



St Edward's Catholic First School

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Teacher's Pay Policy

(Please note this policy is adapted by RBWM HR from a copy righted model policy purchased from Educate Services on behalf of subscriber schools.

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The Governing Body of St Edward's Catholic First School adopted this policy in July 2014. It will be reviewed annually.

1 Introduction

- 1.1 The governing body has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for teaching staff employed in the school.
- 1.2 The governing body is committed to taking decisions in accordance with the 'key principles of public life': objectivity, openness and accountability. It recognises the requirement for a fair and transparent policy to determine the pay and grading for teaching staff employed in the school, which takes account of the conditions of service under which staff are employed and relevant statutory requirements.
- 1.3 The governing body recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Rights Act 1996, the Employment Relations Act 1999, the Part –time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, and will ensure that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.
- 1.4 Pay decisions will take account of the resources available to the school. The school staffing structure will support the school improvement plan. The governing body will exercise its discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in school pay decisions.
- 1.5 The governing body recognises the requirement that all pay progression decisions for all teaching staff must be linked to annual appraisal of performance. The procedures set out in this policy seek to ensure that this is achieved in a fair equitable and transparent way.
- 1.6 This policy has been agreed by the staffing committee of the governing body following consultation with staff and the recognised trade unions. Any subsequent changes will also be subject to further consultation before amendment by the committee. The Staffing committee will have full authority to take decisions on behalf of the governing body on pay matters as defined in this policy. The terms of reference for this Committee is attached as Appendix 1.
- 1.7 The school staffing structure is attached as Appendix 5. Any subsequent changes to the staffing structure will be subject to consultation.
- 1.8 The school will make copies of this policy available to all staff.

2 Aims of the policy

2.1 The governing body aims to use the school pay policy to:

- Maintain and improve the quality of teaching and learning at the school;
- Support the school improvement plan;
- Underpin the school's Appraisal policy;
- Ensure that all staff are valued and appropriately rewarded for their work contribution in the school;
- Ensure staff are well motivated, supported by positive recruitment and retention policies and staff development;
- Demonstrate that decisions on pay are fair and equitable and recognise the principle of equal pay for like work and work of equal value;

2.2 The governing body will also consider advice issued by the Department for Education, recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation

3 Job Roles and Responsibilities

3.1 All teachers will be provided with a job description outlining the roles and responsibilities of the post. This will also include the pay range and any additional payments or allowances covered by this policy. The job description will state the reason for any additional allowances or payments and whether this is a permanent or temporary payment.

3.2 Any significant changes to duties and responsibilities of a post will be subject to discussion with the member of staff with a view to reaching agreement. Where there is a significant change in duties and responsibilities of a post a new job description will be issued.

3.3 Where the staffing structure of the school needs to be changed, resulting in broader changes to roles and responsibilities, this will be the subject of consultation with staff and the recognised trade unions before any changes are made and with a view to seeking to agree the changes before new job descriptions are issued.

4 Pay Assessment and Pay Review

4.1 The governing body will ensure that every teacher's salary is reviewed on an annual basis with effect from 1 September and no later than 31 October each year. In the case of the head teacher the review will be no later than 31 December.

4.2 The teacher's appraisal report will contain a recommendation on pay. The head teacher will be responsible for submitting any recommendations for pay progression, in accordance with the relevant sections of this policy, to the Staffing Committee for approval.

- 4.3 All teachers will be entitled to receive an annual pay statement including details of any salary and financial benefits to which they are entitled, including any salary safeguarding arrangements that may apply.
- 4.4 A review may occur at other times where there has been a significant change affecting an individual teacher's pay. A revised written statement will be issued to the teacher in such circumstances, including any salary safeguarding arrangements that may apply
- 4.5 Where a pay determination leads or may lead to the start of a period of safeguarding, the governing body will give the required notification as soon as possible and no later than one month after the date of the determination.
- 4.6 All safeguarding of pay will be in accordance with the arrangements set out in the School Teachers Pay and Conditions Document (STPCD).

5 Recruitment

- 5.1 Advertisements for vacant posts in the school will be considered by the headteacher and staffing committee where appropriate. All posts will be advertised either internally or externally, locally or nationally as appropriate.
- 5.2 The advertisement will include the relevant pay band for the post from the range of bands determined by the governing body as appropriate for the post and as contained in the relevant section of this pay policy. The advertisement will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post.
- 5.3 In respect of the head teacher post becoming vacant the governing body will agree a broad pay range based on the arrangements set out in paragraph 6.2.1 of this policy. The post may be advertised with an indicative pay range but with flexibility to pay up to the maximum of the agreed broad range for the selected candidate, as appropriate.
- 5.4 Where an applicant for a class teacher post does not meet the criteria for the level of post advertised within the school pay structure but the post would otherwise prove difficult to fill, the governing body may appoint at a lower level but also consider a recruitment payment in accordance with the school policy set out in section 9.4. Any recruitment and retention payment considered in respect of the head teacher will be included in the calculation of the pay range for the post, in accordance with paragraph 6.2.1 of this policy and will not be made as an additional recruitment and retention payment.
- 5.5 Where the post is on a temporary basis, the advertisement will specify the reason for and duration of the post.

Support Staff

5.6 The arrangements for advertising vacancies for support staff will mirror those for teaching staff. Advertisements will indicate the number of working hours and working weeks and will show the appropriate salary and grade as determined by the RBWM Evaluation Scheme.

6 Teaching Staff Pay

6.1 In this school all teaching staff are employed in accordance with the provisions of the STPCD. In reviewing pay scales in the future the governing body will have regard to any changes to national pay ranges contained within the STPCD. The following pay arrangements have been agreed by the governing body using the flexibilities contained within the STPCD.

6.1.1 Annual national pay awards

The Governing body will consider any pay awards agreed nationally. **Governors have decided to follow RBWM Central Pay Policy.**

6.2 Head Teacher

6.2.1 The governing body will assign a seven point Individual School Range (ISR) based on the school group size, as determined by the STPCD. The governing body will ensure that there is no overlap of salary bands between the head teacher and other leadership posts

6.2.2 The governing body will calculate the head teacher group size at the start of each academic year and determine the appropriate ISR for the year. The governing body will determine the group size for the school in accordance with the provisions of the STPCD.

6.2.3 On appointment the head teacher will be appointed on one of the first 4 points on the ISR.

6.2.4 Progression on the ISR for the head teacher will be subject to a review of the head teacher's performance set against the annual appraisal review. The governing body may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the governing body may decide that there should be no pay progression. The pay review for the head teacher will be completed by 31 December.

6.2.5 The governing body will ensure that reasons for setting the ISR at a given level are recorded and that the process for the determination of the head teacher's salary is fair and transparent.

6.2.6 Discretionary payments to the head teacher

6.2.7 The governing body may consider a discretionary payment not exceeding 25% of the head teacher's salary, as determined above, for reasons not already taken into account in determining the ISR, and which may include:

- the school is a school causing concern;
- without such additional payment the governing body considers that the school would have substantial difficulty filling a vacant head teacher post
- without such additional payment the governing body considers the school would have substantial difficulty retaining the existing head teacher; or
- the head teacher is appointed as a temporary head teacher of one or more additional schools.

6.2.8 In wholly exceptional circumstances the governing body may consider a payment in excess of 25%. In such circumstances the governing body will seek external independent advice.

6.2.9 The Governing Body may also consider additional payments in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- participation in out-of-school hours learning agreed between the Headteacher and the Governing Body;
- additional responsibilities and activities due to, or in respect of, the provision of services by the Headteacher relating to the raising of educational standards to one or more additional schools.

6.3 Other Leadership Posts

6.3.1 The Governing Body will determine a 5 point pay range for all other leadership posts from within the leadership scale contained in the STPCD.

6.3.2 The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. A post with a designated deputy role in the absence of the Headteacher will be remunerated accordingly above the range for other leadership posts.

6.3.3 The Governing Body will ensure that there is no overlap of pay points between the Headteacher and any other leadership post.

6.3.4 On appointment a teacher paid on the leadership scale will be appointed on one of the first 3 points on the pay range.

6.3.5 The pay range for teachers paid on the leadership spine will be reviewed by 1st September each year or at any time during the year where there is a significant permanent

change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for a member of staff on the leadership spine.

6.3.6 Progression on the pay range for a member of staff paid on the leadership scale will be subject to a review of their performance set against the annual appraisal review. The Governing Body may decide to award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the Governing Body made decide that there should be no pay progression. The pay review will be completed by 31 October as per appraisal policy.

6.3.7 The Governing Body may also consider additional payments in accordance with sections 9.5, 9.6, 9.7,9.8 and 9.10 of this policy.

6.4 Other Posts paid above the Classroom Teacher Scale – Leading Practitioners

6.4.1 The governing body may establish other teaching posts paid above the Upper Pay Range (UPR). These posts will carry responsibility for modelling and leading the improvement of teaching skills across the school as set out in the specific job description(s). The following posts have been identified in the school staffing structure:

No current posts in this pay range

6.4.2 The pay range for these posts will be within the minimum and maximum of the range for Leading Practitioners contained within the STPCD, and will be determined by the role and range of responsibility of each post, which may vary across the school.

6.4.3 Each post will have a pay range comprising three pay points.

6.4.4 The starting salary for an appointment to a post on the Leading Practitioner pay range will be determined by the governing body and take account of the teacher's skills and experience.

6.5 Main Pay Range and Upper Pay Range Teachers

6.5.1 The governing body will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the STPCD.

6.5.2 The governing body has established a pay structure for these posts as follows:

See APPENDIX 2

The governing body has agreed

6.5.3 Career Stage Expectations for each band, which are detailed in the school's Appraisal Policy (and attached as Appendix 4 to this policy).

Pay Progression Within Bands

6.5.4 Pay progression within bands will be subject to sustained performance towards the next higher band, and meeting the relevant teachers' standards and Career Stage Expectations for that band or other criteria as set by the governing body. Meeting appraisal objectives will not automatically mean that pay progression will be awarded. Where a teacher's performance does not demonstrate a sustained level and is below the school's expectations at that level of post, the governors may determine that no incremental progression will be awarded in that year.

6.5.5 Progression within a pay band will be subject to a review of the teacher's performance set against the annual appraisal review and the Teachers' Standards. The governing body may decide to award one increment for sustained high quality performance in line with school expectations or two increments where performance has exceeded school expectations. For teachers on the upper pay range (Bands 4 & 5 – Expert Teachers) progression will normally be considered after two years of sustained high quality performance or earlier where performance has exceeded school expectations

Pay progression Between Bands

6.5.6 See Career Stage Expectations in Appendix 4

6.5.7 Progression between bands will be based on the teacher demonstrating, through performance appraisal that they meet the teachers' standards and Career Stage Expectations for the new band.

6.5.8 The governing body has determined that a teacher appointed to Band 1 (Teacher) would, other than in exceptional circumstances, be expected to have progressed to Band 2 within a maximum of three years of taking up their post. In circumstances where a teacher's performance is not at that level, this will be addressed through the school's appraisal and possibly capability procedure.

Accelerated progression

6.5.10 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.

Appointments

6.5.11 A newly appointed teacher will usually be appointed at any point in the band to take account of a teacher's relevant experience as determined by the head teacher.

6.5.12 The initial salary on appointment may be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary / pay range will be no lower than the initial salary on appointment.

6.5.13 A teacher transferring roles internally within the school will continue to be paid the same salary as paid in the previous role.

6.6 Application to move onto the Upper Pay Range

6.6.1 Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply.

6.6.2 The staffing committee will consider letters of applications from a teacher during the first half of the Summer term for progression at the start of the Autumn term. A teacher may submit one application in any academic year.

6.6.3 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. This school will not be bound by any pay decision made by another school.

6.6.4 For an application to be successful the teacher will need to demonstrate that they meet all the teachers' standards and the professional skills level descriptors agreed by the governing body for teachers on the upper pay range (Bands 4 (Accomplished Teacher)). The teacher will also need to demonstrate that they have been working at that level for a significant period of at least one term prior to the submission of the application.

6.6.5 As defined in the STPCD, a teacher being considered for a move onto the Upper Pay Range must therefore be able to demonstrate:

- that the teacher is highly competent in all elements of the relevant standards and
- that the teacher's achievements and contribution to the school are substantial and sustained.

6.6.5 An application for progression to the Upper Pay Range will be assessed by the head teacher and commendation made to the staffing committee within 20 working days of receipt of the application.

6.6.7 If unsuccessful, the teacher will be provided with feedback by the head teacher

6.6.8 Any appeal against the decision, which should be submitted within 10 working days of receipt of the outcome notification, will be considered in line with the school's pay appeals procedure set out in Appendix 3

6.8 Unqualified Teachers

6.8.1 The governing body will appoint unqualified teachers to a salary within the range set out in the STP&CD.

6.8.4 The governing body has agreed to award an unconsolidated payment of £250 per annum to those unqualified teachers paid on the first 3 points of the unqualified scale

6.8.5 A newly appointed unqualified teacher will usually be appointed at the minimum of the scale and no higher than the second point in the scale/ determined by the head teacher. The initial salary on appointment will be on a probationary basis and subject to performance. This may be reviewed after 6 months, after which time the pay band and relevant pay point will be finalised. The revised salary will be no lower than the initial salary on appointment.

6.8.6 Progression within the range will be subject to a review of the teacher's performance set against the annual appraisal review and the appropriate Teachers' Standards. The governing body may decide to award one increment for sustained high quality performance or more increments where performance has been exceptional. Where performance has not been of a sustained high quality the governing body may decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level this will be addressed through the school's appraisal and possibly capability procedure.

6.8.7 The pay review will be completed by 31 October

6.8.8 Where an unqualified teacher obtains qualified teacher status whilst employed by the school, they will transfer to the relevant pay band for qualified teachers at a salary at least equivalent to the salary they were being paid as an unqualified teacher.

6.8.9 The governing body may pay additional allowances to an unqualified teacher where, the teacher has either:

- taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skill and judgement; or
- gained qualifications or experience which bring added value to the role being undertaken.

7 Supply Teachers

7.1 Teachers employed on a short notice or supply basis will have their pay determined in line with the arrangements outlined in this policy for other teachers. Teachers paid

on a daily basis will have their salary assessed as an annual amount, divided by 195. For temporary teachers on short notice this will be multiplied by the number of days to be worked.

- 7.2 A short notice teacher who is employed by the school throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.

8 Part time teachers

- 8.1 The governing body will ensure that part time teachers' pay and working time will be dealt with in accordance with the STPCD. Pay scales and pay progression will be as detailed earlier in this policy.
- 8.2 Part time teachers will be entitled to be paid for their contractual hours pro rata to a full time teacher and will also be entitled to PPA time, other non contact time and directed time allocated on a pro rata basis.

9 Allowances

9.1 Teaching and Learning Responsibility Payments (TLRs)

- 9.1.1 TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure.

- 9.1.2 TLR payments will be awarded to a teacher on the main pay range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the school's 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; and
- involves leading, developing and enhancing the teaching practice of others.

- 9.1.3 The governing body will award TLR payments within the range prescribed in the STPCD.

- 9.1.4 A teacher will not be awarded more than one TLR of any value

- 9.1.5 A TLR payment will not be awarded in respect of teaching duties more appropriately recognised under section 9.2 of this policy in respect of Special Educational Needs.

- 9.1.6 The governing body may award a temporary TLR (TLR3) payment of between £540 to £2682 to a post requiring additional duties for a time limited period for a specific project identified as a priority within the school development plan or other substantial school improvement projects or exceptional on off externally driven responsibilities.
- 9.1.7 The value of any temporary TLR3 will be determined within the above range on an individual basis according to complexity and level of responsibility of the role.
- 9.1.8 The duration of such temporary TLR3 payments would normally not exceed one year after which time they will be reviewed and may be extended if appropriate.
- 9.1.9 There will be no safeguarding of any temporary TLR3 payments.

9.2 **Special Educational Needs (SEN)**

9.2.1 The governing body will award a Special Educational Needs Allowance to a classroom teacher in the following circumstances

- in any SEN post that requires a mandatory SEN Qualification;
- who teaches pupils in one or more designated special classes or units in the school;
- in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit where the post
 - (i) involves a substantial element of working directly with children with special educational needs;
 - (ii) requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs;
 - (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

9.2.2 The governing body will determine a spot value for each post, taking account of the structure for SEN provision in the school and:

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

9.2.3 The governing body has determined that, taking account of the circumstances outlined in paragraph 9.2.2, the value of any SEN allowance will be:

SEN Level 1	£ 2,148
SEN Level 2	£ 4,241

9.3 **Acting Allowances**

9.3.1 Teachers who cover all of the duties associated with a post of a higher grade or allowance than their own for a period of at least four weeks will be considered for payment of an acting allowance. This will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher level post, and will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

9.4 **Recruitment and Retention**

9.4.1 The governing body may, on the advice of the head teacher, consider the award of a recruitment and retention payment 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; or
- 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.

to recognise a teacher's performance which exceeds the school's expectations and which is not recognised through accelerated salary progression in other sections in this policy.

9.4.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes

9.4.3 The duration of the payment will be determined according to the circumstances of the payment.

9.5 **Out of School Learning Activities**

9.5.1 Teachers who undertake agreed sustained voluntary learning activities outside the normal school day, and whose salary range does not take account of such activity may be entitled to an additional payment. The governing body advised by the head teacher, will consider each case individually before the activity takes place.

9.5.2 The rate of payment will be determined according to circumstances, but will usually be at the teacher's normal hourly rate.

9.6 **Continuing Professional Development**

9.7 **Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school**

9.8 Additional responsibilities and activities due to or in respect of the provision of services by the head teacher relating to the raising of educational standards to one or more additional schools

9.8.1 The governing body may consider an additional payment where the head teacher is providing services to other school e.g. as a consultant leader, school improvement partner, local leader for education or national leader of education.

9.8.2 Any payment considered under this section will be temporary only.

9.8.3 No payment will be considered where these duties have already been taken into account in other sections of this policy

9.9 **Payment for In Service Teacher Training (INSET)**

9.9.1 The governing body may consider a payment to teaching staff who undertake voluntary INSET at weekends or during school closure periods, where it can be demonstrated that the school has made significant savings by avoiding the need for supply cover.

10 **Salary Sacrifice**

10.1 The governing body will support salary sacrifice arrangements for teachers in respect of the following: (amend as appropriate)

- Childcare vouchers / childcare benefit schemes
- Cycle or cyclists safety equipment scheme

10.2 Participation in any salary sacrifice scheme arrangement will have no effect upon the determination of any safeguarded sum to which the teacher may be entitled.

11 **Safeguarding**

11.1 The governing body will apply the salary safeguarding provisions of the STPCD.

Appeals

12.1 A teacher may seek a review of any determination in relation to their pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects their pay.

12.2 The following list includes the usual reasons for seeking a review of a pay determination; That the person or committee by whom the decision was made –

- a) incorrectly applied any provision of the Document;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the teacher.

12.3 The order of proceedings is as follows:

- a. The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
- b. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
This option may be more useful if the decision-maker is a person rather than a committee.
- c. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.
- d. The teacher 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 notification of the decision being appealed against or of the outcome of the discussion referred to above.
- e. 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 teacher 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.
- f. 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.

For any formal hearing or appeal the teacher is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of the formal meeting must be reasonable. The formal meeting must allow both parties to explain their cases.

The pay policy should include an Annex detailing the procedure for the hearing of the appeal.

- g. The Appeal Panel's decision will be final and there will be no further appeal rights.

Appendix 3 contains the appeal hearing procedure

13 Salaries of Support Staff

- 13.1 On appointing a member of the support staff the job description determined for the post to which the employee is to be appointed will be evaluated in accordance with and approved scheme. Advice will be sought from persons engaged by the Governing Body.
- 13.2 The head teacher, in consultation with the Chair of Governors, will determine the appropriate point on the evaluated scale having regard to:
- i) relevant qualifications and/or experience
 - ii) recruitment/retention needs of the school in respect of the post
- The decision of the head teacher will be reported to the Staffing Committee.
- 13.3 If at any time the head teacher, in consultation with the Chair of Governors, considers that a member of the support staff is being asked to undertake, or has undertaken, increased responsibility on a permanent or temporary basis, s/he shall refer the job description of the post, with the new responsibilities, to be evaluated. If the evaluation provides for a higher salary that salary will be paid to the post holder from a date determined by the head teacher and, in the case of a temporary increase in responsibility, the date to which the new salary will be paid. The new salary level will be reported to the review committee at its next meeting.
- 13.4 At the time of making the annual assessment of the teachers' salaries, the head teacher may also make any recommendation to the review committee in respect of the salary of any member - or all members - of the support staff. Where the head teacher considers it appropriate s/he may recommend to the review committee that a named member(s) of the support staff shall be awarded an honorarium for the excellence of his/her performance during the previous year. The honorarium may either be paid as a lump sum payment at the first possible salary payment after the appropriate committee's decision, or as a 1/12 increase in monthly salary for the period in question.
- 13.5 If any member of the support staff wishes to appeal against his/her salary level s/he may ask for a re-evaluation of the job description of the post to be undertaken. In the event that a member of the support staff wishes to appeal against a decision of the review committee under paragraph 13 of this document, then s/he should enter a formal written statement of appeal. The appeal should be heard by the review appeal committee referred to in paragraph 13.

NB See RBWM Pay and Benefits policy for school support staff.

14. SICK PAY

- 14.1 There may be circumstances when the return of an employee from sickness absence can be facilitated and/or supported by temporary changes to their attendance or job

content. These changes should be agreed by the employee and line manager/head teacher/Chair of Governors as appropriate, based on advice from Occupational Health and on discussion with the school's HR provider. The changes would be strictly time-limited (not normally in excess of a four-week period other than in exceptional cases following advice from Occupational Health and the HR provider). Progress and rehabilitation would be regularly documented and reviewed and there would be the intention to return to the normal/contractual pattern of work at the earliest practical time.

- 14.2 Full pay will normally be paid during the time-limited incremental return to work and the time not at work will not be regarded as sick leave since there will have been a return to work.

15. MONITORING THE IMPACT OF THE POLICY

- 15.1 The governing body will monitor the outcomes and impact of this policy annually including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

Appendix 1

Remit / Terms of Reference of the Staffing & Pay Committee

The Staffing & Pay Committee will be authorised by the Governing Body to determine all matters relating to pay and related performance of staff to establish a whole school pay policy for adoption by the governing body and to monitor and review the pay policy as necessary.

Committee Membership

The Staffing & Pay Committee will consist of at least 3 governors, elected by the governing body. Normally, wherever possible, the Pay Committee will not include any member of staff employed by the governing body at the school. The quorum for this committee will be 3 governors.

Terms of reference:

- To review the staffing structure whenever a vacancy arises and on an annual basis.
- To monitor safety working practices for staff taking into account RBWM's health and safety policies and procedures.
- To monitor staff development and appraisal.
- In the event of a staff vacancy, to prepare adverts; compose a short list; organise, attend and appoint at interviews, liaising with the local authority and diocese.
- To annually review the performance management policy and present to governors for approval.
- To complete the annual points assessment for all staff, according to agreed pay policy.
- To review the school's pay policy in the light of advice from the Department for Education and make recommendations to the governing body.
- To review the salary of the headteacher following performance review in consultation with the headteacher peer review group.
- To review the salary of the deputy head following performance review.

Appendix 2

St Edward's Catholic First School

School Pay Structure

Band 1 (Teacher)	Band 2 (Accomplished Teacher)	Band 3 (Expert Teacher)
Point 1 £24,859	Point 4 £30,924	Point 7 £37,758
Point 2 £26,731	Point 5 £33,263	Point 8 £39,113
Point 3 £28,787	Point 6 £36,157	Point 9 £40,520

The governing Body has agreed to use the leadership pay reference points published to support the School Teachers' Pay & Conditions Document.

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

Head Teacher: ISR points ...13 ... to17.....

Deputy Head Teacher ISR points 5..... to ... 10.....

TLR Level 2a £2,,721

Appendix 3

Pay Appeals Procedure

The governing body has adopted the following procedure to consider any pay appeals:

Stage 1 - Informal

- 1.1 If, following receipt of the written confirmation of the pay determination and where appropriate the basis upon which the decision was made, the member of staff is not satisfied, he / she should seek to resolve this by discussing the matter informally with the decision maker within 10 working days of the decision.
- 1.2 Where this is not possible, or where the member of staff continues to be dissatisfied with the decision, he / she may follow the formal Stage 2 Appeal process.

Stage 2 - Formal

- 2.1 The member of staff should submit a written appeal, setting out the grounds and the detail upon which the pay decision is appealed. This should be sent to the person or committee who made the determination, within 5 working days working days of the notification of the decision being appealed against, or the outcome of the informal discussion.
- 2.2 The person or committee who made the determination will arrange a hearing, within 10 working days of receipt of the written appeal, at which they will consider the appeal and give the staff member an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.3 Following the hearing the member of staff will be informed in writing of the decision and the right of appeal. Any appeal must be submitted within 5 working days from receipt of written confirmation of the decision.
- 2.4 Any further appeal will be heard by a panel of 3 governors who were not involved in the original determination. The appeal will normally be heard within 20 working days working days of the receipt of the written notification of appeal. The staff member will be given an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.5 The decision of the appeal panel will be given in writing within 5 working days and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision.
- 2.6 The decision of the panel will be final. There will be no further right of appeal.

Appendix 4 St Edward's Catholic First School

	M2	M4	M6	UPS1	UPS3
Professional practice	All teaching satisfactory, much good or better	All teaching good or better	All teaching good; some with outstanding features or better	All teaching good; some with outstanding features or better	All teaching good; much with outstanding features
Professional outcomes	Most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; many exceed them
Professional relationships	Positive working relationships with pupils, colleagues and parents	These relationships are securely focussed on improving provision for pupils	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Plays a proactive role in building key stage or departmental teams to improve provision and outcomes	Plays a proactive role in building school-wide teams to improve provision and outcomes
Professional development	Able, with support, to identify key professional development needs and respond to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	Plays a proactive role in leading the professional development of key stage or departmental colleagues	Plays a proactive role in leading the professional development of colleagues across the school

Preamble	It is expected that teachers reach this standard regardless of their career stage
M2	Teachers make the education of their pupils their first concern, & are accountable for achieving the highest possible standards in work & conduct. Teachers act with honesty & integrity; have strong subject knowledge; keep their knowledge & skills as teachers up-to-date & are self-critical; forge positive professional relationships; & work with parents in the best interests of their pupils.
M4	
M6	
UPS1	
UPS3	

Part 1 – Teaching

1.1 Set high expectations which inspire, motivate and challenge pupils

Standard 1.1 (1) Establish a safe and stimulating environment for pupils, rooted in mutual respect	
M2	With some support, ensure that the learning environment is stimulating and promotes independent learning
M4	Independently, ensure that the learning environment is stimulating and promotes independent learning.
M6	Independently, ensure that the learning environment is stimulating, promotes independent learning and challenges / supports individuals
UPS1	Independently, ensure that the learning environment is stimulating, promotes independent learning and challenges / supports individuals. Offer support to less experienced colleagues.

UPS3	Demonstrate the ability to evaluate the impact of the learning environment (their own and others') ensuring that suggestions to less experienced colleagues enable them to create a more stimulating classroom which promotes independent learning and challenges / supports individuals.
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Standard 1.1 (2) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

M2	Sets goals that stretch & challenge most pupils in their class. Talks to a more experienced colleague about pupils who they feel are not on track to meet the targets set.
M4	Sets goals that stretch & challenge almost all pupils in their class. Recognises pupils who may not meet or may exceed those targets. Seeks advice from a more experienced colleague as to how to best support these individual pupils.
M6	Sets goals that stretch & challenge almost all pupils in their class, (including the most able.)With support readjusts targets for pupils who have the potential to exceed them & provides targeted support for those who may not be on track to meet them.
UPS1	Sets goals that stretch & challenge almost all pupils in their class, (including the most able). Readjusts targets for pupils who have the potential to exceed them & provides targeted support for those who may not be on track to meet them. Evaluates the impact of the targeted support provided.
UPS3	Individual pupils are set challenging personal goals. Targets are readjusted regularly in response to careful tracking of pupil progress. Targeted support is provided for pupils who may not be on track to attain the targets set. Regularly evaluates the impact of any targeted support provided & adapts future provision as a result. Supports less experienced colleagues in setting pupil targets & their progress towards them.

Standard 1.1 (3) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

M2	Is supportive of our school's values & demonstrates to pupils the positive attitudes & high standards of behaviour we expect of them.
M4	Is supportive of our school's values & consistently demonstrates to pupils the positive attitudes & high standards of behaviour we expect of them.
M6	Through their own actions actively promotes our school's values, reinforces (to both pupils & parents) the positive attitudes & high standards of behaviour expected.
UPS1	Through their own actions actively promotes our school's values, reinforces (to both pupils & parents) the positive attitudes & high standards of behaviour expected. Supports colleagues who have recently joined our school in upholding our values & expectations. Mentoring.
UPS3	Is proactive in promoting our school's values within school & the wider community. Reinforces (to both pupils & parents) the positive attitudes & high standards of behaviour expected in school. Supports colleagues who have recently joined our school in upholding our values & expectations. Mentoring

1.2 Promote good progress and outcomes by pupils

Standard 1.2 (1) Be accountable for pupils' attainment, progress and outcomes	
M2	Assesses pupils' attainment & progress within a lesson & /or a series of lessons. Demonstrates an awareness of statutory & school assessment procedures.
M4	Assesses pupils' attainment & progress within a lesson & /or a series of lessons. Demonstrates a growing awareness of statutory & school assessment procedures. Works with more experienced year group colleagues in order to moderate judgements about pupil progress & attainment
M6	Assesses pupils' attainment & progress within a lesson & /or a series of lessons. Demonstrates a secure understanding of statutory & school assessment procedures. Confidently makes judgements about pupils'

	progress & attainment. Moderates these judgements through dialogue with colleagues & the use of standards files where relevant.
UPS1	Assesses pupils' attainment & progress within a lesson & over periods of time. Demonstrates a secure understanding of statutory & school assessment procedures. Confidently makes judgements about pupils' progress & attainment. Moderates these judgements through dialogue with colleagues, (within & outside of school) & the use of standards files where relevant.
UPS3	Assesses pupils' attainment & progress within a lesson & over periods of time. Demonstrates a secure understanding of statutory & school assessment procedures. Confidently makes judgements about pupils' progress & attainment. Moderates these judgements through dialogue with colleagues, (within & outside of school) & the use of standards files where relevant. Supports less experienced colleagues in their assessments of pupil's attainment & progress.

Standard 1.2 (2) - Plan teaching to build on pupils' capabilities and prior knowledge

M2	Average, above average & below average pupils are identified & appropriate provision and/or support to meet these needs is planned. Is aware of the capabilities & of their class & bases future teaching on this knowledge. Recognises the progress their class has made within lessons.
M4	Accurate teacher assessment ensures that activities effectively meet the needs of average, above average & below average pupils. The needs of SEN pupils are met. Additional adults are effectively employed. Misconceptions are noted & addressed during the plenary or at the start of the next day's lesson. Is aware of the capabilities & prior knowledge of key groups within their class & bases future teaching on this knowledge. Recognises the progress these groups of pupils have made within lessons.

M6	<p>AfL strategies are used to ensure planned activities provide sufficient challenge for pupils, including the most able. Additional adults are well deployed & have a clear teaching role. Most pupils make good progress. Misconceptions are addressed as the lesson progresses.</p> <p>Is aware of the capabilities & prior knowledge of key groups, (including vulnerable groups) within their class & bases future teaching on this knowledge. Recognises the progress these groups of pupils have made within lessons.</p>
UPS1	<p>Planning takes account of individual learner's needs & preferred learning styles. Additional adults have a clear teaching role during the majority of the lesson. Planning has been adapted as a direct result of the teacher's evaluation of the previous days learning. Effective use of AfL strategies enable the teacher to reshape tasks & explanations in order to maximise learning opportunities as the lesson is delivered. Almost all pupils make good progress.</p> <p>Has a secure understanding of the capabilities & prior knowledge of key groups, (including vulnerable groups) & individual pupils within their class & bases future teaching on this knowledge. Recognises the progress these groups of pupils & individuals have made within lessons.</p>
UPS3	<p>Skilled & flexible use of a variety of teaching styles is effectively used to meet individual learner's needs. Additional adults have a clear teaching role throughout the lesson. Systematic checking of pupils understanding throughout the lesson enables sharply focused, appropriate & effective interventions to be accurately matched to individual needs with notable impact. Constant use of AfL strategies enables children to move between groups during the lesson, enabling the teacher to ensure all children are sufficiently challenged throughout the lesson. All children make at least good progress.</p> <p>Has a good understanding of the capabilities & prior knowledge of key groups, (including vulnerable groups) & individual pupils within their class & bases future teaching on this knowledge. Recognises the progress these groups of pupils & individuals have made within lessons, adapting planning accordingly as the lesson progresses. Supporting colleagues in these activities.</p>

Standard 1.2 (3) Guide pupils to reflect on the progress they have made and their emerging needs	
M2	Learning intentions are clear and shared orally and/or in writing with the children.
M4	Learning intentions are clear and shared orally and/or in writing with the children. Success criteria discussed with the children.
M6	Learning intentions are clear and shared orally and/or in writing with the children. Success criteria discussed with the children. Children are able to use success criteria to explain whether or not they have met the learning intention.
UPS1	Learning intentions are clear and shared orally and/or in writing with the children. Success criteria discussed with the children. Children confidently use success criteria to explain whether or not they have met the learning intentions.
UPS3	Differentiated learning intentions are clear & shared orally &/or in writing with the children. Lesson intentions are regularly referred back to during the course of the lesson. Children help to set success criteria & evaluate their individual performance & that of their peers against them.

Standard 1.2 (4) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	
M2	Has a growing understanding of how pupils learn & how this impacts on teaching.
M4	Has a growing understanding of how the pupils in their class learn & begins to adapt their teaching in response to this.
M6	Has a good understanding of how the pupils in their class learn & adapts their teaching in response to this.

UPS1	Has a good understanding of how individual pupils in their class learn. Supports less experienced colleagues within their key stage in developing their teaching styles.
UPS3	Has an excellent understanding of how individual pupils in their class learn. Supports less experienced colleagues throughout school in developing their teaching styles.

Standard 1.2 (5) Encourage pupils to take a responsible and conscientious attitude to their own work and study

M2	Many children are on task and working productively for most the lesson. Some children require reminders.
M4	The majority of children are on task and working productively for most of the lesson. A few children require reminders. Some opportunities are provided for pupils to work independently.
M6	All children are on task & working productively throughout the lesson. A small minority of pupils require reminders. Regular opportunities are provided for pupils to work independently.
UPS1	All children are on task & working productively throughout the lesson. A small minority of pupils require reminders. Teacher promotes pupils' resilience, confidence & independence.
UPS3	All children are on task & working productively throughout the lesson. A small minority of pupils require reminders. Teaching promotes high levels of pupil resilience, confidence & independence.

1.3 Demonstrate good subject and curriculum knowledge

Standard 1.3 (1) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings

M2	Are familiar with statutory guidance for the year group in which they work
M4	Has a secure understanding of the statutory guidance for the year group in which they work
M6	Demonstrates through their planning & teaching, a secure understanding of the statutory guidance for the year group in which they work.
UPS1	Demonstrates through their planning & teaching, a secure understanding of the statutory guidance for the year group in which they work. Is aware of the statutory guidance for the year groups above and below the one in which they work.
UPS3	Demonstrates through their planning & teaching, a secure understanding of the statutory guidance for the year group in which they work. Is aware of the statutory guidance for the key stages above and below the one in which they work

Standard 1.3 (2) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

M2	Attends staff meetings and school-led INSET days
M4	Actively participates in staff meetings and school-led INSET days
M6	With support from a more experienced colleague, helps to lead staff meetings & school-led INSET days
UPS1	Leads whole school staff meetings. Delivers training to colleagues in order to improve pupil attainment and progress within the key stage in which they work.

UPS3	Identifies areas for whole school development & delivers training to colleagues across the school in the form of staff meetings or school-led INSET days
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Standard 1.3 (3) 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

M2	Demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulacy & the correct use of Standard English, within their teaching.
M4	Demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulacy & the correct use of Standard English, within their teaching & wider professional duties.
M6	Demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulacy & the correct use of Standard English, within their teaching & wider professional duties.
UPS1	Demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulacy & the correct use of Standard English, within their teaching & wider professional duties. Actively promotes this amongst other adults working in their class.
UPS3	Demonstrates an understanding of & takes responsibility for promoting high standards of literacy, articulacy & the correct use of Standard English, within their teaching & wider professional duties. Actively promotes this amongst other adults working throughout school.

Standards 1.3 (4 & 5)

- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

M2	Is developing a growing understanding of how to effectively teach mathematics, literacy & synthetic phonics
M4	Confidently teaches mathematics, literacy & synthetic phonics in the year group in which they are employed
M6	Confidently teaches mathematics, literacy & synthetic phonics in the year group in which they are employed and has a growing understanding of the teaching of these subjects in the year groups before & after their own.
UPS1	Supports less experienced colleagues within their key stage in developing their teaching of mathematics, literacy & synthetic phonics. During phase meetings shares with colleagues any recent training they have received in these curriculum areas.
UPS3	Leads whole school development in the teaching of mathematics, literacy & synthetic phonics. Models teaching of these subjects to colleagues within our school and/or staff from other local schools. Carries out own research into the teaching of these subjects which they employ effectively in their own practice & share with colleagues.

1.4. Plan and teach well-structured lessons

Standard 1.4 (1) Impart knowledge and develop understanding through effective use of lesson time	
M2	Lessons taught are generally well structured, have reasonable pace and are usually of appropriate length.
M4	Lessons taught are well structured, have good pace and are of appropriate length. Transitions are well planned & ensure that no valuable learning time is wasted. Use of VAK strategies ensures that the preferred learning styles of many pupils are met.

M6	All parts of most lessons taught are well structured, have good pace and are of appropriate length. Swift, well organised transitions contribute effectively to the pace & timings of lessons. Effective use of VAK strategies ensures that the preferred learning styles of most pupils are met.
UPS1	All parts of most lessons taught are well structured, have good pace and are of appropriate length. Swift, well organised transitions contribute effectively to the pace & timings of lessons. Effective use of VAK strategies ensures that the preferred learning styles of most pupils are met. Supports less experienced colleagues in their effective use of lesson time.
UPS3	All parts of most lessons taught are well structured, have good pace and are of appropriate length. Swift, well organised transitions contribute effectively to the pace & timings of lessons. Supports less experienced colleagues in their effective use of lesson time. (This might include colleagues from other schools).

Standard 1.4 (2) Promote a love of learning and children's intellectual curiosity

M2	Enjoys working with children
M4	Is enthusiastic when teaching
M6	Enthusiasm impacts positively on children's attitudes towards learning
UPS1	Enthusiasm impacts positively on children's attitudes towards learning. Encourages children to lead their own learning.
UPS3	Enthusiasm impacts positively on children's attitudes towards learning. Encourages children to lead their own learning. Enthusiasm for teaching impacts positively on colleagues.

Standard 1.4 (3) Reflect systematically on the effectiveness of lessons and approaches to teaching	
M2	Evaluates effectiveness of lessons & teaching styles used. Begins to develop practice in response to their personal evaluation. Responds to advice & support given by more experienced colleague.
M4	Evaluates effectiveness of lessons & teaching styles used. Begins to develop practice in response to their personal evaluation. Seeks advice & support from more experienced colleague.
M6	Evaluates effectiveness of lessons & teaching styles used. Begins to develop practice in response to their personal evaluation. Adapts lessons & teaching styles in response to this evaluation.
UPS1	Evaluates effectiveness of lessons & teaching styles used. Develops practice in response to their personal evaluation. Adapts lessons & teaching styles in response to this evaluation. Supports less experienced year group colleagues in developing their own practice.
UPS3	Evaluates effectiveness of lessons & teaching styles used. Develops practice in response to their personal evaluation. Adapts lessons & teaching styles in response to this evaluation. Supports less experienced colleagues within (& outside of) school in developing their own practice.

Standard 1.4 (4) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	
M2	Attends training recommended by the head teacher or other senior school leader relevant to school development priorities or personal development targets as identified through the performance management process. Attends any training required in light of curriculum developments and implementation of statutory assessments
M4	Identifies own personal training needs, (including those which relate to curriculum developments or the implementation of statutory assessments) & with support from a senior school leader accesses appropriate INSET to meet these needs.

M6	Identifies own personal training needs in light of local & national changes; accesses appropriate INSET & demonstrates the impact such INSET has had on their own practice.
UPS1	Is aware of local & national changes, accesses appropriate INSET & demonstrates the impact such INSET has had on their own practice. This is shared with colleagues during staff and/or phase meetings & with governors if relevant. Identifies training needs of staff within their key stage & assists the SMT in providing staff with access to relevant 'in-house', Diocesan or LA provided training. They help the SMT to evaluate the impact of such training on pupil outcomes.
UPS3	Uses own professional knowledge & experience to support the development of less experienced colleagues e.g. lesson study, peer observations, team teaching and moderation work. Delivers relevant training to a variety of staff and to the governing body when required. Actively seeks professional development opportunities via the network of local schools, through the Diocese, local authority or via external providers in order to bring about whole school improvement.

1.5

1.6 Adapt teaching to respond to the strengths and needs of all pupils

Standard 1.5 (1) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	
M2	Able to plan, (with support from a more experienced colleague), sequences of lessons which engage pupils and are appropriate to their age, abilities & interests.
M4	Able to plan, (as part of a year group team), sequences of lessons which engage pupils and are appropriate to their age, abilities & interests. Begins to adapt these plans to meet the specific needs of the individual pupils within their own class.

M6	Able to plan independently, sequences of lessons which engage pupils and are appropriate to their age, abilities & interests. Effectively adapts these plans to meet the specific needs of the individual pupils within their own class.
UPS1	Able to plan independently, sequences of lessons which engage pupils and are appropriate to their age, abilities & interests. Effectively adapts these plans to meet the specific needs of the individual pupils within their own class. Supports less experienced colleagues within their year group with their planning of sequences of lessons.
UPS3	Able to plan independently, sequences of lessons which engage pupils and are appropriate to their age, abilities & interests. Effectively adapts these plans to meet the specific needs of the individual pupils within their own class. Supports less experienced colleagues within school, (including student teachers) with their planning of sequences of lessons & in their adaptation of lessons to meet specific pupils' needs.

Standard 1.5 (2) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these

M2	With support writes, delivers & monitors the effectiveness of IEPs and attends IEP review meetings
M4	With minimal support writes, delivers & monitors the effectiveness of IEPs and participate in IEP review meetings. Deploy SEN support staff effectively. Begin to demonstrate an understanding of the roles of different outside support agencies.
M6	Independently writes, delivers & monitors the effectiveness of IEPs and play a key role in IEP review meetings. Deploy SEN support staff effectively. Support the SENCo in developing appropriate provision maps within your class. With support identify the need for support from outside agencies.

UPS1	Independently writes, delivers & monitors the effectiveness of IEPs and play a key role in IEP review meetings. Deploy SEN support staff effectively. Support the SENCo in developing appropriate provision maps within your year group. Identify pupils who require support from outside agencies.
UPS3	Independently writes, delivers & monitors the effectiveness of IEPs and play a key role in IEP review meetings. Deploy SEN support staff effectively. Support the SENCo in developing appropriate provision maps & monitoring their impact on pupil attainment within your key stage. Work effectively with colleagues from outside support agencies.

Standard 1.5 (3 & 4)

- 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 with 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

M2	Has a growing understanding of how children develop physically, socially & intellectually. With support from a more experienced colleague is able to plan lessons which support pupils' educational needs
M4	Has a secure understanding of how children develop physically, socially & intellectually. With minimal support is able to plan lessons which support pupils' educational needs.
M6	Has a good understanding of how children develop physically, socially & intellectually. Plans lessons which support pupils' educational needs.
UPS1	Has a good understanding of how children develop physically, socially & intellectually. Adapts their teaching to support pupils' educational needs.

UPS3	Has a good understanding of how children develop physically, socially & intellectually. Adapts their teaching to support pupil's educational needs. Supports less experienced colleagues in planning lessons which support pupils' educational needs.
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1.7 Make accurate and productive use of assessment

Standard 1.6 (1) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	
M2	Demonstrates an awareness of any statutory and School assessments required for the year in which they teach.
M4	With support where necessary, carries out statutory assessments and School required for the year in which they teach.
M6	Confidently carries out statutory assessments required for the year in which they teach. Have an awareness of statutory assessments and School required for years other than the one in which they teach.
UPS1	Supports less experienced colleagues within their year group/phase in carrying out statutory and School assessments.
UPS3	Supports less experienced colleagues within our school and/or within other local schools in carrying out statutory and School assessments.

Standard 1.6 (2 & 3)

- Make use of formative and summative assessment to secure pupils' progress

<ul style="list-style-type: none"> Use relevant data to monitor progress, set targets, and plan subsequent lessons 	
M2	Begins to use AfL strategies and APP (with support) when assessing pupils' progress and attainment. Uses assessments made to inform future (medium term) planning for groups of pupils & to make judgements about the attainment of individual pupils.
M4	Demonstrates increasing confidence in using AfL strategies and APP when assessing pupils' progress and attainment. Teacher assessments inform future short & medium term planning for groups of pupils.
M6	Confidently uses AfL strategies and APP when assessing pupils' progress and attainment. Teacher assessments inform future short & medium term planning for groups of & individual pupils.
UPS1	Confidently uses a variety of AfL strategies when assessing pupils' progress. Use of AfL strategies results in the teacher often being able to reshape tasks within lessons in order to ensure most pupils make good progress. Teacher assessments inform future short & medium term planning for groups of & individual pupils. Supports less experienced colleagues in their use of AfL & APP.
UPS3	Opportunities to use a variety of AfL strategies are carefully planned. Effective use of AfL strategies enable the teacher to confidently reshape tasks within lessons in order to ensure all pupils make good progress. Accurate evaluation of assessments made inform future short & medium term planning for groups of & individual pupils. Supports less experienced colleagues in their use of AfL & APP.

Standard 1.6 (4) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	
M2	Provides children with verbal & written feedback. Follows the school marking policy.
M4	Children receive verbal and written feedback in a way that they can understand. Follows the school marking policy.

M6	Children receive timely and accurate verbal & written feedback in a way that they can understand. The feedback given clearly relates to the lesson's learning objective. Follows the school marking policy.
UPS1	Verbal & written feedback clearly relates to the lessons' learning intention and/or the pupil's individual targets. Misconceptions are addressed through the use of focused marking & clear modelling by the teacher.
UPS3	Verbal & written feedback clearly relates to the lessons' learning intention and/or the pupil's individual targets. Misconceptions are addressed through the use of focused marking & clear modelling by the teacher. Children are encouraged to consolidate their learning by responding to questions or completing additional calculations posed by the teacher.

1.8 Manage behaviour effectively to ensure a good and safe learning environment

Standard 1.7 (1) 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	
M2	Is supportive of school ethos & school code of conduct.
M4	Establishes & reinforces class rules which are reflective of the school ethos & school code of conduct.
M6	Supports children in establishing class rules which are reflective of the school ethos & school code of conduct. Ensures children understand & adhere to these rules.
UPS1	Supports children in establishing class rules which are reflective of the school ethos & school code of conduct. Ensures children understand & adhere to these rules. Supports less experienced colleagues in their establishing of appropriate class rules which are reflective of the school ethos & school code of conduct.
UPS3	Supports children in establishing class rules which are reflective of the school ethos & school code of conduct. Ensures children understand & adhere to these rules. Supports less experienced colleagues in their

	establishing of appropriate class rules which are reflective of the school ethos & school code of conduct. Ensures colleagues & parents are supportive of the school ethos & code of conduct.
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Standard 1.7 (2 & 3)

- 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

M2	Promotes acceptable behaviour through the use of praise, rewards & sanctions. Follows our school's behaviour policy.
M4	Uses a range of strategies to ensure good levels of discipline within their class. Follows our school's behaviour policy.
M6	Establishes high levels of discipline within their class through the consistent use of praise, sanctions & rewards appropriate to the age of the pupils they teach. Follows our schools' behaviour policy.
UPS1	Establishes high levels of discipline within their class through the consistent use of praise, sanctions & rewards appropriate to the age & needs of the pupils they teach. Follows our school's behaviour policy.
UPS3	Establishes high levels of discipline within their class through the consistent use of praise, sanctions & rewards appropriate to the age & needs of the pupils they teach. Follows our school's behaviour policy. Supports less experienced colleagues in developing effective behaviour management strategies.

Standard 1.7 (4) Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary	
M2	Follows our school's procedures for safeguarding children
M4	Follows our school's procedures for safeguarding children. Ensures that other adults working within their class are aware of our school's safeguarding procedures.
M6	Follows our school's procedures for safeguarding children. Ensures that other adults working within their class are aware of our school's safeguarding procedures. Demonstrates an awareness of the CAF process.
UPS1	Follows our school's procedures for safeguarding children. Ensures that other adults working within school are aware of our school's safeguarding procedures. Attends relevant safeguarding training including CAF training where required.
UPS3	Follows our school's procedures for safeguarding children. Regularly updates their knowledge of safeguarding children. Actively involved in the CAF process. When requested. Contributes to the monitoring & evaluation of the effectiveness of our school's safeguarding procedures.

1.9 Fulfil wider professional responsibilities

Standard 1.8 (1) Make a positive contribution to the wider life and ethos of the school	
M2	With encouragement participates in the wider life of the school e.g. Liturgies, curriculum weeks\days, fund raising events, St Edward's Day
M4	Actively participates in the wider life of the school e.g. Liturgies, curriculum weeks\days, fund raising events, St Edward's Day

M6	Actively participates in the wider life of the school e.g. Liturgies, curriculum weeks\days, fund raising events, St Edward's Day. Organises or helps lead an extra-curricular activity.
UPS1	Actively participates in the wider life of the school e.g. Liturgies, curriculum weeks\days, fund raising events, St Edward's Day. Provides opportunities for the children to represent the school within the local community. Organises events and/or helps lead an extracurricular activity. Encourages less experienced colleagues to participate in the wider life of the school.
UPS3	Actively participates in the wider life of the school e.g. Liturgies, curriculum weeks\days, fund raising events, St Edward's Day. Provides opportunities for the children to represent the school within the local community. Organises or helps lead an extra-curricular activity. Supports less experienced colleagues in planning or leading events or extra- curricular activities.

Standard 1.8 (2) Deploy support staff effectively

M2	Planning indicates the role of support staff within a lesson.
M4	Planning indicates the role of support staff within a lesson. Time is spent briefly explaining the planning to support staff prior to the start of the lesson.
M6	Support staff is consulted when planning future lessons. As a result of this they have a clear understanding of their role during various parts of the lesson. Feedback is given to support staff.
UPS1	Actively involves support staff in the planning & delivery of future lessons. Resulting in support staff being effectively deployed in a way which impacts positively on pupil outcomes. Appropriate feedback is given to support staff which contributes towards their continuing professional development.
UPS3	Actively involves support staff in the planning, delivery & evaluation of lessons. Support staff are encouraged to support the class teacher when assessing pupils' progress, in evaluating the effectiveness of targeted

	interventions used & are encouraged to contribute towards progress reviews. The teacher helps support staff to identify their own professional development needs & helps facilitate opportunities for them to be met.
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Standard 1.8 (3) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

M2	Responds positively to feedback given and acts upon recommendations made. Some improvements in practice seen as a result.
M4	Is able to demonstrate ability to evaluate own practice & with support can identify areas for further development. Clear evidence is seen to demonstrate that they have addressed any previously agreed areas for development.
M6	Accurately identifies areas of professional strength & areas for further development. With support from a member of the SMT, identifies strategies for addressing such areas. Clear evidence is seen to demonstrate that they have addressed any previously agreed areas for development.
UPS1	Accurately identifies areas of professional strength & suggests ways in which areas for further development can be addressed. Monitors & evaluates the impact such strategies have upon their teaching. Supports key stage colleagues in addressing their areas for further development e.g. peer coaching
UPS3	Recognises areas of professional strength of colleagues across the school. Plans & organises opportunities for colleagues to address areas for professional development within school. Provides feedback to colleagues. Evaluates their impact & reports back to SMT and governing body.

Part 2 – Personal and Professional Conduct

Personal and Professional Conduct– It is expected that teachers reach this standard regardless of their career stage

M2	2.1(1) Treating pupils, parents & colleagues with respect & dignity
M4	2.1(1) Observing proper boundaries, appropriate to a teacher's professional position;
M6	2.1(2) Following our school's safeguarding procedures;
UPS1	2.1(3) Being tolerant of & respectful towards the rights & viewpoints of others;
UPS3	<p>2.1(4) Not undermining fundamental British values such as democracy, the rule of law, individual liberty & mutual respect, & tolerance of those with different faiths & beliefs;</p> <p>2.1(5) Making sure that personal beliefs are not expressed in ways which exploit pupils' vulnerability;</p> <p>2.2 Following school policies & procedures;</p> <p>2.2 Promoting& demonstrating high standards of behaviour both in the classroom & around school;</p> <p>2.2 Upholding Christian values</p> <p>2.2 Being punctual</p> <p>2.2 Having high levels of attendance</p> <p>2.3 Understanding & always acting within, the statutory frameworks which set out your professional duties & responsibilities.</p>

Reviewed:	School Business Manager	08 th October 2018
Approved:	Resources Committee	20/11/18
Ratified:	FGB	05/12/18

Review frequency	Annual
Signed by Chair of Governors	
Signed by Head Teacher	