Supports, and is beginning to lead, the design and provision of an engaging curriculum within the relevant subject area(s). The quality of marking and feedback is systematically monitored and evaluated to ensure an improvement in teaching and learning across the subject they are leading. Subject leaders will work with other teachers and staff across the school to improve outcomes in their subject.	
5	Adapts teaching to respond to the strengths and needs of all pupils	<p>Demonstrates that differentiation is used thoughtfully, uses approaches that ensures pupils are taught very effectively and ensures that they make extremely good progress</p> <p>Can demonstrate an extremely good understanding of the range of factors that can inhibit pupils' ability to learn well and that they have been overcome so they make extremely good progress</p> <p>Demonstrates an extremely good awareness of the physical, social and intellectual development of children, and adapts teaching thoughtfully to support pupils' learning at different stages of development</p> <p>Demonstrates an extremely good 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 is able to use and evaluate distinctive teaching approaches to engage and support them, ensuring that they make extremely good progress.</p> <p>Makes critical use of data, relating to the prior and current performance of pupils, to underpin and motivate improvement.</p>	<p>Is modelling extremely good practice in terms of:</p> <ul style="list-style-type: none"> <li>• differentiation;</li> <li>• understanding pupils' different needs, abilities and stages of development;</li> </ul> <p>Has an extremely good understanding of different needs, abilities and stages of development and can demonstrate how those needs and challenges are met, ensuring that pupils make extremely good progress.</p>

### Highly Skilled Teacher (Upper Pay Range point 2)

Aspect	Standard/expectations	Summary
6	<p>Makes accurate and productive use of assessment</p> <p>Has an extremely good knowledge of how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>Makes extremely good use of formative and summative assessment to plan teaching and secure extremely good progress for pupils</p>	<p>Is modelling extremely good practice in terms of assessment and how it is used to set targets, provide feedback, plan lessons and secure extremely good progress for pupils.</p>

		<p>Makes extremely good use of relevant data to monitor progress, set targets, plan lessons and ensure extremely good progress for pupils</p> <p>Gives pupils extremely good quality feedback, both orally and through accurate marking, makes sure they respond to the feedback, making extremely good progress in their learning</p> <p>Provide challenge, pace and support to encourage pupils to achieve at the highest level</p> <p>Ensure that all pupils, regardless of their starting points make rapid and sustained progress</p>	
7	Manages behaviour effectively to ensure a good and safe learning environment	<p>Provides an extremely good model of the clear rules and routines for behaviour in classrooms, takes responsibility for promoting extremely good and courteous behaviour both in classrooms and around the school, in consistent accordance with the school's policy</p> <p>Has extremely high expectations of behaviour, establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards</p> <p>Manages classes extremely effectively, uses approaches that are carefully matched to pupils' needs in order to involve them and motivate them in their learning</p> <p>Maintains extremely good relationships with pupils, exercises appropriate authority, acts decisively to ensure the safety of all and ensures an extremely good culture of learning</p> <p>Develop and implement whole school approaches to behaviour management and measure the impact of the approaches to behaviour management.</p>	Is modelling extremely good practice in terms of behaviour management, policy development and implementation. Demonstrates extremely high expectations and uses a range of approaches to motivate pupils. As a result, they have extremely good behaviour for learning.
8	Fulfils wider professional responsibilities	<p>Makes an extremely positive contribution to the wider life and ethos of the school, such as supporting and organising special events</p> <p>Develops extremely effective professional relationships with colleagues, knows exactly how and when to draw on, or give, advice and specialist support</p> <p>Deploys and briefs support staff extremely effectively, ensuring that pupils benefit and make extremely good progress</p>	Is modelling extremely good practice in terms of contributions to the wider life of the school. Relationships with colleagues are extremely productive and support staff are extremely well deployed. Supports in providing mentoring, coaching and CPD. Communication is extremely effective.



	<p>Takes responsibility for improving own and others' teaching through appropriate professional development, responding to, and giving, advice and feedback. Is involved in mentoring and coaching for colleagues</p> <p>Communicates extremely effectively with parents with regard to pupils' achievements and well-being</p>	
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### Highly Skilled Teacher (Upper Pay Range point 2)

#### Consistent outcomes expected at UPS2:

- Teaching is never less than good
- All pupils, and groups of pupils, make extremely good progress
- Teachers have consistently high expectations
- Lessons enable pupils to learn extremely well across the curriculum
- Pupils develop and apply a wide range of skills across the curriculum
- Questioning is used extremely effectively to check understanding
- Teachers anticipate where they may need to intervene and take action accordingly
- Reading, writing, communication and mathematics are taught extremely well and are cohesively planned and implemented across the curriculum
- Adults authoritatively impart knowledge and generate high levels of commitment to learning
- Assessment, including high quality marking and feedback, ensures that pupils make extremely good progress
- Pupils clearly know how well they have done and know exactly what they need to do to improve. They respond extremely well to teachers marking.
- Homework and targeted support match individual needs accurately. As a result, pupils learn extremely well across the curriculum.

#### Wider responsibilities/expectations at UPS2:

- Assists in determining and actively promotes the learning priorities of the school.
- Actively promotes the interests of the school in the local community.
- Actively contributes to a school-wide positive climate for learning.
- Exhibits conflict management skills.
- Creates and maintains positive, supportive relationships with staff, parents and governors.
- Mentors pre-threshold teachers to reach requirements for the UPR.
- Works in collaboration with colleagues on pastoral and wider pupil-related matters, giving advice as appropriate.
- Engages with and contributes to professional networks beyond the school.

- Is analytical in evaluating and developing their own craft and knowledge, making full use of continuing professional development and appropriate research.

### Expert Teacher (Upper Pay Range point 3)

Expert Teacher (Upper Pay Range point 3)		
Aspect	Standard/expectations	Summary
1 Sets high expectations that inspire, motivate and challenge pupils	Provides outstanding examples of learning environments that are completely safe, stimulate interest and enjoyment and ensure respect between adults and pupils	Has exemplary practice in terms of setting examples regarding the learning environment, target setting and modelling attitudes, values and behaviour.
	Monitor effectiveness of goals set against progress of children. Be proactive in giving feedback to SLT and putting in next steps as appropriate for pupils/staff in Phase.	
	Behave in a manner that helps to set the ethos of the whole school and ensure it is maintained by all staff and all pupils. Be prepared to discuss issues with staff and pupils where the Vision and Values are not being observed.	
	Ensure that learning walks across Year Groups take place so that environments are of a consistently high standard.	
2 Promotes good progress and outcomes by pupils	Is completely accountable for the attainment, progress and outcomes of pupils, can talk confidently of the steps taken to promote improved progress	Has exemplary practice in terms of ensuring outstanding progress and outcomes for pupils, awareness of pupils' capabilities, guidance given to pupils and the motivation and challenge provided for pupils.
	Is acutely aware of pupils' capabilities and their prior knowledge, and plans specifically to build on these	
	Guides pupils to reflect profoundly on the progress they have made and on what they need to do next	
	Motivates and challenges pupils to take an exceedingly responsible and conscientious attitude to their own work and study	
	Support is given to other colleagues across Year Groups or school to ensure that all children are making the most progress possible	
	Be proactive in triangulating between assessments, book trawls and planning to ensure there is consistency within the school	
	Have knowledge of CPD needs across the whole school and ensure these are met. Be prepared to demonstrate own skills,	

		<p>team teaching etc. Deliver appropriate INSET to all staff so that best practice is shared and new developments explored.</p> <p>Conduct learning walks.</p> <p>Challenge staff who are not meeting expectations. Monitor and evaluate the effectiveness of these and adjust accordingly</p> <p>Track, monitor and analyse whole school data in own specific areas of leadership.</p> <p>Appraise and manage other staff through pupil progress meetings, target setting and data analysis.</p>	
3	Demonstrates good subject and curriculum knowledge	<p>Has an outstanding knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest and enjoyment in the subject, keenly identifies and addresses misunderstandings</p> <p>Is completely up to date with developments in the subject and curriculum areas, leads professional development in school, encourages and promotes the value of scholarship</p> <p>Has outstanding evidence of demonstrating a critical understanding of, and takes full responsibility for promoting, high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p> <p>If teaching early reading, has an outstanding knowledge of and is completely secure in the teaching of systematic synthetic phonics, is an outstanding practitioner</p> <p>If teaching early mathematics, has an outstanding knowledge and understanding of appropriate teaching strategies, is an outstanding practitioner</p>	Has exemplary practice in terms subject and curriculum knowledge, developments in the subject(s), providing professional development for colleagues, promoting extremely high standards of literacy, and, if applicable is a leading practitioner in the teaching of early reading and early mathematics.

### Expert Teacher (Upper Pay Range point 3)

Aspect	Standard/expectations	Summary
4 Plans and teaches well-structured lessons	Lesson time is used exceptionally effectively to impart knowledge and develop pupils' understanding understands and uses the most effective teaching methods to achieve the teaching objectives in hand, Displays flair and creativity in engaging enthusing and challenging groups of pupils	Has exemplary practice in terms of planning, teaching and curriculum development. Lesson time is used extremely well, pupils have a thirst for knowledge, homework is used extremely well and pupils make outstanding progress.

	<p>uses questioning and explanations skilfully to secure maximum progress          Has a keen sense of the most effective and engaging ways of communicating the subject matter to pupils of all abilities and aptitudes.          Questioning and discussions are of a high order relevant and at times deep.  <u>promote pupils desire to seek and apply their knowledge further,</u></p>	
	<p>Pupils demonstrate that they are curious, love learning and have a thirst for knowledge          Ensure through their teaching that pupils show consistent improvements in relation to prior and expected attainment; are highly motivated, enthusiastic and respond positively to challenges and high expectations.          Pupils are consistently focused and engaged in their work and are encouraged to effectively reflect on their own progress.</p>	
	<p>Homework and other out-of-class activities are precisely differentiated and appropriately challenging to consolidate and extend the knowledge and understanding pupils have acquired in classes</p>	
	<p>As a result of routine and systematic reflection, lessons and approaches to teaching are refined to ensure pupils make outstanding progress          Continually improve their teaching through assessing the impact of their own practice.          Is reflective and self-critical regarding their own teaching and makes critical appraisals of new developments and techniques which they use judiciously.</p>	
	<p>Leads the design and provision of an engaging curriculum within the relevant subject area(s)          subject leadership is highly effective with a proactive approach towards the subject, CPD and training opportunities are actively sought, staff meetings are organised and led ensuring other staff have a greater understanding of the aims, purpose of study and content of their subject as well as how links can be made across the curriculum. There is a proactive system of monitoring and</p>	

		evaluating planning teaching and learning of the subject across the school. subject leaders will lead groups of staff across school to improve outcomes, progress and attainment in their subject.	
5	Adapts teaching to respond to the strengths and needs of all pupils	<p>Demonstrates that differentiation is used precisely, uses approaches that ensures pupils are taught effectively and ensures that they make outstanding progress.</p> <p>Can demonstrate an outstanding understanding of the range of factors that can inhibit pupils' ability to learn well and that they have been overcome so they make outstanding progress.</p> <p>Demonstrates an acute awareness of the physical, social and intellectual development of children, and adapts teaching precisely to support pupils' learning at different stages of development.</p> <p>Demonstrates an acute 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 is able to use and evaluate distinctive teaching approaches to engage and support them, ensuring that they make outstanding progress.</p> <p>Makes critical use of data, relating to the prior and current performance of pupils, to underpin and motivate improvement.</p>	<p>Has exemplary practice in terms of the use of differentiation, has an acute understanding of different needs, abilities and stages of development and can demonstrate how those needs and challenges are met, ensuring that pupils make outstanding progress.</p> <p>Can demonstrate positive impact on improving the ability of colleagues to adapt their teaching to pupils' individual needs.</p>

### Expert Teacher (Upper Pay Range point 3)

Aspect	Standard/expectations	Summary	
6	Makes accurate and productive use of assessment	<p>Has an outstanding knowledge of how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>Sets consistently high expectations for pupils in their class and homework.</p> <p>Makes outstanding use of formative and summative assessment to plan teaching and secure outstanding progress for pupils</p> <p>Has exemplary practice in terms of assessment and how it is used to set targets, provide feedback, plan lessons and secure outstanding progress for pupils</p>	<p>Pupils understand what they are learning and have a strong grasp of the principles on which the knowledge and capacities in question are based.</p> <p>Pupils not only understand what they have been taught and its significance, and are able to deploy this knowledge critically and analytically, but they are inspired to go beyond what they have been taught.</p> <p>Routinely analyses pupil data, detects variation and develops appropriate intervention for individuals and groups</p>

		<p>Gives pupils outstanding quality feedback, both orally and through accurate marking, makes sure that they respond to the feedback by making outstanding progress in their learning</p> <p>Provide challenge, pace and support to encourage pupils to achieve at the highest level</p> <p>Ensure that all pupils, regardless of their starting points make rapid and sustained progress</p> <p>Provides targeted and positive support for pupils who have particular needs</p> <p>Uses assessment as part of their teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching</p> <p>Routinely analyses pupil data, detects variation and develops appropriate intervention for individuals and groups.</p> <p>Create a culture of aspiration in all pupils</p>	
7	Manages behaviour effectively to ensure a good and safe learning environment	<p>Provides an exemplary model of the clear rules and routines for behaviour in classrooms, takes responsibility for promoting outstanding and courteous behaviour both in classrooms and around the school, in consistent accordance with the school's policy</p> <p>Has extremely high expectations of behaviour, leads on and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards</p> <p>Manages classes extremely effectively, uses approaches that are precisely matched to pupils' needs in order to involve them and motivate them in their learning</p> <p>Maintains outstanding relationships with pupils, exercises appropriate authority, acts decisively to ensure the safety of all and ensures an outstanding culture of learning</p> <p>Develop and implement whole school approaches to behaviour management, measure the impact of the approaches to behaviour management and share this with governors.</p>	<p>Has exemplary practice in terms of behaviour management, policy development and implementation.</p> <p>Demonstrates extremely high expectations and uses a range of approaches to motivate pupils. As a result, they have outstanding behaviour for learning.</p>

8	Fulfils wider professional responsibilities	Makes an extremely positive contribution to the wider life and ethos of the school, such as supporting and organising special events	Has exemplary practice in terms of contributions to the wider life of the school. Relationships with colleagues are very productive and support staff are expertly deployed. Provides mentoring, coaching and CPD for colleagues. Communication is exemplary.
		Develops extremely effective professional relationships with colleagues, knows precisely how and when to draw on, or give, advice and specialist support	
		Deploys and briefs support staff extremely effectively, ensuring that pupils benefit and make the best possible progress	
		Takes responsibility for improving own and others' teaching through appropriate professional development, responding to, and giving, advice and feedback. Leads in providing mentoring and coaching to colleagues	
		Communicates extremely effectively with parents with regard to pupils' achievements and well-being	
		Have presence around the school and act as a lead professional in supporting all aspects of the wider school life, upholding the principles and ethos at all times	
		Instigate and lead opportunities to collaborate with colleagues across the School.	
		Consistent outstanding practice in leadership and management ensures outstanding leadership, management and professional contribution across the school.	

### Expert Teacher (Upper Pay Range point 3)

#### Consistent outcomes expected at UPS3:

- Teaching is always good
- All pupils, and groups of pupils, make rapid and sustained progress
- Teachers have consistently high expectations
- Lessons enable pupils to learn exceedingly well across the curriculum
- Pupils develop and apply a wide range of skills across the curriculum
- Questioning is used systematically and effectively to check understanding
- Teachers anticipate where they may need to intervene and take action accordingly
- Reading, writing, communication and mathematics are taught highly effectively and are cohesively planned and implemented across the curriculum
- Adults authoritatively impart knowledge and generate high levels of commitment to learning

- Assessment, including high quality marking and feedback, ensures that pupils make rapid gains
- Pupils clearly know how well they have done and precisely what they need to do to improve. They respond routinely to teachers marking.
- Homework and targeted support match individual needs accurately. As a result, pupils learn exceptionally well across the curriculum

**Wider responsibilities/expectations at UPS3:**

- Provides an exceptional role model for pupils and other staff, through their personal and professional conduct, that marks them out even amongst post-threshold teachers.
- Undertakes a significant professional development activity that makes a measurable impact on pupil progress at the school.
- Shows a consistent track record of parental involvement and satisfaction.
  - Coaches and trains post-threshold and other teachers to help them become more effective in their teaching.
- Helps post-threshold and other teachers to evaluate the impact of their teaching on raising pupils' achievements.
- Leads through their day-to-day practice, outstanding quality of teaching for a team of teachers.
  - Supports and monitors teachers whose performance needs to improve.
- Willingly plays a role in the development of school policies and in the professional life of the school.
- Recognises the vital importance of out-of-school and extra-curricular activities, both academically and personally, and play a leading role here and in the wider life of the school.
- Works to significant effect with other adults in ensuring high quality education for the pupils they serve
- Provides an exceptional role model for pupils and other staff, through their personal and professional conduct, that marks them out even amongst post-threshold teachers





# Leicestershire Traded Services

## General Enquires

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