

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/1110990/2022_STPCD.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 members 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 Board 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.
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Basic Pay Determination on Appointment

- The Headteacher, in consultation with The Local Academy Governing Board 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.
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Pay Progression Based On Performance

- At Biddulph High School, all teachers can expect to receive regular, constructive feedback on their Professional Growth that recognises their strengths, informs and plans for their future development, and helps to enhance their professional practice.
 - 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 members **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.
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Judgements of Performance (See Biddulph High School Teachers Standards Statement)

- 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.

Within Band 2: MS4 - 6

- Accomplished 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.
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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.

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.
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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. 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 Local Academy Governing Board 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 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 UPS to 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 (£83,956 - £97,256)
 - Deputy Headteacher L17-21 (£65,699 - £72,483)
 - Assistant Headteachers L12-16 (£58,105 - £64,225)
 - Curriculum Lead L7-9 (£51,470 - £53,973)
- 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 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 2021 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.
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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.
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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 £3,017 and no greater than £7,368
 - 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 £3,017
 2. The current value of TLR 2.3 is £4,872
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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 LAGB 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	£28000	annual review
	MS2	£29800	
	MS3	£31750	
Band 2 MS 4 - 6	MS4	£33850	annual review
	MS5	£35990	
	MS6	£38810	
Band 3 UPS 1- 3	UPS1	£40625	2 year review
	UPS2	£42131	2 year review
	UPS3	£43685	
Leadership Group Pay Range	L7	51470	
	L8	52659	
	L9	53973	
	L10	55360	
	L11	56796	
	L12	58105	
	L13	59558	
	L14	61042	
	L15	62561	
	L16	64225	
	L17	65699	
	L18	67351	
	L19	669022	
	L20	70733	
	L21	72483	
	L22	74283	
	L23	76122	
	L24	78010	
	L25	79949	
	L26	81927	
	L27	83956	
L28	86040		
L29	88170		
L30	90365		
L31	92597		
L32	94898		
L33	97256		
L34	99660		
L35	102137		

APPENDIX 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 School Standards Guidance**

APPENDIX C: School Standards Guidance

See page 12.

Our new appraisal process will assess staff against the Teachers’ Standards. Please refer to the grid below to understand what the teacher standards look like in practice at Biddulph High School. Following the standards, you will find the form that will be used in your appraisal review at the end of each cycle (September every year). Please grey out the bands that do not apply to you on your Appraisal Form. Where staff have an additional responsibility an appraiser must refer to the job description and complete the leadership section.

Area of Focus	Relevant Teacher Standard	BAND 1 Teacher			BAND 2 Accomplished teacher In addition to Band 1:			BAND 3 Expert Teacher In addition to Band 1 and Band 2:					
		Pt1 M1	Pt2 M2	Pt3 M3	Pt4 M4	Pt5 M5	Pt6 M6	Pt7 UPS1	Pt8 UPS2	Pt9 UPS3			
Promoting High Outcomes	2.1	<p>1a: Level 2 and level 3 teaching – Using a range of information the teacher should demonstrate that they contribute effectively to the school’s progress measures. A range of evidence should be provided to support the assessment of this.</p> <p>1b: Teachers must follow the assessment policy for the school ensuring that data collection is entered by the deadline. Teachers should analyse the information on their own students and use it to effectively inform planning.</p> <p>1c: Teachers must give pupils regular feedback following the school marking and feedback policy.</p>			<p>2a: Level 2 and level 3 teaching – Using a range of information the teacher should demonstrate that they contribute effectively to the school’s progress measures. A range of evidence should be provided to support the assessment of this.</p> <p>2b: Teachers must follow the assessment policy for the school ensuring that data collection is entered by the deadline. Teachers should analyse this information and use it effectively to inform planning and intervention.</p> <p>2c: Teachers must give pupils regular feedback following the school marking and departmental feedback policy.</p>			<p>3a: Level 2 and level 3 teaching - Using a range of information the teacher should demonstrate that they make a significantly positive contribution to the school’s progress measures.</p> <p>3b: Teachers must follow the assessment policy for the school ensuring that data collection is entered by the deadline. Teachers should analyse this information and use it effectively to inform planning and intervention.</p> <p>3c: Teachers must give pupils regular feedback following the school marking and feedback policy. Teachers should be able to demonstrate the impact of this feedback on the progress of pupils.</p>			<p>4a: Level 2 and level 3 teaching - Using a range of information the teacher should demonstrate that they make a significantly positive contribution to the school’s progress measures.</p> <p>4b: Teachers must follow the assessment policy for the school ensuring that data collection is entered by the deadline. Teachers should analyse this information and use it effectively to inform planning and intervention.</p> <p>4c: Teachers must give pupils regular feedback following the school marking and feedback policy. Teachers should be able to demonstrate the impact of this feedback on the progress of pupils.</p>		
	2.2												
	2.3												
	2.4												
	2.5												
	6.1												
	6.2												
	6.3												
6.4													

Area of Focus	Relevant Teacher Standard	BAND 1 Teacher			BAND 2 Accomplished teacher In addition to Band 1:			BAND 3 Expert Teacher In addition to Band 1 and Band 2:		
		Pt1 M1	Pt2 M2	Pt3 M3	Pt4 M4	Pt5 M5	Pt6 M6	Pt7 UPS1	Pt8 UPS2	Pt9 UPS3
<p>Teaching and Learning Principles.</p> <p>Setting high expectations which inspire, motivate and challenge pupils.</p> <p>Plan and teach well-structured lessons.</p> <p>Adapt teaching to respond to the needs of students.</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p> <p>4.5</p> <p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p> <p>8.4</p>	<p>1a: Teachers are reflective practitioners – they identify, with the support of colleagues, areas to improve practice.</p> <p>1b: Teachers ensure that they have good knowledge of their curriculum and follow the curriculum set out by the Curriculum Lead for the subject.</p> <p>1c: Teachers use the Teaching Principles of the school in their everyday teaching. TA's are supported and utilised effectively.</p> <p>1d: Teachers are able to use a variety of approaches which enable pupils to be taught effectively.</p> <p>1e: Teachers provide evidence through their Personal Growth Plan that they can reflect systematically on lessons.</p> <p>1f: Take responsibility for improving teaching through appropriate CPD and by responding to advice and feedback from colleagues</p> <p>1g: Collaborate with teams to share good practice and develop new resources.</p>	<p>2a: Teachers are reflective practitioners – they continually identify areas to improve practice through the appraisal process.</p> <p>2b: Teachers have used research ('Make Every Lesson Count' and possibly others) to inform their own practice. Teachers provide evidence through their Personal Growth Plan that they can reflect systematically on lessons.</p> <p>2c: Teachers have worked with other staff to improve and reflect on their own practice and provide evidence for this.</p> <p>2d: Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice</p>	<p>3a: Teachers continue to demonstrate progression in their teaching, evidenced through the personal growth plan, observation, and outcomes.</p> <p>3b: Their support of colleagues (within school and beyond) contributes to improved outcomes for students. They provide evidence for this.</p> <p>3c: Proactively leads the professional development of others in a way which leads to improved outcomes for pupils</p> <p>3d: For subject leaders: To be able to show clear evidence of your impact on high or improved progress across the subject area and in the development of curriculum</p>	<p>4a: Teaching is informed by research (including action research and research lesson study) which directly impacts on student learning evidenced through observation, student work and outcomes.</p> <p>4b: Teachers coach colleagues to improve and actively deliver CPD to support colleagues.</p>	<p>5a: Teachers bring new ideas for teaching, or policy, into school and share these with LG and colleagues to improve outcomes, teaching and/or curriculum for pupils. They provide evidence for this.</p> <p>5b: Teachers contribute to whole school INSET and training. They provide evidence for this.</p>				

Area of Focus	Relevant Teacher Standard	BAND 1 Teacher			BAND 2 Accomplished teacher In addition to Band 1:			BAND 3 Expert Teacher In addition to Band 1 and Band 2:				
		Pt1 M1	Pt2 M2	Pt3 M3	Pt4 M4	Pt5 M5	Pt6 M6	Pt7 UPS1	Pt8 UPS2	Pt9 UPS3		
Manage behaviour effectively	7.1 7.2 7.3 7.4	<p>1a: Positive working relationships established with pupils, colleagues and parents.</p> <p>1b: Classroom routines contained within school Behaviour Policy and the non-negotiables within the Teaching Principles are followed.</p> <p>1c: Communicate effectively with parents regarding pupils' achievement and well-being.</p>			<p>2a: Working relationships result in good progress by all groups of pupils and productive sharing and professional practice with others.</p>			<p>3a: Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges.</p>		<p>4a: Working relationships with colleagues include support in managing behaviour, taking a patrol slot, supporting colleagues across your department, and training new staff in the Behaviour Policy.</p>		
Fulfil wider professional responsibilities	8.1 8.2 8.3 8.4	<p>1a: You make a positive contribution by:</p> <ul style="list-style-type: none"> Delivering PSHE sessions (where appropriate). Taking an active role as a form tutor by getting to know every member of your form and communicating effectively with them and their parents/carers. By following the form time programme. By checking school uniform and equipment every morning. 			<p>2a: To plan up to three sessions for PSHE. To plan PSHE in the news as per the rota.</p> <p>2b: To support at least one extracurricular activity/event/enrichment/activity/trip/enrichment day during the academic year.</p>			<p>3a: To lead or support at least one extra-curricular/enrichment/coc urricular session across the year.</p> <p>3b: To lead school trips, where appropriate.</p> <p>**You will need to evidence this.</p>		<p>4a. To actively seek out opportunities to enhance the school experience for our students or staff. This should go beyond your department if working with staff. Examples would be: being part of the teaching council, extracurricular activities, enrichment opportunities, coaching, mentoring students.</p> <p>**You will need to evidence this.</p>		<p>5a: Staff lead on wider opportunities for staff and/or students. This can include coaching staff, mentoring programmes for students, providing weekly extracurricular or revision sessions, developing TLA with staff. This is in addition to additional responsibilities.</p> <p>**You will need to evidence this.</p>

<p>Meets the standards for professional conduct</p>	<p>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.</p> <ul style="list-style-type: none"> • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> ➤ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position ➤ having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions o showing tolerance of and respect for the rights of others ➤ 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 ➤ 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.
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