POLICY

POLICY TYPE

MAT Policy to adopted in full across all schools	✓
LGC Policy to be reviewed and approved locally	

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"Called by Christ
to be agents of change
and apostles of hope"

ST OSCAR ROMERO CATHOLIC ACADEMY TRUST

PAY & REWARDS POLICY

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Section One
GENERAL POLICY STATEMENT

1.1 General Principles
This policy sets out the framework for making decisions regarding the pay and reward for all staff employed by the Trust.

The aims of this policy are to:

- maximise the quality of teaching and learning in the Trust
- ensure the priorities and targets within the Trust and School Development Plans are fully supported
- support the recruitment and retention of a high-quality staff
- enable the Trust to recognise and reward all staff appropriately and fairly for their contribution and achievements
- ensure all decisions on pay and reward are managed in a fair, just and transparent way.

The Trust Board will undertake to:

- Reward all staff appropriately recognising their contribution to the Trust as individuals and as valued members of the Trust team
- Use the discretions and flexibility available within the various terms and conditions to recruit and retain the highest quality staff according to the needs of the Trust
- Ensure that appropriate funding is allocated for pay progression for all groups of staff
- Ensure all staff are treated fairly and equitably under this policy
- Communicate this policy and related procedures to all staff ensuring that any appeal or other concerns are managed promptly, fairly and objectively
- Ensure compliance with the principles set down by the Committee on Standards in Public Life and to maintain objectivity and transparency

The Trust Board/Local Governing Committee will need to consider appropriate pay relativities and differentials when conducting pay reviews.

All pay and reward decisions should fairly reflect staff responsibilities, achievements and contributions throughout the Trust with regard to the relevant standards.

The Trust Board wish to ensure that promotion and development opportunities are widely available to all employees.

The Trust Board will not promote staff through the grading system nor use other pay mechanisms to assist in securing an employee's improved pension entitlement on retirement.

The Trust Board/Local Governing Committee will ensure that each member of staff has an up-to-date job description that accurately reflects the accountabilities of the post. All job descriptions will be reviewed annually as part of the school's performance appraisal process.

The Trust Board/Local Governing Committee will make use of allowances, additional payments and other incentives permitted by the appropriate terms and conditions to reward all staff who undertake additional responsibilities effectively. This should be done through agreed personal and development plans.

All teachers are remunerated based on 1265 hours / 195 days per year (for payroll purposes this is recorded as 32.5 hours per week).

1.2 National and Local Agreements

The Trust will mirror by all relevant national and local agreements with particular reference to:

- School Teachers Pay and Conditions Document (STPCD), including due regard to relevant guidance documents and accompanying circulars
- Conditions of Employment for School Teachers in England and Wales (the Burgundy Book)
- NJC for Local Authorities Services (the Green Book)

1.3 Review

The Local Governing Committee may review the staffing structure and any related allowances at any time according to the needs of the Trust and school. The Headteacher will lead on this process and will ensure there is full and proper consultation with all staff involved and all relevant recognised unions.

The Trust Board/Local Governing Committee appreciates that changes to staff structures can be unsettling for staff causing concern and stress. Therefore, the Trust/Headteacher must ensure that the process is conducted sensitively and fairly and ensure effective communication and appropriate treatment of staff is maintained throughout with proper consideration for the work-life balance of all involved.

Where changes to the staffing structure affect teachers' pay, they will be issued with a revised salary statement together with details of safeguarding (where appropriate).

Section Two
FRAMEWORK FOR PAY DECISIONS

2.1 Delegation

The Trust Board is ultimately responsible for all pay decisions affecting staff in the Trust. The Trust Board will establish a committee to make pay decisions as determined by the following terms of reference below.

See also Appendix 1.

2.2 Terms of Reference for the Pay Committee

- To ensure the achievement of all the pay policy objectives and principles in a fair, reasonable and equitable manner.
- To undertake an annual pay review for all staff.
- To consider fully all recommendations for pay progression and any other relevant information made available
- To ensure all members of staff are informed of the outcome of the annual pay review in writing within ten working days of the decision being made.
- To observe all statutory and contractual obligations.
- To recommend to the Trust Board and Local Governing Committee changes to the policy and to consult with staff on those proposed changes.
- To seek advice from the Local Authority where appropriate.
- To maintain an accurate written record of all meetings and, having due regard to confidentiality, to report its decisions to the Trust Board.
- To recommend to the Trust Board the annual budget for pay and to ensure that sources of external funding are accessed to maximum effect.

Membership of the Pay Committee will not be open to anyone who could benefit financially, directly or indirectly from such membership or any of the decisions of the Pay Committee.

The Pay Committee will consist of a minimum of 2 Directors/Governors (excluding ex-offico members), however good practice recommends 3 Directors/Governors (excluding ex-offico members).

2.3 Annual Pay Review:

The Trust Board will determine the budget to be set for pay, including pay progression for all staff.

An annual review of pay shall be conducted for all staff by the Pay Committee in accordance with this Policy and will comply with equal opportunities, employment legislation and any instructions or guidance from relevant bodies such as the DfE. Pay will be assessed on the same basis for full and part time staff.

All decisions made by the Pay Committee will take due account of the Appraisal statement and all relevant available information from an Appraisal or other view of an employee's skills, abilities, performance and any other factors deemed to be relevant, including any recommendation made by an employee's Appraisal reviewer.

All decisions regarding pay progression for teachers, including Senior Leadership Team appointments should be made without undue delay. These should be completed prior to or on 31st October (or as soon as possible after this date) for teaching staff and prior to or on 31st December for the Headteacher.

Pay progression for teaching staff, including the Senior Leadership Team is normally with effect from 1st September unless determined otherwise within the discretions of this policy. Pay will be backdated as necessary.

Pay progression for support staff is normally with effect from 1st April unless determined otherwise within the discretions of this policy. Pay will be backdated as necessary.

2.4 Notification to Staff:

The CEO will confirm, in writing any pay progression for the Headteacher. The Chair of the Trust Board/Chair of the Local Governing Committee will also advise the HR Operations Lead of the decisions of the Pay Committee which have been ratified by the Trust Board/Local Governing Committee, including the group number of the school and the Headteacher's Individual School Range.

The Headteacher will be responsible for notifying all other members of staff individually, including the Senior Leadership Team in writing and informing the HR Operations Lead concerning decisions regarding pay progression for this group of staff.

2.5 Appeals:

Any member of staff may seek a review of any determination in relation to his/her pay or any other decision taken by the Trust Board and Local Governing Committee (or a committee or individual acting with delegated authority) that affects his/her pay.

Prior to making an appeal Employees are encouraged to speak informally to their Appraiser and Headteacher about any concerns they have with the pay recommendation which has been made.

Should a member of staff not agree with the pay decision, they may make an appeal. The arrangements for this process are set out in Appendix 5 of this policy.

2.6 Absence during the Pay Review Cycle:

Consideration will be given to adjusting the pay review process where a member of staff has had a significant period of absence during the pay cycle due to maternity leave, long term sick leave or disability related absence.

The precise nature of the adjustments will be determined on a case-by-case basis and following discussion with the Employee but may involve using evidence available from previous cycles, part of the cycle or adjusted objectives.

Alternatively, the pay decision may be deferred, with the agreement of the employee, until the employee's return to work to enable the individual to participate fully in the pay review process.

Consideration may also be given to undertaking pay reviews prior to a planned absence and basing any pay determination on the evidence of performance available to that point.

2.7 Equality Considerations

The school will have due regard to equality and equal pay considerations when making pay determinations and refers to supplementary guidance issued by the DfE – Equality Considerations and the Pay Determination Process:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322591/200623__Equality_Guidance_Final.pdf

Section Three
PAY AND REWARD FOR TEACHERS

3.1 Qualified Classroom Teachers (Main Pay Range and Upper Pay Range)
The arrangements for determining the salaries and pay progression of teachers paid on the Main and Upper Pay Range are set out below.

3.1 Basic Pay Determination on Appointment
The pay range for a vacant teaching post will be determined by the Headteacher/Trust Board/Local Governing Committee prior to the post being advertised. The Headteacher will determine the starting salary within the range determined for the position at the point the job offer is made. In making such determinations the following factors will be taken into consideration:

- the nature and demands of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school/Trust context including its ethos and principles

The Trust will give every regard to the current salary of a teacher appointed from another school. A teacher may be paid their current salary, however there is no assumption that a teacher will be paid at the same rate as they were in their previous school.

The pay range for Main Pay Range appointments and criteria for pay determinations and progression are set out in Appendix 2.

3.3 Recruitment and Retention Incentives

The Trust Board/Local Governing Committee may make an appropriate payment to a teacher, as considered necessary and subject to the overall limit on discretionary payments, as an incentive for the recruitment or retention of a teacher. The Trust Board/Local Governing Committee will determine a policy statement that will set out the criteria for such awards.

It should be noted that Recruitment and Retention payments will not be made to a Headteacher – other than at the discretion of the Trust Board specifically for relocation costs.

The Trust Board/Local Governing Committee may also award other financial assistance, support or benefits including for example travel costs, assistance with costs of care of dependents or other support where this may assist recruitment and/or retention of a teacher.

An incentive allowance, including other financial assistance, support or benefit made for the recruitment or retention of a teacher, will be reviewed after a suitable period agreed with the teacher and this will be confirmed in writing in line with the Trust's policy.

All awards will be in line with the provisions of the STPCD and the Trust will ensure that due consideration will be given to the tax implications of any such benefits.

The Trust Board/Local Governing Committee will review the level of payment of such individual awards on an annual basis.

Members of the Leadership group and Unqualified Teachers may not receive a recruitment and retention payment with the exception of reasonable housing or relocation expenses incurred by the Leadership group.

3.4 Special Needs Allowances

The Trust Board/Local Governing Committee will make appropriate payment of special needs allowances, which will be awarded according to the criteria in the STPCD.

SEN Allowances will be awarded within the current national range.

3.5 Teaching and Learning Responsibility Payments

Teaching and Learning Responsibility Payments (TLRs) will be awarded to posts in the school staffing structure in accordance with the criterion, factors and other conditions as set out in the STPCD.

The number and nature of TLRs will be determined by considerations of the school's development plan and associated priorities whilst ensuring the school keeps within its agreed budget.

TLRs will be awarded within the current national ranges.

Where a TLR is awarded on a temporary basis, such as cover for maternity or sick leave or vacancies pending permanent appointment, the Trust Board/Local Governing Committee will ensure the length of the period is clearly set out in a revised pay statement.

The school may award a TLR 3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The Trust Board/Local Governing Committee will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments.

A Teacher cannot be in receipt of both a TLR 1 and TLR 2 but can receive a TLR 1 or TLR 2 in addition to a TLR 3.

Where a TLR 1 / TLR 2 is withdrawn as a result of organisational change, salary safeguarding will be paid for up to 3 years in accordance with the provisions of the STPCD. No safeguarding will apply in relation to an award of a TLR 3.

A Teacher in receipt of safeguarding which exceeds £500 per annum may be required to undertake reasonable duties commensurate with the value of the safeguarded sum.

A member of the Leadership group, Leading Practitioner or Unqualified Teacher cannot receive a TLR payment.

3.6 Additional Payments

The Trust Board/Local Governing Committee will use the discretion available to make appropriate additional payments to teachers in the following circumstances:

(a) Undertaking continuing professional development outside the school day

(b) Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school/Trust
(c) Participation in out-of-school learning activities
(d) Additional responsibilities and activities relating to the raising of educational standards in one or more additional schools

The above payments will only be payable to a Headteacher for specific, temporary or time limited activity. Any permanent responsibilities in relation to the above activities will be taken into account when determining the Headteacher's salary range.

Payments to part-time teachers will be made through existing mechanisms of supply/additional hours' payments up to full-time.

Agreement to participate in out of school hours learning activities will be documented to set out the work expected and the rate of payment.

3.7 Pay Progression

In this Trust all teachers will receive regular, constructive feedback on their performance and are subject to annual Appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. These arrangements are set out in the school's Appraisal policy. The Trust will ensure that Appraisal reviewers have undertaken appropriate training.

A Teacher should expect to receive pay progression within their pay range – unless they are subject to the Trust's formal capability procedure.

In the case of ECTs whose Appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. ECTs have no automatic entitlement to pay progression on completion of their induction period. The evidence from induction should however inform decisions about pay progression.

As shown in Appendix 2

- The general expectation for a teacher to progress within the Main Pay Range is evidence of consistently good teaching and learning

- The general expectation for teachers on the Upper Pay Range is that the evidence will demonstrate aspects of outstanding teaching and learning

Pay reviews for teachers will normally be completed annually.

Where a teacher has joined the school part way through an Appraisal cycle, the pay decision will be based on the evidence from the teacher's time at the school. Additionally, the Headteacher may, if deemed appropriate, seek further evidence from the previous school in order to make a fair and justifiable pay decision.

All teachers' Appraisals will contain a written report summarising the teacher's performance against objectives and Teachers' Standards. This report will include a reviewer's recommendation on pay progression. The final recommendation will be made by the Headteacher.

Final decisions regarding the pay decision will be made by the Pay Committee /Trust Board for all positions. Teachers will be notified of the outcome of the pay decisions by 31st October each year, or as soon after as possible. Where pay progression is awarded this will take effect from 1st September and will be backdated should the pay decision not have been made by this date.

The Trust Board will consider its approach in the light of the school budget and ensure that appropriate funding is allocated for pay progression at all levels.

3.8 Movement to the Upper Pay Range
Applications and Evidence for Progression to the Upper Pay Range

A qualified teacher may apply to be paid on the Upper Pay Range and any such application will be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.

All applications should include the results of the two most recent Appraisals; a teacher may enclose additional evidence to support their application. Where information from previous reviews is either not available or applicable the teacher may submit a statement and summary of evidence designed to demonstrate that the teacher meets the assessment criteria.

A teacher can only submit one application for progression to the Upper Pay Range in any school year unless there are exceptional circumstances.

Applications must be received by the Headteacher at the same time as the Appraisal paperwork is submitted.

Where progression to the Upper Pay Range is awarded, this will be backdated to 1st September.

If a teacher is simultaneously employed at another school or schools not within the Trust they may submit separate applications if they wish to be paid on the Upper Pay Range in that employment. This school will not be bound by any pay decision made by another school.

The Trust Board/Local Governing Committee, via the Pay Committee will accept the Headteacher's assessment of eligible teachers against the national standards to enable them to move on to the Upper Pay Range subject to prevailing national regulations.

Teachers who have had a break in service or a significant period of absence from work may submit additional evidence from a previous period if this is relevant to the assessment.

All applications must be submitted to the Headteacher using the school's Upper Pay Range application form. See Appendix 3.

The Assessment

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

a) the teacher is highly competent in all elements of the professional standards and fully meets the requirements of the Teacher's job description; and
b) the teacher's achievements and contribution to the school are substantial and sustained

For the purposes of this policy the following terms are defined:

- **highly competent**: consistently good teaching and learning with some evidence of outstanding practice in a key area of the professional standards, evidence of being able to give advice and mentoring to others on effective teaching practice and how to make a wider contribution to the work of the school in order to help others meet the professional standards and develop their teaching practice

- **substantial**: of real importance, validity and value to the school; evidence the teacher plays a critical role in the life of the school; provides a role model for teaching and learning; makes a distinctive contribution to the raising of student standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve students' learning

- **sustained**: means sustained over the review period or a significant part thereof

Processes and procedures

The application will be assessed against the above criteria and the teacher will be informed by the Headteacher in writing, within 15 working days following the deadline for receipt of the application.

Where progression to the Upper Pay Range is awarded, this will take effect from 1st September (backdated). In normal circumstances the teacher will move to the minima salary of the Upper Pay Range however there may be exceptional circumstances where it is considered appropriate to move the teacher to a higher point within the range. This decision will be made by the Pay Committee/Local Governing Committee/Trust Board and will be based on the following considerations:

- the nature and impact of the responsibilities undertaken by the teacher
- the level of qualifications, skills and experience demonstrated by the teacher
- the level of performance against the standards and job description demonstrated by the teacher

However, all decisions will be reviewed before confirmation to ensure the award is fair, consistent and fulfils the employers' legal duties with regard to equal opportunity and equal pay for equal value etc.

If unsuccessful, the teacher will receive feedback by a member of the Headteacher/Member of the Senior Leadership Team and this will be given within 15 working days of confirmation of the decision.

A teacher may appeal against a decision not to move the applicant to the Upper Pay Range and this will be held in accordance with the school's procedures for hearing pay appeals.

3.9 Part-time teachers

Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Trust Board/Local Governing Committee will ensure the teacher is issued with 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.

3.10 Leading Practitioner Posts

The Trust Board/Local Governing Committee will determine the need for a Leading Practitioner position in the Trust.

In the event a Leading Practitioner post is established this will be set out in the staffing structure of the school and appointment will be made in accordance with the Trust's recruitment procedure.

The pay range for a Leading Practitioner appointment in this school will be determined by Trust Board and take account of the requirements of the post. The Leading Practitioner Range will be on the leadership scale.

The starting salary for a Leading Practitioner will be determined by the Headteacher and will take account of the teacher's skills and experience.

3.11 Supply Teachers

Teachers who work on a day-to-day or other short notice basis will have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.

Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount.

Any teacher engaged on a supply basis, where eligible will have their performance pay progression awarded on a proportionate basis in the same way as other teachers in the school who have been absent for a significant part of the pay period (see also paragraph 2.6)

3.11 Unqualified Teachers
Pay on Appointment

The Headteacher will determine where a newly appointed unqualified teacher will enter the range for unqualified teachers, having regard to any qualifications or experience s/he may have, which they consider to be of value.

The Headteacher may consider making an appropriate additional allowance where there are sound and justifiable grounds for so doing.

Whilst regard will be given to the current salary of a teacher appointed from another school there is no assumption that a teacher will be paid at the same rate as they were in their previous school.

Pay Progression

An Unqualified Teacher should expect to receive pay progression within their pay range – unless they are subject to the Trust's formal capability procedure

A shown in Appendix 2

- The general expectation for a teacher to progress within the Unqualified Pay Range is evidence of consistently good teaching and learning

Unqualified Teachers will be notified of the outcome of the pay decisions prior to 31st October (or as soon as possible after this date). Where pay progression is awarded this will take effect from 1st September and will backdated should the pay decision not have been made by this date.

Section Four
PAY AND REWARD FOR SUPPORT STAFF

4.1 Support Staff

Support staff pay will mirror the NJC for Local Authorities Services (the Green Book).

4.2 Pay Progression and Additional Awards

The Trust Board/Local Governing Committee will ensure that suitable arrangements are in place to assess the total contribution of all support staff and will use this assessment to determine annual pay decisions.

Appendix 4 of this policy also sets out criteria and awards for performance-based progression for support staff.

In usual circumstances the necessary evidence for pay progression will be available through the performance appraisal and other established management systems. In certain circumstances where evidence is not readily available the Headteacher may request that the staff member provides this.

The Trust Board/Local Governing Committee will make appropriate use of any merit award or other reward**,** both cash and non-cash, to recognise the performance and contribution of support staff in a positive and flexible way. The Trust Board/Local Governing Committee will ensure that any such decision is in accordance with the schemes' provisions.

4.3 Additional Considerations the grading of Support Staff posts

Where a member of staff achieves a work-related qualification (for example as a HLTA) that entitles him/her to be paid at a higher grade for those duties the school will endeavour, where possible to engage the employee in the higher graded duties for the duration of their working hours in school rather than use a split contract arrangement.

Where a member of support staff holds two or more contracts at differing grades, for example HLTA and Teaching Assistant the Trust Board/Local Governing Committee may consider paying the higher grade for all work undertaken if it can be reasonably held that the employee would be using their higher-level skills consistently in all their roles.

4.4 Payments for Additional Hours

The Trust Board/Local Governing Committee will make appropriate payments to Support Staff undertaking additional hours, for example attending Staff Development Days and Out of School Learning Activities in accordance with the relevant scheme of terms and conditions.

Section Five
SENIOR LEADERSHIP TEAM

Guidance Note: The provisions outlined below apply to individuals appointed to leadership posts on or after 1st September 2014, or whose responsibilities significantly change after this date.

The Trust Board will ensure decisions on pay and reward mirror the provisions of the STPCD and take due account of any supplementary guidance issued by the DfE.

5.1 Pay Determination Prior to Appointment

The Trust Board/Local Governing Committee will confirm the membership of the school's Senior Leadership Team and determine the pay ranges applicable for each post.

The pay range for a vacant leadership post will be determined by the Trust Board/Local Governing Committee prior to the post being advertised.

5.2 Headteacher Pay Determination

The Trust Board will review the Headteacher group whenever it proposes to appoint a new Headteacher.

The indicative group size for a school will mirror the provisions set out in the STPCD. The Trust Board will identify a pay range within the group size to which the Headteacher will be appointed.

In determining the pay range for a Headteacher the Trust Board may take into consideration:

- The specific requirements of the post
- The school context and challenge
- The complexity of the post
- The requirement to recruit and retain appropriate candidates
- Affordability and comparable salary benchmarking data

The pay range for a Headteacher will not usually exceed the group size for the school. However, the Trust Board may determine a range up to 25% greater in value than the maximum group size for the school should the circumstances warrant.

In determining the pay range and the salary on appointment the Trust Board will ensure that there is appropriate scope within the range to allow for performance related progression over time.

5.3 Pay Determination for Other Members of the Senior Leadership Team

The Trust Board/Local Governing Committee will identify a pay range for Deputy and Assistant Headteachers taking into consideration the respective level of responsibilities and appropriate internal differentials.

The maximum of the Deputy or Assistant Headteachers' pay range will not exceed the maximum of the Headteacher range and will only overlap the Headteacher's pay range in exceptional circumstances.

In determining the pay range, the Trust Board/Local Governing Committee will ensure that there is appropriate scope within the range to allow for performance related progression over time.

5.4 Pay Progression

Pay reviews for Senior Leadership Team posts will be normally undertaken by the Pay Committee. The Headteacher may advise the Pay Committee regarding the pay progression for other members of the Senior Leadership Team.

The Pay Committee will consider annually whether to award pay progression to members of the Senior Leadership Team who have completed a year of employment since the previous pay determination.

Pay reviews will take place as soon as possible after the 1st September but no later than 31st December. In the event of pay progression being awarded this will take effect from 1st September.

Pay decisions will be clearly attributable to the performance of the individual. In making a determination the pay committee will have regards to:

- the individual's performance as evidenced in the Appraisal process
- the pay recommendation contained within the Appraisal report

Sustained high quality performance should give the individual an expectation of progression up the pay range.

The general expectation for pay progression is as follows:

- Towards the bottom of the pay range – evidence of consistently good leadership practice

- Towards the top of the pay range – increasingly significant evidence of outstanding leadership practice with all other practice being consistently good.

The Pay Committee may determine how much pay progression should be awarded in recognition of performance.

Pay determinations will be rooted in evidence and the decisions and supporting evidence will be documented.

The Pay Committee may request information from the performance Appraisal review process as well as evidence of performance in other relevant areas to inform its decision. The Pay Committee is entitled to seek the advice of other relevant professionals regarding the pay progression of the Headteacher.

Appendix 2 sets out more specific criteria for pay progression with examples of evidence that can be used in supporting pay decisions.

5.5 Redetermination of Senior Leadership Team Pay Ranges

The Trust Board/Local Governing Committee may re-determine leadership pay ranges at any time should it be considered necessary to reflect a significant change in the permanent responsibilities of the post.

It will be for the Local Governing Committee to determine in the light of a school's particular circumstances and context the extent to which any change should be regarded as 'significant'. In doing so, Trust Board/Local Governing Committee will want to pay particular attention to the extent to which the change creates new levels of accountability and responsibility for the leadership group member or members

5.6 Temporary payments to Leadership Teachers

Mirroring the provisions of the STPCD, where a leadership teacher is temporarily seconded to a leadership post in another school which is causing concern, the Trust Board/Local Governing Committee may make a lump sum payment in recognition of this additional responsibility. Any provisions regarding additional payments should be confirmed in writing at the commencement of the arrangement.

Arrangements for making payments in respect of leadership teachers who "act up" or take on additional temporary responsibilities will mirror the provisions of the STPCD.

5.7 Discretionary Payments to the Headteacher

It should be noted that any discretionary payment made to the Headteacher should be included within the maximum 25% additional salary payment payable under section 5.2.

Section Six
PAY AND REWARD ISSUES FOR ALL STAFF

6.1 Non-Cash Awards

The school will consider the application of non-cash and other types of benefits to reward staff appropriately for their contributions to the school, as provided by local and/or national terms and conditions.

Generally, such awards can be decided by the Headteacher; however, decisions involving a significant budget implication should be referred to the Trust Board/Local Governing Committee.

The School will ensure that any non-cash awards are properly recorded in line with the requirements of Inland Revenue regulations.

6.2 Salary Safeguarding

In circumstances where a teachers' salary is reduced through no fault of their own, including the removal of a TLR or the reduction in the value of a TLR, then the Trust will safeguard the teacher's original salary. This will be on a cash sum basis for a period of up to three years in accordance with the terms of the STPCD. TLR 3 payments are exempt from any safeguarding arrangement.

The Trust Board/Local Governing Committee will notify the teacher of the details of any such safeguarding at the earliest opportunity and in any event within one month of the decision being made.

In these circumstances, the Headteacher may assign the teacher to undertake such reasonable duties to the value of the cash sum safeguarded taking due account of the teacher's skills and experience. If such duties are reasonably assigned and the teacher declines to undertake them then the teacher will be issued with one month's notice to terminate the salary safeguarding.

For all other staff the school will follow the relevant terms and conditions of employment for the safeguarding or protection of an employee's salary where it is reduced through no fault of the employee.

6.3 Acting Allowances

The Trust will mirror the terms of the STPCD for a teacher and the Scheme for support staff in circumstances where a member of staff acts up to a more senior position. The salary and the period of the acting arrangement with any specific conditions will be confirmed in writing.

Section Seven
POLICY REVIEW

The Trust Board/Local Governing Committee will monitor the implementation, outcomes and impact of this policy annually.

In particular, the Trust Board/Local Governing Committee will monitor the position with regard to part-time staff to ensure that pay progression opportunities are equitable.

Staff will be informed of any changes made to this policy at the earliest practicable opportunity.

Appendix 1
Procedures for Reaching Pay Decisions

(A) Pay Decision by Pay Committee

A Pay Committee of at least two (and ideally three) Directors/Governors will be convened to consider decisions regarding the pay and reward for staff of the school. The terms of reference for this committee are set out in Section 2.2.

The agenda and paperwork for the Committee meeting should be distributed one week in advance unless the Chair of the Committee decides that an earlier meeting is required and that the principle of natural justice will not be compromised.

The employee must be informed of a date when a decision is to be made and given the opportunity to submit any additional evidence to be considered.

All pay decisions must be properly rooted in evidence which must have been shared with the employee promptly at the time when the information became available.

The Committee will consider the Appraisal statement and recommendations of the Headteacher who is entitled to put forward the context and rationale for each recommendation and to advise the Committee on related issues.

The Headteacher is entitled to discuss the position with the employee prior to the Committee meeting. However, it must be emphasised that the decision is the responsibility of the Committee who may or may not accept the recommendation of the Headteacher.

The Headteacher must withdraw whilst the Pay Committee considers his/her pay position and that of the Deputy and any Assistant Headteacher where this is felt it could influence the remuneration of the Headteacher.

The Committee is entitled to adjourn at any point if it is felt that further information is required. The Committee should reconvene at the earliest opportunity following this information being made available.

All decisions of the Committee will be properly recorded and retained. All decisions will be confirmed in writing within 10 working days of the decision being made, with details of the arrangements for any appeal.

The Headteacher, with the agreement of the Committee may communicate the decision verbally to the member of staff prior to written confirmation being issued. The employee may request a meeting to discuss the decision informally. This will not preclude the employee from exercising their right to appeal.

Appendix 2

Please refer to the "Career Stage Expectations for use in supporting Career Development of Teaching Staff." (Appendix 6) for guidance around the criteria at each stage.

Main Pay Range:

The general expectation for a teacher to progress by one point each year within the main pay range is evidence of consistently good teaching and learning. All teachers should be able to demonstrate evidence of at least good student progress and good teaching.

Movement to the Upper Pay Range:

A qualified teacher may apply to be paid on the Upper Pay Range. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.

Applications must be received by the Headteacher at the same time as the Appraisal paperwork is submitted (see also Appendix 3a).

All applications should include the results of the two most recent Appraisals. A teacher may enclose additional evidence to support their application. The teacher must evidence how they meet the criteria for a teacher on the Upper Pay Range (see definitions below).

Progression within the Upper Pay Range:

Once paid on Upper Pay Range 1, a qualified teacher may apply to progress to Upper Pay Range 2, and then to Upper Pay Range 3..

Applications must be received by the Headteacher at the same time as the Appraisal paperwork is submitted (see also Appendix 3b).
All applications should include the results of the two most recent Appraisals. A teacher may enclose additional evidence to support their application. The teacher must evidence how they fully meet the criteria for a teacher on the Upper Pay Range (see definitions below), and in particular how they have grown professionally by developing their teaching expertise, with increasingly strong aspects of outstanding teaching and learning.

Upper Pay Range:

Teachers on the Upper Pay Range play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of student standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning.

The general expectation for teachers on the Upper Pay Range is that the evidence will demonstrate aspects of outstanding teaching and learning..

Upper Pay Range Teachers

It is therefore expected that:

- the teacher is highly competent in all elements of the professional standards and fully meets the requirements of the Teacher's job description; and

- the teacher's achievements and contribution to the school are substantial and sustained and are in line with the guidance document "**Career Stage Expectations for use in supporting Career Development of Teaching Staff**."

For the purposes of this policy the following terms are defined:

- **highly competent**: consistently good teaching and learning with some evidence of outstanding practice in a key area of the professional standards, evidence of being able to give advice and mentoring to others on effective teaching practice and how to make a wider contribution to the work of the school in order to help others meet the professional standards and develop their teaching practice

- **substantial**: of real importance, validity and value to the school; evidence the teacher plays a critical role in the life of the school; provides a role model for teaching and learning; makes a distinctive contribution to the raising of student standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve students' learning

- **sustained**: means sustained over the review period or a significant part thereof

A successful review as prescribed by the appraisal regulations involves an Appraisal process of

- performance objectives
- classroom observation
- assessment against the Teachers' Standards and job description
- other evidence

To ensure that the achievements and contribution have been highly competent, substantial and sustained, the Appraisal review will need to assess that the teacher has grown professionally by developing their teaching expertise.

Unqualified Range:

The general expectation for an unqualified teacher to progress by one point each year within the unqualified pay range is evidence of consistently good teaching and learning. All unqualified teachers should be able to demonstrate evidence of at least good student progress and good teaching.

Leading Practitioner Range:

In the event a Leading Practitioner post is established this will be set out in the staffing structure of the school. The pay range for a Leading Practitioner appointment in this school will be determined by the Trust Board/Local Governing Committee and take account of the requirements of the post. The Leading Practitioner Range will be on the leadership spine.

Senior Leadership Team:

The Senior Leadership team pay ranges will be set by each Local Governing Committee.

Those on the leadership spine play a critical role in the life of the school. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates students and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning.

To achieve progression, the STPCD requires individuals on the Leadership Spine to have demonstrated sustained high quality of performance. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance.

A successful performance review, as prescribed by the appraisal regulations, will involve an Appraisal process of:

- performance objectives
- classroom observation (where relevant)
- assessment against the Teachers' Standards (where relevant)
- other evidence

To ensure that there has been high quality performance, the performance review will need to assess that the teacher has grown professionally by developing their leadership and (where relevant) teaching experience.

Appendix 3a: Upper Pay Range Application Form

Teacher's Details:

Name _____

Post:_____

Teachers on the Upper Pay Range play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of student standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes to effectively improve students' learning.

The general expectation for teachers on the Upper Pay Range is that the evidence will demonstrate aspects of outstanding teaching and learning. All teachers should be able to demonstrate evidence of at least good student progress.

Please refer to the guidance document "**Career Stage Expectations for use in supporting Career Development of Teaching Staff**", for the specific requirements around progression.

Upper Pay Range 1 Teacher
It is expected that:

- the teacher is highly competent in all elements of the professional standards and fully meets the requirements of the Teacher's job description; and
- the teacher's achievements and contribution to the school are substantial and sustained

The following terms are defined below:

- **highly competent**: consistently good teaching and learning with some evidence of outstanding practice in a key area of the professional standards, evidence of being able to give advice and mentoring to others on effective teaching practice and how to make a wider contribution to the work of the school in order to help others meet the professional standards and develop their teaching practice

- **substantial**: of real importance, validity and value to the school; evidence the teacher plays a critical role in the life of the school; provides a role model for teaching and learning; makes a distinctive contribution to the raising of student standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve students' learning

- **sustained**: means sustained over the review period or a significant part thereof

I have attached evidence to clearly demonstrate that I meet the school requirements of an Upper Pay Range 1 teacher. This includes two Appraisal review documents

Applicant's signature_____ Date_____

Appendix 3b: Upper Pay Range Progression Application Form

Teacher's Details:

Name _____

Post_____

Application to progress to: Upper Pay Range 2 / Upper Pay Range 3 (please delete as appropriate)

Teachers on the Upper Pay Range play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of student standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes to effectively improve students' learning. The general expectation for teachers on the Upper Pay Range is that the evidence will demonstrate aspects of outstanding teaching and learning. All teachers should be able to demonstrate evidence of at least good student progress.

Upper Pay Range 2 and 3 Teachers
It is expected that:

- the teacher is highly competent in all elements of the professional standards and fully meets the requirements of the Teacher's job description; and
- the teacher's achievements and contribution to the school are substantial and sustained
- the teacher can demonstrate that they have grown professionally by developing their teaching expertise, with increasingly strong aspects of outstanding teaching and learning.

The following terms are defined below:

- **highly competent**: consistently good teaching and learning with some evidence of outstanding practice in a key area of the professional standards, evidence of being able to give advice and mentoring to others on effective teaching practice and how to make a wider contribution to the work of the school in order to help others meet the professional standards and develop their teaching practice

- **substantial**: of real importance, validity and value to the school; evidence the teacher plays a critical role in the life of the school; provides a role model for teaching and learning; makes a distinctive contribution to the raising of student standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve students' learning

- **sustained**: means sustained over the review period or a significant part thereof

I have attached evidence to clearly demonstrate that I meet the school requirements of an Upper Pay Range 2/3 teacher, as appropriate. This includes two Appraisal review documents

Applicant's signature_____ Date_____

Appendix 4: Criteria and Awards for performance-based progression for Support Staff

Support staff pay will mirror the NJC for Local Authorities Services (the Green Book), using the assessment definitions below. This school will determine locally the percentage pay award to be applied each year.

Summary of Assessment Definitions

Contribution Level	Summary of Definition
Not Assessed	
Performance Improvement Required	• Objectives not met without adequate explanation • Consistently underperforms • Has been subject to the Discipline and Conduct Procedure within the previous 12 months • Concern raised about attendance • Punctuality in the last 12 months has been recorded as less than satisfactory on 3 or more occasions
Successful	• Has detailed knowledge of the role and meets the standard the requirements set for the post • Work is generally of a high calibre and quality standards will be met and possibly exceeded • Demonstrates a strong work ethic • Expectations are consistently realised • Demonstrates an expertise in the level of work performed • Quality of work meets expectations in terms of what and how it is delivered • Consistent behaviour demonstrated that matches Trust values • All objectives fully met. If not met, there is an understandable and acceptable reason for this • Demonstrates considerable confidence in the manner he/she conducts himself/herself with others • Skills shared with team members when appropriate • Behaviours have had a positive impact on the success of the team • Attendance in the last 12 months has not raised any concerns • Punctuality in the last 12 months has been recorded as satisfactory
	• Meets the criteria for **Successful** and in addition:

Excellent	• Has taken on at significant additional responsibilities or requirements over the course of the last 12 months • Evidence demonstrates successful outcomes which surpass normal expectations of the role • Uses their initiative to go above and beyond the requirement of their role • Has developed ideas for working practices • Evidence of wider contribution to the whole school on a continuing basis throughout the year • Is an exemplary role model for other colleagues
Outstanding	• Meets the criteria for **Successful** and that of **Excellent** and in addition: • Demonstrates exceptional work and behaviours which are significantly above and beyond what is expected from day-to-day • Has made a clearly identifiable impact on the school • New skills and knowledge shared widely across the school • Wider contribution that may be a single event which has had a major positive impact • More than 3 activities outside the expectations of the role have been carried out over the year • Attendance in the last 12 months has been outstanding

Appendix 5: Procedures for Considering Pay Appeals

The Pay Appeals Panel

Setting up an Appeal Hearing

The Trust Board/Local Governing Committee will appoint a panel of at least three persons (and in any event the same number or more than the Pay Committee) to consider any pay appeal lodged by a member of staff that is in accordance with the following requirements.

Directors/Governors who may have a pecuniary interest or a conflict of interest or who have had prior involvement in the pay decision cannot be appointed to this committee or participate in any related monitoring process.

Within 10 working days of receipt of the written confirmation of the Pay Committee's decision an employee, who is dissatisfied with the decision, may register a formal appeal in writing to the Clerk to the Trust Board.

The allowable grounds for appeal are that the person or committee by whom the pay decision was made -

- incorrectly applied any provision of the relevant national or local terms and conditions of service;
- failed to have proper regard for any applicable statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased;
- otherwise unlawfully discriminated against the employee
- Mitigating factors presented by the employee

Prior to an appeal hearing the employee may also request an informal meeting with the Headteacher to discuss the decision and the reasons in more detail. In the case of the Headteacher being dissatisfied regarding his/her pay decision then an informal meeting with the Chair of the panel should be arranged.

Upon receipt of the appeal notice the Clerk will convene an appropriate Appeals panel within 20 working days of receipt of the appeal being registered. Appeal hearings will be held at a reasonable time during the working day with proper consideration of the work-life balance of all involved.

The Chair of the Pay Committee should discuss the position with the Headteacher before establishing the person who will be the school's presenting officer to the panel.

The employee must submit to the Chair of the Appeal panel any documentation in support of their appeal together with a summary of their case at least 5 clear working days prior to the Appeal Hearing.

If the Trust's/school's presenting officer intends to rely on any evidence other than that considered at the Pay Committee's meeting, then this must be submitted at least 5 clear working days in advance.

The Appeal panel may decide to accept additional evidence at any time if it is deemed in the interests of a fair and transparent decision.

The employee is entitled to be represented at the Appeal Hearing by a workplace colleague or trade union/professional association representative.

The Appeal Hearing

At the Appeal Hearing the Chair of the panel should introduce the meeting and the persons participating. The Chair should ask the employee to confirm the reasons for the appeal and establish that all parties are adequately prepared.

The Chair should remind the parties that the purpose is to reach a, reasonable and objective decision in an atmosphere that is professional and conducive to good employee relations within the Trust/school.

The employee, or representative should then be invited to set out his or her case and may support this with documentary evidence or witness evidence where this has been submitted as required above.

At an appropriate point the Chair will invite the school's representative to question or challenge any of the evidence presented. Members of the panel will then have the opportunity to ask any questions.

The Trust's/school's presenting officer will then be invited to set out the Trust's/school's case and may also rely on documentary or witness evidence where this has been submitted as required above.

The employee or his/her representative may then question or challenge the school's evidence at an appropriate point as determined by the Chair. Members of the panel may then ask any questions.

To conclude both parties will be invited, if they wish, to make final summary statements with the employee allowed the final say.

The panel will then adjourn to consider the evidence presented.

The panel should endeavour to reach a decision that day and to communicate this directly to the parties. However, where this is not possible because the panel wishes to deliberate further or seek further information then the parties should be informed that the decision will be communicated in writing at the earliest opportunity.

In the event that there is an adjournment to enable the panel to consider professional advice on a particular matter then upon resumption all parties will be informed of the nature of the advice and the decision reached.

As an alternative to either upholding or dismissing an appeal the panel is entitled in some circumstances to refer the matter for reassessment by the Headteacher or the initial Pay Committee.

For example, the panel might wish the Headteacher to reconsider the position in the light of new information or to seek the advice of an additional independent advisor

Communicating the Decision

All decisions of the Appeals panel must be confirmed in writing, within 10 working days of the decision being made with a summary of the reasons and this will be the final stage in the Pay Appeal process. There will be no further stage in the appeal process.

Appendix 6

Career Stage Expectations

- The Career Stage Expectations document is based on the national Teachers Standards
- Within the document the Teachers Standards are unpacked into a range of subcategories
- The purpose of the document is to support teachers who wish to develop their practice and aid them in planning progress in their career.

General Standards Part one					
M1 / M2	**M3 / M4**	**M5 / M6**	**UPS 1**	**UPS 2**	**UPS 3**
Plan engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture Reach standard with support or guidance. Teaching may require improvement initially but should be good by the end of the year. Progress should be at least in line with national expectations. Shows a good knowledge and understanding of the relevant subject and curriculum area and current specification content. Monitors, analyses, evaluates and develops own class teaching. If not in the first year of teaching starts to take on a wider range of subject or key stage awareness and responsibility with appropriate support	Plan engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture Independently reach the standards, building experience and sharing good practice with others within own subject area where relevant, with support. Teaching is at least good and secures good average progress across own students. Have a secure knowledge and understanding of the relevant subjects and curriculum area and current specification content. Monitors, analyses, evaluates and develops own subject area or key stage with appropriate guidance.	Plan engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture Has built a good range of practice and accumulated relevant experience. Shares good practice and latest developments in own subject with colleagues. Teaching is at least consistently good with examples of highly effective, average progress of students is good. Have well developed understanding of subject knowledge, curriculum content and current specification content and coverage across the phase taught. Monitors, analyses, evaluates and develops own key stage or subject area independently.	Is able to support other members of staff with planning engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture Has a high level of experience on which to draw on to advise and develop others and to inform own practice. Teaching is highly effective and average progress is good or above across own students. Have an extensive subject knowledge and understanding of the curriculum and current specification content and related pedagogy. School wide monitoring, analysing, evaluation and development across a range of areas over time.	Is able to support other members of staff with planning engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture Has a high level of experience on which to draw on to advise and develop others and to inform own practice. Teaching is highly effective and average progress is good or above across own students. Have an extensive subject knowledge and understanding of the curriculum and current specification content and related pedagogy. School wide monitoring, analysing, evaluation and development across a range of areas over time.	Is able to support other members of staff with planning engaging lessons, with pace and challenge, making the purpose of the learning clear, including sharing the bigger picture An extensive level of experience on which to draw, this is continuously used to develop others and inform own practice. Continues to build experience by extending own research and self-development to lead further initiatives in staff and School development. Teaching is consistently highly effective and students make good progress across a series of cohorts and across all abilities. Continuing to develop a deeper knowledge and understanding of relevant subject and curriculum areas and related pedagogy through active involvement in CPD or research.

Effectively takes on board whole School developments and initiatives. If not in the first year of teaching takes an increasingly active involvement in whole School developments in line with School and Departmental targets.	Is actively involved with whole School developments in line with School and Departmental targets	Is actively involved with whole School developments and may lead or initiate some areas in line with School and Departmental targets.	Researches and leads School wide developments in line with School and Departmental targets. Including giving effective guidance and support to ensure good progress and good practice is apparent in own subject area across the School	Researches and leads School wide developments in line with School and Departmental targets. Including giving effective guidance and support to ensure good progress and good practice is apparent in own subject area across the School	A high level of contribution across the School and beyond, through monitoring, analysing, evaluation and development across a range of areas over time. Continued active involvement in research and development which helps to keep the School at the forefront of education.

Standard 1: Set high expectations which inspire, motivate and challenge students	• Establish a safe and stimulating environment for students, rooted in mutual respect • Set goals that stretch and challenge students of all backgrounds, abilities and dispositions • Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
Standard 2: Promote good progress and outcomes by students	• Be accountable for students attainment and progress by outcomes • Be aware of students' capabilities and their prior knowledge and plan teaching to build on these • Guide students to reflect on the progress they have made and their emerging needs • Demonstrate knowledge and understanding of how students learn and how this impacts on teaching • Encourage students to take a responsible and conscientious attitude to their own work and study
Standard 3: Demonstrate good subject and curriculum knowledge	• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Standard 4: Plan and teach well-structured lessons	• impart knowledge and develop understanding through effective use of lesson time impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and students' intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
Standard 5: Adapt teaching to respond to the strengths and needs of all students	• know when and how to differentiate appropriately, using approaches which enable students to be taught effectively • have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development • Have a clear understanding of the needs of all students, 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.

Standard 6: Make accurate and productive use of assessment	• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure students' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
Standard 7: Manage behaviour effectively to ensure a good and safe learning environment	• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the School, in accordance with the School's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them • Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

Standard 8: Fulfil wider professional responsibilities	• make a positive contribution to the wider life and ethos of the School • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • Communicate effectively with parents with regard to students' achievements and well-being.

Standard 1						
Set high expectations which inspire, motivate and challenge students Establish a safe and stimulating environment for students rooted in mutual respect Set goals that stretch and challenge students of all backgrounds, abilities and dispositions Demonstrate consistently the values and behaviour which are expected of all students	**M1 / M2**	**M3 / M4**	**M5 / M6**	**UPS 1**	**UPS 2**	**UPS 3**
	Relationships are consistently calm and respectful. Believe and demonstrate through positive relationships that all pupils are capable of learning and making good progress. Teaching reflects this. On the whole, students' work and outcomes reflects differentiation and challenge. Identifies specific groups and plans for challenge.	Relationships are consistently calm and respectful. Believe and demonstrate through positive relationships that all pupils are capable of extremely high standards. Teaching reflects this. Students' work and outcomes reflects differentiation and challenge. Routinely identifies specific groups and plans for challenge.	Relationships are consistently calm and respectful. Believe and demonstrate through positive relationships that all pupils are capable of extremely high standards. Teaching always reflects this. Students' work and outcomes always reflects differentiation and challenge. Highly strategic in planning to meet the needs of every student.	Relationships are always calm and respectful. This is a model for others to learn from. Believe and demonstrate through positive relationships that all pupils are capable of extremely high standards. Teaching always reflects this. Students' work and outcomes evidences a good model to challenge others to learn from. Highly strategic in planning to meet the needs of every student and supports others in doing this.	Relationships are always calm and respectful. This is a model for others to learn from. Believe and demonstrate through positive relationships that all pupils are capable of extremely high standards. Teaching always reflects this. Students' work and outcomes evidences a good model to challenge others to learn from. Highly strategic in planning to meet the needs of every student and supports others in doing this. Impact is consistent and embedded in this area.	Relationships are always calm and respectful. This is a model for others to learn from. Believe and demonstrate through positive relationships that all pupils are capable of extremely high standards. Teaching always reflects this. Students' work and outcomes evidences an outstanding model to challenge others to learn from. Highly strategic in planning to meet the needs of every student. Supports others and initiates School wide strategies to quantify impact of interventions.

	The expectations of all staff in the School, regardless of career stage is to meet this standard in the following ways: · Act as a role model for students demonstrating professionalism and consistent high expectations at all times which support the ethos of the School · Establish and maintain consistent high expectations of all · Encourage individual and collective responsibility · Create a 'can do' culture to raise aspiration for all · Focus on equality and mutual respect · Foster positive relationships between staff and students and peers The role of staff in achieving this is to: · Deliver a curriculum which is inclusive and differentiated · Use a range of flexible, responsive and evidence-based learning styles which promote independent learning · Encourage collaboration and participation in lessons · Promote a full range of thinking and life skills which enable students to develop into mature and responsible adults · Provide opportunities for regular differentiated assessment and feedback The School will support staff in achieving this through the provision of: · A supportive and inclusive working environment · Observation and feedback which is supportive and developmental · Annual performance management and professional review · Individual and collective professional development opportunities · Opportunities to innovate and participate in any aspect of the School's broader work

Standard 2						
Promote good progress and outcomes by students: be accountable for students attainment, progress and outcomes (APO) be aware of students' capabilities and their prior knowledge and plan teaching to build on these guide students to reflect on the progress they have made and their emerging needs	**M1 / M2**	**M3 / M4**	**M5 / M6**	**UPS 1**	**UPS 2**	**UPS 3**
	Use of Data					
	Students make good progress in line with School targets. Maintain accurate teaching records and data for individual classes. Understand the data relating to own teaching groups. Use data to inform planning	Students make good progress in line with School targets. Target setting and benchmark data used to inform future planning and teaching.	Students make good progress in line with School targets. Data used methodically to target teaching and learning of HAPs, MAPs and LAPs.	Many students exceed expected progress. Centralised data and tracking information is analysed to determine intervention across department/subject.	Many students exceed expected progress. Centralised data and tracking information is analysed to determine intervention across department/subject. Impact is consistent and embedded in this area.	Most students exceed expected progress. Data is used accurately to predict progress and outcomes and provide interventions across department/subject.

demonstrate knowledge and understanding of how students learn and how this impacts on teaching encourage students to take a responsible and conscientious attitude to their own work and study.	Target Setting for Independent Learning					
	Encourage student awareness of individual targets and how to progress.	Work collaboratively with students to set targets and motivate individual learning in lessons and in long term planning. Applies some strategies to foster independence of students.	Encourage independent and aspirational target setting in students to foster independent learning.	Contribute to the review and development of SOW which encourage independence and aspiration in learning at all levels and for all groups	Contribute to the review and development of SOW which encourage independence and aspiration in learning at all levels and for all groups Impact is consistent and embedded in this area.	Facilitate School wide target setting and encourage students to develop strategies for achieving personal goals and targets.

	Differentiation					
	Awareness of a range of T&L strategies and key groups. Awareness of factors which may impact on student access to curriculum and have some strategies to address the issues.	Planning of T&L includes implementation of strategies to engage all key groups. Multi-level differentiation accounting for specific needs of students.	Differentiation is consistently incorporated in T&L to enable all students to progress.	Key groups which require specific intervention are provided with targeted and timely differentiation. Lead and develop strategies across subject area/year groups	Key groups which require specific intervention are provided with targeted and timely differentiation. Lead and develop strategies across subject area/year groups. Impact is consistent and embedded in this area.	Differentiation is consistently applied providing rich learning opportunities for all students.
	Assessment for Learning (AfL/F&IT)					
	Awareness of AfL/ F&IT techniques and integration of these in lessons.	AfL/ F&IT used effectively to guide T&L in lessons.	A wide range of techniques including AfL/ F&IT are consistently incorporated to influence student learning and promote progress.	AfL/ F&IT is embedded in planning and is implemented across the department/subject/age/year group. Good practice is shared with colleagues. Take responsibility for facilitating sharing of practice.	AfL/ F&IT is embedded in planning and is implemented across the department/subject/age/year group. Good practice is shared with colleagues. Take responsibility for facilitating sharing of practice. Impact is consistent and embedded in this area.	AfL/ F&IT is consistently implemented across department/subject. New and innovative practice is investigated and shared at whole School.

	Developing Professional Practice					
	Developing reflective practice ensures a variety of T&L methods are utilised in lessons to enable all students to progress.	Embedding reflective practice facilitates experimentation in T&L to maximise student progress.	Sharing good practice in T&L across department/subject facilitates improvements in T&L securing rapid and sustained progress for all students.	Established highly effective practice is developed/shared and its impact on securing rapid and sustained student progress is monitored and evaluated. Support, mentor or coach other teachers.	Established highly effective practice is developed/shared and its impact on securing rapid and sustained student progress is monitored and evaluated. Support, mentor or coach other teachers. Impact is consistent and embedded in this area.	Highly effective and innovative practice in T&L in the wider context is investigated and leads to the implementation of new and relevant initiatives across the School. Develop potential to share practice across the School

Standard 3						
Demonstrate good subject and curriculum knowledge: have a secure knowledge of relevant subjects & curriculum areas, foster & maintain students' interest in the subject & address misunderstandings demonstrate critical understanding of developments in the subject & curriculum areas & promote the value of scholarship demonstrate an understanding of & take responsibility for promoting high standards of literacy articulacy & the correct use of Standard English for early reading, demonstrate good understanding of systematic synthetic phonics (SSP)	**M1 / M2**	**M3 / M4**	**M5 / M6**	**UPS 1**	**UPS 2**	**UPS 3**
	Subject Knowledge and Understanding					
	Have a good knowledge and understanding of the relevant subject and curriculum area. Plan and deliver structured lessons covering curriculum content.	Have a secure knowledge and understanding of the relevant subject and curriculum area. Be more selective about resources and their relevance to students.	Have well developed subject knowledge and understanding and contribute to developments in the subject and curriculum area.	Have an extensive knowledge and understanding of the subject and curriculum area and related pedagogy.	Have an extensive knowledge and understanding of the subject and curriculum area and related pedagogy.	Lead developments /Contribute to developments in the provision of subject and curriculum training to develop knowledge and expertise across the School/department.
	Student Engagement					
	Know and understand how to relate subject knowledge to students' experiences. Recognise the impact of T & L approaches on student engagement.	Be able to effectively foster and maintain students' interest in the subject. Be able to adapt teaching to ensure good learning and progress.	Be able to effectively foster students' interest in the subject and adapt lessons to maintain and develop it.	Have the foresight to be able to anticipate misconceptions to enable effective student engagement and interest.	Have the foresight to be able to anticipate misconceptions to enable effective student engagement and interest. Impact is consistent and embedded in this area.	Students' interest and engagement is maintained in a dynamic and interactive way which promotes independence in learning.

for early maths, demonstrate a clear understanding of appropriate teaching strategies	Developing a Culture of Enquiry					
	Awareness of the relevance of developments in their subject and curriculum area. Plans groups of lessons and assessments in collaboration and shares ideas with colleagues.	Have a clear understanding of developments in their subject and curriculum area. Plans groups of lessons and assessments in collaboration and shares ideas with colleagues.	Evaluate and share knowledge and understanding of developments in their curriculum area. Plans groups of lessons and assessments in collaboration and shares ideas with colleagues. Leads the development of schemes of work. Actively supports development in curriculum areas.	Active involvement and engagement in enquiry and action research projects and promote the value of scholarship. Plans groups of lessons and assessment in collaboration and shares ideas with colleagues. Leads the development of schemes of work. Actively supports and leads development in curriculum areas.	Active involvement and engagement in enquiry and action research projects and promote the value of scholarship. Plans groups of lessons and assessment in collaboration and shares ideas with colleagues. Leads the development of schemes of work. Actively supports and leads development in curriculum areas. Impact is consistent and embedded in this area.	Actively identify the need for an investigative/enquiry approach to improve T&L. Influence and lead/model best practice of an enquiry based approach. Always take a proactive lead and actively support developments across the School.

	Securing high standards of literacy and articulacy					
	Promote high levels of literacy and articulacy In lessons, through the marking of books, correction of errors and accurate SPAG.	Incorporate opportunities in lessons to develop skills in literacy. Consistently, seek out opportunities to highlight good practice in literacy and high levels of technical accuracy.	Develop strategies which embed high standards of literacy in T&L whilst strengthening technical accuracy in SPAG.	Contribute to the professional development of colleagues in understanding and embedding high standards of literacy in lessons.	Contribute to the professional development of colleagues in understanding and embedding high standards of literacy in lessons.	Promote consistency and collaboration across the School in embedding high standards of literacy.
	Developing Professional Practice					
	Developing reflective practice enhances subject knowledge and understanding. Work on tasks delegated by subject leader.	Embedding reflective practice facilitates deepening of subject knowledge and understanding. Proactive involvement in development of curriculum and SoW, including sharing good practice across department.	As reflective practitioners, contribute to the sharing of good practice and dialogue about subject and curriculum knowledge.	Established highly effective practice is utilised to enhance and develop subject knowledge across School/department.	Established highly effective practice is utilised to enhance and develop subject knowledge across School/department. Impact is consistent and embedded in this area.	Developments in subject and curriculum knowledge are investigated and utilised to lead/contribute to the implementation of new and relevant initiatives across the School.

Standard 4						
Plan and teach well-structured lessons: impart knowledge and develop understanding through the effective use of lesson time promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired reflect systematically on the effectiveness of lessons and approaches to teaching	**M1 / M2**	**M3 / M4**	**M5 / M6**	**UPS 1**	**UPS 2**	**UPS 3**
	Planning and delivery					
	Plan, deliver and reflect on the effectiveness of structured lessons.	Reflect on lesson planning and delivery and be able to modify future lessons in light of this.	Individual reflection on planning and delivery contributes to the evaluation and improvement of departmental SOW. Individual staff take responsibility to create and update SOW. Share good practice in the planning and delivery of lessons.	Take responsibility for the evaluation and development of SOW for the subject/curriculum areas. Model highly effective practice in the planning and delivery of lessons.	Take responsibility for the evaluation and development of SOW for the subject/curriculum areas. Model highly effective practice in the planning and delivery of lessons. Impact is consistent and embedded in this area.	Lead initiatives/Contribute to development of new initiatives in the department and subject area which promote effective planning and delivery in the subject and curriculum area. Share good practice across the School.

contribute to the design and provision of an engaging curriculum within the relevant subject areas	Student Engagement					
	Students are engaged in learning in lessons.	Students are motivated and want to deepen their learning in lessons.	Students are encouraged to take responsibility for developing intellectual curiosity and initiative in their learning.	Independent learning enables students to be experimental in their learning. Supports others to develop this.	Independent learning enables students to be experimental in their learning. Supports others to develop this. Impact is consistent and embedded in this area.	Levels of student engagement are evaluated and used to inform the implementation of innovative strategies to motivate and engage students. Expertise is shared with other colleagues.
	Homework and out-of-class learning					
	Set and assess regular homework. Participate in out-of-class learning activities.	Set and assess a series of structured homework activities. Plan structured out-of-class learning activities which support learning in the classroom.	Enrich students' learning through individualised homework and assessments. Develop a range of out-of-class learning activities which extend students' learning beyond the classroom eg: in after school clubs and trips.	Evaluate homework activities and utilise as a tool to target and secure individual improvement and progress. Lead out-of-class learning activities across the subject and curriculum area.	Evaluate homework activities and utilise as a tool to target and secure individual improvement and progress. Lead out-of-class learning activities across the subject and curriculum area. Impact is consistent and embedded in this area.	Influence and lead policies for homework across the School/department. Investigate and implement best practice in out-of-class activities to secure student engagement.

	Curriculum Design					
	Awareness of a variety of approaches in the design and delivery of the curriculum to support student engagement. Contribute to planning of SoW.	Implement and experiment with ideas and strategies in the delivery of the curriculum, including those that are more adventurous in promoting curiosity.	Contribute to the development of exemplar lessons and sharing of best practice. Meetings records will show evidence of the quality and extent of this contribution	Reflect and evaluate the effectiveness of the curriculum delivery model for the department/subject.	Reflect and evaluate the effectiveness of the curriculum delivery model for the department/subject. Impact is consistent and embedded in this area	Lead on/Support delivery of an aspect of CPD for the department/School, as directed by/deployed by VP responsible.
	Developing Professional Practice					
	Developing reflective practice ensures effective planning and delivery.	Embedding reflective practice facilitates experimentation in planning and delivery.	Sharing good practice in planning and delivery across department/subject facilitates improvements in student engagement.	Established highly effective practice in planning and delivery is shared across School/department and its impact on student engagement is monitored.	Established highly effective practice in planning and delivery is shared across School/department and its impact on student engagement is monitored. Impact is consistent and embedded in this area.	Developments in highly effective and innovative practice in models of planning and delivery are investigated and lead to the implementation of new and relevant initiatives across the School.

Standard 5:						
Adapt teaching to respond to the strengths and needs of all students. Know when & how to differentiate appropriately using approaches which enable students to be taught effectively Have a secure understanding of how a range of factors can inhibit students' ability to learn & how best to overcome these Demonstrate an awareness of the physical, social, intellectual development of children & know how to adapt teaching to support students'	**M1 / M2**	**M3 / M4**	**M5 / M6**	**UPS 1**	**UPS 2**	**UPS 3**
	Key Groups					
	Awareness of the range of key groups of students and their individual needs. Implementation of strategies to support students.	Understand and implement a range of strategies to effectively support key groups.	Develop a range of strategies to support key groups achieving their targets. Support colleagues through coaching and mentoring.	Develop highly effective strategies for supporting key groups. Implement a range of intervention strategies across the department/subject.	Develop highly effective strategies for supporting key groups. Implement a range of intervention strategies across the department/subject. Impact is consistent and embedded in this area.	Investigate latest thinking and develop innovative strategies to support key groups across the School/department.

education at different stages of development Have a clear understanding of the needs of all students, (SEN, EAL, high ability;	Use of Data					
	Use data to understand the starting points of all students and be aware of National, School and departmental targets.	Use data effectively to track and monitor progress of key groups in classes.	Interrogate data to identify issues for key groups and implement appropriate intervention across the department/subject.	Comprehensive interrogation of data and subsequent interventions ensures that all groups of students progress and achieve their targets.	Comprehensive interrogation of data and subsequent interventions ensures that all groups of students progress and achieve their targets. Impact is consistent and embedded in this area.	Analysis and evaluation of data leads to a range of interventions at student/ teacher/School/department level to secure rapid and sustained progress for all.
	Differentiation					
	Utilise a range of strategies to differentiate T&L to meet the needs of all groups.	Consistent and highly effective differentiation ensures that all key groups are able to access the learning opportunities and make good progress. Clear understanding of a range of needs, and know how to address the impact on planning and progress.	Evaluate the effectiveness of differentiation and other strategies used to support key groups and individual students. Share good practice across department/subject.	Monitor and track progress of key groups across department/subject. Active involvement in the development of resources to support others.	Monitor and track progress of key groups across department/subject. Active involvement in the development of resources to support others. Impact is consistent and embedded in this area.	Monitor and track progress of key groups across School/department. Lead/ Support the development of CPD and other initiatives to support the provision for key groups.

	SMSC (Social, Moral Spiritual and Cultural)					
	Be aware of opportunities to develop students understanding and appreciation of SMSC. Ensure that lessons highlight topics of inclusion.	Have a more developed understanding of SMSC and be able to incorporate opportunities for the development of skills in lessons. Ensure that lessons highlight topics of inclusion.	Experiment with a range of opportunities to support the development of SMSC skills. Share good practice across the department/subject. Help prepare teaching material that can be used in lessons that highlight topics of inclusion.	Evaluate the effectiveness of SMSC development opportunities across the department/subject. Implement a range of opportunities to secure the development of SMSC skills. To prepare inclusion material that can be used as a model for other staff.	Evaluate the effectiveness of SMSC development opportunities across the department/subject. Implement a range of opportunities to secure the development of SMSC skills. Impact is consistent and embedded in this area. To prepare inclusion material that can be used as a model for other staff.	Lead on/Contribute to developing innovative opportunities to support the development of SMSC across the School/department and that will provide challenge and stimulation. Support the development of colleagues. To prepare inclusion material that can be used as a model for other staff.
	Developing Professional Practice					
	Developing reflective practice ensures effective and consistent support for key groups. Successful completion of NQT training where applicable.	Embedding reflective practice facilitates the development of a range of strategies to support key groups.	Sharing good practice in the planning and implementation of strategies to support key groups across department/subject facilitates good or highly effective support for all.	Implementation and impact of strategies across School/department to support key groups is monitored and evaluated to determine impact on securing highly effective support/progress for all.	Implementation and impact of strategies across School/department to support key groups is monitored and evaluated to determine impact on securing highly effective support/progress for all. Impact is consistent and embedded in this area.	Innovative and highly effective practice in strategies to support the learning and progress of key groups is investigated and leads to the implementation of new and relevant initiatives across the School.

Standard 6:						
Make accurate and productive use of assessment know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure students' progress use relevant data to monitor progress, set targets and plan subsequent lessons give students regular feedback, both orally and through accurate marking and encourage students to respond to the feedback	MS 1 and MS 2	MS 3 and MS 4	MS 5 and MS 6	UPS 1	UPS 2	UPS 3

	The expectations of all staff in the School, regardless of career stage is to meet this standard in the following ways: · Ensure that all students, regardless of their starting points make rapid and sustained progress · Effectively monitor the progress of students in lessons · Utilise data to inform planning and delivery · Provide challenge, pace and support to encourage students to achieve at the highest level · Create a culture of aspiration in all students · Use a range of assessment techniques to secure rapid and sustained progress and good or highly effective achievement for all students The role of staff in achieving this is to: · Utilise data effectively to inform planning, delivery and assessment · Provide a range of assessment opportunities which are inclusive and differentiated · Utilise a range of questioning and discussion techniques which promote learning and progress for all · Use a range of formative and summative assessment techniques which promote independence and encourage active participation in assessment · Encourage peer assessment and review in lessons · Provide regular feedback both orally and in writing · Ensure that all students understand how to improve their work and have the opportunity to do so to secure progress · Produce accurate and timely reports as required The School will support staff in achieving this through the provision of: · Regular and comprehensive benchmark, progress and target setting data · Observation and feedback which is supportive and developmental · Work scrutiny and feedback on marking and assessment, the level of challenge and the impact of feedback on students'

Standard 7:						
Manage behaviour effectively to ensure a safe learning environment. have clear rules & routines for behaviour in classrooms, take responsibility for promoting good & courteous behaviour both in classrooms around the school, in line with the behaviour policy	MS 1 and MS 2	MS 3 and MS 4	MS 5 and MS 6	UPS 1	UPS 2	UPS 3
	Role Model					
	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times.					
	Behaviour Management Strategies					

high expectations of behaviour, establish a framework for discipline with a range of strategies, using praise, sanctions & rewards fairly & consistently manage classes effectively using approaches appropriate to students needs in order to involve & motivate them maintain good relationships with students, exercise appropriate authority & act decisively.	Know, understand and apply the School's behaviour management policy. Implement strategies to manage behaviour of students in your groups. Accesses support through the School's behaviour management system when required to develop professional practice.	Develop and implement a broad range of personal behaviour management strategies which promote good and highly effective behaviour in and out of the classroom, consistent with the School's policy. Accesses support through the School's behaviour management system when required to develop professional practice.	Anticipate and plan for potential behaviour management scenarios. Provide guidance and support for colleagues in developing strategies to manage behaviour in line with the School's behaviour management system.	Have an extensive knowledge and (understanding) and proven ability to apply a range of strategies to manage behaviour. Be able to tailor them to specific needs and develop the skills in others.	Have an extensive knowledge and (understanding) and proven ability to apply a range of strategies to manage behaviour. Be able to tailor them to specific needs and develop the skills in others. Impact is consistent and embedded in this area.	Support others in the drive to secure good and highly effective behaviour in classes and across the School. Act as a coach and mentor to staff who need support and development in this area. Contribute to the delivery of training at departmental or whole school level.

	Behaviour to support learning					
	Establish and maintain consistent high expectations of behaviour which promote effective learning in the classroom.	Promote an ethos in the classroom which motivates students and makes the link between good behaviour and effective learning.	Implement a range of strategies which encourage students to take individual responsibility for their behaviour, learning and progress.	Be a presence and take responsibility for enforcing high expectations of behaviour within the classroom and throughout the School.	Be a presence and take responsibility for enforcing high expectations of behaviour within the classroom and throughout the School. Impact is consistent and embedded in this area.	Take a leading role in taking decisive and effective actions in promoting high expectations of behaviour within the classroom and throughout the School.
	Creating Positive Relationships					
	Create a classroom environment which promotes positive relationships. Use praise and sanctions consistently.	Establish a rapport with all students and implement a range of strategies which promotes good behaviour and effective learning.	Positive relationships are embedded and an in-depth knowledge of students and their needs enables all students to participate effectively in learning.	Support colleagues in encouraging the creation of positive relationships, effective behaviour management strategies to enable effective learning.	Support colleagues in encouraging the creation of positive relationships, effective behaviour management strategies to enable effective learning. Impact is consistent and embedded in this area.	Act as a role model in strategies which encourage positive relationships and a climate for learning throughout the School.

	Developing Professional Practice					
	Developing reflective practice ensures increasingly effective management of behaviour in class.	Embedding reflective practice facilitates highly effective behaviour management strategies and developing confidence enabling experimentation in a range of different contexts.	Sharing good practice in the implementation of a range of behaviour management strategies across department/subject facilitates consistency and promotes effective behaviour for learning.	Established highly effective practice in behaviour management is shared across School/department and its impact on students' attitudes to learning is monitored and evaluated.	Established highly effective practice in behaviour management is shared across School/department and its impact on students' attitudes to learning is monitored and evaluated. Impact is consistent and embedded in this area.	Highly effective and innovative practice in behaviour management strategies which promote effective learning is investigated and leads to the implementation of new and relevant initiatives across the School.

Standard 8:						
Fulfil wider professional responsibilities:	MS 1 and MS 2	MS 3 and MS 4	MS 5 and MS 6	UPS 1	UPS 2	UPS 3
	Wider School Life					

Make a positive contribution to the wider life and ethos of the school Develop effective professional relationships with colleagues knowing how & when to draw on advice and specialist support Deploy support staff effectively Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues Communicate effectively with parents with regard to students' achievements and well-being.	Undertake the role of a tutor or shadow an experienced tutor. Participate in tutor trips and extra-curricular activities. Contribute to the delivery of an assembly. Understand the high-performance culture of the School and support the ethos by being involved in events and wider initiatives.	Contribute effectively as a tutor and as a member of the Year Team. Contribute to the delivery of an assembly. Understand the high-performance culture of the School and play a proactive role in the support the ethos by being involved in events and wider initiatives. Participate in residentials and extra-curricular activities.	Act as a role model as a tutor and a member of the Year Team. Lead an assembly. (Lead a whole School residential). Lead/participate in extracurricular activities e.g. residential, clubs. Organise extra-curricular activities.	Act as a lead professional in pastoral work, for example. Develop good working relationships with outside agencies to support this. Support the work of other staff in managing challenging behaviour and under-performance. Encourage student participation in activities at local and national level. Takes part in events and wider initiatives to enrich and improve provision and outcomes for all pupils.	Act as a lead professional in pastoral work, for example. Develop good working relationships with outside agencies to support this. Support the work of other staff in managing challenging behaviour and under-performance. Encourage student participation in activities at local and national level. Takes part in events and wider initiatives to enrich and improve provision and outcomes for all pupils. Impact is consistent and embedded in this area.	Have presence around the School and act as a lead professional in supporting all aspects of wider School life, upholding the principles and ethos at all times. Takes an active role in mentoring, building and supporting School wide teams. Takes part in events and wider initiatives to enrich and improve provision and outcomes for all pupils.

	Collaboration and Team Work					
	Participate effectively as a member of a team. Where appropriate, utilise support staff effectively.	Undertake a departmental /Key Stage/Subject responsibility. Participate in a whole School initiative.	Lead a team within the department (Key Stage/Subject) Contribute to the development of a whole School initiative.	Lead a department or aspect across the School Seek opportunities to collaborate with other professionals beyond the School.	Lead a department or aspect across the School Seek opportunities to collaborate with other professionals beyond the School. Impact is consistent and embedded in this area.	Instigate opportunities to collaborate with colleagues across the School. Lead/model, innovate and share best practice resulting from such collaboration.
	Support the Development of Others					
	Undertake appropriate professional development to secure progress in your career.	Take responsibility for cascading to the department up to date knowledge and information about a particular area. Mentor new (to school) members of staff (with QTS) where possible.	Lead departmental training on a relevant issue. Where possible undertake a mentoring role e.g. ITT, GTP, PGCE, and School Direct/NQT. Participate in whole School training/induction events.	Lead whole School training/induction events. Act as a reviewer in the School's performance management system. Undertake coaching as a developmental activity to support a member of staff who is underperforming.	Lead whole School training/induction events. Act as a reviewer in the School's performance management system. Undertake coaching as a developmental activity to support a member of staff who is underperforming. Impact is consistent and embedded in this area.	Lead and facilitate/Contribute to facilitation of professional development events across the School/TSA/partnership. Act as a reviewer in the School's performance management system. Act as a lead professional in coaching and mentoring colleagues.

	Developing Professional Practice					
	Developing practice ensures effective professional contribution across the School. Know how and when to seek professional development advice.	Embedding practice ensures highly effective professional contribution across the School.	Consistent highly effective practice leads to developing skills in leadership and management and highly effective professional contribution across the School.	Established highly effective practice ensures highly effective leadership and management and/or highly effective professional contribution across the School and beyond.	Established highly effective practice ensures highly effective leadership and management and/or highly effective professional contribution across the School and beyond. Impact is consistent and embedded in this area.	Consistent highly effective practice in leadership and management ensures highly effective leadership, management and/or highly effective professional contribution across the School and beyond.

Appendix 7

Personal and Professional Conduct

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

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

    a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;

    b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;

    c) showing tolerance of and respect for the rights of others;

    d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;

    e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.