

St. Theresa's Catholic Primary School

St. Theresa's
Catholic Primary School



Pay Policy September 2022

Our Mission Statement

At St. Theresa's School
We learn together
We play together
We pray together
We grow together in the love of God.

Date of policy: September 2022

Next review: September 2023

Policy reviewed & passed by: Full Governing Body
Key person responsible Barbara Costa

The 'Document' throughout this policy refers to The School Teachers' Pay and Condition Document 2022.

STATEMENT OF INTENT

The governing body of St. Theresa's School will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

EQUALITIES LEGISLATION

The governing body will comply with relevant equalities legislation:

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 Data Protection Act 2018

The General Data Protection Regulation

GENERAL

The governing body will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.

See 'governing body obligations' in relation to monitoring the impact of this policy.

PERFORMANCE RELATED PAY

The governing body will ensure that its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, e.g. an absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis, depending on the individual teacher's circumstances and the school's circumstances.

The school will do everything in its power to make a performance-related judgement. If little or no performance evidence is available from the relevant appraisal cycle, because the teacher has been away from school due to pregnancy, maternity or disability-related illness, it will use evidence from previous appraisal cycles.

In the absence of any evidence that the teacher would not have received the increase in pay, the school will make a pay award to avoid discrimination.

JOB DESCRIPTIONS

The Executive Headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the governing body. Job descriptions may be reviewed from time to time, in consultation with the individual employee concerned, in order to make reasonable changes in the light of the changing needs of the school. Job descriptions will identify key areas of responsibility. All job descriptions will be reviewed annually as part of the appraisal process.

ACCESS TO RECORDS

The Executive Headteacher will ensure reasonable access for individual members of staff to their own employment records.

APPRAISAL

The governing body will comply with The Education (School Teachers' Appraisal) (England) Regulations 2012 concerning the appraisal of teachers.

The Appraisal Regulations state that appraisal objectives, for all teachers, including the leadership group, must be such that, if they are achieved, they will contribute to:

- (a) Improving the education of pupils at that school; and
- (b) The implementation of any plan of the governing body designed to improve that school's education provision and performance.

Assessment will be based on evidence from a range of sources (see the school's appraisal policy). Although the school will establish a firm evidence base in relation to the performance of all teachers, there is a responsibility on individual teachers and appraisers to work together. Teachers should also gather any evidence that they deem is appropriate in relation to meeting their objectives, the Teachers' Standards and any other criteria (i.e. application to be paid on Upper Pay Range) so that such evidence can be taken into account at the review.

The Pay and Performance Committee will moderate objectives to ensure consistency and fairness; the Pay and Performance Committee will also moderate performance assessment and initial pay recommendations to ensure consistency and fairness.

GOVERNING BODY OBLIGATIONS

The governing body will fulfil its obligations to:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document (the Document) and the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book').
- **Support staff:** the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service or any LA pay/grading system.

The governing body will need to consider any updated pay policy and assure themselves that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that their pay decisions can be objectively justified.

The governing body will ensure that year-end and mid-year reviews are undertaken for teachers and all members of the leadership group.

The governing body will ensure that it makes funds available to support the cost of living increases, pay progression and any other pay-related decisions, in accordance with this pay policy (see 'Procedures') and the school's spending plan.

The governing body will monitor the outcomes of pay decisions, including the extent to which different groups of teachers may progress at different rates, ensuring the school's continued compliance with equalities legislation.

EXECUTIVE HEADTEACHER OBLIGATIONS

The Executive Headteacher will:

- develop clear arrangements for linking appraisal to pay progression and consult with staff and school union representatives on the appraisal and pay policies;
- submit any updated appraisal and pay policies to the governing body for approval;
- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- ensure that mid-term reviews are undertaken for all teachers, including the leadership group;
- submit pay recommendations to the Pay and Performance Committee and ensure the Pay and Performance Committee body has sufficient information upon which to make pay decisions;
- ensure that teachers are informed about decisions reached; and that records are kept of recommendations and decisions made.

TEACHERS' OBLIGATIONS

A teacher will:

- engage with appraisal; this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- keep records of their objectives and review them throughout the appraisal process;
- share any evidence they consider relevant with their appraiser;
- ensure they have an annual review of their performance.

DIFFERENTIALS

Appropriate differentials will be created and maintained between posts within the school, recognising accountability and job weight, and the governing body's need to recruit, retain and motivate sufficient employees of the required quality at all levels.

DISCRETIONARY PAY AWARDS

Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.

SALARY SAFEGUARDING

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

PROCEDURES

The governing body will determine the annual pay budget on the recommendation of the Pay and Performance Committee, taking into account paragraph 19.2 of the Document. It will also allocate 0.5% of the total budget to allow for the best teachers to make more rapid progress up the relevant pay range.

The governing body has delegated its pay powers to the Pay and Performance Committee. Any person employed to work at the school, other than the Executive Headteacher, must withdraw from a meeting at which the pay or appraisal of any other employee of the school,

is under consideration. The Executive Headteacher must withdraw from that part of the meeting where the subject of consideration is his or her own pay. A relevant person must withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.

No member of the governing body who is employed to work in the school shall be eligible for membership of this committee.

The Pay and Performance Committee will be attended by the Executive Headteacher in an advisory capacity. Where the Pay and Performance committee has invited either a representative of the LA or the external adviser to attend and offer advice on the determination of the Executive Headteacher's pay, that person will withdraw at the same time as the Executive Headteacher while the committee reaches its decision. Any member of the committee required to withdraw will do so.

The terms of reference for the Pay and Performance Committee will be determined from time to time by the governing body. The current terms of reference are:

- to achieve the aims of the whole school pay policy in a fair and equal manner;
- to apply the criteria set by the whole school pay policy in determining the pay of each member of staff at the annual review;
- to observe all statutory and contractual obligations;
- to minute clearly the reasons for all decisions and report the fact of these decisions to the next meeting of the full governing body;
- to recommend to the governing body the annual budget needed for pay, bearing in mind the need to ensure the availability of monies to support any exercise of pay discretion;
- to keep abreast of relevant developments and to advise the governing body when the school's pay policy needs to be revised;
- to work with the head in ensuring that the governing body complies with the Appraisal Regulations 2012 (teachers).

The report of the Pay and Performance Committee will be placed in the confidential section of the governing body's agenda and will either be received or referred back. Reference back may occur only if the Pay and Performance Committee has exceeded its powers under the policy.

Annual determination of pay

All teaching staff salaries, including those of the Executive Headteacher and Head of School will be reviewed annually to take effect from 1 September. The governing body will endeavour to complete teachers' annual pay reviews by 31 October and the Executive Headteacher's annual pay review by 31 December. They will, however, complete the process without undue delay.

Notification of pay determination

Decisions will be communicated to each member of staff by the head in writing in accordance with paragraph 3.4 of the Document and will set out the reasons why decisions have been taken. Decisions on the pay of the head will be communicated by the pay committee, in writing, in accordance with paragraph 3.4 of the Document. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed, or immediately after an appeal has been concluded.

Appeals procedure

The governing body has an appeals procedure in relation to pay in accordance with the provisions of paragraph 2.1(b). It is set out as an appendix to this pay policy.

HEADTEACHER PAY

Pay on appointment

- the Pay and Performance Committee will review the school's Headteacher group and the Headteacher's pay range in accordance with paragraphs 4, 5, 6 and 8 (ordinary school);
- if the Headteacher takes on permanent accountability for one or more additional schools, the Pay and Performance Committee will set a pay range in accordance with the provisions of paragraphs 6.6 or 7.9, as the case may be;
- When making an appointment, the Pay and Performance Committee will determine a pay range, taking account of the full role of the Headteacher, all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2), including recruitment issues. The Pay and Performance Committee will take into account the factors set out in paragraphs 5 and 6 of the document when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions;
- The Pay and Performance Committee will consider using its discretion, in exceptional circumstances only, to exceed the 25 per cent limit beyond the maximum of the group range when setting the pay range for the Headteacher, as set out in paragraph 9.3. However, before doing so, it will make a fully-documented business case and seek external independent advice;
- The Pay and Performance Committee will use reference points within the pay range;
- At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the governing body will adjust the pay range to ensure appropriate scope of 6 reference points, for performance related pay progression;
- The Pay and Performance Committee will have regard to the provisions of paragraph 9.4 in particular, and will also take account of the pay and ranges of other staff, including any permanent payments, to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability
- The Pay and Performance Committee will consider whether the circumstances specific to the role or candidate warrant a higher than normal pay range. It will exercise its discretionary powers, where appropriate, in accordance with paragraph 9.3. It will only set a range the maximum of which is more than 25 per cent above the maximum value of the group range in exceptional circumstances. In such circumstances, it will make a business case to the governing body and the governing body will seek external independent advice before giving agreement

- The Pay and Performance Committee will consider whether there is a need for any temporary payments (paragraph 10) for clearly time-limited responsibilities or duties. The total sum of the temporary payments made to a head will not exceed 25 per cent of the annual salary which is otherwise payable to the head; and the total sum of salary and other payments made to a head must not exceed 25 per cent above the maximum of the Headteacher group, except in wholly exceptional circumstances.
- The Pay and Performance Committee may determine that temporary and other payments be made to a head which exceeds the limit above in wholly exceptional circumstances where it has made a business case and with the agreement of the governing body. The governing body will seek external independent advice before providing agreement

Serving Headteachers

- The Pay and Performance Committee will only re-determine the pay range of a serving Headteacher, in accordance with paragraph 9, if the responsibilities of the post change significantly, or if the Pay and Performance Committee determines that this is required to maintain consistency with pay arrangements for new appointments to the leadership team, or with pay arrangements for a member(s) of the leadership group whose responsibilities significantly change (paragraph four)
- It will also re-determine the pay range if the group size of the school increases, or if the head takes on permanent accountability for an additional school(s) (paragraph 9, section 3)
- If the Pay and Performance Committee re-determines the Headteacher's pay range, it will take account of all indefinite responsibilities of the post, any specific challenges and all other relevant factors, including retention issues. The Pay and Performance Committee will take into account the factors set out in Part 2 of the Document when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions
- The Pay and Performance Committee will consider using its discretion, in exceptional circumstances, to exceed the 25 per cent limit beyond the maximum of the group range, as set out in paragraph 9.3. However, before agreeing to do so, it will make a fully-documented business case and will seek external independent advice.
- The Pay and Performance Committee will use reference points within the pay range and will leave at least 6 reference points for performance-related pay progression
- The Pay and Performance Committee will review the Headteacher's pay in accordance with paragraph 11 of the Document (and paragraph 27 of the statutory guidance) and award one pay point where there has been sustained high quality of performance having regard to the results of the most recent appraisal carried out in accordance with the appraisal regulations 2012 and any recommendation on pay progression in the Headteacher's most recent appraisal report

- Where the Headteacher’s performance is exceptional, it will award accelerated performance related pay progression of 2 reference points taking account of the most recent appraisal and any recommendation on pay
- If the Pay and Performance Committee decides to re-determine the pay range, it will only determine the head’s pay range in accordance with Part 2 of the document
- The Pay and Performance Committee will consider the use of temporary payments for clearly temporary responsibilities or duties only, in accordance with paragraph 10
- The total sum of temporary payments made to a head must not exceed 25 per cent of the annual salary which is otherwise payable to the head; and the total sum of salary and other payments made to a head must not exceed 25 per cent above the maximum of the Headteacher group, except in wholly exceptional circumstances
- The Pay and Performance Committee may determine that additional/temporary payments be made to a head which exceeds the limit above in wholly exceptional circumstances and with the agreement of the governing body. The governing body will seek external independent advice before providing agreement

HEADTEACHER PAY SCALE FROM SEPTEMBER 2022 (Group 2 School)

Leadership Point 16	£67, 740
Leadership Point 17	£69, 218
Leadership Point 18	£70, 871
Leadership Point 19	£72, 542
Leadership Point 20	£74, 249
Leadership Point 21	£75, 250

DEPUTY/ASSISTANT HEADTEACHERS

Pay on appointment

The governing body will, when a new appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

- The Pay and Performance Committee will determine a pay range, taking account of the full role of the deputy/assistant Headteacher, all indefinite responsibilities of the role, any challenges that are specific to the role and all other relevant considerations, including recruitment issues. The Pay and Performance Committee will take into account the factors set out in Part 2 of the Document when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions
- The Pay and Performance Committee will use reference points within the pay range
- At the appointment stage, candidate specific factors will be taken into account when determining the starting salary. If necessary, the governing body will adjust the pay range to ensure appropriate scope of 6 reference points, for performance related pay

progression

- The Pay and Performance Committee will consider whether the award of any additional payments are relevant, as set out in paragraph 26, and paragraphs 60-69 of section 3, of the Document

Serving deputy/assistant Headteachers

- The Pay and Performance Committee will review and, if necessary, re-determine the deputy/assistant head pay range where there has been a significant change in the responsibilities of the serving deputy/assistant Headteacher (paragraph 10 of section 3). It will also review and, if necessary, re-determine the pay range in order to maintain consistency with pay arrangements for new appointments to the leadership group, or to maintain pay arrangements for a member(s) of the leadership group whose responsibilities significantly change.
- When determining the pay range of a serving deputy/assistant head, the Pay and Performance Committee will take account of all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9), including retention issues. The Pay and Performance Committee will take into account the factors set out in Part 2 of the Document when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant and minute carefully its decisions and reasons for those decisions
- The Pay and Performance Committee will ensure the maintenance of appropriate differentials between different posts in its staffing structure, but will note paragraph 9.4
- The Pay and Performance Committee will consider whether the award of any additional payments are relevant, as set out in paragraph 26 and paragraphs 60-69 of the Document
- The Pay and Performance Committee will use reference points within the pay range and will leave at least 6 reference points for performance-related pay progression
- The Pay and Performance Committee will review pay in accordance with paragraph 11 and award one reference point where there has been sustained high quality of performance having regard to the results of the recent appraisal, and to any recommendation on pay progression recorded in the deputy/assistant head's most recent appraisal report
- The Pay and Performance Committee will award accelerated performance related pay progression of up to 2 reference points if there has been exceptional performance, taking account of the results of the most recent appraisal and any pay recommendation

DEPUTY HEADTEACHER PAY SCALE FROM SEPTEMBER 2022

Leadership Point 8	£56, 174
Leadership Point 9	£57, 488
Leadership Point 10	£58, 876

Leadership Point 11	£60, 308
Leadership Point 12	£61, 623
Leadership Point 13	£63, 077

ACTING ALLOWANCES

Acting allowances are payable to teachers who are assigned and carry out the duties of Headteacher, Deputy Headteacher or Assistant Headteacher in accordance with paragraph 23 of the Document. The Pay and Performance Committee will, within a four-week period of the commencement of acting duties, determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher who carries out the duties of Headteacher, Deputy Headteacher, or Assistant Headteacher, for a period of four weeks or more, will be paid at an appropriate point of the Headteacher's, Deputy Headteacher range or Assistant Headteacher range, as the case may be, determined by the pay committee. Payment will be backdated to the commencement of the duties.

CLASSROOM TEACHERS

Pay on appointment

The governing body will determine the starting salary of a vacant classroom teacher post on the main pay range or upper pay range, such as the governing body determines, having regard to:

- the requirements of the post;
- any specialist knowledge required for the post;
- the experience required to undertake the specific duties of the post;
- the wider school context.

The governing body will, if necessary, use its discretion to award a recruitment incentive benefit to secure the candidate of its choice.

Annual Pay determinations for main pay range teachers, effective from 1 September 2022

The Pay and Performance Committee will use reference points. Therefore, the pay scale for main pay range teachers in this school is: £32, 407 - £43, 193.

Reference point 1 (M1)	£32, 407
Reference point 2	£33, 255
Reference point 3 (M2)	£34, 103
Reference point 4	£34, 995
Reference point 5 (M3)	£35, 886
Reference point 6	£36, 825
Reference point 7 (M4)	£37, 763
Reference point 8	£38, 907
Reference point 9 (M5)	£40, 050
Reference point 10	£41, 622
Reference point 11 (M6)	£43, 193

Pay determinations for Upper Pay Range teachers effective from September 2022

UPR min	£44, 687
UPR mid	£46, 371
UPR max	£48, 055

Appraisal objectives will become more challenging as the teacher progresses up the main pay range.

To move up the main pay range, up to 2 reference points at a time, teachers will need to have made good progress towards their objectives and have shown that they are competent in all elements of the Teachers' Standards and meeting the criteria as defined in Appendix B.

If the evidence shows that a teacher has exceptional performance, the governing body will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of 2 extra reference points. The quality of teaching, learning and assessment should be consistently outstanding.

Judgements will be properly rooted in evidence. As a teacher moves up the main pay range, this evidence should show that the teacher will meet the minimum criteria as outlined in Appendix B.

Further information, including sources of evidence is contained in the school's appraisal policy.

The Pay and Performance Committee will be advised by the Executive Headteacher in making all such decisions. Any increase (i.e. no movement, one point, more than one point) will be clearly attributable to the performance of the teacher in question. The Pay and Performance Committee will be able to justify its decisions.

APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE

Any qualified teacher can apply to be paid on the Upper Pay Range. 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 UPR in that school(s). This school will not be bound by any pay decision made by another school.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, in this school, including any recommendation on pay. Where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application.

Process:

One application may be submitted annually (academic year). The process for applications is:

- Complete the school's application form (Appendix C) by 31st 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 Pay and Performance Committee of the relevant body;
- The application, evidence and recommendation will be passed to the Executive Headteacher for moderation purposes, if the Executive Headteacher is not the assessor;
- The Pay and Performance Committee will make the final decision, advised by the Executive Headteacher;
- Teachers will receive written notification of the outcome of their application within 15 school days from receipt of the application. 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 UPR backdated to 1st September of the year of application.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix A of this pay policy.

Assessment:

The teacher will be required to meet Post threshold Standards (Appendix D) and the criteria set out in paragraph 15 of the Document, namely that:

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

In this school, this means-

"highly competent": the teacher's performance is assessed as having excellent 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.

"substantial": 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 pupil progress and the effectiveness of staff and colleagues.

"sustained": in relation to a UPR application only, the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

This should be read in conjunction with Appendix B.

Further information, including information on sources of evidence is contained within the school's appraisal policy.

UPPER PAY RANGE

Annual Pay determinations

The upper pay range in this school will consist of 3 points.

The Pay and Performance Committee will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- paragraph 19 and the criteria set out in paragraph 15.2 of the Document;
- the evidence base, which should show that the teacher has had a successful appraisal and has made good progress towards objectives;
- the appraisal report and the pay recommendation of the appraiser
- evidence that the teacher has maintained the criteria set out in paragraph 15.2, namely 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. The meaning of these criteria is set out in the section of this policy entitled, "Applications to be paid on the Upper Pay Range".

Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher.

The pay committee will be able to objectively justify its decisions. Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out above (see 'Applications to be Paid on the Upper Pay Range'), and have made good progress towards their objectives, the teacher will move to £46, 371 on the Upper Pay Range; or if already on the mid-point, will move to the top of the Upper Pay Range £48, 055 from 1st September. In this school it would be expected that a teacher would normally progress on the Upper Pay Range every two years. In the cases of clearly evidenced exceptional performance, the Pay Committee will use its flexibility to allow a teacher to progress within the Upper Pay Range after one year.

Further information, including sources of evidence is contained within the school's appraisal policy.

The Pay and Performance Committee will be advised by the Headteacher in making all such decisions.

Leading Practitioner Posts

It is not the intention of the governing body to create a leading practitioner role at this time but the governing body will review its position each time the staffing structure is reviewed.

UNQUALIFIED TEACHERS

Pay on appointment

The Pay and Performance Committee will pay any unqualified teacher in accordance with paragraph 17 of the Document. The pay committee 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 Pay and Performance committee will consider whether it wishes to pay an additional allowance, in accordance with paragraph 22.

Annual Pay determinations

To move up the unqualified teacher range, up to 2 reference points at a time, unqualified teachers will need to show that they have made good progress towards their objectives.

If the evidence shows that an unqualified teacher has exceptional performance, the governing body will consider the use of its flexibilities to award enhanced pay progression, up to the maximum of 2 extra reference points.

Judgments will be properly rooted in evidence. As unqualified teachers move up the scale, this evidence should show:

- an improvement in teaching skills
- an increasing positive impact on pupil progress
- an increasing impact on wider outcomes for pupils
- improvements in specific elements of practice identified to the teacher
- an increasing contribution to the work of the school
- an increasing impact on the effectiveness of staff and colleagues

Information on sources of evidence is contained within the school's appraisal policy.

The Pay and Performance Committee will be advised by the Executive Headteacher in making all such decisions. Pay progression on the unqualified teacher range will be clearly attributable to the performance of the individual teacher. The Pay and Performance Committee will be able to objectively justify its decisions.

Annual Pay determinations for unqualified teachers, effective from 1 September 2022

The Pay and Performance Committee will use reference points. Therefore, the pay scale for unqualified teachers in this school is: £22, 924 - £33, 759

Minimum	£22, 924
Reference point 1	£24, 008
Reference point 2	£25, 092
Reference point 3	£26, 176
Reference point 4	£27, 260
Reference point 5	£28, 344
Reference point 6	£29, 428
Reference point 7	£30, 512
Reference point 8	£31, 596
Reference point 9	£32, 680
Maximum	£33, 759

Unqualified teachers may not be awarded TLRs but they can be awarded an allowance as the governing body consider appropriate where it considers that the teacher has:

- a. Taken on a sustained additional responsibility which:
 - i. is focused on teaching and learning
 - ii. requires the exercise of a teacher's professional skills and judgement; or
- b. qualifications or experience which brings added value to the role being undertaken.

TEACHING AND LEARNING RESPONSIBILITY PAYMENTS (TLR)

The Pay and Performance Committee may award a TLR to a classroom teacher in accordance with paragraph 20 of the Document. 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 set out at paragraph 20.4.

The Pay and Performance Committee may award a TLR3 of between £600 to £2975 for clearly time-limited school improvement projects or one-off externally driven responsibilities as set out in paragraph 20.3. The governing body will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. If a TLR3 is awarded to a part-time teacher, the pro-rata principle will **not** apply. No safeguarding will apply in relation to an award of a TLR3.

Annual Teaching and Learning Responsibility pay effective from 1 September 2022

TLR 1a	£8, 706
TLR 1b	£11, 719
TLR 1c	£14, 732
TLR2a	£3, 017
TLR 2b	£5, 193
TLR 2c	£7, 368

SPECIAL NEEDS ALLOWANCE

The Pay and Performance Committee will award an SEN spot value allowance on a range of between £2384 and £4703 to any classroom teacher who meets the criteria as set out in paragraph 21 of the Document.

When deciding on the amount of the allowance to be paid, the governing body will take into account the structure of the school's SEN provision, whether any mandatory qualifications are required for the post, the qualifications or expertise of the teacher relevant to the post; and the relative demands of the post (paragraph 21.3 of the Document). The governing body will also establish differential values in relation to SEN roles in the school in order to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified.

SUPPORT STAFF

The Pay and Performance Committee will determine the pay grade of support staff on appointment in accordance with the scale of grades, currently applicable in relation to employment with the LA, which the pay committee consider appropriate for the post. In reaching its determination, the pay committee will consider the advice of the LA, but will not consider itself bound by that advice. The appeals process is set out in Appendix A to this policy.

PART-TIME EMPLOYEES

Teachers: The governing body will apply the provisions of the Document in relation to part-time teachers' pay and working time, in accordance with paragraph 40, 41 and 39 – 44 in Section 3 of the Document.

All staff: The Executive Headteacher and governing body will use its best endeavours to ensure that all part-time employees are treated no less favourably than a full-time comparator.

TEACHERS EMPLOYED ON A SHORT NOTICE BASIS

Such teachers will be paid in accordance with paragraph 42 of the Document.

RESIDENTIAL DUTIES

The Pay and Performance Committee will take account of agreements reached in the National Joint Council for Teachers in Residential Establishments in determining payments for residential duties.

ADDITIONAL PAYMENTS FOR TEACHING STAFF

In accordance with paragraph 26 of the Document and paragraphs 60-69 of the section 3 guidance, the relevant body may make payments as they see fit to a teacher, excluding a Executive Headteacher in respect of:

- continuing professional development undertaken outside the school day (outside of the 1265 hours);
- 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 activity agreed between the teacher and the Executive Headteacher or, in the case of the Executive Headteacher, between the Executive Headteacher and the relevant body;
- additional responsibilities and activities due to, or in respect of, the provisions of services by the Executive Headteacher relating to the raising of educational standards to one or more additional schools.

The Pay and Performance Committee will make additional payments to teachers in accordance with the provisions of paragraph 26 of the Document where advised by the Executive Headteacher.

Payment will be calculated on a daily basis at 1/195th of the teacher's actual salary.

The governing body will not pay any honoraria to members of the teaching staff for carrying out their professional duties, recognising that there is no provision within the Document for the payment of bonuses or honoraria in any circumstances.

ADDITIONAL PAYMENTS FOR NON-TEACHING STAFF

Non-teaching staff may be awarded additional payments in exceptional circumstances. Honoraria will only be awarded when sufficient evidence has been supplied. Honoraria will be recommended by the Executive Headteacher and ratified by the Finance Committee.

RECRUITMENT AND RETENTION INCENTIVE BENEFITS

The governing body can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (paragraph 27 of the Document and paragraphs 70-72 of the section 3 guidance).

The Pay and Performance Committee will consider exercising its powers under paragraph 27 of the Document where they consider it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn.

The governing body will, nevertheless, conduct an annual formal review of all such awards.

No new awards of recruitment and retention incentive benefits will be made to a Headteacher, Deputy Headteacher, or Assistant Headteacher (paragraph 27), other than as reimbursement of reasonably incurred housing or relocation costs.

SALARY SACRIFICE ARRANGEMENTS

Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement and his gross salary shall be reduced accordingly, in accordance with the provisions of paragraph 28 of the Document.

Annex A

The statutory provisions of the school teachers' pay and conditions document 2022 state that when determining the pay range of a leadership group member, the relevant body must take into account of "all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations". (paragraph 9.2)

- Social challenge:
 - Number of pupils eligible for the pupil premium/free school meals,
 - Number and challenge of children with special needs [NB: pupils with statements or education, health and care plans are taken into account when calculating the group size of the school¹]
 - Number of 'looked after' children
 - Level of pupil mobility in the area
 - Number of pupils with English as a second language

- Complexity of pupil population and school workforce
 - Number of staff
 - Variety of school workforce (e.g. teachers, speech therapists)
 - Small school
 - Rural school
 - Specialist units or centres

- Any specific challenges associated with running more than one school, e.g. managing geographically split sites, particular challenges of the additional school(s)

- Contribution to wider educational development
 - NLE, SLE, LLE responsibilities which are not time-limited
 - Teaching school status
 - Other relevant issues (e.g. NQT lead, multi-stakeholders)

- Recruitment and retention issues

¹ Paragraph 6.4, section two

APPEALS PROCEDURE

The School Teachers' Pay and Conditions Document 2022 ("the Document") requires schools and local authorities to have a pay policy in place that sets out the basis on which teachers' pay is determined and the procedures for handling appeals.

As part of the overall appraisal process, a pay recommendation is made by the appraiser/reviewer (normally the line manager) and discussed with the teacher at the Review Meeting prior to being submitted to the school's Pay and Performance Committee or relevant decision-making body.

At this particular stage of the pay determination process, if the teacher wishes to better understand the rationale for the pay recommendation or bring any further evidence to the attention of the appraiser/reviewer, they should be given the opportunity to do so before the Pay and Performance Committee meet. The nature of any subsequent appraisal and pay discussion will be informal and therefore representation (on either side) is not necessary nor would it be appropriate. At the conclusion of any further discussion, the pay recommendation may be adjusted or it may remain the same; the appraisal report will be updated to reflect the discussion.

If a teacher believes that the final pay recommendation falls short of their expectations and they wish to seek a further review of the information that affects their pay, they may wish to formally appeal against the decision, utilising the formal Appeal Hearing Procedure. Appeal Hearings against pay decisions must satisfy the dispute resolution requirements of employment law (i.e. Part 4 of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

APPEAL HEARING PROCEDURE

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially.

Guidance

- When a teacher feels that a pay decision is incorrect or unjust, they may appeal against that decision, especially when there is new evidence to consider.
- Teachers / Headteachers should put their appeal in writing to either the Executive Headteacher or the Governing Body; their appeal should include sufficient details of its basis.
- Appeals should be heard without unreasonable delay and at an agreed date, time and place.
- Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

Appeal Procedure Steps: Informal Stage

As part of the pay determination process, the line manager ("the recommendation provider" – the Executive Headteacher) will make a recommendation to the "the decision maker" (the person/s or committee responsible for approving the pay recommendation – the Pay and Performance Committee) supported by relevant assessment evidence. On determining a teacher's pay, the Executive Headteacher, on behalf of the Pay and Performance Committee, will write to the teacher advising them of the pay decision, the reasons for it and will, at the same time, confirm their right to appeal the decision to "the decision maker".

If the teacher wishes to appeal the decision, they must do so in writing to the Pay and Performance Committee, normally with 10 school working days or within a mutually agreed alternative timescale. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. In the event that an initial appeal is raised, a member of the Pay and Performance Committee must then arrange to meet the teacher to discuss the appeal.

The Pay and Performance Committee will reconsider the decision in private and write to the teacher to notify them of the outcome of the review and of the teacher's right of appeal to the Governing Body. If the teacher wishes to exercise their right of appeal, they must write to the Clerk of the Governing Body at the earliest opportunity and normally within 10 school working days, including a statement of the grounds of the appeal and sufficient details of the facts on which they will rely.

This will invoke the Formal Stage of the Appeal Procedure.

Appeal Procedure Steps: Formal Stage

On receipt of the written appeal, the Clerk to the Governing Body will establish an Appeal Committee that should consist of three governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process and convene a meeting of the Appeal Committee at the earliest opportunity and no later than 20 school working days of the date on which the written appeal was received. Both "the recommendation provider" and "the decision maker" will be required to attend the meeting.

The Chair of the Appeal Committee will invite the employee to set out their case. Both "the recommendation maker" and "the decision maker" will also be asked to take the committee through the procedures that were observed in their part of the pay policy determination process.

Following the conclusion of representations by all relevant parties, the Appeal Committee will then consider all the evidence in private and reach a decision. The Appeal Committee will write to the teacher notifying them of their decision and the reasons for it. Other attendees at the meeting will also be notified of the decision. The decision of the Appeal Committee is final.

The Modified Procedure

There will be no entitlement to invoke the appeal procedure in relation to a pay decision if the teacher has left the employment of the school.

Where a teacher has, whilst employed at the school, lodged an appeal against a pay decision but has then subsequently left the school's employment before any appeal hearing is held, the following steps will be observed:

1. The teacher must have set out details of their appeal in writing;
2. The teacher must have sent a copy of their appeal to the Chair of the Governing Body;
3. The Chair of the Governing Body will consult with relevant school personnel and provide the teacher with an appropriate written response on behalf of the school.

Appendix B – National Standards Audit

CONFIDENTIAL

**TEACHERS’ STANDARDS AUDIT
AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER**

NAME..... PAY POINT..... DATE.....

Standard	+*	-*
1.1. Set high expectations which inspire, motivate and challenge pupils <ol style="list-style-type: none"> 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect 2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 		
1.2. Promote good progress and outcomes by pupils <ol style="list-style-type: none"> 1. Be accountable for pupils’ attainment, progress and outcomes 2. Plan teaching to build on pupils’ capabilities and prior knowledge 3. Guide pupils to reflect on the progress they have made and their emerging needs 4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. Encourage pupils to take a responsible and conscientious attitude to their own work and study 		
1.3. Demonstrate good subject and curriculum knowledge <ol style="list-style-type: none"> 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject and address misunderstandings 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 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 4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 		
1.4. Plan and teach well-structured lessons <ol style="list-style-type: none"> 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children’s intellectual curiosity 3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. Reflect systematically on the effectiveness of lessons and approaches to teaching 5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 		
1.5. Adapt teaching to respond to the strengths and needs of all pupils		

<ol style="list-style-type: none"> 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these 3. 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 4. 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 		
<p>1.6 . Make accurate and productive use of assessment</p> <ol style="list-style-type: none"> 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. Make use of formative and summative assessment to secure pupils' progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 		
<p>1.7. Manage behaviour effectively to ensure a good and safe learning environment</p> <ol style="list-style-type: none"> 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 2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary 		
<p>1.8. Fulfil wider professional responsibilities</p> <ol style="list-style-type: none"> 1. Make a positive contribution to the wider life and ethos of the school 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being 		

Part 2 Personal and Professional Conduct The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career	+**	-**
<p>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> 1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 4. 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 5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law <p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		
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. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils 		

National Standards: Minimum Career Grade Expectations

NATIONAL STANDARDS AUDIT
INITIAL ASSESSMENT

Confidential

Name Pay Point Date Self/School Assessment Page 1

Professional Area	Relevant Standards	Minimum-Reference Point 2	Reference Point 3-6	Ref Point 7-Maximum	UPR Min	UPR Max	+	-	Standards For Professional Dialogue
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	All teaching satisfactory; much good or better	All teaching good or better	All teaching good; some outstanding	All teaching good; much outstanding	All teaching good; most outstanding			
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	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; many exceed them	Almost all pupils achieve in line with school expectations; most exceed them			
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships with pupils, colleagues and parents	These relationships are securely focussed on improving provision for pupils	These relationships lead to excellent class provision	Plays a proactive role in working with colleagues to improve provision and outcomes within the key stage or department	Plays a proactive role in working with colleagues to improve provision and outcomes across the whole school			

**NATIONAL STANDARDS AUDIT
INITIAL ASSESSMENT**

Confidential

Name

Pay Point

Date

Self/School Assessment

Page 2

Professional Area	Relevant Standards	<i>Minimum-Reference Point 2</i>	<i>Reference Point 3-6</i>	<i>Ref Point 7-Maximum</i>	UPR Min	UPR Max	+	-	Standards For Professional Dialogue
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Able, with support, to identify key professional development needs and improve practice in line with advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner; keeps up-to-date with changes; adapts 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			
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards			

Application to move to 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; and
 - provide the results of your 2 most recent appraisals
-
- All those wishing to become post-Threshold teachers will need to meet the criteria as specified in STPCD 2022 paragraph 15.2 and 19, and the criteria as set in the School's Pay Policy.
- 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.
- Print, sign and date the form, keeping a copy and pass it to the Executive Headteacher.

Part 1: Teacher details

To be completed by the teacher

Personal details

Surname

First name(s)

Previous surname (if applicable)

DfE or GTC (Wales) teacher reference number (this must be seven digits including zeros) /

Please give details if you are submitting appraisal reports or performance management statements from another school

Name and address of school/LA	Date(s) of employment	Name of Executive Headteacher

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 two year period prior to this request for assessment against the criteria as specified in the school pay policy and as set out in paragraphs 15.2 and 19 of the School Teachers' Pay and Conditions Document (STPCD) 2022.

Signed

Date

Part 2: Actions for the Executive Headteacher

Check that the teacher is eligible to be assessed. Please read paragraphs 15.2 and 19 of the School Teachers' Pay and Conditions Document (STPCD) 2022 and refer to the school Pay Policy where assessment for Upper Pay Range is clarified.

- The Headteacher must first be satisfied, on the basis of the evidence contained in the appraisal reports and planning and review statements, that the teacher meets the Teachers' Standards. If the Teachers' Standards are not met, you must not proceed with the Upper Pay Range assessment, and must write to the teacher setting out the rationale for the judgement.
- If the Teachers' Standards are met the Headteacher then goes on to assess whether the teacher meets the criteria for Upper Pay Range, having regard to the evidence contained in the appraisal report and/or planning and review statements.
- Make an overall judgement on whether the Upper Pay Range criteria are met/not yet met.
- Complete the Headteacher's statement (see page 4).
- Sign, date and copy the form.
- Promptly inform the governing body of this decision, or the LA in the case of an unattached teacher, and inform the teacher, and notify the appropriate body that deals with payroll matters for the school.
- Notify the teacher in writing of the outcome within 15 days of receipt of the application. 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 the STPCD and School Pay Policy.
- Where the standards *have been met*, provide the teacher with oral feedback.

To be completed by the Headteacher

Name of teacher

School/LA service

Please record your overall judgements below.

Teachers' Standards

To be successful, the teacher must meet the Teachers' Standards as well as meet the criteria for Upper Pay Range. Assessment against the Upper Pay Range. Assessment against the Upper Pay Range criteria may not proceed where the teacher does not meet the Teachers' Standards. You should provide a detailed explanation below why the Teachers' Standards have not been met.

Upper Pay Range Assessment

Please provide a detailed explanation why, in your judgement, all the criteria for the Upper Pay Range have not yet been met throughout the relevant period.

Please indicate any further areas of professional development for the teacher.

Signature

Please paste in electronic/scanned signature above if submitting the application form electronically.

Print name

School name

Date

NB This page should be passed back to the teacher where either the Teachers' Standards have not been met or the Upper Pay Range criteria have not yet been met.

Post-threshold teachers

Appendix D

(1) Professional attributes

Frameworks

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

(2) 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.

(3) 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.