

St. Theresa's Catholic Primary School

St. Theresa's
Catholic Primary School



Pay Policy September 2025

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 2025
Next review: September 2026

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 2025.

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1. STATEMENT OF INTENT

St. Theresa's catholic Primary School will act with integrity, objectivity and honesty in the best interests of the school.

The school will be prepared to be open about the decisions made and the actions taken, and to justify them if appropriate to relevant parties. Our procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

In accordance with the STPCD, pay progression will be withheld only if a teacher is subject to capability proceedings. For this reason, all pay progression decisions will first be determined by the school's Teacher Appraisal Policy and Teacher Capability Policy.

This policy aims to:

- Maximise and assure the quality of teaching and learning at our school.
- Support recruitment, retention, recognition, reward and motivation of teachers.
- Ensure accountability, transparency, objectivity and fairness in the decision making process.

The Governing Body will promote equality in all aspects of school life, particularly regarding decisions on the advertising of posts: appointing, promoting and the remuneration of staff; and, training and staff development.

2. LEGAL FRAMEWORK

This policy has due regard to all relevant legislation, and statutory and advisory guidance, including, but not limited to, the following:

- The Working Time Regulations 1998
- Employment Relations Act 1999 (as amended)
- Employment Rights Act 1996
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 (as amended)
- The Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 (as amended)
- The Flexible Working Regulations 2014
- Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- DfE (2025) 'School teachers' pay and conditions document 2025 and guidance on school teachers' pay and conditions' (STPCD)
- The School Teachers' Pay and Conditions (England) (Amendment) Order 2023
- ACAS (2015) 'Code of practice on disciplinary and grievance procedures'

- DfE (2024) 'Managing Teachers' and Leaders' Pay: Advice for maintained schools, MATs, academies and local authorities'
- General Data Protection Regulation

3. PAY PROGRESSION

The Governing Board will ensure its processes are open, transparent and fair. All decisions will be objectively justified, and the minutes of any decisions (and the reasons for them) will be recorded. Adjustments will be made to take account of special circumstances, e.g. an absence on maternity or disability-related sick leave. The exact adjustments will be made on a case-by-case basis.

The school will do everything in its power to make a fair and reasonable judgement. If little or no evidence is available from the relevant appraisal cycle (for example a teacher has been away from the school because of pregnancy, maternity leave or disability-related illness), it will use evidence from the 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.

4. 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.

5. ACCESS TO RECORDS

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

6. ROLES AND RESPONSIBILITIES

The Governors will fulfil their obligations to the following employees:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document (STPCD) 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 (Green Book) or any LA pay/grading system.

The Governors will be responsible for:

- Ensuring appropriate arrangement for appraisal are in place; that these can be applied consistently and that any pay decisions can be objectively justified.

- Ensuring appraisers, decision makers and any appeal committee governors receive appropriate training to ensure fair and open decision making.
- Making any pay decisions at the school.
- Reviewing each teacher's salary on an annual basis.
- Ensuring arrangements are in place for notifying staff members of their positions on the pay range, as well as any allowances they may be eligible for.
- Ensuring that sufficient funds are available to support pay decisions.
- Determining the extent to which specific functions relating to pay determination and the appeals process will be delegated to others.
- Monitoring the outcomes of this policy and reviewing any changes as necessary.
- 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 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.

The Headteacher will be responsible for:

- Submitting updated appraisal and pay policies to the Governing Body for approval.
- Ensuring each member of staff is provided with a job description in accordance with the staffing structure agreed by the governing body.
- Ensuring that effective appraisal systems are in place, and that appraisers have the knowledge and skills necessary 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.
- Keeping teachers well-informed of any decisions made regarding pay progression, as well as ensuring that written records are held.

Teachers will be responsible for:

- Engaging with their appraisal; this includes working alongside their appraiser to ensure that there is a suitable amount of evidence available in order for an annual pay review determination to be made.
- Keeping records of their objectives and reviewing them throughout the appraisal process.
- Ensuring that they share any evidence for their appraisal that they consider relevant with their appraiser.

- Appraising the performance of other teachers, if delegated to do so by the headteacher.
- Deciding whether they wish to apply for progression to the upper pay range.

7. DIFFERENTIALS

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

8. SAFEGUARDING OF SALARY

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

9. PROCEDURES

The governing body will determine the annual pay budget on the recommendation of the Pay and Performance Committee.

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 Headteacher, must withdraw from a meeting where their pay and/or the pay or appraisal of any other employee of the school is under consideration. The Headteacher must withdraw from that part of the meeting where the subject under consideration is their pay. A relevant person must withdraw where there is a conflict of interest or any doubt about their ability to act impartially.

Best practice indicates that no member of the governing body who is employed to work in the school shall be eligible for membership of the Pay and Performance Committee. It is advised that relevant bodies should only delegate such powers to a committee of the governing body, comprising three non-employee governors, who should carry out determinations of pay in accordance with the pay policy.

The Pay and Performance Committee will be attended by the Headteacher in an advisory capacity. When 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 Headteacher's pay, that person will withdraw at the same time as the 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 annually by the governing body; these are included in the school Finance Policy which can be found on the school website.

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. The latter may occur only if the Pay and Performance Committee has exceeded its powers under the policy.

10. ANNUAL DETERMINATION OF PAY

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

11. NOTIFICATION OF PAY DETERMINATION

Decisions will be communicated to each member of staff by the Headteacher in writing in accordance with paragraph 3.4 of the STPCD.

12. APPEALS PROCEDURE

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

13. HEADTEACHER'S 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 (mainstream school), or paragraphs 4, 5, 6, 7 and 8 (special schools) of the STPCD.
- 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 paragraph 6.6 or 7.9.
- The Pay and Performance Committee will determine a pay range and take account of the full role of the Headteacher (part 7), which includes all permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2) such as recruitment issues. The Pay and Performance Committee will consider the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully.
- The Pay and Performance Committee will use pay points within the pay range.
- At the appointment stage, candidate-specific factors will be considered when determining the starting salary. If necessary, the governing body will adjust the pay range to ensure an appropriate scope of 6 pay points for pay progression over time.
- 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 that exceeds the maximum value of the group range by more than 25% 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 have regard to the provisions of paragraph 9.4 in particular, and it will also take account of the pay and ranges of other staff, including any permanent payments, to ensure appropriate differentials are created and maintained between posts of differing responsibility and accountability.
- The Pay and Performance Committee will consider whether there's a need for any temporary payments (paragraph 10) for clearly time-limited responsibilities or duties only. (The total sum of the temporary payments must not exceed the annual salary that is otherwise payable to the head by more than 25%; the total sum of salary and other payments made to a head teacher must not exceed the maximum of the Headteacher group by more than 25% except in wholly exceptional circumstances).
- The Pay and Performance Committee may determine that temporary or other payments be made to a Headteacher that exceed the limit above. These may be made in wholly exceptional circumstances when the committee has made a business case and secured the agreement of the governing body. The governing body will seek external independent advice before providing agreement.

Serving Headteachers' pay

- 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 this is required to maintain consistency with pay arrangements for new appointments to the leadership group or with pay arrangements for a member(s) of the leadership group whose responsibilities significantly change (see paragraph 4).
- It will also re-determine the pay range if the group size of the school increases, or if the Headteacher takes on permanent accountability for an additional school(s) (paragraph 9 of 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 consider the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully.
- The Pay and Performance Committee will consider using its discretion, in exceptional circumstances, to exceed the 25% 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 seek external independent advice.

- The Pay and Performance Committee will use pay points in the pay range and leave appropriate scope for pay progression of at least 6 pay points.
- The Pay and Performance Committee will review the Headteacher's pay in accordance with paragraph 11 of the STPCD.
- If the Pay and Performance Committee decides to re-determine the pay range, it will only determine the Headteacher's pay range in accordance with section 3 paragraph 9.
- 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 Headteacher must not exceed the annual salary which is otherwise payable to the Headteacher by more than 25%; and the total sum of salary and other payments made to a Headteacher must not exceed the maximum of the Headteacher group by more than 25% except for in wholly exceptional circumstances.
- The Pay and Performance Committee may determine that temporary payments be made to a Headteacher 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.
- The Pay and Performance Committee will review the Headteacher's pay in accordance with paragraph 11.1 of the STPCD.
- Pay progression will consist of an increase of one incremental point per annum within the pay range previously set for the Headteacher.
- Where the Headteacher is subject to capability proceedings, pay progression will be withheld in line with paragraph 11.2. (b) STPCD.

The school's total unit score, calculated in accordance with the STPCD makes St. Theresa's Catholic Primary School an outer London, Group 2 school.

	England (excluding the London Area)	Inner London Area	Outer London Area	Fringe Area
Group 2	£61,534 - £83,860	£71,327 - £93,556	£65,642 - £87,932	£62,962 - £85,287

Headteacher pay scale from 1 September 2025:

Headteacher Pay Scale	
Point Scale	Salary
1 (min)	£79,157
2 (L17)	£80,884
3 (L18)	£82,816
4 (L19)	£84,769
5 (L20)	£86,764

6 (max)	£87,932
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14. DEPUTY HEADTEACHER'S PAY

Pay on appointment

- The Pay and Performance Committee will determine a pay range and take account of the full role of the Deputy Headteacher (part 2), including all indefinite responsibilities of the role, any challenges that are specific to the role and all other relevant considerations (paragraph 9.2), such as recruitment issues. The Pay and Performance Committee will consider the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully.
- The Pay and Performance Committee will use pay points in the pay range.
- At the appointment stage, candidate-specific factors will be considered when determining the starting salary. If necessary, the governing body will adjust the pay range to ensure an appropriate scope of 6 pay points for progression.
- The Pay and Performance Committee will consider whether the award of any additional payments are relevant, as set out in paragraph 26 of the STPCD and section 3 paragraphs 60 to 69.

Serving Deputy Headteachers' Pay

- The Pay and Performance Committee will review and re-determine the Deputy Headteacher's pay range when there has been a significant change in the responsibilities of the serving Deputy Headteacher (section 3, paragraph 10). It will also review and, if necessary, re-determine the pay range to maintain consistency with pay arrangements for new appointments to the leadership group, or maintain pay arrangements for a member(s) of the leadership group whose responsibilities significantly change.
- When determining the pay range of a serving Deputy Headteacher, 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 9.2), including retention issues. The Pay and Performance Committee will consider the factors set out in appendix A of this policy when determining an appropriate pay range. It will also take account of any other considerations it feels are relevant, and it will minute its decisions and reasons for those decisions carefully.
- The Pay and Performance Committee will ensure the maintenance of appropriate differentials between different posts in its staffing structure, but it will note paragraph 9.4.
- The Pay and Performance Committee will consider whether the award of any additional payment is relevant, as set out in paragraph 26 of the STPCD and paragraphs 60 to 69 of section 3.

- The Pay and Performance Committee will use pay points in the pay range, and it will leave appropriate scope for pay progression of at least 6 pay points.
- The Pay and Performance Committee will review the Deputy Headteacher's pay in accordance with paragraph 11.1 of the STPCD.
- Pay progression will consist of an increase of one incremental point per annum within the pay range previously set for the individual teacher.
- Where the Deputy Headteacher is subject to capability proceedings, pay progression will be withheld in accordance with paragraph 11.2. (b) of the STPCD.

The school has established the following 6-point range for Deputy Headteachers

Deputy Headteacher Pay Scale	
Point Scale	Salary
1 (min)	£64,259
2 (L8)	£65,642
3 (L9)	£67,177
4 (L10)	£68,799
5 (L11)	£70,473
6 (max)	£72,009

15. ACTING ALLOWANCES

Acting allowances are payable to teachers who are assigned and carry out the duties of the Headteacher or Deputy Headteacher in accordance with paragraph 23 of the STPCD. 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 the Headteacher or Deputy Headteacher, for a period of four weeks or more, will be paid on the relevant pay range (e.g. Headteacher's range or Deputy Headteacher's range), as the case may be. Payment will be backdated to the commencement of the duties.

16. CLASS TEACHERS' PAY

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 maintain the teacher's previous pay entitlement (i.e. it will apply 'pay portability') in relation to the main pay range (MPR) or upper pay range (UPR).

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

Annual pay determination

The Pay and Performance Committee will use reference points. Therefore, the pay scale for MPR teachers in this school is:

Main Pay Range	
1 (Minimum)	£37,870
2	£39,851
3	£41,935
4	£44,128
5	£46,800
6 (maximum)	£50,474

- Appraisal objectives will become more challenging as the teacher progresses up the MPR.
- The Pay and Performance Committee will review the teacher's pay in accordance with paragraph 19.1 of the STPCD.
- Pay progression will consist of an increase of one incremental point per annum within the pay range previously set for the individual teacher.
- Where a teacher is subject to capability proceedings, pay progression will be withheld in accordance with paragraph 19.2(b)(ii) of the STPCD.

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

The Pay and Performance Committee will be advised by the Headteacher in making all such decisions. The Pay and Performance Committee will take account of the pay recommendation contained in the appraisal report (see STPCD 19.2 a), and it will be able to justify its decisions.

17. APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE (UPR)

Any qualified teacher can apply to be paid on the UPR. If a teacher is simultaneously employed at another school(s) and they wish to apply to be paid on the UPR in that school(s), they may submit separate applications. 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. When such information is not applicable or available, e.g. those returning from maternity leave or sickness absence, a written statement and summary of evidence designed to demonstrate the applicant has met the assessment criteria must be submitted by the applicant.

For the assessment to be robust and transparent, it will be an evidence-based process only. Teachers should ensure they build a mainly paper evidence base to support their application. Those teachers who have been absent through sickness, disability or maternity, may cite written evidence from previous years in support of their application.

Process

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

The process for applications is as follows:

- Complete the school's application form (Appendix C)
- Submit the application form and supporting evidence to the Headteacher by the cut-off date of 31st October
- Applicants will receive notification of the name of the assessor of the application within five working days
- The assessor will evaluate 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 Headteacher for moderation purposes (if the Headteacher is not the assessor)
- The Pay and Performance Committee will make the final decision (advised by the Headteacher)
- Applicants will receive written notification of the outcome of the 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 relevant assessment criteria were not satisfied. (see **assessment** section below)
- If requested, verbal feedback will be provided by the assessor. Verbal 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 it will include advice and support on areas for improvement to meet the relevant criteria
- Successful applicants will move to the minimum of the UPR backdated to 1st September of the year of application
- If unsuccessful and the applicant disagrees with the outcome, they can appeal the decision. The appeals process is set out in appendix B of this policy.

Assessment

The teacher will be required to meet the Post Threshold Standards and the criteria set out in paragraph 15 of the STPCD, namely, the following:

- the teacher is highly competent in all elements of the relevant standards
and

- the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

In this school, this is interpreted as follows:

'Highly competent': the teacher is deemed 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. An individual who plays a critical role in the life of the school and continuously offers significant value. An individual who makes a substantial contribution to raising pupil standards, takes advantage of opportunities for professional development and uses the outcomes of such, to effectively improve pupils' learning.

'Substantial': the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their classroom, or with their groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupils' progress and the effectiveness of staff and colleagues. In this school, this would include competently leading and developing the teaching and learning of a curriculum subject/s across the school. An individual whose performance is not only good, but is also good enough to provide coaching and mentoring to other teachers. An individual who is highly competent will be able to give advice to other teachers, demonstrate effective teaching practice and know how to make a wider contribution to the work of the school.

'Sustained': in relation to a UPR application only, the teacher must have had two consecutive successful appraisal reports 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 the quality of teaching, learning and assessment are consistently good to outstanding.

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

18. UPPER PAY RANGE (UPR): Annual pay determination

The UPR in this school will consist of three points: UPR 1 (minimum), UPR 2 (mid-point), UPR 3 (maximum) as set out below:

Upper Pay Range (outer London)	
UPR min	£52,219
UPR mid	£54,151
UPR max	£56,154

In this school, for teachers to be able to demonstrate sustained and substantial achievements and contribution, progression through the UPR will be considered every two years.

The Pay and Performance Committee in making such a determination, it will consider the following:

- paragraph 19 and the criteria set out in paragraph 15.2 of the STPCD

- the appraisal report and the pay recommendation of the appraiser
- the appraisal 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 an educational setting or settings 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 UPR** above.

Teachers on the UPR will be eligible for pay progression unless they are subject to capability proceedings.

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

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

19. LEADING PRACTITIONER ROLE

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.

20. UNQUALIFIED TEACHERS' PAY

Pay on appointment

The Pay and Performance Committee will pay any unqualified teacher in accordance with paragraph 17 of the STPCD. The Pay and Performance Committee will determine where a newly appointed unqualified teacher will enter the scale. This decision is based on the unqualified teacher's qualifications and/or experience that the committee considers 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 determination

- The Pay and Performance Committee will review the unqualified teacher's pay in accordance with paragraph 19.1 of the STPCD.
- Pay progression will be awarded to a teacher unless the teacher is subject to capability proceedings.
- Pay progression will consist of an increase of one incremental point per annum within the pay range previously set for the individual teacher.
- Where an unqualified teacher is subject to capability proceedings, pay progression will be withheld.

Judgements will only be made on evidence gathered that is related to the appraisal process.

Information on 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.

The Pay and Performance Committee will be able to justify its decisions objectively.

Unqualified Teacher Pay Scale from 1st September 2025				
	England (excluding the London Area)	Fringe Area	Outer London	Inner London
U1 (min)	£22,601	£24,066	£26,789	£28,343
U2	£25,193	£26,656	£29,383	£30,935
U3	£27,785	£29,248	£31,974	£33,528
U4	£30,071	£31,532	£34,265	£35,814
U5	£32,667	£34,126	£36,856	£38,402
U6 (max)	£35,259	£36,718	£39,450	£40,994

21. TEACHING AND LEARNING RESPONSIBILITY (TLR) PAYMENTS

The Pay and Performance Committee may award a TLR to a classroom teacher in accordance with paragraph 20 of the STPCD and paragraphs 47 to 54 of the section 3 guidance. TLR1 or TLR2 will be for a clearly defined and sustained additional responsibility in the context of the school's staffing structure to ensure the continued delivery of high-quality teaching and learning and for which the teacher is made accountable. All job descriptions will be regularly reviewed. The committee will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded and consider the criterion and factors set out in paragraph 20.4.

The Pay and Performance Committee will ensure sufficient differential exists between different levels of TLR and take account of the responsibilities for which the TLR is awarded. All decisions will be objectively justified.

In this school, the different levels of TLRs are as follows:

The governing board has established the following pay scale ranges for TLR1 and TLR2 payments:

TLR pay scale effective 1st September 2025	
TLR1	
1a (min)	£10,174
1b	£13,695
1c (max)	£17,216
TLR2	
2a (min)	£3,527
2b	£6069
2c (max)	£8,611

The Pay and Performance Committee may award a TLR3 of between £702 and £3,478 for clearly time-limited school improvement projects or one-off externally driven responsibilities as set out in paragraph 20.3. The project/responsibility will focus on teaching and learning, require the exercise of a teacher's professional skills and judgement, and have an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils. 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. Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or a TLR2 may also hold a concurrent TLR3.

22. SPECIAL EDUCATIONAL NEEDS (SEN) ALLOWANCE

The Pay and Performance Committee will award a SEN spot value allowance on a range of between £2,787 and £5,497 to any classroom teacher who meets the criteria as set out in paragraph 21 of the STPCD.

When deciding on the amount of the allowance to be paid, the governing body will consider 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 STPCD). The governing body will also establish differential values in relation to SEN roles in the school to reflect significant differences in the nature and challenge of the work entailed so that the different payment levels can be objectively justified. The governing body will take account of paragraphs 55 to 59 of the section 3 guidance.

23. 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 and Performance Committee considers appropriate for the post. In reaching its determination, the committee will consider the advice of the LA but will not consider itself bound by that advice. The appeals process is set out in an appendix to this policy.

24. PART-TIME EMPLOYEES

Teachers: the governing body will apply the provisions of the STPCD in relation to part-time teachers' pay and working time, in accordance with paragraphs 40, 41 and 42 onwards, and paragraphs 28, 35, 39-44 and 79-87 of the section 3 guidance.

All staff: the Headteacher and governing body will use their best endeavours to ensure 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 STPCD.

Residential duties

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

25. ADDITIONAL PAYMENTS

Teaching Staff

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

- continuing professional development is 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 Headteacher
- additional responsibilities and activities due to, or in respect of, the provision of services 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 where advised by the Headteacher.

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.

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 Headteacher and ratified by the Finance Committee.

26. 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 STPCD and paragraphs 70-72 of the section 3 guidance).

The Pay and Performance Committee will consider exercising its powers under paragraph 27 of the STPCD when they consider it is appropriate to do so to recruit or retain relevant teachers. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which it 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 head teacher or assistant Headteacher other than as the reimbursement of reasonably incurred housing or relocation costs. However, where the governing body is already paying such an incentive or benefit, determined under a pre-2014 STPCD and subject to review, it may continue with it at the existing value until such time as the leadership group member moves to the new leadership group pay arrangements, as set out in paragraph 27.3 of the STPCD 2025.

At that point, all recruitment and retention factors in relation to a leadership group member will be considered when determining the pay range.

27. SALARY SACRIFICE ARRANGEMENTS

Where the employer operates a salary sacrifice arrangement, a teacher may participate in any arrangement, and their gross salary shall be reduced accordingly, in accordance with the provisions of paragraph 28 of the STPCD and paragraph 73 of the section 3 guidance.

APPENDIX A

The statutory provisions of the STPCD 2025 state that when determining the pay range of a leadership group member, the relevant body must consider 'all of the permanent responsibilities of the role, any challenges that are specific to the role and all other relevant considerations' (part two, paragraph 9.2 of the STPCD 2025).

- 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 (EHCP) are considered 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
- The complexity of the pupil population and school workforce
 - number of staff
 - variety of school workforce (e.g. teachers, speech therapists, etc.)
 - small school
 - rural school
 - specialist units or centres
- Any specific challenges associated with running more than one school, e.g. managing geographically split sites
- Contribution to the wider educational development
 - NLE, SLE, LLE responsibilities that don't have a time limit
 - teaching school status
 - other relevant issues (e.g. ECT lead, multi-stakeholders, etc)
- Recruitment and retention issues

¹STPCD section 2, paragraph 6.4

APPENDIX B

Appeals procedure

The STPCD 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 stage of the pay determination process, if the teacher wishes to understand the rationale for the pay recommendation better 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 meets. 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 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 four of the Trade Union and Labour Relations (Consolidation) Act, 1992) and the ACAS Code of Practice.

Appeal hearing procedure

It is the intention that any appeal under this policy will be dealt with promptly, thoroughly and impartially.

Guidance

- When a teacher feels 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 Headteacher or the governing body, and 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 trade union representative.

Appeal procedure: informal stage

As part of the pay determination process, the line manager (the recommendation provider – the Headteacher) will make a recommendation to the decision maker (the

person 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 Headteacher, on behalf of the Pay and Performance Committee, will write to the teacher advising them of the pay decision and the reasons for it, and 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 within 10 school working days from the date of the outcome letter. The appeal must include a statement, in sufficient detail, of the grounds of the appeal. If an initial appeal is raised, a member of the Pay and Performance Committee must then arrange to meet with the teacher to discuss the appeal.

The Pay and Performance Committee will review their decision through a paper-based process and in the light of the documentation provided to them. They will then write to the teacher to notify them of the outcome of the review and 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 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: formal stage

On receipt of the written appeal, the clerk of the governing body will establish an appeal committee that should consist of 3 governors, none of whom are employees in the school or have been previously involved in the relevant pay determination process. A meeting of the appeal committee should be convened 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 appellant to set out their case. Both the recommendation maker and the decision maker will also be asked to outline to the committee the process that was observed and their contribution to the pay 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.

When a teacher has lodged an appeal against a pay decision and 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 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 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 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 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

Confidential

INITIAL ASSESSMENT

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			

Confidential

**NATIONAL STANDARDS AUDIT
INITIAL ASSESSMENT**

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 2025 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)

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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) 2025.

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) 2025 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 Executive Headteacher

Name of teacher

School

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.

(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.