



KEYSTONE  
ACADEMY TRUST

# Teachers' Pay Policy

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## Statement of Intent

Keystone School Trust understands that a fair and transparent policy is needed to establish the pay structure of teaching staff at the school.

As a result, the trust has developed this policy to ensure that all members of teaching staff are aware of the basis on which the school determines teachers' pay, the process for annual pay reviews and progression, and the process for addressing any grievances teachers may have concerning their pay.

In accordance with the STPCD, all pay progression at the school is linked to appraisal. For this reason, all pay progression decisions will first be determined by the school's Teacher Appraisal Policy and Teacher Capability Policy.

This policy aims to:

- Assure the quality of teaching and learning at our school.
- Support recruitment and retention, and reward teachers appropriately.
- Ensure accountability, transparency, objectivity and equality of opportunity.

## Legal Framework

This policy has due regard to all relevant legislation, and statutory and advisory guidance, including, but not limited to, the following:

- The Working Time Regulations 1998
- Employment Relations Act 1999 (as amended)
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (as amended)
- The Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 (as amended)
- The Flexible Working Regulations 2014
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- DfE (2024) 'School teachers' pay and conditions document 2024 and guidance on school teachers' pay and conditions' (STPCD)
- The School Teachers' Pay and Conditions (England) (Amendment) Order 2023
- DfE (2023) 'Implementing your school's approach to pay'
- ACAS (2015) 'Code of practice on disciplinary and grievance procedures'
- DfE (2024) 'Managing Teachers' and Leaders' Pay: Advice for maintained schools, MATs, academies and local authorities'

This policy operates in conjunction with the following school policies:

- Teacher Capability Policy
- Teacher Appraisal Policy
- Equality Information and Objectives Policy

## Definitions

For the purpose of this policy, **"highly competent"** means an individual whose performance is not only good, but is also good enough to provide coaching and mentoring to other teachers. An individual who is highly competent will be able to give advice to other teachers, demonstrate effective teaching practice and know how to make a wider contribution to the work of the school.

For the purpose of this policy, a **"substantial"** contribution means an individual who plays a critical role in the life of the school and continuously offers significant value. An individual who makes a substantial contribution to raising pupil standards, takes advantage of opportunities for professional development and uses the outcomes of such to effectively improve pupils' learning.

For the purpose of this policy, **"sustained"** means maintained continuously over a long period of time, e.g. over two school years.

## Roles and Responsibilities

The Board of Trustees will be responsible for:

- Making any pay decisions within the trust
- Ensuring that each teacher's salary is reviewed on an annual basis.
- Ensuring arrangements are in place for notifying staff members of their positions on the pay range, as well as any allowances they may be eligible for.
- Ensuring that sufficient funds are available to support pay decisions.
- Determining the extent to which specific functions relating to pay determination and the appeals process will be delegated to others.
- Ensuring that effective appraisal systems are in place, and that members of staff have the knowledge and skills necessary to apply these procedures fairly.
- Assuring themselves that any pay decision can be objectively justified.
- Monitoring the outcomes of this policy and reviewing any changes as necessary.

The headteacher will be responsible for:

- Ensuring that effective appraisal systems, linked to pay progression, are in place, and that members of staff have the knowledge and skills necessary to apply these procedures fairly
- Submitting any pay recommendations the CEO to take to the Board of Trustees for approval.
- Ensuring that the Board of Trustees has sufficient evidence upon which to make decisions regarding pay.
- Keeping teachers well-informed of any decisions made regarding pay progression, as well as ensuring that written records are held.
- Maintaining records or decisions and recommendations made, and evidencing that all decisions have been made fairly.
- Submitting updates to this policy to the Board of Trustees for approval.
- Communicating any approved changes to this policy to all teaching staff.
- Carrying out their professional responsibilities, as outlined in Appendix A.

Teachers will be responsible for:

- Engaging with their appraisal; this includes working alongside their appraiser to ensure that there is a suitable amount of evidence available in order for an annual pay review determination to be made.
- Keeping records of their objectives and reviewing them throughout the appraisal process.
- Ensuring that they share any evidence for their appraisal that they consider relevant with their appraiser.
- Appraising other teachers, if delegated to do so by the headteacher.
- Deciding whether they wish to apply for progression to the upper pay range.
- Carrying out their professional duties, as outlined in Appendix B.

## Key Factors

As established in the DfE' Managing teachers' and Leaders' Pay' guidance, for the 2024/2025 academic year, Keystone Academy Trust will make a pay decision following the completion of the appraisal process.

## Working Time and Cover

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

Teachers employed full-time will be available to work 195 days a year of which:

- 190 days will be spent teaching pupils and performing other duties.
- 5 days will be spent performing other duties only.

The 195 days in which teachers at the school are required to work will be specified by the LA, or by the headteacher if directed.

Teachers employed full-time will be available to perform their duties at such times and places as specified by the headteacher for 1265 hours which will be allocated reasonably throughout the days in the academic year on which the teacher is required to be available for work. The amount of time a teacher spends taking their daily break or travelling to and from the school does not count towards their hours or the pro rata equivalent.

Members of the leadership group, employees on the leading practitioner pay range and unattached teachers will not operate on a time-bound contract; therefore, the working time provisions stipulated within the STPCD will not apply to these employees.

All members of teaching staff will be required to work additional hours, within reason, to enable the effective discharge of their professional duties.

In line with their professional duties, teachers are required to supervise, and so far as practicable teach, any pupils where the person timetabled to take the class is not available to do so.

Subject to the STPCD, teachers will only be required to carry out their responsibility outlined in above paragraph rarely, and only in circumstances that are not foreseeable, for example, a teacher is absent without notice. The trust defines “**rarely**” as no more than twice per term.

### Part-time teachers

Part-time teachers are bound by the same conditions of employment as full-time teachers, except that the number of hours the teacher must be available for work will be that proportion of 1265 hours which corresponds to the proportion of total remuneration the teacher is entitled to be paid.

Part-time teachers will not be required to work or attend non-pupil days, or parts of days, on days which they would not normally be expected to work. Part-time teachers may be required to carry out duties, other than teaching pupils, outside school sessions on any day on which the teacher is normally required to be available to work (whether the teacher is normally required to be available to work for the whole of that day or for only part of that day).

The total amount of time that a part-time teacher may be required to be available for duties, when expressed as a proportion of the total amount of time that the teacher would be required to be

available for such work if employed in the same post on a full-time basis, will not exceed the equivalent of that proportion of total remuneration that the teacher is entitled to be paid.

All members of part-time teaching staff at the school will be provided with a written agreed statement which sets out the expectations of the school and the employee in relation to the deployment of working time.

### Planning, preparation and assessment (PPA) time

Teachers will be entitled to periods of PPA time as part of their 1265 hours or pro rata equivalent to enable the discharge of the professional responsibilities of teaching and assessment. PPA time will be provided in units of not less than half an hour during the school's timetabled teaching week and will amount to not less than 10 percent of the teacher's timetabled teaching time. Teachers will not be required to carry out any other duties during their PPA time.

If appropriate, and convenient for the school to do so, teachers will be able to take their PPA time away from school premises on agreement with the headteacher.

## September 2024 Pay Uplift

Following the government's acceptance of the STRB's 5.5 percent pay increase across all pay scales for the 2024/2025 academic year, the school will make use of government funding in order to facilitate this pay uplift for the 2024/2025 academic year.

Some staff members will see a higher uplift to achieve a minimum starting salary.

All pay uplifts will be backdated to 1 September 2024.

## Leadership Group Pay Scale

Keystone Academy Trust staff members within the leadership group, including headteachers, deputy headteachers/assistant headteachers and members of the school's SLT, will be paid within the following range below.

In accordance with section 6 of the STPCD, the headteacher's salary will be calculated by using the number of pupils at the school (the total unit score) to determine the appropriate headteacher group. The trust's pay range for headteachers is:

	Group 1 School	Group 2 School	Group 3 school	Group 4 school
Minimum	L8	L12	L16	L20
Maximum	L14	L18	L22	L26

When determining where within the pay scale the headteacher will be placed, the Board of Trustees will consider the responsibilities of the role and any challenges specific to the role, as well as any other relevant considerations.

In the case of a newly appointed headteacher, the Board of Trustees will consider whether the requirements of the post, and the extent to which the preferred candidate meets these requirements, mean that it would be appropriate for the individual to begin their post above the minimum range for the headteacher group.

Upon selecting a pay range, the Board of Trustees will ensure that there is enough room for pay progression over time. The Board of Trustees may award a salary above the maximum pay range for the headteacher group where it believes that the requirements of the role or individual allow for a higher-than-normal payment.

The Board of Trustees may determine that payments be made to the headteacher for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. These responsibilities will not be taken into account when determining the headteacher's pay range.

The total sum of the temporary payments made to the headteacher in any academic year will not exceed 25 percent of the headteacher's annual salary. This does not apply to the following payments:

- Any payment made to the headteacher for residential duties

The Board of Trustees will only make additional payments to the headteacher that exceed the limit in exceptional circumstances, and only after seeking external independent advice to inform a business case for the payment to be made. The Board of Trustees will ensure that any payment above the maximum pay range for headteachers is not exceeded by more than 25 percent.

Where a teacher is appointed as a member of the leadership group for a fixed period, or under a fixed-term contract, they will be notified of the circumstances which will bring the fixed period, or fixed-term contract, to an end.

The deputy headteacher/assistant headteacher's pay range will not exceed the maximum pay range of the headteacher group for the school; the pay range for the deputy headteacher/assistant headteacher will not overlap the headteacher's pay range, unless in exceptional circumstances.

The trust's pay range for deputy headteachers is:

	Group 2 School	Group 3 school	Group 4 school
<b>Minimum</b>	L3	L7	L9
<b>Maximum</b>	L7	L11	L13



The trust's pay range for assistant headteachers is:

	Group 1 School	Group 2 School	Group 3 school	Group 4 school
<b>Minimum</b>	L1	L1	L1	L3
<b>Maximum</b>	L3	L5	L5	L7

It is at the discretion of the Board of Trustees to review all leadership post pay determinations after 1 September.

## Classroom Teacher Pay Scale

The trust will determine the pay range for a vacancy prior to advertising it, having regard to the following:

- The requirements of the role
- Any specialist experience required for the role
- The experience required to undertake the specific duties of the role
- The wider school context

The trust will determine the starting salary within the given pay range to be offered to the successful candidate.

The Board of Trustees has established a six point and three point pay scale range for classroom teacher posts on the main pay range and the upper pay range respectively: **M1 to M6 and UPS1 to UPS3** inline with STPCD advisory pay points.

The Board of Trustees will not restrict the pay range advertised, or pay progression available, other than the minimum of the main pay scale and the maximum of the upper pay range. When making pay determinations for new appointees, the trust will award pay scale points to determine the starting salary of the teacher

The trust will adhere to the following process when awarding pay scale points for early career teachers (ECTs), teachers on the main pay range and teachers on the upper pay range:

- One point for every one year of service as a qualified teacher in a maintained school, school or independent school.

When determining the starting salary for a classroom teacher who has previously worked in a maintained school, school or independent school, the trust will:

- Pay the teacher on the main pay range or upper pay range at a scale point which at least maintains the teacher's previous pay entitlement but is within the ranges expressed in the advert.

- Award any pay progression that they would have received if they had remained at their previous post.

Keystone Academy Trust will pay a teacher on the upper range if:

- The teacher is employed in the school as a 'post-threshold teacher', defined as such in accordance with the definition outlined in the STPCD's 'Annex 2'.
- The teacher applied to be paid on the upper pay range in accordance with this policy and their application was successful.
- The teacher was employed as a member of the leadership group in the school on or after September 2000, and has secured the position for one year or more.
- Continues to hold additional responsibilities over and above a standard class teacher.

The teacher will not be paid on the pay range for leading practitioners or as a member of the leadership group.

The above criteria are only applicable without any break in the teacher's continuity of employment.

The Board of Trustees may pay a teacher on the upper range if:

- The teacher is defined as a post-threshold teacher, but was not employed as such at the school, or was employed as such before a break in the continuity of their employment.
- The teacher applied to another educational setting to be paid on the upper pay range and their application was successful, but only if there are not alternative acceptable candidates.
- The teacher has formerly been paid on the pay range for leading practitioners as outlined in the leading practitioner pay scale section of this policy.
- In the case of an unattached teacher, the teacher previously applied to be paid on the upper pay range and that application was successful.

## **Leading Practitioner Pay Scale**

Keystone Academy Trust may appoint a teacher as a leading practitioner if it is deemed that the primary purpose of the teacher's role is to model and lead the improvement of teaching skills.

The Board of Trustees has established a 5 point pay scale range for leading practitioner posts: LP4 to L8.

The trust will consider the weight of the responsibilities of the post when determining the pay scale for a leading practitioner. All newly appointed leading practitioners will be subject to the minimum of the pay range.

The trust will ensure that there is enough room for pay progression over time for any individual entitled to the leading practitioner pay range.

## **Unqualified Teacher Pay Scale**

Where a staff member is a graduate teacher or is on the employment-based teacher training scheme, the Board of Trustees will determine whether the teacher is to be paid and be eligible for allowances as a qualified teacher or unqualified teacher.

The Board of Trustees has established the following 6 point pay scale for unqualified teacher posts: Unqualified Scale 1 to 6. Unqualified teachers can not be paid on UPS, Lead Practitioner or Leadership pay points.

A member of staff on the unqualified teacher pay scale will be notified of their position on the pay range and any allowances they may be eligible for.

The Board of Trustees may determine that an additional allowance is appropriate for unqualified teachers, where the individual has:

- Taken on a sustained additional responsibility which is focussed on teaching and learning, and requires the use of the teacher's professional skills and/or judgement.
- Qualifications or experience which adds significant value to the role being undertaken.

An individual who works as an unqualified teacher, gains QTS and continues to work as a qualified teacher at the school will be transferred to a salary within the main pay range once they have obtained QTS.

The Board of Trustees will pay the qualified teacher a lump sum which is the difference (if any) between the remuneration the teacher was paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date QTS was obtained to the date the lump sum is paid. The qualified teacher will also be entitled to any allowance payable under this policy that the Board of Trustees deems appropriate.

## **Part-time and Short-notice Teachers**

Part-time teachers, i.e. those who work on an ongoing basis but for less than a full working week, will receive pay in accordance with the school's timetabled teaching week for a full-time teacher in an equivalent post.

The salary and any allowances, except for TLR 3 payments, of part-time teachers will be determined in accordance with the pro rata principle. This means that the proportion of total remuneration corresponds to the number of hours that the teacher is employed in that capacity during the school's timetabled teaching week.

## **Pay Reviews**

The trust will review each teacher's salary on an annual basis, with effect from 1 September, each academic year. The Board of Trustees will conduct pay reviews at other times during the academic year to reflect any changes in circumstances or job description which, in turn, reflect the teacher's pay entitlements.

The trust will conduct a pay review when a teacher joins the school or moves to the upper pay range.

All individual pay progression decisions will account for any uplift applied within the STPCD. Any recommendations in pay will be made in writing as part of teachers' annual appraisals.

The trust will provide each teacher with a written statement no later than one month after any review, outlining:

- Any payments and financial benefits awarded to the teacher, as well as the period for which they are awarded.
- Any safeguarding financial entitlements.
- The nature of any fixed-term contract.
- In the case of a leadership group or leading practitioner teacher, the basis and criteria on which remuneration has been determined.
- The criteria for a pay review to be undertaken.
- Information on where this policy is located.
- The appeals procedure in relation to pay grievances.

Where a pay determination leads to, or may lead to, the start of a period of safeguarding, the Board of Trustees will give the required notification as soon as possible, and no later than one month after the date of a pay determination.

Under no circumstances will reductions in pay be backdated.

## **Pay Progression based on Appraisal**

The trust will consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

A written pay recommendation will be provided by the headteacher for the Remuneration Committee for every teacher following the outcome of the schools' appraisal arrangements and the trust board will have regard to this recommendation in making its decision.

Pay progression will be awarded unless a teacher is in capability proceedings.

For ECTs, the trust will determine pay recommendations by means of the statutory induction process. The trust will also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year.

For any teacher due to go on maternity leave, the school will ensure that appraisals are conducted before this maternity leave, and that the teacher receives any pay progression entitled to them upon their return.

The headteacher will make reasonable adjustments to the appraisal process as it sees fit for any teachers who are absent due to disability. Upon their return, the teacher will be entitled to any pay progression as outlined before their absence.

The Board of Trustees will decide on an annual basis whether to increase the salary of any leadership teachers, including the headteacher and deputy headteachers/assistant headteachers. The Board of Trustees will award additional scale points for any leadership teacher who demonstrates sustained high-quality performance in relation to school leadership, management and pupil progress.

## **Application to be paid on the upper pay range**

All qualified teachers are entitled to apply to be paid on the upper pay range. Teachers can apply to be paid on the upper pay range whilst on any spinal point within the main pay range.

Applications for the upper pay range will only be made once a year using the Upper Pay Range Application Form (Appendix D). This form will be submitted to the teacher's appraiser at their appraisal meeting.

Duties and expectations of UPS applicants are highlighted in Appendix C.

Teachers simultaneously employed at an additional school can submit more than one application; however, the school is not bound by any pay progression made at an additional school.

To move a teacher to the upper pay range, the Board of Trustees will be satisfied that both of the following criteria have been met, in accordance with the STPCD:

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

The Board of Trustees will be satisfied that the teacher has met the expectations for progression to the upper pay range if the **Upper Pay Range Progression Criteria (Appendix C)** has been met successfully during two consecutive appraisals. Subsequently, progression within the UPS range will be considered every two years.

The appraiser of the teacher, in conjunction with the headteacher, will make the initial decision as to whether the individual's application is successful. The Board of Trustees will make the final determination as to whether the individual's application is successful.

Teachers will receive written notification of whether their application has been successful or not within 10 working days of the Audit, Risk and Remuneration meeting in November.

If unsuccessful, teachers will receive feedback from their appraiser within 15 working days of the decision, as well as future aims and objectives based on the unsuccessful criteria.

If successful, applicants will be moved to the upper pay range from the first day that they receive this entitlement.

The Board of Trustees will decide where on the upper pay range an applicant will be placed, in accordance with the individual's appraisal. Teachers may be placed at different points on the upper pay range with consideration to:

- The nature of the post and the responsibilities required.
- The level of qualifications, skills and experience of the individual teacher.

## TLR Payments

The Board of Trustees will consider awarding qualified classroom teachers with a TLR payment if they undertake sustained additional responsibility for ensuring high-quality teaching and learning.

The Board of Trustees has established the following one point pay scale ranges for TLR2 and TLR3 payments: TLR2 £3 391 and TLR3 £1055.

The Board of Trustees may consider awarding a fixed-term TLR3 payment to a qualified classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The Board of Trustees will establish the time frame of any fixed-term payment before the payment is made. The payment will be provided monthly for the duration of the specified fixed term.

Teachers can hold a TLR3 payment with a TLR2 payment.

To be awarded a TLR3 payment, the Board of Trustees will be satisfied that the teacher's additional responsibilities are not required of all other classroom teachers and that they:

- Are focussed on teaching and learning.
- Require the use of the teacher's professional skills and judgement.
- Require the teacher to lead and manage pupil development across the curriculum.
- Have an impact on the educational progress of pupils other than those who are in the teacher's assigned classes.

To be awarded a TLR2 payment, the Board of Trustees will be satisfied that the teacher meets all the criteria outlined above, as well as responsibilities which:

- Require the teacher to lead, manage and develop a subject or curriculum area.
- Involve leading, developing and improving the teaching practice of other teachers.

## SEND Allowance

The Board of Trustees has established the following point pay scale for SEND allowances: £2 679.

The Board of Trustees will consider the following factors when awarding SEND allowances and deciding how much will be paid:

- Whether any mandatory qualifications are required for the role
- The qualifications and expertise of the teacher selected for the role
- The responsibilities and demands of the role
- Exceptional circumstances within the school

## Acting Allowances

The Board of Trustees will decide whether to award allowances to any teacher/senior leader who is required to act as headteacher or deputy headteacher for a period more than four weeks.

If the teacher/senior leader is to be awarded an acting allowance, the payment will be backdated to the day on which they assumed the additional responsibilities.

The teacher/senior leader will receive an acting allowance which is equal to that of the individual who usually undertakes that role.

If the Board of Trustees decides to not award an acting allowance, but the teacher/senior leader continues to be assigned to carry out the duties of a headteacher or deputy headteacher/assistant headteacher (and has not been appointed as an acting headteacher or deputy headteacher/assistant headteacher), the board may at any time after that decision make a further determination as to whether an acting allowance must be paid.

## **Additional Payments**

The Board of Trustees may decide to award additional payments to teachers in respect of:

- CPD outside of the school day.
- Activities relating to the provision of ITT which contribute to the conduct of the school.
- Participation in an out-of-school hours learning activity which was previously agreed between the teacher and headteacher.
- Additional responsibilities and activities which relate to raising educational standards.

Additional payments in respect of the above will be worked out at an hourly or daily rate with reference to the teacher's position on their relevant pay scale range. All agreements and additional payments to be made will be documented.

The Board of Trustees may decide to make payments to teachers, as it deems necessary, as an incentive for the recruitment of new teachers and the retention of existing teachers. The Board of Trustees will ensure that the amount of retention and recruitment payments teachers will receive is clear, as well as the duration of the payment and the review date after which they may be withdrawn.

Recruitment and retention payments will not be awarded other than as a reimbursement of reasonably incurred housing or relocation costs within HMRC limits. All other recruitment and retention considerations in relation to the headteacher or deputy headteacher/assistant headteacher – including non-monetary benefits – will be taken into account when determining their pay range.

Where the Board of Trustees awarded a recruitment or retention benefit to the headteacher or deputy headteacher under a previous version of the STPCD, subject to review, it is able to continue making the payment at its existing value until such time as the respective pay range is determined under the current STPCD.

Any payment to teachers for residential duties will be determined by the Board of Trustees.

The Board of Trustees may award additional payments to the headteacher for any temporary responsibilities which are in addition to their usual duties and the post for which their pay has been determined.

Where a teacher is temporarily seconded to a post as headteacher in a school causing concern that is not the teacher's normal place of work, and the Board of Trustees of that school considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment, the Board of Trustees will pay the teacher a lump sum accordingly. This payment will not exceed 25 percent above the maximum of the headteacher group for the school to which the teacher is seconded.

## **Safeguarding Arrangements**

All entitlements to safeguarding allowances will be made in accordance with sections 32-40 of the STPCD.

The safeguarding provisions outlined in this section, and Part 5 of the STPCD, only apply when:

- A teacher loses their post as a result of the discontinuance of, or a prescribed alteration to, a school, or as the result of the closure or the reorganisation of a school, and takes up a new post on or after 1 January 2006, and is employed by the same authority or at a school maintained by the same authority.
- The relevant body determines that, because of a change to the school's pay policy or staffing structure, the duties for which the teacher was awarded a TLR2 or unqualified teacher's allowance no longer include the responsibility for which the respective allowance was awarded, include a different responsibility, or the responsibility merits an allowance of a lower annual value.
- The relevant body decides to reduce the number of members of the leadership group or teachers paid on the range for leading practitioners.
- The relevant body decides to lower a pay range applicable to a member of the leadership group or a teacher on the pay range for leading practitioners.

Where a safeguarded sum is payable, the relevant body will notify the teacher in writing within one month of making the decision that a sum is payable. The teacher will be notified of the following information:

- The reason for the decision
- The date on which the decision will take effect (if known)
- The value of the teacher's pre-safeguarding salary
- The value of any allowances the teacher was entitled to before the circumstances in the above list took effect
- The amount of the safeguarded sum or enough information to reasonably determine the maximum amount of the safeguarded sum
- The date the safeguarding period will end, or the circumstance which will result in payment of the safeguarded sum ending
- The location of a copy of the school's staffing structure and Teachers' Pay Policy



The length of period the safeguarded sum will be paid for will be in accordance section 32 and 33 of the STPCD.

Where the total of a safeguarded sum exceeds £500, the relevant body will review the teacher's assigned duties and allocate additional duties to the teacher which are considered appropriate and proportionate with the safeguarded sum. The teacher will carry out these additional duties for as long as they continue to be paid the safeguarded sum which exceeds £500.

Where a teacher refuses to carry out such additional duties, they will not be paid the safeguarded sum and they will be notified of this decision at least one month before the payments cease.

During the safeguarding period, where a teacher receiving a safeguarded sum in respect of the loss or reduction to an allowance becomes entitled to an allowance or an increased allowance, the safeguarded sum will be reduced by the amount of the allowance, or the increase therein, for as long as the teacher is entitled to the new/increased allowance.

Where a safeguarded sum is payable due to the circumstances outlined above, the safeguarded sum will be discontinued whilst the teacher occupies a post as a member of the leadership group, or carries out the duties of a teacher paid on the pay range for leading practitioners in the absence of that teacher, for as long as the teacher occupies the post or carries out the duties in question.

The safeguarded sum will be reduced by the value of any subsequent TLR or SEND allowance awarded to the teacher, for as long as the teacher is entitled to the TLR or SEND allowance, in the following circumstance: a teacher loses their post as a result of the discontinuance of, or a prescribed alteration to, a school, or as the result of the closure or the reorganisation of a school, and takes up a new post on or after 1 January 2006, and is employed by the same authority or at a school maintained by the same authority.

## **Appeals Procedure**

Procedures for addressing grievances will be in accordance with the ACAS Code of Practice.

Grievances regarding pay matters will be dealt with in accordance with the school's appeals procedure. The school strives to resolve all potential grievance issues informally.

Teachers have the right to raise formal appeals against pay determinations if they feel a pay determination has been unfairly made. Teachers who are dissatisfied with their pay recommendation will first have an informal meeting with their appraiser or headteacher to discuss the reasons for their dissatisfaction.

If the teacher believes the pay determination to be incorrect following their informal meeting, they may make a representation to the pay committee by submitting a formal written statement.

The teacher will be given the opportunity to make representations, provide evidence, ask questions and bring witnesses forward during their meeting with the pay committee. The pay committee will make a final decision and will notify the teacher in writing of the final pay determination.

If the teacher does not agree with the final pay determination, they may appeal the decision to the appeals panel made up of governors. The teacher and their appraiser or the headteacher will have the opportunity to present evidence and witnesses, and question each other regarding the determination. The appeals panel will notify the teacher in writing of the appeals decision and the reasons for this decision. This decision is final and the teacher will not be able to question the determination any further.

## **Monitoring and Review**

The Board of Trustees will review this policy on an annual basis, ensuring that all processes and values are up-to-date and guarantee the equality of teachers in all instances.

Any changes made to this policy will be communicated to all members of staff.

## **Appendix A - Professional Responsibilities and Rights of Those on the Leadership Pay Range**

The headteacher is responsible for undertaking the following duties, unless otherwise delegated to an appropriate member of staff:

- Providing overall strategic leadership; leading, developing and supporting the strategic direction, vision, values and priorities of the school
- Developing, implementing and evaluating the school's policies, practices and procedures
- Leading and managing teaching and learning throughout the school
- Ensuring that teaching staff are effectively assigned in the school timetable to appropriate classes and groups of pupils
- Teaching a proportion of timetabled lessons
- Promoting the safety and wellbeing of pupils and staff
- Ensuring good order and discipline amongst pupils and staff
- Leading, managing and developing staff members, including appraising and managing performance
- Organising and deploying resources within the school
- Promoting harmonious working relationships within the school
- Maintaining relationships with organisations representing staff members, i.e. union representatives
- Leading and managing staff with proper regard to their wellbeing and expectations
- Promoting the participation of staff in relevant CPD
- Participating in arrangements for the appraisal and review of their own performance, as well as that of other staff members where appropriate
- Ensuring arrangements are in place for the induction and any required training of staff members
- Participating in arrangements for their own further training and professional development
- Consulting and communicating with the Board of Trustees, staff members, pupils and parents
- Collaborating and working with colleagues and other relevant professionals within and beyond the school, including external agencies
- Evidencing value for money and budgetary control.

The headteacher is responsible for, and cannot delegate, the following duties:

- Developing clear arrangements for linking appraisal to pay progression
- Advising the relevant body on pay recommendations for teachers, including in relation to teachers who have applied to be paid on the upper pay range

The headteacher is entitled to:

- A reasonable amount of time during school sessions, having regard to their teaching responsibilities, for discharging their leadership and management responsibilities.
- A break of reasonable length during each school day, ensuring that suitable arrangements are in place for a person to assume their responsibilities during this time.

The deputy headteacher is responsible for the following duties:

- Carrying out the professional duties of all teaching staff, as well as those duties particularly assigned by the headteacher
- Playing a major role under the direction of the headteacher in:
  - Formulating the aims and objectives of the school.
  - Establishing the policies through which the school's aims and objectives are to be achieved.
  - Managing staff and resources.
  - Monitoring progress towards achieving the school's aims and objectives.
- Undertaking any professional duties of the headteacher reasonably delegated by the headteacher
- Undertaking the professional duties of the headteacher in their absence

Teachers on the leading practitioner pay range are responsible for the following duties:

- Carrying out the professional duties of all teaching staff, other than the headteacher
- Undertaking any additional duties relevant to their role in modelling and leading the improvement of teaching skills, as specified in their individual job descriptions

The deputy headteacher or assistant headteacher and any teachers on the pay range for leading practitioners are entitled to:

- A break of reasonable length as near to the middle of each school day as is reasonably practicable.
- The same as all members of teaching staff, as outlined in Appendix B.

## Appendix B - Professional Responsibilities and Rights of Teachers

All members of teaching staff are responsible for undertaking the following duties:

- Planning and teaching lessons within the context of the school's plans, curriculum and schemes of work to their assigned classes
- Assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils
- Preparing pupils for external examinations
- Contributing to the development, implementation and evaluation of the school's policies and procedures, ensuring that the school's values and vision are supported
- Working with other members of staff and contributing towards curriculum and/or pupil development to secure co-ordinated outcomes
- Providing cover, as appropriate, where the person assigned to teach the class is not available to do so
- Promoting the safety and wellbeing of pupils
- Maintaining good order and discipline among pupils
- Directing and supervising support staff that are assigned to them
- Contributing to the recruitment process and professional development of other staff members
- Deploying resources delegated to them and not being wasteful with resources
- Participating in arrangements for the appraisal and review of their own performance, and where appropriate, that of other staff members
- Participating in arrangements for their own further training and professional development and, where appropriate, that of other staff members, including induction training
- Communicating with pupils and parents
- Collaborating and working with colleagues and other relevant professionals within and beyond the school

Members of teaching staff are entitled to:

- One break of reasonable length, either between lessons or between the hours of 12 noon and 2.00pm, if they are required to work for more than one lesson during any school day.
- Access to advice, training and developmental opportunities which are appropriate to their needs, including those identified in appraisal objectives.
- A reasonable amount of time during school sessions for discharging their duties, where the teacher has leadership or management responsibilities.
- Not being expected to provide cover for absent staff members, except on rare occasions and where the circumstances are not foreseeable.
- A reasonable amount of management time, where appropriate.
- Teaching no more than 90 percent of the time expected of a teacher at the school. This only applies if the teacher is serving an induction period under the Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (as amended).

- Consideration being given to their need for a balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work.
- Reasonable periods of PPA time which amount to no less than 10 percent of their timetabled teaching time.
- Be paid, by the LA, any remuneration they may be eligible for by virtue of the STPCD, where the teacher is employed in a school which has a delegated budget.

Members of teaching staff will not:

- Be required to undertake work on any Saturday, Sunday or public holiday, unless specified in their employment contract.
- Routinely participate in any administrative or clerical tasks which do not call for a teacher's professional skills or judgement, including exam invigilation.
- Be required to undertake midday supervision under their contract.

## Appendix C - Upper Pay Range

The duties and criteria set out below highlights, with examples (not exhaustive), aspects of Upper threshold expectations in line with teachers' standards. Applicants commit to maintaining practice in line with expected duties and criteria stated below.

### Duties

- Making a sustained and distinctive contribution to raising standards across the school.
- Supporting and helping colleagues to improve effectiveness.
- Establishing clear targets for achievement and evaluating progress through the use of appropriate assessments
- Ensuring that every child has the opportunity to reach their potential and meet their highest expectations.
- Devising and implementing targeted interventions that enable pupils to reach and exceed their targets.
- Acting as a role model for staff for high quality teaching and learning.
- Using own class and practice as an example of effective teaching and learning.
- Ensuring continuity and progression by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school development plan.
- Developing plans that identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the School Improvement Plan.
- Helping colleagues to create a stimulating learning environment for teaching and learning.
- Ensuring that teachers are aware of the implications of equality of opportunity.
- Providing regular coaching and mentoring for less experienced teachers.
- Promoting team commitment with colleagues through collaborative planning.
- Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- Ensuring that the Headteacher, SLT and governors are well informed about policies, plans, priorities and targets that these are properly incorporated into the School Improvement Plan.
- Taking responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria.
- Securing and maintaining good working relationships with colleagues.
- Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the School.

- Collecting, analysing and reporting monitoring evidence for their subject area.
- Developing effective links with the local community including parents.

	M1 – M2	M3 – M4	M5 – M6	UPS1	UPS2	UPS3
Teachers' Standards	With support and mentoring (ECT years)	Perfecting practice	Influencing practice	Significant support of others- predominantly support staff and M1-M4 teacher	Significant support of others- predominantly support staff and M5-UPS1 teachers	Leading school /trust systems
1. Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> <li>• establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>					
	Effectively apply the curriculum within their own class. Establish expectations through targeted support for pupils to achieve targets set with support from leaders.	Effectively apply the curriculum within own class and understand the full curriculum of the school. Provide a high level of challenge and support to ensure progress for pupils' setting appropriate and ambitious targets.	Provide support and advice to others beyond own year group e.g. through planning and leading staff INSET. Develop the skills of others, particularly ITT graduates and ECTs, to enable them to be able to inspire, motivate and challenge. Have an impact on the work of others to improve teaching across the school.	Demonstrate best practice to others and lead colleagues in utilising evidence-based research.	Demonstrate best practice to others and lead colleagues in utilising and measuring the impact evidence-based research.	Coach and train post threshold and other teachers to help them become more effective in their teaching and on raising pupils' achievements across the trust.
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> <li>• be accountable for pupils' attainment, progress and outcomes</li> <li>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>					
	Use knowledge of all groups of pupils' capabilities and prior attainment to ensure that pupils make expected progress.	Use knowledge of all groups of pupils' capabilities and prior attainment to ensure that, where possible, the class as a whole make good progress as a minimum.	Consistently guide pupils to take accountability of own learning, leading to more than expected progress for the class as whole.  Support teachers beyond own class to analyse data (curriculum leadership).	Demonstrate to others best practice (within own class) in using knowledge of all groups of pupils' capabilities and prior attainment to accelerate progress.  Lead on moderation meetings across the key stages	Demonstrate to others best practice (within own class) in using knowledge of all groups to improve outcomes for significant groups of pupils, e.g. EAL, SEND, LAC.  Lead on moderation meetings across the school.	Demonstrate effective practice within other classes, modelling best practice in relation to accelerated progress for all.  Provide planning support for colleagues to meet pupils' targets.  Demonstrate expertise in improving outcomes for significant groups of pupils, e.g. EAL, SEND, LAC through a trust wide network.  Lead on moderation meetings across the trust.



<b>3. Demonstrate good subject and curriculum knowledge</b>	<ul style="list-style-type: none"> <li>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>					
	<p>Know and understand the curriculum at current year group level. This will be evidenced by use of subject knowledge during teaching.</p> <p>Know who the subject experts are within the school and use their support.</p>	<p>Play a more prominent role within designated curriculum team, e.g. development of curriculum, feeding back to the SLT to improve teaching and learning.</p> <p>Access advice and adapt practice</p>	<p>Take a lead in significant subject area, including developing and evaluating the subject.</p>	<p>Contribute to the development of schemes of work.</p> <p>Independently write robust action plans, with clear milestones and M and E calendar for their subject.</p> <p>If a focus of the SDP. Report to LGB.</p>	<p>Support colleagues in the development/review of schemes of work.</p> <p>Support colleagues to write robust action plans, with clear milestones and M and E calendar for their subject.</p>	<p>Establish, review and improve systems for demonstrating best practice across two or more academies within the trust.</p> <p>Lead on trust wide subject network.</p>
<b>4. Plan and teach well-structured lessons</b>	<ul style="list-style-type: none"> <li>impart knowledge and develop understanding through effective use of lesson time</li> <li>promote a love of learning and children's intellectual curiosity</li> <li>set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>					
	<p>With structured support and mentoring, most lessons are showing good elements including effective use of lesson time; engagement of children; effective questioning; clear feedback within the lesson impacting on progress.</p>	<p>Practice highlights areas of strength for all groups of pupils within the class.</p>	<p>Practice is starting to highlight areas of excellence and these areas are shared with others within school.</p>	<p>Responsibility is taken for modelling and developing other teachers to improve teaching across the school e.g. leading CPD.</p>	<p>Coaching others within school, reflecting on impact of a series of lessons. Identifying effective CPD to support practitioners.</p>	<p>Excellence is shared across the Trust-supporting the development of teaching and learning through Trust wide networks and CPD.</p>
<b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>	<ul style="list-style-type: none"> <li>know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>					
	<p>Have a clear understanding of the needs of all pupils including those with SEND; those of high ability; those with EAL. Access support from others to meet needs. Lessons and books demonstrate adaptive practice.</p>	<p>Meet the needs of all pupils including those with SEND; those of high ability; those with EAL. and be able to use and evaluate different teaching approaches to engage and support them.</p>	<p>Support colleagues, beyond own class as appropriate to enable them to use different teaching approaches and adaptive practice to engage and support all pupils.</p>	<p>Demonstrate best practice within own class to others in the effective use of a range of different teaching approaches to engage and support the progress of all groups of pupils.</p>	<p>Demonstrate effective use of a range of different teaching approaches to engage and support the progress of all groups of pupils within other classes in school.</p>	<p>Lead and share best practice across the school modelling practice within other classes across the trust.</p>
<b>6. Make accurate and productive use of assessment</b>	<ul style="list-style-type: none"> <li>know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>make use of formative and summative assessment to secure pupils' progress</li> <li>use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>					
	<p>With support, make consistently accurate and productive use of</p>	<p>Gain greater skill in use and manipulation of data to support</p>	<p>Understand and utilise whole school data to ensure impact</p>	<p>Demonstrate exemplary practice within own class to others, focusing</p>	<p>Support others to analyse trends within areas of responsibilities</p>	<p>Demonstrate exemplary practice in other classes,</p>

	assessment in line with school policies and systems.	specific groups. Use national statutory and non- statutory assessment data for comparison where relevant.	on teaching and learning within areas of responsibilities beyond own class.	on the use of data analysis to ensure continued and sustained progress for all groups of pupils.	and share findings with senior leaders.	focusing on the use of data analysis to ensure continued and sustained progress for all groups of pupils. Analyse trends within areas of responsibilities and share findings with senior leaders and the local governing board, with next steps for improving outcomes for all pupils beyond own class.
7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"><li>have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li><li>have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li><li>manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li><li>maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li></ul>					
	Consistently follow school policies and rewards systems, seeking support as needed.	Develop a range of effective strategies within the classroom that promotes positive relationships, nurtures personal development of pupils and is conducive to a consistently safe and learning-focused environment. Pupils learn to take risks and are able to learn from their experiences. Low level disruption is rare due to effective management of pupils.	Demonstrate exemplary practice within own class to others, utilising a range of strategies to ensure respect and discipline within the class.	Demonstrate exemplary practice in other classes, skilfully leading, encouraging and engaging pupils.  Mentoring others in effective use of behaviour management strategies.	Coaching colleagues on identified aspects of behaviour in order to embed strong routines and relationships within the class.	
8. Fulfil wider professional responsibilities	<ul style="list-style-type: none"><li>make a positive contribution to the wider life and ethos of the school</li><li>develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li><li>deploy support staff effectively</li><li>take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li><li>communicate effectively with parents with regard to pupils' achievements and well-being.</li></ul>					
	The above statements are applicable for all M1-UPS3 teachers.					
	Deploy support staff as identified by senior leaders e.g. delivery of interventions.  Access ECT portal, implement CPD and engage with identified mentor.					Lead on appraisals as identified by senior leaders.  Recognises the vital importance of out-of-school and extra-curricular activities, both academically and personally, and play a leading role in the wider life of the school.

## Appendix D - Upper pay scale threshold application form

This form is to be used when applying for the upper pay scale, as outlined in the school's Teachers' Pay Policy. Before completing this form, you should make yourself fully aware of the school's policy and procedures concerning pay and the 'Teachers' Standards' and be certain you meet the relevant criteria for assessment.

Your application will be successful where the Board of Trustees is satisfied that:

- You are highly competent in all elements of the relevant standards.
- Your achievements and contribution to the school are substantial and sustained.

A copy of the school's Teachers' Pay Policy can be obtained from the SharePoint.

### Declaration

<b>Teacher's name:</b>			
<b>Teacher reference number:</b>			
<p>I hereby certify that I understand that the decision on my progression will be based on my ability against the relevant 'Teachers' Standards' and whether my achievements and contribution to the school are substantial and sustained.</p> <p>I have used evidence from past appraisals and reviews where possible to complete the relevant section of the application form.</p> <p>I have provided a summary of the evidence from my teaching practice that demonstrates how I believe I have met the threshold standards.</p>			
<b>Teacher's signature:</b>		<b>Date:</b>	

When completing the form, you should consider carefully whether your statements are:

- Relevant
- Concise
- Representative
- Supported by strong evidence
- Time-specific
- Demonstrating impact

## Upper pay range progression criteria

You should be able to demonstrate the following criteria in your work:

### Professional attributes

The teacher will:

- Contribute significantly to implementing school policies and processes, where appropriate.
- Promote collective responsibility for policy implementation.

### Professional knowledge and understanding

The teacher will:

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.
- Have a clear understanding of how to personalise learning to provide opportunities for pupils and maximise their learning potential.
- Have an extensive knowledge of the assessment arrangements and requirements for the curriculum areas, including those related to public examinations and qualifications.
- Have an up-to-date knowledge and understanding of the different types of qualifications and specifications, and their suitability for meeting pupils' needs.
- Have a well-developed knowledge of their curriculum, subject areas and related pedagogy, including how learning progresses within them.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

### Professional skills

The teacher will:

- Be flexible, creative and adept at designing learning sequences within lessons that are effective and consistently well-matched to learning objectives and the needs of pupils.
- Integrate recent developments, including those relating to subject and curriculum knowledge, into their learning sequences.
- Have teaching skills which lead to pupils achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners' nationally.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

**Teaching standard 1.1: Set high expectations which inspire, motivate and challenge pupils**

**Possible sources of evidence:** Planning files and records, feedback from lesson observations, data, appraisal evidence, pupil progress records, annotated pupils' work, and records of homework set.

Explain and provide examples below how you personally have set high expectations and inspired, motivated, and challenged pupils. You may wish to include how you have established a safe environment rooted in respect, set goals that stretched pupils' abilities and demonstrated the values and behaviour you expect from your pupils. Provide evidence where possible:

**Assessment by headteacher:**

**Standard:**      **Met**    ☐    **Not yet met**    ☐

## Teaching standard 1.2: Promote good progress and outcomes by pupils

**Possible sources of evidence:** Planning files and records, feedback from lesson observations, data, appraisal evidence, pupil progress records, annotated pupils' work, and records of homework set.

Explain and provide examples below how you have promoted good progress and outcomes for your pupils. You may wish to include: How you are accountable for pupils' attainment and outcomes? How you stay aware of pupils' capabilities and plan your lessons with these in mind? How do you guide pupils to reflect on progress and identify areas of weakness? You should also demonstrate here your knowledge and understanding of how pupils learn and how this impacts your teaching. In addition, provide evidence of how you encourage pupils to take responsibility for their own work and study. Provide evidence where possible:

**Assessment by headteacher:**

**Standard:**      **Met**    ☐      **Not yet met**    ☐

**Teaching standard 1.3: Demonstrate good subject and curriculum knowledge.**

**Possible sources of evidence:** Lesson observations, CPD records, planning records, appraisal evidence, personal research and INSET records.

Demonstrate and provide examples below how you have good subject and curriculum knowledge and how you have improved this over recent years. You may wish to highlight how you foster and maintain pupils' interest in the subject and how you address misunderstandings. You should also demonstrate a critical understanding of developments in the subject. In addition, demonstrate how you have promoted high standards of literacy, articulacy and the correct use of standard English, regardless of your specialism. Provide evidence where possible:

**Assessment by headteacher:**

**Standard:**      **Met**    ☐      **Not yet met**    ☐

### Teaching standard 1.4: Plan and teach well-structured lessons

**Possible sources of evidence:** Lesson observations, CPD records, planning records, appraisal evidence, monitoring management information, behaviour logs and pupil progress records.

Explain and provide examples below how you have planned and taught well-structured lessons imparting knowledge and developing understanding through effective use of lesson time. Demonstrate how you have promoted a love of learning and intellectual curiosity. How has the homework you set consolidated and extended pupils' understanding? Do you reflect on the effectiveness of lessons and approaches to teaching? How do you contribute to the design and provision of an engaging curriculum within the relevant subject area? Provide evidence where possible:

**Assessment by headteacher:**

**Standard:**      **Met**    ☐      **Not yet met**    ☐



**Teaching standard 1.5: Adapt teaching to respond to the strengths and needs of all pupils**

**Possible sources of evidence:** Assessment records, lesson plans, records of achievement, monitoring data, records of target setting discussions, pupils' reports, annotated pupils' work, feedback from lesson observations and parent consultation records.

Explain and provide examples below how you adapt your teaching to the strengths and needs of pupils. How do you differentiate appropriately? Demonstrate how you can overcome a range of factors that can inhibit pupils' progress. Provide evidence of awareness of the physical, social and intellectual development of children and how your teaching supports this. Demonstrate how you respond to the specific needs of all pupils, including those with special educational needs or disabilities, high ability or English as an additional language. Provide evidence where possible:

**Assessment by headteacher:**

**Standard:**      **Met**   ☐      **Not yet met**   ☐

### Teaching standard 1.6: Make accurate and productive use of assessment

**Possible sources of evidence:** Assessment records, lesson plans, records of achievement, monitoring data, records of target setting discussions, pupils' reports, annotated pupils' work, feedback from lesson observations and parent consultation records.

Explain and provide evidence of how you have developed your knowledge and understanding of how to effectively assess the relevant subject and curriculum areas, including the statutory assessment requirements. Provide examples of when you have made use of both formative and summative assessment to secure pupils' progress. Explain how you use relevant data to monitor progress, set targets and plan subsequent lessons. Demonstrate how you give pupils regular feedback, both orally and through accurate marking, and how you encourage pupils to respond to the feedback.

Assessment by headteacher:

Standard:      Met   ☐      Not yet met   ☐

**Teaching standard 1.7: Manage behaviour effectively to ensure a good and safe learning environment**

**Possible sources of evidence:** Lesson observations, teaching assessments, behaviour logs and records of rewards and sanctions.

Demonstrate with examples below how you have managed behaviour effectively to ensure a good and safe learning environment. You may wish to include how you have established clear rules and routines and taken responsibility for promoting good behaviour both in your classroom and throughout the school. How have you established a framework for discipline using a range of consistent and fair strategies? Explain your strategy for managing classes effectively and motivating pupils. How have you maintained good relationships with pupils, exercised appropriate authority and acted decisively when necessary? Provide evidence where possible:

**Assessment by headteacher:**

**Standard:**      **Met**   ☐      **Not yet met**   ☐

### Teaching standard 1.8: Fulfil wider professional responsibilities

**Possible sources of evidence:** Planning records, School Development Plan, action plans, appraisal evidence, contribution to extra-curricular activities, curriculum working parties, departmental team work, evidence referenced in previous answers.

Explain below how you have made a positive contribution to the wider community and ethos of the school. How have you developed effective professional relationships? How have you deployed support staff effectively? When have you taken responsibility for improving teaching through appropriate professional development? How have you communicated effectively with parents with regards to pupils' achievements and wellbeing? Provide evidence where possible:

**Assessment by headteacher:**

**Standard:**      **Met**   ☐      **Not yet met**   ☐

## Teaching standard 2: Personal and professional conduct

**Possible sources of evidence:** CPD records or any other relevant information about professional development, appraisal evidence, supportive documentation, comments from staff, pupils and parents, feedback from lesson observations, planning records and evidence referenced in previous answers.

Explain and demonstrate below how you have met the personal and professional standards expected of a teacher. These include maintaining high standards, building relationships, treating pupils with dignity, safeguarding pupils' wellbeing, showing tolerance and respect, not undermining fundamental British values, and ensuring personal beliefs are not expressed in ways which exploit pupils' vulnerability. Demonstrate how you have paid regard to the policies and practices of the school and that you understand your professional duties and responsibilities. Provide evidence where possible:

### Assessment by headteacher:

Standard:      Met   ☐      Not yet met   ☐