

Pay Policy: Teachers

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In this policy, the term 'headteacher' means the Executive Headteacher of the Federation except where the Executive Headteacher or the Governing Body has delegated the responsibility to the relevant Head of School.

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1. Introduction

This policy sets out the framework for how decisions on pay are made in this school. As a maintained setting the applicable terms are contained within the School Teachers' Pay and Conditions Document (STPCD) for Teachers.

In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning at the school
- support the recruitment and retention of a high quality workforce
- recognise and reward teachers for their contribution to school improvement
- ensure that pay and performance appraisal arrangements enable the current and future delivery of the curriculum and school improvement plans
- ensure that pay decisions are made in a fair and transparent way
- ensure that available financial resources are allocated appropriately and sustainably.

Pay decisions at this school are made by the Governing Board where the value of a post is set in the structure (school leadership ranges, TLR and SEN allowances).

Decisions on progression within an established range and progression to the Upper Pay Range, where appropriate, are made by the pay committee of the Governing Board taking note of by the recommendations of the Senior Leadership Team (SLT).

2. Basic pay determination on appointment

On appointment, school leaders will determine the starting salary within the prescribed range, set in the structure by the Governing Board, to be offered to the successful candidate.

In making such determinations, a number of factors will be taken into account which may include:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context

Pay will be set in line with any specific restrictions set out in the relevant terms and conditions and this policy.

There is no assumption that any employee will be paid at the same rate as they were being paid by a different employer.

3. Leadership pay group

The Governing Board has assigned individual pay ranges for each leadership group post which have been calculated in accordance with the STPCD and are set out in Appendix 1 of this policy.

These will be reviewed on determining the pay range for a vacancy prior to it being advertised taking account the needs of the school and skills and experience of a new appointment.

These ranges will only change:

1. Where the accountability and responsibility of the post significantly increase since it was last reviewed.

2. In order to reflect a change in value of a post following a recruitment exercise which warrants a review of the leadership group ranges in order to maintain a suitable pay differential.

The pay range for the Headteacher will be kept within the range attributed to the school group size in the STPCD. Any other leadership group post will not overlap with the pay range of the Headteacher.

4. Pay reviews

The Governing Board will ensure that each Teacher's salary is reviewed annually and any changes in pay will take effect from 1 September each year. Reviews will be undertaken in the autumn term and will usually be completed by 31 December each year, Headteacher reviews may be later than this date.

Reviews may take place at other times of the year to reflect any significant change in circumstance or job description that leads to a change in the basis for calculating an individual's pay

All Teachers will be given a written statement setting out their salary and any other financial benefits to which they are entitled as soon as reasonably practicable following each pay determination and no later than one month after the date of the determination.

5. Pay progression based on performance

Teachers can expect to receive regular, constructive feedback on their performance and be subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for appraisal are set out in the appraisal policy.

Decisions regarding pay progression for teachers will be made with reference to their appraisal reports and the pay recommendations that they contain. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence.

Pay decisions will always be clearly attributable to the performance of the individual, there should be no expectation of automatic pay progression for any reason other than to ensure pay is within the applicable range set out in the STPCD.

The Governing Board will ensure fairness by annually sampling anonymised appraisal reports to moderate the process to ensure reviews and associated pay recommendations are consistent.

The Governing Board will seek to minimise the impact on workload for individual teachers, line managers and Headteacher throughout the process.

Decisions on performance pay progression will be based on an assessment of the overall performance of the individual.

A teacher will be eligible for annual performance pay progression where they:

1. have been assessed as meeting all of the teaching standards, throughout the assessment period
2. have had their teaching assessed as at least good overall during the assessment period

3. Upper Pay Range teachers will be expected to demonstrate increasing levels of outstanding teaching overall
4. Lead Practitioners will be expected to demonstrate outstanding teaching overall
5. have been assessed as meeting the requirements of their job description/job role;
6. meet their individual performance appraisal objectives (consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives);
7. have demonstrated a personal responsibility for identifying and meeting their CPD need;
8. are performing in line with the skill level/behaviour descriptors/career grade expectations.

The evidence which will be considered in assessing performance may include:

- quality of teaching against the Teaching Standards, including formally observed practice
- professional dialogue
- received feedback
- performance appraisal statements
- pupil progress data
- CPD records
- self-assessment

In the case of Upper Pay Range teachers and Lead Practitioners: evidence of their contribution beyond their own classroom and their impact on the wider school.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Board, having regard to the appraisal report and taking into account advice from the senior leadership team.

There are no automatic annual incremental pay rises.

Judgements of performance will be made against objectives set, meeting relevant professional standards, performance considerations set out in this policy and for teachers relevant career level expectations linked to pay value within ranges.

For those on the Main, Upper and Unqualified Pay Ranges, pay progression in this school will follow incremental progression up the Advisory Pay Points contained within the STPCD, where all criteria are met.

Those on the Leadership Pay Range, and Leading Practitioner Pay Ranges will follow incremental progression up reference points determined by the Governing Board where all criteria are met. These reference points should be considered unique to this school. Whilst the Governing Board may on occasion have reference points which mirror those published by other organisations there is no requirement to do so and annual reviews will consider the circumstances of this school including, but not limited to, affordability.

Progression is usually limited to one reference point per annum, biennially in the case of the Upper Pay Range. The pay points and values used in this school by the Governing Board are set out in Appendix 1.

Accelerated Progression

A teacher may, as part of their annual appraisal meeting, request to be considered for accelerated pay progression either within the pay band or to the next pay band at the end of that review cycle. This will be subject to review of performance against the school's skills level

descriptors and may require additional or more challenging objectives to be set for the appraisal period as set out in the school's appraisal policy.

6. Movement to the Upper Pay Range

6.1. Applications and evidence

Any qualified teacher, having previously demonstrated competency to progress to Band 2 of the schools' pay range as an accomplished teacher, may apply to be paid on the upper pay range. Any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.

Applications may be made once per year and must:

- be made on the appropriate application and submitted to the Headteacher, outlining a summary of performance, which can be evidenced if required, that demonstrates the required standards
- be submitted no later than the end of the summer term (July) in each year for consideration to move to the Upper Pay Range in the subsequent Autumn term (consideration will be given to accepting late applications where exceptional circumstances exist). The Governing Board encourage an early indication be given at the objective setting stage so that teachers may be supported to look at progress toward the standards during the appraisal cycle prior to the application being reviewed.

If a teacher is simultaneously employed at another school, they may submit separate applications to each. This school will not be bound by any pay decision made by another school.

Where evidence is reduced due to maternity or disability related absence(s) the Governing Board will consider the evidence available and base a determination on what would have been the outcome following appraisal assuming that performance continued.

6.2. The assessment

An application will be successful, if the Headteacher and the Pay Committee are satisfied that:

- the teacher is highly competent in all elements of the teaching standards
- the teacher's achievements and contribution to the school are substantial and sustained
- the teacher has fulfilled the schools' skills level descriptors/career grade expectations for Band 3.

In this school, this means that the teacher has consistently:

- demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period:
- been assessed as meeting their performance appraisal objectives over a sustained period;

and in addition that:

- teaching has been rated as good overall, with some outstanding, over a sustained period
- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/achievement
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning

- the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include;
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice
 - contributing to policy and practice which has improved teaching and learning across the school

Sustained means maintained continuously over a period of at least two school years.

6.3. Processes and procedures

The school will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period due to maternity, adoption, shared parental leave or ill health.

The Headteacher or another assigned member of the senior leadership team (SLT) will assess all applications to be paid on the Upper Pay Range and their recommendation will be considered by the Pay Committee.

The Headteacher or another assigned member of the SLT will use the evidence contained in the teachers' performance appraisal review paperwork to make their assessment.

A teacher may, if they wish, provide additional evidence to support their application, but is not obliged to do so.

The Headteacher or assigned member of the SLT will discuss their recommendation with the teacher and the Pay Committee will confirm the decision by 31 December.

Where the application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1 September (this will in effect be the beginning of the new appraisal year following the submission in the previous appraisal year).

Where the application is not successful, the Headteacher or an assigned member of the SLT will provide feedback which may be used to inform the ongoing performance appraisal process to help develop their skills to work toward a future successful application.

7. Teaching and Learning Responsibility (TLR) payments

TLR payments will be awarded to the holders of the relevant posts included in the approved staffing structure. TLR1 and TLR2 payments will be paid pro-rata to part-time teachers, but a TLR3 allowance awarded will be paid in full.

TLR payments will be awarded to a teacher on the main range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the schools' staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable.

i.e. where a post:

- is focused on teaching and learning
- requires the exercise of a teacher's professional skills and judgment
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils

- involves line management, leading, developing and enhancing the teaching practice of others
- must be a significant responsibility that is not required of all classroom teachers.

In order to qualify for a TLR1 payment, the post holder's role must include line management responsibility for a significant number of people.

A TLR payment will not be awarded in respect of teaching duties in Special Educational Needs or pastoral care.

TLRs will not generally be awarded in a primary setting for subject coordination, as all teachers, where not otherwise restricted from doing such work, will have the same responsibility and are not therefore eligible for a TLR.

The Governing Board will award TLR payments within the range prescribed in the School Teachers' Pay and Conditions Document. In this school the Governing Board has determined the value of TLR posts as set out in Appendix 1.

In accordance with the STPCD a teacher is not entitled to be awarded more than one TLR of any value, with the exception of a TLR3.

The Governing Board may award a fixed-term TLR3s to a classroom teacher for clearly time-limited school improvement projects, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic, and where that tutoring work is taking place outside of normal directed hours but during the school day. The fixed-term for which they are to be awarded must be established at the outset of the award. Consecutive TLR3s for the same responsibility will not be awarded unless that responsibility relates to tutoring, as set out above. TLR3s are not subject to salary safeguarding.

TLR1 and TLR2 payments may not be temporarily be added to the structure so will only be applied on a temporary basis to those acting up in the absence of a colleague. There will be no salary safeguarding of any fixed term/temporary TLR payments.

8. Special Educational Needs (SEN) allowances

The Governing Board will award SEN allowances in accordance with the criteria and provisions set out in the current STPCD.

The value of SEN allowances to be paid at this school are set out in Appendix 1.

9. Unqualified teacher allowance

The Governing Board may determine that an allowance be paid to a unqualified teacher where, in the context of the staffing structure, the teacher has taken on a sustained additional responsibility which is:

- focussed on teaching and learning; and
- requires the exercise of a teachers' professional skills and judgement: or
- qualifications or experience which bring added value to the role s/he is undertaking.

10. Recruitment and retention allowance

The Governing Board may, on the advice of the Headteacher, consider the award of a recruitment and retention payment to a teacher where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been or it is considered difficult to fill
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.

The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary levels within the structure. Allowances of this nature in this school typically fall within the range £500 - £3,000.

The duration of the payment will be determined according to the circumstances of the payment. Such payments will be reviewed annually at which time the allowance may be withdrawn. Such allowance may never be seen as permanent and does not require advance notice be given when withdrawn.

Recruitment and retention payments are not payable to any employee on the leadership pay range.

11. Provision of service to another school(s)

The Governing Board may authorise the Headteacher to provide services relating to the raising of standards in another school. Where such an agreement is authorised, the Governing Board will determine, what, if any, proportion will be paid to the Headteacher and/or other staff, of additional income received by the school as part of the agreement. Any such payments will be made in accordance with the terms of the STPCD and will be temporary with no entitlement to safeguarding on cessation.

12. Honoraria payments

The Governing Board will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria.

13. 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 Governing Board will give them 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, using the pro-rata principle as per the STPCD.

14. Short notice/supply teachers

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

The Agency Workers Regulations Provide for an agency Teacher who has worked in the same school for more than twelve weeks to have the right to be paid in accordance with the normal terms and conditions applied by the school for the post undertaken. This will normally be limited to payment within the main pay range as agency teachers will not usually be expected to meet the requirements of an upper pay range teacher.

15. Pay increases arising from changes to the STPCD

The increase to the national framework as set out in the STPCD will only apply to the minima and maxima of individual pay ranges and allowances.

Teachers on the minima of the pay range, who are not due to receive performance-related progression, will have their salary uplifted by the relevant percentage to ensure compliance with the framework set out in the STPCD.

Teachers will not automatically have their pay increased in accordance with uplifts to the STPCD; any individual increase will be on the basis of performance and in line with the criteria for pay progression set out in this policy.

16. Salary safeguarding/protection

The Governing Board will operate salary safeguarding arrangements in line with the provisions of the STPCD applicable at the time of safeguarding being applied.

17. Appeals

Pay recommendations will be contained within Performance Appraisal Review Statements and these will be discussed with employees at the review meeting. Where an employee has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.

An employee may make a formal appeal against a decision on pay, which must be submitted in writing within seven calendar days of receipt of written notification of that decision setting out the grounds for their appeal in full.

The grounds of appeals will likely be based on one or more of the following; the decision maker(s):

- incorrectly applied the provisions of the Teachers' Pay & Conditions Document / national / local terms and conditions
- incorrectly applied the provisions of the school's pay policy
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence and/or took account irrelevant or inaccurate evidence
- were biased
- otherwise unlawfully discriminated against the employee.

Appeals will be heard by the Pay Appeals Committee.

The Appeals will be heard at a meeting, normally within twenty working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or a member of a Professional Association or Trade Union.

Any written submissions relevant to the appeal must be circulated to all parties at least three working days prior to the meeting.

The decision of the appeal committee will be notified in writing. The decision of the Governing Board's Pay Appeals Committee is final and there is no recourse to the grievance procedure.

The Headteacher shall be entitled to attend, for the purposes of providing information and advice (except in the case of his/her own salary), all proceedings of the Pay Appeals Committee.

The role of the Pay Appeal Committee is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and has been made taking proper account of equal opportunities.

18. Monitoring the impact of this policy

The 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.

Appendix 1 – Teaching salary ranges and values

In this school the Governing Board have determined that the following ranges and values be used. Values set may only be amended by the Governing Board and will only where there is evidence of significant additional accountability and responsibility attributed to the post.

Leadership Group posts

The specific pay ranges for leadership posts in this school are:

Executive Headteacher (Castle Federation, 542 pupils) Leadership 21 £70,204 * Band 1 – Leader Leadership 22 £71,914 Leadership 23 £73,661 ** Band 2 – Accomplished Leader Leadership 24 £75,466 Leadership 25 £77,307 *** Band 3 – Expert Leader Leadership 26 £79,195 Leadership 27 £81,124		
Head of School (Victoria, 165 pupils) Leadership 7 £50,190 * Leadership 8 £51,314 ** Leadership 9 £52,568 Leadership 10 £53,888 *** Leadership 11 £55,254		
Head of School (Thomas Coram, 377 pupils) Leadership 11 £55,254 * Leadership 12 £56,506 ** Leadership 13 £57,890 Leadership 14 £59,302 *** Leadership 15 £60,744		
Assistant Head (Victoria, 165 pupils) Leadership 1 £43,356 * Leadership 2 £44,415 ** Leadership 3 £45,495 Leadership 4 £46,604 *** Leadership 5 £47,737		
Assistant Head (Thomas Coram, 377 pupils) Leadership 3 £45,495 * Leadership 4 £46,604 ** Leadership 5 £47,737 Leadership 6 £48,901 *** Leadership 7 £50,190		

Please note that leadership ranges may only be reviewed if there is a significant increase in accountability or responsibility (e.g. school expansion not previously accounted for in setting the range). Retention is not a valid reason to review the range.

Leading Practitioner Range

£43,570 - £65,631

We have adopted the Advisory Pay Points for the Main and Upper Pay Ranges which are as follows:

Main Pay Range

Spine Point	Fringe
Band 1 – Teacher	
M1 (MPR minimum)	£26,948
M2	£28,828
M3	£30,883
Band 2 – Accomplished Teacher	
M4	£32,999
M5	£35,307
M6 (MPR maximum)	£38,174

Upper Pay Range

Spine Point	Fringe
Band 3 – Expert Teacher (UPR)	
U1 (UPR minimum)	£39,864
U2	£41,295
U3 (UPR maximum)	£42,780

We have adopted the Advisory Pay Points for the Unqualified Teacher Range as set out below:

Spine Point	Fringe
UTPR1 (UTPR minimum)	£19,613
UTPR2	£21,723
UTPR3	£23,837
UTPR4	£25,699
UTPR5	£27,812
UTPR6 (UTPR maximum)	£29,924

Teaching and Learning Responsibility (TLR) Payments:

TLR values are fixed relative to level of responsibility

TLR 2a £2,873

Where appropriate for project work that will not continue for more than one year the Governing Board will use TLR3s. These will fall within the range £571 to £2,833 in accordance with the STPCD.

Where it is appropriate to award an SEN allowance the school will pay: £2,270

Appendix 2 – Professional skills level descriptors

Professional Area	Relevant Standards	Band 1: Teacher			Band 2: Accomplished Teacher			Band 3: Expert Teacher* *Formal application required		
Professional Practice	1.1(1);1.2(2,3,5) 1.3(1,3); 1.4(1,2,3); 1.5 all; 1.6 (1); 1.7(1,2,3); 1.8 (3); 2.1 (2,4); Preamble	Many, but not all, aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
Professional Outcomes	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations		
Professional Relationships	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		
Professional Development	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
Professional Conduct	1.1(3); 1.7(1); 1.8(1); 2.1(all); 2.2; 2.3; Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		

Appendix 3: Leadership Professional Skills Level Descriptors

Professional Area	Band 1 LEADER	Band 2 ACCOMPLISHED LEADER	Band 3 EXPERT LEADER
	<i>Provides effective overall leadership; may require support in one or two areas while adapting to new role</i>	<i>Provides good leadership in all areas</i>	<i>Provides leadership which is good in all areas and outstanding in some</i>
LEADING COLLEAGUES; BUILDING TEAMS	Motivates and develops individuals and teams, building a collaborative learning culture within the school.	Motivates, develops and sustains individuals and teams, building a collaborative learning culture within the school. Actively engages with other schools to build effective learning communities.	Motivates, develops, empowers and sustains individuals and teams, building a collaborative learning culture within the school. Is active in other schools to support their school improvement and build effective learning communities.
MANAGING PERSONAL PROFESSIONAL DEVELOPMENT	Receives and acts on feedback to build on strengths and improve personal performance.	Able to reflect on own practice and actively seeks to improve own performance.	Regularly reviews own practice, sets personal targets and takes responsibility for own personal development.
ACTING ON EVIDENCE	School self-evaluation is thorough and accurate, and actions are carefully planned.	School self-evaluation is thorough and accurate, and actions are carefully planned, concerted and effective.	The leader works to promote improvement across the wider system. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes.
DEVELOPING TEACHING AND LEARNING	Teaching in the school is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development.	Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.	The leader focuses relentlessly on improving teaching and learning, which is at least consistently good and improving. Searching performance management encourages, challenges, supports, and provides focused professional development, to secure improvement for all staff.
HANDLING ACCOUNTABILITY	The leader systematically challenges others. There are high expectations and aspirations for all pupils.	The leader systematically challenges others. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated.	The leader stringently holds others to account for aspects of the school's performance. There is an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils.
MANAGING RESOURCES	The leader manages resources efficiently.	The leader deploys all resources including staff efficiently; this has a positive impact on pupils' progress.	Through highly effective, rigorous planning, resources are managed effectively and efficiently. There is excellent deployment of staff and resources, having a significant impact on the outcomes for all pupils.

Upper Pay Range application form

This form is to be used when applying for the upper pay range, as outlined in our Teacher Pay Policy. Before completing this form, you should make yourself fully aware of the federation's policy and procedures concerning pay and the teachers' standards, and be certain you meet all the relevant criteria for assessment.

A copy of the Teacher Pay Policy is available from the Headteacher or on the federation's website.

Declaration

Teacher's name:	
<p>I have provided written evidence in support of each of the Teachers' Standards.</p> <p>My written evidence demonstrates that I am <u>highly competent</u> in all elements of the Teachers' Standards</p> <p>My written evidence in addressing each of the Standards shows that my achievements and contribution to the school (and/or my previous school(s) where relevant) have been <u>substantial and sustained</u> over the relevant period of my application</p> <p>My written evidence shows that I fulfil the school's published Professional Skills Level Descriptors for Band 3.</p> <p>I have used evidence from past appraisals and reviews where possible to complete the relevant section of the application form.</p> <p>I understand that the decision on my progression to the upper pay range will be based on my evidence of performance against the Teachers' Standards and whether my achievements and contribution to the school are substantial and sustained.</p>	
Teacher's signature:	Date:

When completing the form, ensure your written evidence is:

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

And demonstrates impact of your contribution.

Where you cite specific examples of work in your evidence this must be available for inspection, if required by the assessor of your application.

You may attach any additional information and/or evidence in support of your application if you consider that it would be helpful to do so.

Authorised by		Met	Not yet met
Signature		Date:	



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

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

Explain below how you have set high expectations, inspired, motivated and challenged pupils. You may wish to include: how you have established a safe and stimulating environment rooted in mutual respect; set goals that stretched pupils' abilities; and demonstrated the positive attitudes, values and behaviour you expect from your pupils.

Assessment by headteacher:

Standard: ☐ Met ☐ Not yet met

Teaching standard 1.2: Promote good progress and outcomes by pupils

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

Explain below how you have promoted good progress and outcomes for your pupils. You may wish to include: how you are accountable for pupils' attainment, progress and outcomes; how you stay aware of pupils' capabilities and their prior knowledge, and plan your teaching with these in mind; and how you guide pupils to reflect on the progress they have made and identify areas for development. You should demonstrate your knowledge and understanding of how pupils learn and how this impacts your teaching; and provide evidence of how you encourage pupils to be responsible and conscientious in their own work and study.

Assessment by headteacher:

Standard: ☐ Met ☐ Not yet met

Teaching standard 1.3: Demonstrate good subject and curriculum knowledge

Possible sources of evidence include: Lesson observations, CPD records, planning records, performance appraisal evidence, personal research and INSET/training records.

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

Assessment by headteacher:

Standard: ☐ Met ☐ Not yet met



Teaching standard 1.4: Plan and teach well-structured lessons

Possible sources of evidence include: Lesson observations, CPD records, planning records, performance appraisal evidence, behaviour logs and pupil progress records.

Explain below how you have planned and taught well-structured lessons, imparting knowledge and developing understanding through effective use of lesson time. Demonstrate how you have: promoted a love of learning and intellectual curiosity; set homework and planned other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired; reflected systematically on the effectiveness of your lessons and your approaches to teaching; and how you have contributed to the design and provision of an engaging curriculum within the relevant subject area(s).

Assessment by headteacher:

Standard: ☐ Met ☐ Not yet met

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

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

Explain below how you adapt your teaching to the strengths and needs of pupils. You may wish to demonstrate how you: differentiate appropriately, using approaches which enable pupils to be taught effectively; have overcome a range of factors can inhibit pupils' ability to learn and how best to overcome these; demonstrate an awareness of the physical, social and intellectual development of children, and how your teaching supports this; and respond to the specific needs of all pupils, including those with special educational needs or disabilities, high ability or English as an additional language, using and evaluating distinctive teaching approaches to engage and support them.

Assessment by headteacher:

Standard: ☐ Met ☐ Not yet met



Teaching standard 1.6: Make accurate and productive use of assessment

Possible sources of evidence include: Assessment records, lesson plans, records of achievement, monitoring data, performance appraisal evidence, records of target setting discussions, pupils' reports, annotated pupils' work, feedback from lesson observations, school performance data, teacher assessments, evidence of pupils' prior attainment, pupil profiles and parent consultation records.

Explain below how you have made accurate assessments and used them productively to shape your planning and teaching. You may wish to demonstrate how you: have assessed subject and curriculum areas and made use of formative and summative assessment to secure pupils' progress; use relevant data to monitor progress, set targets and plan subsequent lessons; and give pupils regular feedback.

Assessment by headteacher:

Standard: ☐ Met ☐ Not yet met



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

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

Demonstrate below how you have managed behaviour effectively to ensure a good and safe learning environment. You may wish to include how you: have established clear rules and routines and taken responsibility for promoting good and courteous behaviour both in your classroom and throughout the school; have you established a framework for discipline using a range of consistent and fair strategies, for praise, sanctions and rewards; manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them; and how you maintain good relationships with pupils, exercise appropriate authority and acted decisively when necessary

Assessment by headteacher:

Standard: ☐ Met ☐ Not yet met

Teaching standard 1.8: Fulfil wider professional responsibilities

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

Explain below how you have: made a positive contribution to the wider community and ethos of the school; developed effective professional relationships with colleagues; deployed support staff effectively; taken responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues; and communicated effectively with parents with regards to pupils' achievements and wellbeing.

Assessment by headteacher:

Standard: ☐ Met ☐ Not yet met



Teaching standard 2: Personal and professional conduct

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

Explain below how you have consistently met the personal and professional standards expected of a teacher. These include: maintaining high standards; building relationships; treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position; safeguarding pupils' wellbeing; showing tolerance of and respect for the rights of others; not undermining fundamental British values; ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability. Demonstrate how you have paid proper and professional regard to the policies and practices of the school, and maintain high standards in their own attendance and punctuality. Demonstrate that you have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Assessment by headteacher:

Standard: ☐ Met ☐ Not yet met



