



POLICY ON SCHOOL TEACHERS' PAY

For the purpose of this policy Ron Dearing UTC will be referred to as RDUTC or the 'school'.

OPENING STATEMENT

This policy sets out the framework for making decisions on teachers' pay. All teachers employed at RDUTC are paid in accordance with this policy which has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD). The STPCD 2019 can be found on:

(<https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>)

The purpose of this Pay policy is to provide a clear framework for the Governing Board to exercise its powers in relation to the pay of employees for whom it is the relevant body. This policy applies to all staff employed who work within the school. The school will work within the framework of employee's contracts of employment and, for teachers, the School Teachers' Pay and Conditions Document (STPCD) 2016 as supplemented/amended by the school.

RDUTC has adopted the standards framework attached at Appendix 1 and the pay tables and pay reference points detailed in the STPCD.

Aim:

to assist the Governing Board in managing pay and grading issues to:

- assure the quality of teaching and learning at the school
- support recruitment and retention and reward teachers appropriately
- ensure accountability, transparency, objectivity and equality of opportunity

All pay-related decisions are made having regard to the school staffing structure and school improvement plan, whilst taking into consideration the constraints exercised by the annual budget allocation.

All pay related decisions are taken in compliance with the following: -

- Employment Relations Act 1999
- Equality Act 2010
- Employment Rights Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
- The Agency Workers Regulations 2010

The implementation, monitoring and review of this policy will be the responsibility of the Governing Board through its Pay Progression Sub Committee, advised by the Principal and, for the Principal's performance and pay, the School Improvement Partner.

It is intended that the school staffing budget will include an annual allocation to cover the total cost of existing and any additional planned salaries, pay increases and pay progression, including any likely performance progression as determined by this policy.

Changes to this policy or appendices will be communicated to all staff in a manner designed to draw their attention to the changes. The policy will be reviewed annually or as otherwise required.

PAY REVIEWS

The Governing Board will ensure that every teacher's salary is reviewed annually with effect from 1 September and give them a written statement, at the earliest opportunity and in any event not later than one month after the determination.

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.

TEACHERS PAID A SAFEGUARDARD SUM

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

PAY DETERMINATION ON APPOINTMENT

The Governing Board will determine the pay range for a vacancy prior to advertising it and on appointment it will determine the starting salary within that range to be offered to the successful candidate, having regard to the standards framework attached at Appendix 1 and the pay tables and pay reference points detailed in the STPCD.

In making such determinations, the Governing Board may take into account the nature of the post, the level of qualifications, skills and experience required, market conditions and the wider school context.

RECRUITMENT AND RETENTION INCENTIVES AND BENEFITS

The Governing Board may make such payments or provide such other financial assistance, support or benefits to a teacher as it considers to be necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.

Where the Governing Board is making one or more such payments, or providing such financial assistance, support or benefits in one or more cases, the relevant body must conduct a regular formal review of all such awards. The relevant body should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.

The Governing Board will determine whether an annual allowance will be paid with monthly salary or as a lump sum at the end of a fixed period.

Where a teacher is given an incentive or benefit in accordance with the STPCD, written notification given at the time of the award should state:

- whether the award is for recruitment or retention;
- the nature of the award (cash sums, travel or housing costs etc.)
- when/how it will be paid (as applicable);
- unless it is a 'one-off' award, the start date and the expected duration of the incentive; and
- the basis for any uplifts which will be applied (as applicable).

PAY PROGRESSION BASED ON PERFORMANCE

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

Accelerated Progression

At RDUTC it will be possible for teachers to accelerate up the pay scale as follows:

- Any M1 teacher who can provide evidence that their practice already conforms to M3 to M6 expectations can apply to fast track onto M3 as from Sept. 2019.
- Any M4 and M5 teacher who can provide evidence that their practice already conforms to UPS expectations and has done for two consecutive years can apply for Recruitment and Retention payment to take their salary to the equivalent of UPS 1 as from Sept. 2019. The Recruitment and Retention payment will:
 - be reviewed annually as part of the Appraisal cycle.
 - be maintained as long as the teacher continues to conform to UPS expectations, up until the point when s/he has progressed up the pay scale to M6 and is eligible to apply for UPS.
 - reduce as the teacher progresses up the pre-threshold pay scale and his/her substantive salary increases.
 - cease if the teacher's contract with RDUTC is terminated.
- There is no accelerated pay progression on UPS or for Lead Practitioners.
- For UPS Teachers, progression will be considered after a 2-year period, in order to demonstrate a substantial and sustained contribution.

Decisions regarding pay progression will be made with reference to the teacher's appraisal reports and the pay recommendations they contain.

In the case of NQTs, pay decisions will be made by means of the statutory induction process. On successful completion of the statutory induction period, the evidence from induction will inform the decisions on their pay progression calculated according to their progress against the standards

framework attached at Appendix 1 and the pay tables and pay reference points detailed in the STPCD framework. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure on the first formal appraisal. This will be at the discretion of the Principal.

Assessment of Performance

To be fair and transparent, assessments of performance will be properly rooted in evidence. At RDUTC we will ensure that appraisal is a supportive, developmental process designed to ensure that teachers have the skills and support they need to carry out their role effectively.

We will promote fairness by ensuring objectives and assessments are set using the Teacher Standards framework attached to this policy.

The evidence we will use will include self-assessment, tracking student progress, and lesson observations. It may also include peer review, the views of students and parents/carers.

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 Principal, or, in the case of the Principal, the School Improvement Partner.

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

At RDUTC, judgements of performance will be made against the Teacher Standards framework at Appendix 1 and the accompanying Expectations of Teachers at: M1 and M2; M3 to M6; UPS which are included in Appendix 1.

MOVEMENT TO UPPER PAY RANGE

Applications and Evidence

Any eligible teacher may apply to be paid on the upper pay range. Any such application must be assessed in line with this policy and attached standards framework. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.

Applications may be made once a year by application form and in accordance with the eligibility criteria outlined on the application form attached at Appendix 2.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. RDUTC will not be bound by any pay decision made by another school.

All applications should include the results of reviews or appraisals for teacher's two most recent appraisal reports, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria).

Applications forms are attached at Appendix 2 and should be completed, with accompanying evidence for the relevant period and submitted to the appropriate line manager by the date indicated on the application form.

Assessment

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

- (a) the teacher is highly competent in all elements of the relevant standards relating to both M1 to M6 and UPS1 (M7) (See Appendix 1);
- (b) the teacher's achievements and contribution to the school are *substantial* and *sustained*.

For the purposes of this pay policy 'highly competent' means: the teacher's performance is assessed as having the necessary depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school.

For the purposes of this pay policy 'substantial' means: the Teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on student progress and the effectiveness of staff and colleagues.

For the purposes of this pay policy 'sustained' means: The Teacher must have had two consecutive successful appraisal reports at RDUTC and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding. N.B. There may be exceptions where such information is not applicable or available, e.g. those returning from maternity leave. A written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria may be submitted in these circumstances.

Further information, including information on sources of evidence is contained within the attached framework and the school's Appraisal policy.

The assessment will be made by 31 October by the Principal. If successful, applicants will move to the upper pay range (M7) at the start of the academic year. If unsuccessful, feedback will be provided within 10 working days of the decision.

The Governing Board will make the final determination in accordance with the attached appeals procedure Appendix 3.

APPEALS

The Governing Board has an Appeals procedure in relation to pay as set out in Appendix 3 to this pay policy.

The arrangements for considering appeals are as follows:

A teacher may seek a review of any determination in relation to his/her pay or any other decision taken by the Governing Board (or a committee or individual acting with delegated authority) that affects his/her pay on the basis that the person or committee by whom the decision was made incorrectly applied any provision of the STPCD and/ or school pay policy.

PAY RANGE FOR PRINCIPAL

The Principal's salary is outside of the School Teachers' Pay and Conditions Document.

In addition to the annual salary, the Governing Board will be able to award the Principal an annual bonus, subject to his/her performance.

The Governing Board will agree performance objectives with the Principal as part of the annual Appraisal cycle. In accordance with the prevailing performance management legislation, advice will be sought from the School Improvement Partner to inform this process.

The Governing Board will review the Principal's performance against objectives set for the preceding year, again receiving advice from the School Improvement Partner. The Principal must demonstrate sustained high quality of performance in order to be considered for his/her bonus. To be fair and transparent, judgements must be properly rooted in evidence and be made having regard to the most recent appraisals or reviews.

Additional payments:

In the circumstances specified below, the Governing Board may determine that additional payments should be made to the Principal, provided that the reasons have not previously been taken into account in determining the salary:

- Continuing Professional Development
- Out of School Hours Learning Activity
- Initial Teacher Training Activities
- Provision of services relating to the raising of educational standards in one or more additional schools (for which the Principal is not appointed as the Principal on either an established or temporary basis at the additional schools)
- Ofsted Inspector duties
- The Principal is appointed as a temporary Principal in one or more additional schools.

The total sum of additional payments made to the Principal in any school year must not exceed 25% of the amount of the Principal's salary other than in wholly exceptional circumstances where the payments have been approved by the full Governing Board after receiving external independent advice.

HEADS OF SCHOOL & VICE PRINCIPAL

The Head of School & Vice Principal's salaries are outside of the School Teachers' Pay and Conditions Document.

In addition to the annual salary, the Governing Board will be able to award the Head of School and Vice Principal an annual bonus, subject to their individual performance.

The Principal and Governing Board will agree performance objectives with the Head of School and Vice Principal as part of their annual Appraisal cycle.

The Principal and Governing Board will review the Head of School and Vice Principal must demonstrate sustained high quality of performance in order to be considered for their bonus. To be fair and transparent, judgements must be properly rooted in evidence and be made having regard to the most recent appraisals or reviews.

Additional payments:

Additional Payments may also be made to the Head of School and Vice Principal for the following reasons:

- Continuing Professional Development;
- Out of School Hours Learning Activity;
- Initial Teacher Training Activities;
- Provision of services relating to the raising of educational standards in one or more additional schools (for which the Vice Principal is not appointed as the Vice Principal on either an established or temporary basis at the additional schools).

The total sum of additional payments made to the Head of School and Vice Principal in any school year must not exceed 25% of the amount of their salaries other than in wholly exceptional circumstances where the payments have been approved by the full Governing Board after receiving external independent advice.

The additional payments are outside of the School Teachers' Pay and Conditions Document.

ASSISTANT PRINCIPALS

A new Assistant Principal will normally be appointed to the first point on their pay range but may be appointed to any point of their pay range if circumstances make a higher point appropriate.

For this purpose, the definition of the highest paid classroom teacher's salary is the sum of point one on the upper pay scale plus the value of any management, special needs and Teaching and Learning Responsibility.

The Governing Board will determine a pay range of five points from the Pay Spine for the Leadership Group for each Assistant Principal. The individual pay ranges set will reflect the relative responsibilities and job weight of the roles concerned. Assistant Principals' ranges must be set in the gap between the salary of the highest paid classroom teacher and the Vice Principals' salary.

Progression within the range will be based on evidence of sustained high quality of overall performance. To evaluate that there has been high quality performance, the performance review will need to assess that the Assistant Principal has grown professionally by developing their leadership and teaching expertise. Any increase in pay will be effective from 1st September.

LEAD PRACTITIONERS

The Governing Board will determine the pay of a Lead Practitioner post in accordance with the STPCD, the Lead Practitioner's role within the school and his/her prior experience.

Progression within the range will be based on evidence of sustained high quality of overall performance. To evaluate that there has been high quality performance, the performance review will need to assess that the Lead Practitioner has grown professionally by developing their leadership and teaching expertise. Any increase in pay will be effective from 1st September.

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 part-time Teachers 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.

SHORT NOTICE/SUPPLY TEACHERS

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the framework for new appointments i.e. the job and grade is determined prior to recruitment.

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.

UNQUALIFIED TEACHERS

The pay committee will pay any unqualified teacher in accordance with the STPCD. The Governing Board will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The Governing Board will consider whether it wishes to pay an additional allowance, in accordance with the STPCD.

Unqualified Teachers' Allowance

The Governing Board will pay an unqualified teachers' allowance to unqualified teachers when the Governing Board considers their basic salary is not adequate having regard to their responsibilities, qualifications and experience.

TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLRS)

The Governing Board may award a TLR to a classroom teacher in accordance with the STPCD.

TLR 1 or 2 will be for clearly defined and 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. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors as set out in the STPCD.

The pay committee may award a TLR3 for clearly time-limited school improvement projects, or one-off externally driven responsibilities. The Governing Board will set out in writing to the Teacher the duration of the fixed term, and the amount of the award will be, in accordance with the range stipulated in the STPCD, for a specified amount paid in monthly instalments.

No safeguarding will apply in relation to an award of a TLR3.

SPECIAL EDUCATIONAL NEEDS ALLOWANCES (SEN)

The Governing Board will award an SEN spot value allowance on a range as stipulated in the STPCD, to any Teacher who meets the criteria in the STPCD.

Where the allowance is payable the school will determine the spot value of the allowance for each relevant Teacher, taking into consideration the structure of the SEN provision and the following factors:

- Whether any mandatory qualifications are required for the post;
- The qualifications and expertise of the teacher relevant to the post;
- The relative demands of the post.

PAYMENT FOR ACTIVITIES OUTSIDE NORMAL CONTRACTUAL DUTIES

Continuing Professional Development

Teachers (including the Principal) who undertake voluntary continuing professional development which fall outside a Teacher's contractual hours as stipulated on his/her contract of employment.

Initial Teacher Training Activities

Teachers (including the Principal) who undertake voluntarily school-based initial teacher training activities which fall outside a Teacher's as stipulated on his/her contract of employment will be entitled to a payment. Activities that will attract payment include Teachers who undertake initial teacher training activities which are not seen as part of the ordinary running of the school. Teachers will be given separate contracts of employment to cover areas of work that are not part of their substantive teaching job or contract of employment.

Out-of-School Learning Activities

Consideration will be given to payment for involvement in out of school hours learning activities which fall outside a Teacher's contractual hours as stipulated on his/her contract of employment. Examples of such activities may include weekend workshops and holiday-school activities. All such activities should require the exercise of a Teacher's professional skills or judgement.

In each of the above three categories, additional payment will usually be made at the Teacher's normal hourly rate. The hours to be predetermined and authorised in advance of undertaking the duties/activities.

Payment for Work undertaken for other Institutions

Any services provided by the Principal (or other staff member) of one school to another school must be authorised formally by the Governing Board. Where the work extends over more than a 12-month period, the agreement of the Governing Board must be formally reviewed annually, or sooner if appropriate. The Governing Board should also agree arrangements for terminating such work.

Arrangements for payment for external work, including personal remuneration and reimbursement of expenses incurred by the individual as a result of taking on additional work, must be clearly stated and formally incorporated into a protocol by the Governing Board (or the finance committee) and decisions duly minuted.

The Principal and Governing Board should monitor the operation of the arrangements and their impact on staff and students and take action where arrangements prove to be unsatisfactory.

The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the determinations of the Governing Board. The terms of such an agreement must be set out in a memorandum signed by the Chair of Governors and the Principal and any other members of staff involved.

Any income derived from external sources for the work of a school's staff should accrue to the school. The Governing Board should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities, and if so, determine the appropriate amount.

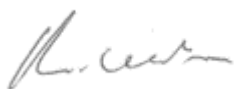
Honoraria

The Governing Board will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a Teacher.

Date adopted by Governing Board: 31st July 2019

Review date: 1st September 2023

Signed:



(Chair of Governors)

Appendix 1

SUMMARY OF EXPECTATIONS (LINKED TO TEACHER STANDARDS):

M1 TO M2 TEACHERS:

- Teaching and student progress is usually good, but not consistently so. As a result, their practice is not yet of a standard to enable them to support others to develop their practice.
- Teachers show an increasingly secure grasp of attainment standards so that their assessment of student progress is increasingly reliable.
- They make a positive contribution to the wider life and ethos of the school by:
 - fulfilling their role as a Team Leader/Associate Team Leader, although may still require support with some areas of this role;
 - implementing school policies effectively;
 - implementing relevant strategies on the Departmental improvement plan;
 - carrying out duties effectively.

M3 TO M6 TEACHERS:

- Teaching and student progress is consistently good and may show outstanding features.
- Teachers are secure in their assessment judgements so that their assessment of student progress is consistently reliable.
- They make a positive contribution to the wider life and ethos of the school by:
 - fulfilling their role as Team Leader/Associate Team Leader *effectively*;
 - *contributing proactively* to the implementation of the Departmental improvement plan;
 - implementing school policies effectively;
 - carrying out duties effectively;
 - *participating in extra-curricular activities/intervention (within directed time – see Pay policy).*

UPS TEACHERS:

- Teaching and student progress is consistently good and often outstanding.
- Teachers support the professional development of colleagues through coaching and mentoring at departmental and/or whole school level, including contributing/leading CPD.
- They are secure in their assessment judgements so that they can support and moderate the judgements of less skilled teachers.
- They make a positive contribution to the wider life and ethos of the school by:
 - being an *exemplary* Team Leader/Associate Team Leader;
 - *leading* areas of the Departmental improvement plan;
 - *making a sustained and effective contribution to the formulation and implementation* of school policy.
 - carrying out duties effectively;
 - participating in extra-curricular activities/intervention (within directed time – see Pay policy).

STUDENT PROGRESS:

Requires Improvement/Inadequate:

- *'The progress of the vast majority of students taught by the Teacher is below national expectation for students with similar starting points.'*

Good:

- *'The progress of the vast majority of students taught by the Teacher is broadly in line or slightly above national expectation for students with similar starting points.'*

Outstanding:

- *'The progress of the vast majority of students taught by the Teacher is significantly better than national expectation for students with similar starting points.'*

N.B.

Progress will be considered against *national performance for students with similar starting points* NOT the student targets set by the school to raise attainment and achieve outstanding progress.

When looking at student under performance, exceptional circumstances beyond the Teacher's control will be taken into consideration e.g. low attendance of a student.

<div> <div></div> <div>Teacher Standards M1 to M6</div> </div>				Developing	Embedded	Exceeded
PREAMBLE						
<ul style="list-style-type: none"> Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. 						
<ul style="list-style-type: none"> Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; 						
<ul style="list-style-type: none"> forge positive professional relationships; 						
<ul style="list-style-type: none"> and work with parents in the best interests of their pupils. 						

PART ONE: TEACHING			
1	A teacher must set high expectations which inspire, motivate and challenge pupils		
	● establish a safe and stimulating environment for pupils, rooted in mutual respect		
	● set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions		
	● demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.		
2	Promote good progress and outcomes by pupils		
	● be accountable for pupils' attainment, progress and outcomes		
	● be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these		
	● guide pupils to reflect on the progress they have made and their emerging needs		
	● demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching		
	● encourage pupils to take a responsible and conscientious attitude to their own work and study.		
3	Demonstrate good subject and curriculum knowledge		
	● have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings		
	● demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship		
	● demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject		
	● if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics		
	● if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.		
4	Plan and teach well-structured lessons		
	● impart knowledge and develop understanding through effective use of lesson time		
	● promote a love of learning and children's intellectual curiosity		
	● set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired		
	● reflect systematically on the effectiveness of lessons and approaches to teaching		
	● contribute to the design and provision of an engaging curriculum within the relevant subject area(s).		
5	Adapt teaching to respond to the strengths and needs of all pupils		
	● know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively		
	● have a secure understanding of how 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 know how to adapt teaching to support pupils' education at different stages of development		
	● have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.		

Continued.....	Developing	Embedded	Exceeded
6 Make accurate and productive use of assessment			
• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements			
• make use of formative and summative assessment to secure pupils' progress			
• use relevant data to monitor progress, set targets, and plan subsequent lessons			
• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.			
7 Manage behaviour effectively to ensure a good and safe learning environment			
• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy			
• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly			
• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them			
• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.			
8 Fulfil wider professional responsibilities			
• make a positive contribution to the wider life and ethos of the school			
• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support			
• deploy support staff effectively			
• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues			
• communicate effectively with parents with regard to pupils' achievements and well-being.			

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT			
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.			
• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by			
a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position			
b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions			
c) showing tolerance of and respect for the rights of others			
d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs			
e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.			
• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.			
• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.			

TEACHER STANDARD: UPPER PAY SCALE (UPS 1 to 3)

Professional Attributes

Frameworks

- P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Professional Knowledge and Understanding

Teaching and learning

- P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

- P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and Curriculum

- P5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

- P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Professional Skills

Planning

- P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

- P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

- P9 Promote collaboration and work effectively as a team member.
- P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Pay Progression to and on the Upper Pay Range

Eligibility criteria:

In order to be assessed you will need to:

- Hold Qualified Teacher Status on the date of your request; and
- Be statutorily employed under the STPCD;
- Be highly competent in all elements of the relevant standards;
- Demonstrate substantial and sustained achievement and contribution to the School

Please enclose copies of your appraisal reports and/or planning and review statements that relate to the 2 years immediately prior to the date on which you submit your request/ your two most recent appraisal reports and/or planning and review statements.

One application may be submitted annually. The closing date for applications is normally 31 October each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the school's application form;
- Submit the application form and supporting evidence to the Principal by the cut-off date of 31 October
- You will receive notification of the name of the assessor of your application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the Body through its Pay Progression Sub- committee;
- The application, evidence and recommendation will be passed to the head teacher for moderation purposes, if the Principal is not the assessor;
- The pay committee will make the final decision, advised by the Principal;
- Teachers will receive written notification of the outcome of their application by 30th November. Where the application is unsuccessful, the written notification will include the areas where it was felt that the Teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPS on 1 September of the following year.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in the School's Pay policy.

Part 1: Teacher Details (to be completed by the Teacher)

Surname

First Name(s)

Career details

Please give details of all the teaching posts you have held during the period covered by your application. This will normally be a **2-year** period leading up to the date of your application, in order to demonstrate a substantial and sustained contribution. Please attach details of appraisal reports or performance management statements

Name and Address of School/LA	Date(s) of Employment	Name of Principal/Service Manager

Summary of current responsibilities (please continue on a separate page if necessary)

[illegible]

.....

.....

Supporting Statement

Please provide a supporting statement, with evidence appended, detailing how you meet the required standards.

[illegible]

Declaration by the Teacher

I confirm that at the date of this request I meet the eligibility criteria and I submit appraisal reports and/or performance management statements covering the 2-year period prior to this request for assessment against the post threshold standards.

Signed.....

Date.....

Part 2: Actions for the Principal

Please read the School's Pay Policy before completing this form – check that the Teacher is eligible to be assessed.

- Before assessing whether the teacher meets the post-threshold standards the Principal must first be satisfied that the teacher meets the Teachers' Standards (England) or Practising Teacher Standards (Wales) having regard to the evidence cited in the application. If the Teachers' Standards or Practising Teacher Standards are not met, the request for assessment must be rejected at this point and the form returned to the teacher with written feedback.
- Make an overall judgement on whether the Post-threshold standards are met/not yet met.
- Complete the 'Principal's statement'.
- Sign, date and copy the form.
- Promptly inform the Governing Board of this decision and notify the appropriate body that deals with payroll matters for the school.
- Inform the Teacher of the outcome within 10 School days of informing the Governing Board/LA service of this decision.
- Notify the Teacher in writing of the outcome of the assessment where the standards have not yet been met.
- Where the standards have been met, provide the Teacher with verbal feedback

To be completed by the Principal:

Name of Teacher.....

School.....

Teachers' Standards met / not met (delete where applicable). Please record your overall judgements below. A copy should be provided to the Teacher concerned.

Appendix 2

.....
.....
.....
.....
.....
.....

Signature.....

Print name.....

Date.....

SCHOOL PAY POLICY - APPEALS PROCEDURE

An employee may seek a review of any determination in relation to his pay or any other decision taken by the Governing Board (or a committee or individual acting with delegated authority) that affects his/her pay.

That the person or committee by whom the decision was made:

- a) incorrectly applied any provision of the STPCD;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence or took account of irrelevant or inaccurate evidence.

1. Informal Stage

- 1.1 The employee receives written confirmation of the pay decision and where applicable the basis on which the decision was made.
- 1.2 If the employee is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within 10 school working days of the decision.
- 1.3 Where this is not possible or where the employee continues to be dissatisfied, he/she may appeal in accordance with the formal stage of the appeal process.

2. Formal Stage

- 2.1 If decisions taken at the informal formal stage do not resolve the problem the employee can submit an appeal, in writing, within 10 school working days of receipt of a written reply from the person who dealt with the informal formal stage
- 2.2 The employee should set out the facts of the grievance in writing (on the form provided at Appendix A) to the Principal/Governing Board detailing:
 - the grounds for questioning the pay decision including any information/evidence they wish to be considered
 - details of any informal attempt(s) at resolution
 - the pay determination/resolution sought
- 2.3 The person or Governing Board Appeal Panel dealing with the appeal will convene a meeting and reply to the employee. The person/Governing Board Appeal Panel should be a person or persons who were not involved in the original determination. The meeting will normally be convened within 20 working days of the receipt of the written appeal notification.
- 2.4 The employee will be given the opportunity to make representations in person, accompanied as above if they so wish. The person/ Governing Board Appeal Panel may seek information from sources including a

Appendix 3

representative of the first committee, the Principal and the Local Authority. The decision of the person/Governing Board 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.

- 2.5** This decision of the person/Governing Board Appeal Panel will be final.

**PAY DETERMINATION
APPEAL FORM**

NAME OF EMPLOYEE:

TEL NO:

JOB TITLE:.....

NAME OF LINE MANAGER:.....

**Detail your grounds for questioning the pay decision including any information/
evidence you wish to be considered**

(Continue on a separate sheet if necessary)

**DESCRIBE YOUR INFORMAL ATTEMPT(S) AT RESOLVING YOUR APPEAL.
(Who has considered it? What was the result?) If not raised informally, explain
why not.**

**DESCRIBE WHAT, IN YOUR VIEW, WOULD RESOLVE YOUR APPEAL TO YOUR
SATISFACTION.**

Signed: Date

Draft Letter

Dear

Pay Determination - Appeal

I acknowledge receipt of your written appeal form.

*In accordance with the Schools Pay Policy and Procedure your appeal against your pay decision will be investigated and I will contact you again shortly to arrange a meeting to discuss your appeal.

*However, before I arrange a meeting I would like you to provide me with some further information as follows:

*In accordance with the School Pay Policy and Procedure your appeal will be investigated. In order to explore your appeal and any possible resolutions I would like you to attend a meeting with me at x time, x date in x place.

I will be chairing the meeting and you have the right to be accompanied by either a work colleague or trade union representative at the meeting. There may also be a minute taker in attendance.

*Please confirm your attendance at the meeting by x date by telephoning/ emailing x.

I attach a copy of the Pay Policy and Procedure for your information.

Yours sincerely

Principal/Chair of Governors

*Use or delete as appropriate.

