



PAY POLICY
 MRS T CONDLIFFE
 REVIEWED: SEPTEMBER 2020
 REVIEW DATE: SEPTEMBER 2021



INTRODUCTION

- This Policy sets out the framework for making decisions on pay for teachers and support staff including the procedures for determining appeals. It has been developed to comply with current legislation and the requirements of the school teachers Pay and Conditions Document (STPCD) 2020 and the locally agreed 'Framework for Support Staff Profiles'. The Pay Policy has been consulted on with the teacher and support staff trade unions.
- In adopting this pay policy the decisions on pay will be managed in a fair, just and transparent way. This policy aims to support Biddulph High School and The Potteries Educational Trust's Education Improvement Plan (EIP) by recognising that the school's staff are its most important resource and by providing a system which will enable Governors and Trust Directors to recruit, retain and motivate staff of the best quality. Pay decisions at this school are made by the Local Academy Governing Board.
- All teachers employed at this school will be paid in accordance with the statutory provisions of the current STPCD. A copy of the latest version is on-line at the DfE website: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/920904/2020_STPCD_FINAL_230920.pdf
- All support staff employed at this school will be paid in accordance with the scheme of conditions of service agreed by the National Joint Council for Local Government Services (referred to as the "Green Book" in this policy).
- It is the intention of the Local Academy Governing Board that this policy should be reviewed and updated at least annually, or when other changes occur to the School Teachers' Pay and Conditions Document and accompanying statutory guidance.

SECTION 1 - TEACHING STAFF

- In adopting this policy, the decisions on pay will be managed in a fair, just and transparent way. The aim of this pay policy at this school is to:
 - Maximise the quality of teaching and learning at the school.
 - Enable the school to recognise and reward teachers appropriately for their contribution to the school.
 - Support the recruitment and retention of a high quality workforce.
- The policy also supports the aims detailed in the school development plan:
 - To achieve outstanding teaching and learning.
 - To continue to raise the achievement of every child.
- Pay decisions at this school are made by The Finance and Resource Committee of the Local Academy Governing Board, following recommendations made by the Headteacher. Pay decisions will be made with regard both to the pay policy and to the individual's particular post in the school. Staff Governors are prohibited from being present when the pay or performance appraisal of any other employee at the school is being discussed or considered. The committee will have full delegated powers in accordance with the appropriate school government regulations.

Pay Reviews

- The Local Academy Governing Board will ensure that each teacher's salary is reviewed annually, with effect from 1st September and no later than the 31st October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
- Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
- Where a pay determination leads or may lead to the start of a period of safeguarding, the Local Academy Governing Board will give the required notification as soon as possible and no later than one month after the date of the determination.

Basic Pay Determination on Appointment

- The Headteacher, in consultation with The Finance and Resource Committee will determine the pay range for a vacancy prior to advertising it. On appointment, the Headteacher and Governors on the selection committee will determine the starting salary within that range to be offered to the successful candidate. In making such determinations a range of factors may be taken into account:
 - The nature of the post and its responsibilities.
 - The level of qualifications, skills and experience required.
 - Market conditions.
 - The wider school context.
- There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school.

Pay Progression Based On Performance

- At Biddulph High School, all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs and plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's Teacher Appraisal and Capability Policy.
- Progression through the pay range will be based on the teacher demonstrating, through their appraisal, that they meet the teacher standards and Professional Skills Level Descriptors for the new pay point. To be fair and transparent, assessment of performance will be properly rooted in evidence. In this school we will ensure fairness by the Headteacher (in conjunction with the Leadership Group) closely scrutinising objectives to ensure they are consistent across the school. The Local Academy Governing Board's Finance & Resource Committee **supported by the Headteacher** will also perform a quality assurance role. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.
- Where a teacher's performance has been of a sustained high quality, exceeding school expectations at that level, the Local Academy Governing Board may award accelerated progression within the range. Progression will be subject to agreed criteria being met.

Judgements of Performance (See Matrix of Career Progression)

- Judgements of performance will be made against the extent to which teachers have met their individual appraisal objectives, the teaching standard grade descriptors commensurate with their pay band (i.e. teacher, accomplished teacher or 'highly competent practitioner') and can include reference to how the teacher has, within the school, contributed to and impacted on areas such as student progress, wider outcomes for students, improvements in specific practice and effectiveness of teachers.

Within Band 1: MS1 - 3

- Teachers will be eligible for a pay increase of one point on the scale if they are judged as to have met their objectives, are assessed as meeting the teaching standard grade descriptors.
- The progress of students (Objective2) will be judged as at least "good" with minimal groups that may "require improvement."

Within Band 2: MS4 - 6

- 'Highly competent' teachers will be eligible for a pay increase of one point on the scale if they are judged to have met all their objectives, are assessed as fully meeting the teaching standard grade descriptors (associated with Band 2 'accomplished' teacher) and most aspects of observed teaching are assessed as at least good with some outstanding features. The progress of students will be judged as at least "good".

Accelerated Progression

- Teachers will be able to be considered for more rapid progress up the pay range if they exceed all their objectives, fully meet their relevant teaching standard descriptors in all areas and all aspects of their teaching are assessed as outstanding. Examples of exceeding objectives might include:
 - The teacher is making a significant impact on student outcomes and/or the effectiveness of other teaching staff.

Interim Reviews

- Interim reviews will take place mid-way (January) through the appraisal cycle. This will be an opportunity to review progress and receive written feedback regarding progress towards achieving objectives and meeting the appropriate standards. Wherever possible indications will be given where there are concerns regarding standards of performance.
- Teaching staff are expected to self-review their progress before they meet with their Line Manager. This interim review is an important part of the appraisal cycle. Staff have a responsibility to ensure that their effectiveness and professional practice is evidenced to support their progress. This is not the responsibility of their Line Manager.
- Teachers who have not met their objectives and/or do not meet the teaching standard criteria may be subject to a 'no progression' determination without recourse to the performance improvement/capability procedure. Where significant concerns exist then the appraisal capability procedures will apply.

Movement to Band 3: Upper Pay Threshold (UPS)

- Any qualified teacher with at least 2 years' service on MS6 may apply to be paid on the UPS 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 UPS pay range.

- **All applications must be made by the 31st August.** Applications are to be made in writing to the Headteacher. From the 1st September the Headteacher will start to make decisions for the transfer of successful applicants to the UPS pay range. Applications will be assessed against the results of the 2 most recent appraisals, including any recommendations on pay. The latter appraisal should have contained 'stretch' objectives that demonstrate the teacher's ability to meet the expectations of a UPS teacher. Applicants should submit a statement (a self-review) of evidence demonstrating that he/she has met all the assessment criteria. Evidence should be included from the previous two years of employment (these do not have to be successive where there has been a break for maternity or sickness purposes).
 - Any appeal against a decision not to move the teacher to UPS pay range will be heard under the school's general appeals arrangement.
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Accelerated Pay

- If the teacher has applied for an accelerated increase along the pay structure, then the teacher's self-review should evidence how they are meeting the higher point competencies. The assessment will be considered by the Headteacher and formally agreed by the Finance and Resource Committee as soon as possible after the September performance appraisal and no later than the 31st October. If successful, applicants will move to the relevant point on the UPS pay scale from 1st September. If unsuccessful, feedback will be provided by the Headteacher within 10 working days of the notification.
 - An application from a qualified teacher will be successful where the Finance and Resource Committee of the Local Academy Governing Board is satisfied that:
 1. The teacher is 'highly competent' in all elements of the relevant teaching standards; and
 2. The teacher's achievements and contribution to the school are substantial and sustained.
 - Any appeal against a decision not to move the teacher to the approved accelerated pay range will be heard under the school's general appeals arrangements.
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Pay Deceleration

- The school will consider applications from staff who wish to move down from the UPS Main Scale pay. This would normally be where the teacher wishes to relinquish some of their 'substantial' role in order to focus **solely** on their classroom practice and own impact on student achievement.
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LEADERSHIP PAY

Headteacher

- The Headteacher must demonstrate sustained high quality performance, with particular regard to leadership, management and student progress at the school and will be subject to a review of performance annually against performance objectives before any incremental points will be awarded. The task of appraising the Headteacher, including the setting of objectives, will be delegated to the Remuneration Committee of the Trust.
 - The Local Academy Governing Board have set the Individual School Range (ISR) of the Headteacher in accordance with the criteria specified in the School Teachers' Pay & Conditions Document. This is a 7 point pay range. The Trust Board of Directors will review the Headteacher's ISR annually in the Autumn Term on the basis of increased job weight/responsibility.
 - Directors have assigned the individual school range (ISR) 7 Points L27-L33.Group 6 School
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Deputy Headteachers/Assistant Headteachers

- The Governors have determined the 5-point range of Deputy and Assistant Head to reflect the criteria specified in the School Teachers' Pay and Conditions Document.
- The ranges will be reviewed annually in the Autumn Term on the basis of increased job weight/responsibility. The Local Academy Governing Board will exercise its discretion to adjust the range of someone on the leadership scale at any time during the School Year to retain his/her services. Pay ranges will continue to be used for the purposes of Leadership Pay progression.
- Governors have assigned the following salary ranges for other members of the Leadership Group:

– Headteacher	L27-33	(£79,958 - £92,624)
– Deputy Headteacher	L17-21	(£62,570 - £69,031)
– Assistant Headteachers	L12-16	(£55,338 - £61,166)
– Head of Sixth Form	L7-12	(£49,019 - £55,338)
– Head of Curriculum Area	L7-9	(£49,019 - £51,402)
- The Local Academy Governing Board can vary the pay progression for members of the LG. The criteria for this is ***sustained high quality performance that has resulted in the school making significant progress in areas identified as being key issues for the school.***
- The task of appraising the Deputy Headteachers and Assistant Headteachers, including the setting of objectives, will be the responsibility of the Headteacher. The Headteacher may delegate appraisal of the Assistant Headteachers to the Deputy Headteachers. The Headteacher will also make a pay recommendation in terms of progress on the leadership scale, which will be formally considered by the Finance and Resource Committee of the Local Academy Governing Board.

Unqualified Teachers

- An unqualified teacher will be paid at the pay range for unqualified teachers and must be paid such salary within the minimum and maximum of the unqualified pay range (£18,169 – £28,735). Unqualified teachers may not hold TLRs or SEN allowances.

Leading Practitioner Role

- This school has decided not to establish a post of Leading Practitioner.

Additional Payments

- The STPCD 2020 does not provide for the payment of 'honoraria' to teachers in any circumstances.
- Governors are permitted to make additional payments to teachers for activities which are out of hours learning undertaken other than the 195 days of the normal working year.
- If in the opinion of the Headteacher, external training is to be received outside of the normal year (195 days) then a special allowance can be calculated as follows:
 - ***Daily rate of 1/195 on point 6 on our Classroom Teaching Pay Scale irrespective of the salary point of the teacher concerned.***
- In all cases such participation on training outside the 195 days is voluntary.

- Additional timetabled teaching planned into the curriculum (in addition to the normal timetabled and extra-curricular expectations) will be eligible for either remission in the school day or additional payment at the discretion of the Headteacher.
- Consideration can be given to fixed term payments using a TLR3. This can either be an annual agreement or in the case of additional work lasting for 6 months (e.g. a responsibility to teach a programme of revision classes which will not last for a whole year, a TLR payment can be decided on and adjusted (pro rata) against the value of an annual payment).

Acting-Up Allowances

- Governors reserve the right to pay any member of staff an additional salary where he/she covers in the **prolonged** absence of a more senior colleague. A review should take place within 20 working days of the start of the absence.

Retention and Recruitment Opportunities

- There is no assumption that a teacher will be paid at the same rate as they were being paid in another school.
- The Governors will usually pay recruitment awards of up to £3000 (subject to the budget) where it is considered necessary as an incentive to the recruitment of new teachers. Such allowances are for a fixed period of time. The Governors are able to award additional pay (where it is considered necessary) to retain the service of existing teachers, for a fixed period of time. They will normally be paid where there is serious difficulty in recruiting and retaining specific staff. Any benefits or payments will be clearly time-limited. The Governors should make clear at the outset the expected duration of any incentive and benefits and the review date after which they may be withdrawn. The Site Finance & Staffing Committee will conduct an annual review of all incentives, support or benefits.

Teaching and Learning Responsibility Payments

- TLRs will be awarded to the holders of the posts indicated in the Staffing Structure. TLRs will only be awarded to staff who have a significant responsibility (not required of all classroom teachers) for undertaking a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality Teaching and Learning for which he/she is accountable. Before awarding a TLR the Headteacher and Governors will ratify at a Board meeting that the post:
 1. Is focussed on Teaching and Learning.
 2. Requires the exercise of professional skills and judgements.
 3. Requires the leadership, management and development of a curriculum area or student development across the curriculum.
 4. Has an impact on the education progress of students other than the teacher's assigned classes.
 5. Involves the development and enhancing of other staff.
- From 1st September 2020, Biddulph High School will award TLR 2 to staff who undertake additional responsibility within the staffing structure, the annual value of a TLR2 must be no less than £2,873 and no greater than £7,017.
- There is no requirement for specific differentials, Governors can decide the relative weight of TLR posts and the appropriate levels of reward. Posts of equal weight should be allocated equal value. In this school:
 1. The current value of TLR 2.1 is £2,873
 2. The current value of TLR 2.3 is £4,640

Part-Time Teachers

- Teachers employed on an on-going basis at the school but work less than a full working week are deemed to be part-time. The Finance and Resource Committee will ratify 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.
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Short Notice/Supply Teachers

- Teachers employed on a day-to-day or other short notice basis will be paid on a daily rate calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.
 - For the first 12 weeks we pay the agency (that we are under contracted to) at the agency rate. After this period, in consultation with the agency we will either take the member of staff onto our pay role or continue to pay the agency at an agreed cost.
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Salary sacrifice arrangements

- The term "salary sacrifice arrangement" means any arrangement under which the member of staff gives up the right to receive part of their gross salary in return for the employer's agreement to provide a benefit-in-kind. Currently we offer Techscheme and Cycle Scheme and a child care voucher benefit scheme.
 - Staff may participate in any such arrangement and the gross salary may be reduced accordingly for the duration of such participation.
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Monitoring the Impact of the Policy

- The Local Academy Governing Board will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.
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Appeals

- The order of proceedings is as follows:
 1. The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
 2. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Headteacher making the recommendation to the Pay Committee within ten working days of the decision. Where this is not possible or where the employee continues to be dissatisfied, he/she may follow a formal appeal process.
 3. The employee should set down in writing the grounds for questioning the pay decision and send it to the chair of the appeal committee who was not involved in the original determination normally within 10 working days of receiving the outcome of the informal discussion with the Headteacher.
 - Any appeal should be heard by a panel of three governors who were not involved in the original determination. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. Appendix B in this document lists the appeal process in detail.
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Safeguarding

- **The general circumstances in which safeguarding applies to teachers are:**
 - a) the teacher loses a post as a result of: the discontinuance of, a prescribed alteration to, or a reorganisation of, the school.
 - b) the Local Academy Governing Board determines, whether as a result of a change to its pay policy or to the school's staffing structure, that the duties for which the teacher was awarded a TLR1 or TLR2 or an unqualified teacher's allowance are no longer to include the responsibility for which the respective allowance was awarded or are to include a different responsibility, or the responsibility merits an allowance of a lower annual value.
 - c) the Local Academy Governing Board determines: to reduce the number of members of the leadership group or teachers paid on the range for leading practitioners.
 - d) to lower a pay range applicable to a member of the leadership group or a teacher on the pay range for leading practitioners.

Entitlement to a safeguarded sum

- A teacher who falls within the above shall be paid the amount (if any) by which the pre-safeguarding salary including TLR payments payable to the teacher immediately before the circumstances above took effect exceeds the salary payable to the teacher in the new post.

The safeguarding period

- **The Local Academy Governing Board must pay a safeguarded sum until:**
 - a) the date on which the safeguarding period ends, being the third anniversary of the date on which a teacher starts work in the new post.
 - b) where a safeguarded sum is paid in respect of an allowance awarded to a teacher or a post held by a teacher for a fixed period or to a teacher employed under a fixed-term contract, the date on which that fixed period or fixed-term contract expires.

Additional duties for Safeguarded Staff

- If the total of all safeguarded sums payable to a teacher from time to time exceeds £500, the Local Academy Governing Board must review the teacher's assigned duties and allocate such additional duties to the teacher as it reasonably considers are appropriate and commensurate with the safeguarded sum, for as long as the teacher continues to be paid safeguarded sums which in total exceed £500.
- The teacher shall not be paid any safeguarded sums if the teacher unreasonably refuses to carry out such additional duties, provided that the teacher is notified of the Local Academy Governing Board's decision to cease paying the safeguarded sums at least one month before it is implemented.

SECTION 2 – SUPPORT STAFF

- The Local Academy Governing Board adopted the County Council's Framework of Support Staff to ensure that the requirements of the Single Status Agreement 1997 are met. The Local Academy Governing Board will determine the job descriptions and person for new positions within the support staff structure for the school. They are not bound by any locally agreed staff profiles. The Local Academy Governing Board will ensure that:
 - All decisions will be based on an objective approach to pay and grading according to criteria laid down in the relevant national agreements.
 - Decisions will be applied as consistently as possible across the staff groups concerned as well as within those staff groups.
 - Any differences in pay between two employees within the same staff group will be justified in terms of a genuine and material difference in their circumstances and duties and responsibilities undertaken.

- All decisions will have regard to equality of opportunity, and in particular, relevant employment legislation.
 - Posts carrying similar levels of responsibility will be rewarded equally and all staff will be treated equitably.
- Support staff will be appointed to a profile within the Framework of Support Staff Profiles, where an appropriate job profile does not exist, a new profile will be written and evaluated to best suit the needs of the school. The Pay and Grading Structure reflects a points-to-pay relationship; the points attached to each post within the Framework determine the salary that will be paid.

APPENDIX A: Biddulph High School's Pay Scale

A1

Band 1 MS 1 - 3	MS1	£25,714	annual review
	MS2	£27,600	
	MS3	£29,664	
Band 2 MS 4 - 6	MS4	£31,778	annual review
	MS5	£34,100	
	MS6	£36,961	
Band 3 UPS 1- 3	UPS1	£38,690	2 year review
	UPS2	£40,124	2 year review
	UPS3	£41,604	
Leadership Group Pay Range	L7	49,019	
	L8	50,151	
	L9	51,402	
	L10	52,723	
	L11	54,091	
	L12	55,338	
	L13	56,721	
	L14	58,135	
	L15	59,581	
	L16	61,166	
	L17	62,570	
	L18	64,143	
	L19	65,735	
	L20	67,364	
	L21	69,031	
	L22	70,745	
	L23	72,497	
	L24	74,295	
	L25	76,141	
	L26	78,025	
	L27	79,958	
L28	81,942		
L29	83,971		
L30	86,061		
L31	88,187		
L32	90,379		
L33	92,624		
L34	94,914		
L35	97,273		

AP**PENDIX B: Appeals****(a) Procedure for Considering Appeals Relating to Salary**

The order of proceedings is as follows:

1. The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Headteacher within ten working days of the decision. Where this is not possible or where the employee continues to be dissatisfied, he/she may follow a formal appeal process.
3. The employee should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the outcome of the discussion referred to above.

Valid grounds for appeal are that the person or committee by whom the decision was made:

- Incorrectly applied any provision of this document.
 - Failed to have proper regard for the statutory guidance.
 - Failed to take proper account of relevant evidence.
 - Took account of irrelevant or inaccurate evidence.
 - Was biased; or otherwise unlawfully discriminated against the teacher
4. The committee or person who made the determination should provide a hearing within ten working days of receipt of the written grounds for questioning the pay decision to consider this and give the employee an opportunity to make representations in person. Following the hearing, the employee should be informed in writing of the decision and the right to appeal.
 5. Any appeal should be heard by a panel of three governors who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision of the appeals panel is final with no recourse to the Grievance procedure.

(b) Procedure for Considering Appeals Relating to Salary

1. Introduction by Chair: explanation of procedure.
2. The Finance Committee representative (who may be the Head teacher) should put the case for the salary assessment decision.
3. The employee (or representative) may ask question of The Finance Committee representative.
4. The Appeals Committee may ask questions of the Finance Committee representative.
5. The employee (or representative) should put the case explaining the objection to the decision of the Finance Committee.
6. The Finance Committee representative may ask questions of the employee.
7. The Appeals Committee may ask questions of the employee and ask further questions of the Finance Committee representative regarding the case made on behalf of the employee.
8. The Head teacher to be invited to express their views if they have not already done so.
9. The Finance Committee representative to sum up case.
10. The employee (or representative) to sum up case.
11. The parties to retire.
12. The Appeals Committee to consider the case and to notify parties of their decision.



- **This procedure may be varied by agreement of all the parties.**
 - **The Appeals Committee may ask the Academy HR Support (if applicable) to attend to offer advice to Governors.**
 - **For further information or clarification on the expected career progression of staff in this school, see the Career Matrix document.**
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APPENDIX C: Matrix of Career Progression

See page 12.

Further details on any aspect of this policy and its implementation can be obtained from the academy.

“Working together to achieve our personal best”

  									
BIDDULPH HIGH SCHOOL MATRIX OF CAREER PROGRESSION									
	BAND 1: MS 1-3			BAND: MS 4-5			BAND 3: UPS 1-3		
	1	2	3	4	5	6	1	2	3
							Minimum 2 years	Minimum 2 years	3
Professional Practice N.B. Base expectation for all bands is that all Teaching Standards are implemented	<ul style="list-style-type: none"> Most teaching is good or better Engages with Line Manager / coach in order to address areas for development 	<ul style="list-style-type: none"> Most teaching is good or better Engages with Line Manager / coach in order to address areas for development 	<ul style="list-style-type: none"> Most teaching is good or better Engages with Line Manager / coach in order to address areas for development. 	<ul style="list-style-type: none"> All teaching is at least good with some features of outstanding Actively reflects on own practice and seeks opportunities to develop experience / expertise 	<ul style="list-style-type: none"> All teaching is at least good with some features of outstanding Actively reflects on own practice and seeks opportunities to develop experience / expertise 	<ul style="list-style-type: none"> All teaching is at least good with some features of outstanding Actively reflects on own practice and seeks opportunities to develop experience / expertise 	<ul style="list-style-type: none"> All teaching is good, some is outstanding Mentor to other staff Acts as a role model of good practice for peer to peer observations Impacts on staff/student outcomes beyond own classroom 	<ul style="list-style-type: none"> All teaching is good, some is outstanding Mentor to other staff Acts as a role model of good practice for peer to peer observations Impacts on staff/student outcomes beyond own classroom 	<ul style="list-style-type: none"> All Teaching and Learning is good, much is outstanding Works with SLG to ensure school and Trust priorities are addressed
Professional Outcomes	<ul style="list-style-type: none"> Most students in all groups achieve in line with school expectations Tracks student progress and plans appropriate intervention 	<ul style="list-style-type: none"> Almost all students, in all groups, achieve in line with school expectations Tracks student progress and plans appropriate intervention 	<ul style="list-style-type: none"> Almost all students, in all groups, achieve in line with school expectations Tracks student progress and co-ordinates intervention strategies 	<ul style="list-style-type: none"> Almost all students achieve in line with school expectations and some exceed them Tracks student progress and co-ordinates intervention strategies 	<ul style="list-style-type: none"> Almost all students achieve in line with school expectations and some exceed them Leads intervention strategies for a subject area or a sub-group of students 	<ul style="list-style-type: none"> Almost all students achieve in line with school expectations and some exceed them Strong analysis and evaluation of own practice and data is used to positively impact on outcomes in your classes 	<ul style="list-style-type: none"> Almost all students achieve in line with school expectations and some exceed them Analyses and evaluates own practice/data to positively impact on outcomes across the school/Trust 	<ul style="list-style-type: none"> Almost all students achieve in line with school expectations and some exceed them Analyses and evaluates own practice/data to positively impact on outcomes across the school/Trust 	<ul style="list-style-type: none"> Designs and evaluates innovative practices which impact on outcomes across the school or pyramid/Trust
Professional Practice and Relationships	<ul style="list-style-type: none"> Positive relationships are demonstrated with students, parents and colleagues Actively seeks support from colleagues to develop practice Adheres to the staff Code of Conduct 	<ul style="list-style-type: none"> Positive relationships are demonstrated with students, parents and colleagues Actively seeks support from colleagues to develop practice Adheres to the staff Code of Conduct 	<ul style="list-style-type: none"> Through the independent implementation of the Teaching Standards, staff demonstrate that relationships are securely focussed on improving provision and outcomes Actively seeks support from colleagues to develop practice Collaborates within team to share good practice Shares and develops new resources Adheres to the staff Code of Conduct 	<ul style="list-style-type: none"> Staff demonstrate that professional relationships are strong and lead to excellent provision Collaboration with colleagues to share good practice is well developed Adheres to the staff Code of Conduct 	<ul style="list-style-type: none"> Staff demonstrate that professional relationships are strong and lead to excellent provision Collaboration with colleagues to share good practice is well developed Adheres to the staff Code of Conduct 	<ul style="list-style-type: none"> Staff demonstrate that professional relationships are strong and lead to excellent provision Proactively collaborate to share good practice Review Schemes of Work regularly to improve provision Seek opportunities to develop Teaching and Learning opportunities and share good practice Adheres to the staff Code of Conduct 	<ul style="list-style-type: none"> Staff demonstrate that professional relationships are strong and lead to excellent provision Proactively collaborate to share good practice Has a positive impact at Department Level (taking responsibility for (for example) SOW, courses, extra-curricular provision). Adheres to the staff Code of Conduct 	<ul style="list-style-type: none"> Staff demonstrate that professional relationships are strong and lead to excellent provision Proactively collaborate to share good practice Has a positive impact at a Department and / or whole school level. Adheres to the staff Code of Conduct 	<ul style="list-style-type: none"> Enables staff to play a productive role in <u>building school-wide</u> teams to improve provision and outcomes across the school (and/or pyramid/Trust) Adheres to the staff Code of Conduct
Professional Development	<ul style="list-style-type: none"> Identifies (with support) own key development needs Responds positively to advice and feedback 	<ul style="list-style-type: none"> Identifies (with support) own key development needs Responds positively to advice and feedback 	<ul style="list-style-type: none"> Identifies and acts on through self-review key development needs. Seeks professional learning opportunities appropriate to need and shares knowledge Strong and accurate self-evaluation is evidenced through appraisal 	<ul style="list-style-type: none"> Identifies and acts on through self-review key development needs Seeks professional learning opportunities appropriate to need and shares knowledge Strong and accurate self-evaluation is evidenced through appraisal 	<ul style="list-style-type: none"> Identifies and acts on through self-review key development needs Seeks professional learning opportunities appropriate to need and shares knowledge Strong and accurate self-evaluation is evidenced through appraisal 	<ul style="list-style-type: none"> Identifies and acts on through self-review key development needs Seeks professional learning opportunities appropriate to need and shares knowledge Strong and accurate self-evaluation is evidenced through appraisal 	<ul style="list-style-type: none"> Staff demonstrate that professional relationships are strong and lead to excellent provision Plays a role in co-ordinating or leading professional learning opportunities for Trust staff Strong and accurate self-evaluation is evidenced through appraisal 	<ul style="list-style-type: none"> Staff demonstrate that professional relationships are strong and lead to excellent provision Plays a role in co-ordinating or leading professional learning opportunities for Trust staff (EG PET T and L Team) Strong and accurate self-evaluation is evidenced through appraisal 	<ul style="list-style-type: none"> Proactive role in leading professional development of colleagues either across the school or across the Trust. <ul style="list-style-type: none"> SLE (Specialist Leader in Education Role) PET T and L Team Delivers/facilitates training programmes e.g. NPQML/Aspiring Leaders.
Professional Conduct	MEETS ALL STANDARDS			MEETS ALL STANDARDS			MEETS ALL STANDARDS		