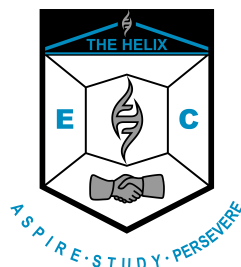




Enabling Partnerships of Excellence in Continuity of Education for All

ASPIRE - STUDY - PERSEVERE



Title:	Teachers' and Support Staff Pay Policy and Staff Pay Appeals Policy
Policy Coordinator:	PK Maselino / Bhavna Patel
Nominated Governor:	
Date Reviewed:	21st November 2022
Date Ratified:	21st November 2022
Status:	Statutory
Delegation:	Management Committee
Review Frequency:	Annually
Policy Review Date:	October 2023

Chair of Management Committee:	Mike Baumring
Head Teacher:	PK Maselino

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Working Time Regulations 1998
- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Flexible Working Regulations 2014
- Equality Act 2010
- Education (School Teachers' Appraisal) (England) Regulations 2012
- School Teacher Appraisal (Wales) Regulations 2011

The following documentation is also related to this policy:

- Conditions of Service for School Teachers in England and Wales (Burgundy Book) (Council for Local Education Authorities)
- National Agreement on Pay and Conditions of Service (Green Book) (National Joint Council for Local Government Services)
- School Teachers' Pay and Conditions Document (STPCD) 2022 and Guidance on Teachers' Pay and Conditions (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Implementing Your School's Approach to Pay: advice for maintained schools and local authorities (DfE)

We, as the relevant pay body, will pay all teachers in accordance with the current statutory provisions of the School Teachers' Pay and Conditions Document (published annually) and the accompanying statutory guidance which outlines the maximum number of days available for work and the maximum directed hours.

We believe that the school's greatest resource is the teaching and support staff who provide an excellent education for the pupils of this school. In recognition of their hard work and contributions to the life and success of this school we have in place a whole school policy for pay that is relevant to all school personnel and provides equality of opportunity.

We have a duty to have in place a pay policy that is fair and reasonable and which is clearly linked to the Performance Management policy. We are aware that during an Ofsted inspection the school's performance management arrangements plus the outcomes of the most recent performance management reviews and how they relate to salary progression will be judged.

All pay progressions for teaching staff and leaders has been linked to teacher's performance. We believe performance related pay progression has enabled us to reward a teacher's performance through an increase in their pay and acts as an incentive for continuous improvement. In making a decision on pay we will not discriminate against any teacher or group of teachers.

We are aware that we 'are under no obligation to increase an individual's pay unless it is warranted by performance in accordance with the pay policy and we are free to withhold progression pay without any requirement to initiate or consider capability proceedings'.

We wish to attract and retain the best teachers so we will consider making appointments above the minimum pay range.

We also reward those most able teachers who demonstrate consistent and excellent performance by allowing them to progress rapidly.

The pay of the Headteacher and the school leadership team will be annually reviewed and when there have been significant changes and challenges to their roles and responsibilities.

We, as the relevant pay body, will pay all teachers in accordance with the current statutory provisions of the School Teachers' Pay and Conditions Document (published annually) and the accompanying statutory guidance which outlines the maximum number of days available for work and the maximum directed hours.

We will comply with: STPCD19. Pay progression linked to performance; paragraph 19.1. (that) The relevant body must consider annually whether or not to increase the salary of (those) teachers **who have completed a year (or more) of employment since the previous annual pay determination** and, if so, to what salary within the relevant pay ranges set out in paragraphs 13, 14, 16 and 17.

We will ensure 'all pay decisions are on 'objective criteria so that there is no discriminatory effect on any teacher or group of teachers with a particular protected characteristic under the Equality Act 2010'.

We will ensure the pay grade of support staff is determined in accordance with the scale of grades, currently applicable in relation to employment within the Local Authority, which the Pay Committee consider appropriate for the appropriate post.

We as a school community have a commitment to promote equality. Therefore, we have ensured that this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure the whole school policy for pay will enable the school to recruit, retain and motivate teachers who will contribute to achieving and maintaining a high quality education for all pupils.
- To recognise and reward teachers appropriately for their contribution to the school.
- To ensure all decisions on teachers' pay are undertaken in a fair, just and transparent manner and to uphold the principle of 'No Surprise' thus sharing with the teacher concerns about lack of progress in meeting their objectives before the end of the performance cycle.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Management Committee

The Management Committee has the responsibility to:

- implement the School Teachers' Pay and Conditions Document;
- make all decisions on teachers' pay in line with the recommendations of the School Teachers' Pay and Conditions Document from 1 September 2020;
- draft this policy in conjunction with the Head who has consulted with school personnel and their union representatives;
- delegate powers and responsibilities to the Pay Committee;
- delegate the day to day management of the policy to the Headteacher;
- review the school staffing structure regularly;
- review each teacher's salary with effect from 1 September;
- notify each teacher by the end of October (31st) of the outcome of their pay review;
- consider all recommendations from the Headteacher on the salary of all staff and what pay awards should be given;
- appoint a committee of three governors to appraise the Headteacher;
- ensure the maintenance of records of all pay decisions;
- review this policy, the Performance Management policy and the criteria for pay progression annually;
- ensure appropriate arrangements are in place to link appraisal to pay and that these arrangements are consistently applied;
- ensure appropriate training is in place for all appraisers, decision-makers and any pay appeal committee governors;
- ensure all pay decisions can be justified;
- monitor the outcomes of pay decisions;
- consider the budgetary implications of all pay decisions;
- have in place a Pay Appeals Committee;
- delegate powers and responsibilities to the Pay Appeals Committee to deal with any appeals made by individual teachers against decisions of the Pay Committee;
- determine the pay range for a teaching vacancy prior to advertising it;
- determine the starting salary within that pay range that will be offered to the new member of staff by considering the nature of the post, the level of qualifications/skills/experience required, the market conditions and the wider school context;
- delegate powers and responsibilities to the Headteacher to ensure all school personnel are aware of and comply with this policy;
- ensure that the school complies with all equalities legislation;
- nominate a designated Equalities governor to ensure that appropriate action to deal with all prejudice related incidents or incidents which are a breach of this policy;
- ensure that sufficient funding is in place for pay progression for all eligible teachers;
- nominated a link management committee member to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Management Committee every term;
 - annually report to the Management Committee on the success and development of this policy.
- ensure this policy and all policies are maintained and updated regularly;
- ensure all policies are made available to parents;
- ensure the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel are aware of and comply with this policy;
- ensure the whole school policy for pay will enable the school to recruit, retain and motivate teachers who will contribute to achieving and maintaining a high quality education for all pupils;
- ensure that job descriptions are up to date and in place for all school personnel;
- recognise and reward teachers appropriately for their contribution to the school;
- ensure all decisions on teachers' pay are undertaken in a fair, just and transparent manner;
- have in place arrangements for teacher performance management/appraisal process;
- ensure teachers are appraised in line with the Performance Management policy;
- ensure arrangements are in place linking appraisal to pay;
- make annual recommendations on the salary of all staff to the Management Committee based on the reports of teachers' performance management/appraisal reports;
- ensure all recommendations and decisions have been made objectively and fairly in line equalities legislation;
- write to all school personnel setting out their salary;
- maintain confidential records of all pay decisions;
- ensure all school personnel have access to their own employment records;
- consult staff and union representatives when needed;
- monitor the effectiveness of this policy by speaking with school personnel;
- annually report to the Management Committee on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- participate in the arrangements of the appraisal and pay determination cycle:

Autumn Term	<ul style="list-style-type: none"> ▪ Objectives finalised ▪ Objectives set by appraiser if no agreement can be reached ▪ Appraisee's performance monitored in line with appraisal policy
Spring Term	<ul style="list-style-type: none"> ▪ Appraisee's performance monitored in line with appraisal policy
Summer Term	<ul style="list-style-type: none"> ▪ Appraisee's performance monitored in line with appraisal policy
Summer/Autumn Term	<ul style="list-style-type: none"> ▪ Appraisal report produced for all teachers which includes: <ul style="list-style-type: none"> ➢ assessment against objectives and relevant standards ➢ pay recommendation ▪ Headteacher makes pay recommendations to Management Committee ▪ Annual review and update of pay and appraisal policies ▪ Governors consider the budgetary allocation for discretionary pay awards and progression ▪ Appraisal objectives set for the following appraisal period

- be aware that performance criteria is clearly set out in the School Teachers' Pay and Conditions Document and states that performance pay points will be awarded after satisfactory review of performance against performance objectives;
- be aware that pay reviews:
 - will be undertaken by the Pay Committee;
 - will take place annually between 1 September and 31 October with a written statement being received by each teacher outlining their salary and any other financial benefits to which they are entitled shortly afterwards;
 - may take place at any time if there are any changes in conditions or to a job description;
 - will take into account performance management/appraisal reports containing pay recommendations.
 -
- be aware the Management Committee will make the final decisions about whether or not to accept a pay recommendation;
- be notified by 31 October whether or not their salary has been increased;
- make a formal appeal to the Pay Appeals Committee if they are not satisfied with their pay determination;
- keep records of their objectives and will review them throughout the appraisal process;
- consider applying to the upper pay range;
- provide sufficient evidence that they are eligible to move to the upper pay range;
- be successful in moving to the upper pay range if teachers are highly competent in all elements of the relevant standards and that their achievements and contributions to the school are substantial and sustained;
- consider being trained to appraise other teachers;
- be aware that it is more than likely they will not be paid at the same rate as they were being paid in a previous school.

Role of Support Staff

Support staff will:

- comply with all aspects of this policy;
- have a job description for the role and duties they undertake;
- be presented with a revised job description if changes are made to the organisational structure of the school;
- be aware that any changes to pay and allowances will only be made after consultation with the individuals concerned;
- be aware that individual members of staff will be notified in writing of any variations to their salaries or job descriptions;
- request the Headteacher to review their pay and allowances and will be notified of the Headteacher's decision in writing.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the Staff Handbook;
- meetings with school personnel;
- reports such as the annual report to parents and Headteacher reports to the Management Committee.

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Contract of Employment
 - Performance Management
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Members of the Pay Review Committee will:

- receive training related to this policy;
- receive periodic training so that they are kept up to date with new information;
- receive equal opportunities.

Equality Monitoring

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Management Committee for further discussion and endorsement.

Linked Policies

- Contract of Employment
- Induction of New Staff
- Performance Management
- School Teachers' Pay & Conditions 2020:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1110990/2022_STPCD.pdf

School Staff Pay Appeals

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Equality Act 2010
- School Teacher Appraisal (Wales) Regulations 2011
- Education (School Teachers' Appraisal) (England) Regulations 2012

The following documentation is also related to this policy:

- Conditions of Service for School Teachers in England and Wales (Burgundy Book) (Council for Local Education Authorities)
- National Agreement on Pay and Conditions of Service (Green Book) (National Joint Council for Local Government Services)
- School Teachers' Pay and Conditions Document (STPCD) 2020 and Guidance on Teachers' Pay and Conditions (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Managing Appeals against pay determination - Departmental advice for local authorities, maintained schools, academies and free schools (DfE)
- ACAS Code of Practice (TSO)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We, as the relevant pay body, will pay all teachers in accordance with the current statutory provisions of the School Teachers' Pay and Conditions Document (published annually) and the accompanying statutory guidance which outlines the maximum number of days available for work and the maximum directed hours.

We believe that the school's greatest resource is the teaching and support staff who provide an excellent education for the pupils of this school. In recognition of their hard work and contributions to the life and success of this school we have in place a whole school pay policy that is relevant to all school personnel and provides equality of opportunity.

We have a duty to have in place a pay policy that is fair and reasonable and which is clearly linked to the Performance Management policy.

All pay progressions for teaching staff and leaders has been linked to teacher's performance. We believe performance related pay progression has enabled us to reward a teacher's performance through an increase in their pay and acts as an incentive for continuous improvement. In making a decision on pay we will not discriminate against any teacher or group of teachers.

We are aware that we 'are under no obligation to increase an individual's pay unless it is warranted by performance in accordance with the pay policy and we are free to withhold progression pay without any requirement to initiate or consider capability proceedings'.

We will ensure 'all pay decisions are on 'objective criteria so that there is no discriminatory effect on any teacher or group of teachers with a particular protected characteristic under the Equality Act 2010'. And, to uphold the principle of 'No Surprise' thus sharing with the teacher concerns about lack of progress in meeting their objectives before the end of the performance cycle.

We will ensure the pay grade of support staff is determined in accordance with the scale of grades, currently applicable in relation to employment within the Local Authority, which the Pay Committee consider appropriate for the appropriate post.

We are aware that 'teachers have the right to raise formal appeals against pay determinations if they believe that the person or committee by whom the decision was made:

- incorrectly applied the school's pay policy;
- incorrectly applied any provision of the STPCD;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or did not uphold the principle of 'No Surprise' and did not share with the teacher concerns about lack of progress in meeting their objectives before the end of the performance cycle.
- unlawfully discriminated against the teacher.'

(Managing Appeals against pay determination - Departmental advice for local authorities, maintained schools, academies and free schools (DfE)

We acknowledge that a teacher has the right to discuss a pay recommendation prior to it being confirmed by the Management Committee.

We are aware that 'there is no statutory process for schools to follow in terms of hearing pay appeals' but we have adopted the following three stage procedure:

- Stage 1: Informal discussion with the appraiser or headteacher prior to confirmation of pay recommendation.
- Stage 2: A formal representation to the person or MC governors' committee making the pay determination.
- Stage 3: A formal appeal hearing with an appeals panel of MC governors.

We believe it is essential to seek the advice of our Human Resource provider, who is familiar with the Equality Act 2010, the ACAS Code of Practice and other employment law, in order to ensure that we follow correct protocol at all times during the school pay appeals process.

We as a school community have a commitment to promote equality. Therefore, we have ensured this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows '*how people of different ethnicities are treated across the public services of*' health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure school staff have the right to raise formal appeals against pay determinations.
- To recognise and reward teachers appropriately for their contribution to the school.
- To ensure all decisions on teachers' pay are undertaken in a fair, just and transparent manner.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Management Committee

The Management Committee:

- has in place a School Staff Pay Committee and a School Staff Pay Appeals Committee;
- makes all decisions on teachers' pay in line with the recommendations of the School Teachers' Pay and Conditions Document from 1 September 2022;
- has drafted this policy in conjunction with the Headteacher who has consulted with school personnel and their union representatives;
- has delegated powers and responsibilities to the School Staff Pay Committee;
- has delegated powers and responsibilities to the School Staff Pay Appeals Committee to deal with any appeals made by individual teachers/support staff against decisions of the School Staff Pay Committee;
- has delegated the day to day management of the policy to the Headteacher;
- reviews the school staffing structure regularly;
- reviews each teacher's salary with effect from 1 September;
- notifies each teacher by the end of October of the outcome of their pay review;
- considers all recommendations from the Headteacher on the salary of all staff and what pay awards should be given;
- has appointed a committee of three governors to appraise the Headteacher;
- ensures the maintenance of records of all pay decisions;
- reviews this policy, the Performance Management policy and the criteria for pay progression annually;
- ensures appropriate arrangements are in place to link appraisal to pay and that these arrangements are consistently applied;
- ensures appropriate training is in place for all appraisers, decision-makers and any pay appeal committee governors;
- ensures all pay decisions can be justified;
- monitors the outcomes of pay decisions;
- considers the budgetary implications of all pay decisions;
- determines the pay range for a teaching vacancy prior to advertising it;
- determines the starting salary within that pay range that will be offered to the new member of staff by considering the nature of the post, the level of qualifications/skills/experience required, the market conditions and the wider school context;
- has delegated powers and responsibilities to the Headteacher to ensure all school personnel are aware of and comply with this policy;
- ensures that the school complies with all equalities legislation;

- has nominated a designated Equalities MC governor to ensure that appropriate action will be dealt with all prejudice related incidents or incidents which are a breach of this policy;
- ensures that sufficient funding is in place for pay progression for all eligible teachers;
- has nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Management Committee every term;
 - annually report to the Management Committee on the success and development of this policy.
- ensures this policy and all policies are maintained and updated regularly;
- ensures all policies are made available to parents;
- ensures the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel are aware of and comply with this policy;
- ensure the whole school policy for pay will enable the school to recruit, retain and motivate teachers who will contribute to achieving and maintaining a high quality education for all pupils;
- ensure that job descriptions are up to date and in place for all school personnel;
- recognise and reward teachers appropriately for their contribution to the school;
- ensure all decisions on teachers' pay are undertaken in a fair, just and transparent manner;
- have in place arrangements for teacher performance management/appraisal process;
- ensure teachers are appraised in line with the Performance Management policy;
- ensure arrangements are in place linking appraisal to pay;
- make annual recommendations on the salary of all staff to the Management Committee based on the reports of teachers' performance management/appraisal reports;
- ensure all recommendations and decisions have been made objectively and fairly in line equalities legislation; and the principle of 'No Surprise'; to share with the teacher concerns about lack of progress in meeting their objectives before the end of the performance cycle.
- write to all school personnel setting out their salary;
- maintain confidential records of all pay decisions;
- ensure all school personnel have access to their own employment records;
- consult staff and union representatives when needed;
- monitor the effectiveness of this policy by speaking with school personnel;
- annually report to the Management Committee on the success and development of this policy.

School Staff Pay Appeals Procedure

The School Staff Pay Appeals Committee:

- comprises three governors who:
 - have undertaken the appropriate training;
 - are familiar with the school's School Staff Pay policy and the Appraisal policy;
 - have not been involved with previous discussions about teacher's pay determination.

- has been given delegated powers and responsibilities by the Management Committee to deal with any appeals made by individual teachers/support staff against decisions of the School Staff Pay Committee;
- will follow the advice of the school's Human Resource provider to ensure the correct protocol is followed at all times;
- will, in the event of an appeal by a member of the school staff, follow the following procedure:

Stage 1: Informal discussion with the appraiser or headteacher prior to confirmation of pay recommendation.

- If a member of staff does not agree with a pay recommendation then they should have an informal with the appraiser/headteacher to discuss the recommendation before the recommendation is confirmed by the Management Committee.

Stage 2: A formal representation to the School Staff Pay Committee making the pay determination.

- If a member of staff is still not satisfied after the discussion then they should write to the School Staff Pay Committee clearly stating the reasons for not agreeing with the pay recommendation.
- The teacher will be invited to attend a formal meeting with the School Staff Pay Committee in order to present their case by providing evidence, witnesses and to ask appropriate questions.
- Following this meeting the committee will write to the teacher stating their decision.

Stage 3: A formal appeal hearing with an appeals panel of governors.

- If the teacher does not agree with the decision of the School Staff Pay Committee then he/she may appeal the decision and have an appeals hearing with the School Staff Pay Appeals Committee.
- The appeals hearing will be formally clerked and minutes taken.
- At the hearing both the teacher and a representative of the school management will present evidence, call witnesses and question each other. Members of the committee will also ask questions if need be. The teacher may be accompanied by a work colleague or a representative from their associated professional organisation / union.
- Once the appeal has been heard the panel will make their decision which is relayed to the teacher in writing outlining how the decision was reached. The decision of the School Staff Pay Appeals Committee is final.

Role of School Personnel

Teachers will:

- comply with all aspects of this policy;
- participate in the arrangements of the appraisal and pay determination cycle;
- be aware that performance criteria is clearly set out in the School Teachers' Pay and Conditions Document and states that performance pay points will be awarded after satisfactory review of performance against performance objectives;
- be aware that pay reviews will be undertaken by the Pay Committee;
- be aware the Management Committee will make the final decisions about whether or not to accept a pay recommendation;
- be notified by 31 October whether or not their salary has been increased;
- make a formal appeal to the Pay Appeals Committee if they are not satisfied with their pay determination;
- keep records of their objectives and will review them throughout the appraisal process;
- consider applying to the upper pay range;
- provide sufficient evidence that they are eligible to move to the upper pay range;
- be successful in moving to the upper pay range if teachers are highly competent in all elements of the relevant standards and that their achievements and contributions to the school are substantial and sustained;
- consider being trained to appraise other teachers;
- be aware that it is more than likely they will not be paid at the same rate as they were being paid in a previous school.

Support staff will:

- comply with all aspects of this policy;
- have a job description for the role and duties they undertake;
- be presented with a revised job description if changes are made to the organisational structure of the school;
- be aware that any changes to pay and allowances will only be made after consultation with the individuals concerned;
- be aware that individual members of staff will be notified in writing of any variations to their salaries or job descriptions;
- request the Headteacher to review their pay and allowances and will be notified of the Headteacher's decision in writing.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the Staff Handbook;
- meetings with school personnel;
- reports such as the annual report to parents and Headteacher reports to the Management Committee.

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Contract of Employment
 - Performance Management
 - School Staff Pay
 - School Staff Appeals
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Monitoring

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any staff member and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated MC governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Management Committee for further discussion and endorsement.

Linked Policies

- Contract of Employment
- Induction of New Staff
- Performance Management
- School Staff Pay Appeals
- Teachers' and Support Staff Pay

Appendix 1

Teachers pay scales for 2023-2023

Although the STPCD (School Teachers Pay & Conditions Document) since 2014 only prescribes pay ranges with minimum and maximum points, it continues to permit the adoption of fixed pay scale points as the basis for pay progression.

The Secretary of State has implemented an increase between 5% and 8.9% to the minimum and maximum of the Main Pay Range and between 3% and 5% increase to the minima and maxima of other pay and allowance ranges.

The unions have advised that the percentage uplift should apply to all teachers and leaders within the relevant range. They will only support pay policies that reflect this principle.

The pay scale points below reflect this principle. In line with this year's recommendation they have been updated, including TLR payments and SEN allowances).

The advice is that all teachers should receive an individual pay increase corresponding to the increases set out above, excluding any increases arising from progression to a higher pay scale point.

CLASSROOM TEACHERS

MAIN PAY RANGE 2022/23	
Minimum	£32,407
Maximum	£43,193

UPPER PAY RANGE 2022/23	
Minimum	£44,687
Maximum	£48,055

TLR	2022/23	
	Minimum Annual Value	Maximum Annual Value
1	8,291	14,030
2	2,873	7,017
3	571	2,833

SEN ALLOWANCE

Pay range of between £2,270 and £4,479 to any classroom teacher who meets the criteria.

UNQUALIFIED TEACHERS PAY RANGE 2022/23

Minimum	£21,582
Maximum	£32,151

Appendix 2

Support Staff pay scales – effective from 1st April 2022

Grade	SCP	Salary		Grade	SCP	Salary
G1	4	£23,040		G10	37	£41,400
					38	£42,393
G2	8	£23,040			39	£43,401
					40	£44,385
					41	£45,402
G3	9	£23,442		G11	42	£46,413
	10	£23,796			43	£47,355
	11	£24,183			44	£48,405
	12	£24,582			45	£49,425
				MG1	1	£49,875
G4	13	£24,984			2	£51,570
	14	£25,392			3	£53,133
	15	£25,811			4	£54,762
	16	£26,232			5	£56,736
G5	17	£26,667		MG2	1	£57,414
	18	£27,126			2	£61,269
	19	£27,876			3	£62,898
	20	£28,632			4	£64,527
					5	£66,150
G6	21	£29,427		MG3	1	£62,895
	22	£29,967			2	£64,755
	23	£30,531			3	£66,567
	24	£31,098			4	£68,469
					5	£70,341
G7	25	£31,965		MG4	1	£74,049
	26	£32,523			2	£76,545
	27	£33,267			3	£78,153
	28	£34,026			4	£79,806
					5	£81,489
G8	29	£34,893				
	30	£35,481				
	31	£36,087				
	32	£36,699				
G9	33	£37,380				
	34	£38,253				
	35	£39,213				
	36	£40,233				

Appendix 3

Appraisal Principles & Procedure for Teaching & Support Staff

Policy Statement

1. The Helix Education Centre recognises the importance of an informed, competent and motivated workforce.
2. It is committed to developing an environment which promotes innovation.
3. Effective Appraisal encourages the development of all staff so they contribute fully to the work of the School.

Good practice

1. We all value constructive feedback on our work.
2. We all want to know that our priorities are in line with those of the school.
3. For all of us, it is an opportunity to take stock of "how things are going" and to agree the work plan for the next 6 - 12 months.
4. Effective Appraisal schemes include a strong emphasis on reviewee development and involvement.
5. Practical measures for addressing development needs are essential to enable reviewees to contribute to delivery of the school improvement plan.
6. Appraisal is an integral part of the management process. It complements other discussions about work and provides a framework for them. It doesn't replace them!

The Process

1. The Appraisal process involves a series of steps taken by each reviewee and their reviewer, centred around a formal interview.
2. It is a two-way process, designed to allow all staff the opportunity to give and receive feedback.
3. Effective Appraisal is a shared responsibility - it is important that you give the process high priority.

The following steps involve both the reviewer and the reviewee.

Step One - Arrangements

1. Both parties need to share information about the Appraisal process. Ideally, this should be face to face, using written guidance notes and forms.
2. Agree a date and time giving both parties time to prepare - it is important to allow enough time for the discussion itself. A minimum of one hour is suggested.
3. Set aside a quiet, private room where you won't be interrupted.

Step Two - Preparation

1. Review performance in the period since the last review, using an agreed performance action plan. The first Appraisal interview will be slightly different – more an informal review of the past period's work.
2. Fact-finding – were targets met? What other factors should be considered?
Do you have a copy of the job description? Is it still accurate?
3. Review training and development undertaken in the previous year and the learning gained.
4. Identify examples of good performance and any areas for development or improvement.
5. Prepare draft objectives/key tasks for next period based on the strategic objectives of the school improvement plan.
6. Consider how these might be measured objectively.
7. Consider appropriate action points and who should be responsible.

8. Review likely new tasks and responsibilities.
9. Review anticipated development and training needs to meet the strategic objectives of the school improvement plan.

Step Three - Interview

1. Agree the process to be followed. Remember the importance of the two-way process.
2. Agree a revised version of the role profile, if required. Ensure it includes general responsibilities, such as those for health and safety.
3. Using the agreed performance action plan, review previous period's performance. Measure success against the agreed objectives and targets. Make sure you agree about the evidence. Look at other factors.
4. Agree objectives/key tasks for next period. Link targets to the school improvement plan.
5. Consider ideas and proposals to improve performance.
6. Consider and agree appropriate measurements or indicators which provide a balance of quality and quantity.
7. Review areas for development or improvement - agree appropriate action points and who should be responsible. Agree what development and training needs are appropriate to meet the strategic objectives of the school improvement plan and complete a personal development plan.
8. Take notes and record the agreed actions.

Step Four - After the interview

1. The reviewer should draft a record of the discussion. The key parts are the review and a new performance action plan.
2. The reviewee should be given a copy of the draft to add any comments or amendments.
3. Both parties should sign the agreed record.
4. The reviewer should take a copy of the personal development plan and send it to the person responsible for support staff development and training arrangements. Information from personal development plans will be aggregated to form the basis of annual development plans. These will take account of organisational priorities and development resources available.
These plans will inform the annual plans for use of the school's development and training resources. Resources for training and development will be shared equitably across all categories of support staff and occupational groups.
5. The signed record should then be retained under the arrangements within the school for storage.

Step Five - Implementation

1. The performance action plan and personal development plan are working documents. Both parties should monitor them at regular progress meetings and make agreed adjustments, as necessary.

The essentials and best practice

Minimum criteria

1. Full commitment to the successful implementation of the process from all staff.
2. A formal, systematic process taking place in an atmosphere of mutual trust, even if the interview itself is relatively informal.
3. Every reviewee should have their personal development plan reviewed at least annually. Best practice is to review at least twice a year
4. Previous performance should be reviewed objectively against previously

Agreed indicators.

5. Job purpose, and individual objectives and priorities must be agreed.
6. Performance targets must be clear, agreed, and measurable.

7. The process must produce a new performance action plan for the reviewee and the reviewer.
8. The process must be two-way and all records must be agreed and signed by both parties.
9. Arrangements for the confidential storage of records must be clear and understood by reviewees and reviewers.
10. All reviewers must have responsibility for conducting Appraisal interviews with their reviewees,

Best practice

1. Appraisal will link clearly to the strategic objectives of the school improvement plan, All participants will undertake skills or awareness training to help improve the effectiveness of the process.
2. Assessment of employees in their probationary period should follow a process based on Appraisal.
3. The Headteacher should monitor to ensure consistency, resolve problems and provide an overview.
4. Appraisal should include action points for the reviewer on his/her own actions/performance.
5. Use of 360° feedback - where the Appraisal interview involves an assessment of performance from colleagues and other staff as well as the reviewer. Training is important if this approach is to be adopted.

Personal Development Plans

1. The Appraisal process recognises good performance and identifies key strengths. It also identifies areas for development or improvement. It is an opportunity to discuss the training and development needs identified and to agree appropriate action.
2. The purpose of a personal development plan is to provide a systematic or structured approach to organising and prioritising the training and development needs identified. Without a plan, learning will be at best opportunistic and at worst accidental and inadequate.
3. Many of the needs which might be identified through the Appraisal process can be met through on-the-job methods such as coaching, providing feedback, allocating new work or projects or more detailed briefings from the reviewer. Other learning opportunities, such as shadowing another employee, or secondments can also be arranged locally or through the LA.
4. Existing training programmes, either within the school or as part of the corporate development and training programme, will be able to meet some of these needs and reviewers should arrange nominations in the normal way.
5. Where a need for particular training or development is identified across the school, it may be appropriate to take a whole school approach to address it.
6. The school will allocate responsibility for the departmental development and training plan. This will include responsibility for ensuring that where appropriate training or development activities are agreed between a reviewer and the reviewee, that this actually takes place.

The Elements of a Development Plan

It is recommended that development plans incorporate three elements:

1. Development objectives, which can be divided into short-term immediate needs and long-term career and development aims.
2. Proposed action: what development activities need to be undertaken to meet the development objectives.
3. A schedule of progress reviews – a commitment to consider how well each planned action met its objective.

Development plans should include a range of learning activities which reflect the individual's personal learning style and include a well-balanced mix of formal and informal experiences.

The individual also needs to think about the support that maybe required fulfilling the development plan.

Provision of Development and Training Opportunities

1. Provision of development and training to meet the prioritised needs as identified by the above processes will be accomplished through a variety of mechanisms.
2. Corporate provision of core programmes and LA based activities such as workshops and seminars will play a part in this, as will provision by local colleges and universities and private training providers.
3. Development and training provision for individual staff will support all elements of the working roles which staff undertake or may carry out in the future including:
 - induction
 - core skills and values
 - professional development and qualifications
 - communication and inter-personal skills
 - information technology skills
 - supervisory and management development
 - team building and project working.
4. Increasingly, more flexible development options will be utilised with secondments, project work, mentoring, open learning and computer based training becoming more available in the coming years.
5. Whichever methods are utilised the review and evaluation of development outcomes and the impact on individual and organisational performance will be an integral part of the process.
6. In line with the School's equalities policies all employees will be given equal consideration for development and training in the context of the strategic objectives of the school improvement plan and within resources.
7. Where an employee believes they have been unfairly treated he/she should refer the matter in line with the school's grievance and complaint procedure.

Monitoring Appraisal

1. Each senior management team will take responsibility for ensuring that Appraisal is effective in their school. The Headteacher will monitor that Appraisal has taken place.
2. The person responsible for support staff CPD will monitor the overall process and report to the Headteacher as required.

Keeping records

1. The reviewer is responsible for producing a written record of the interview, emphasising the action points and agreed targets and measures. Each department should produce a standard format. Both parties will sign the record, recording any comments.
2. The confidential record of all Appraisal interviews will be kept on personal file or some other agreed secure place. Each reviewee is entitled to receive a copy of his/her own Appraisal record.

The record may be used to prepare an employment reference but will not be copied for other uses without your permission. Where appropriate, it will be shared with your reviewer's reviewer.

Using performance indicators or measures

1. Most agreed targets will need a number of complementary measures to get a realistic idea of how well they have been achieved. Some will measure quantity, or timeliness. Others will measure quality. Indicators can be of different types:

Numeric figures

Deadlines Projects, meeting cycles, accreditation by given date.

Financial Within budget, cost reduction targets,

Procedural Responses to school community members enquiry, providing information.
Negative Complaints, cancellations, crisis management.

Recognisable Conforming to corporate style, typing errors, professional and corporate standards.

When trying to find appropriate measures it is useful to remember that they should be SMART:

Specific

Measurable

Achievable

Result-oriented

Time-bound

Reviewee Preparation

Each reviewee should prepare ahead of the interview by reflecting on the points below. This should be in a written format agreed by school and sent to the reviewer with a copy of current job description before the interview in adequate time for the reviewer to familiarise themselves with the contents.

The points below are only suggestions. The nature of the work, frequency of supervision etc will all affect the way the process will operate.

- I feel my greatest strengths are...
- I am happiest in my work when...
- The aspect of my work I have been most pleased with this year is...
- I feel my most significant contribution to the school this year has been
- My main aims for next year are ...
- The area I most need help with is ...
- I would welcome more guidance about ...
- I feel the most relevant parts of my job description are ...
- I feel the least relevant parts of my job description are ...
- I hope to develop my experience and improve my skills in the next two years by...

Addressing Poor Performance

The process the school will follow will be clear in the appraisal policy. In short where concerns are raised there should be the opportunity to put in place robust objectives with identified support for the employee to achieve as part of the appraisal process. The purpose is to create a course of action that will assist the employee in correcting the performance issue(s). A written document should be produced that outlines the performance issues(s), identifies next steps, support and/or training, states a reasonable timeframe for demonstrating improvement, and describes the consequences for successful or unsuccessful completion. If the appraiser is satisfied that the teacher has made or is making sufficient progress, appraisal will continue with remaining issues being addressed through appraisal and to effect the principle of 'No Surprise' thus sharing with the teacher concerns about lack of progress in meeting their objectives before the end of the performance cycle. If after the set time sufficient progress has not been, the school should have a clear process in place to move from appraisal to capability. The teacher should be notified in writing that the appraisal system will no longer apply and performance will be managed under the capability process.

Confidentiality

The whole appraisal and the statements/evidence generated under it should be treated with strict confidentiality. Information relating to CPD will be shared with the CPD Leader and in the event of an appeal information will be shared appropriately (HR can advise further). The school should retain the written appraisal report for a minimum period of 6 years.

General Diversity

Appraisers must ensure that in the conduct of the appraisal process e.g. objective setting, performance review and development planning that the following are considered.

- Fairness: need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes
- Consistency: all staff will receive the same entitlements. This will be continuously monitored through regular and routine quality assurance
- Equality: all staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed
- Compliance with all the requirements of equalities legislation
- A clear timetable for the appraisal progress

Teacher Appraisal Roles and Responsibilities

	Appraise	Appraiser
Before the meeting	<ul style="list-style-type: none"> Carry out a self-review reflecting on: <ul style="list-style-type: none"> your current role/job description key successes, achievements, challenges progress towards objectives assessment against the teacher/standards impact of training and development on performance Collate evidence as agreed at the planning Think about possible future objectives and training and development needs 	<ul style="list-style-type: none"> Understand the wider perspective of the priorities and developments for the school Be familiar with the school's appraisal policy/process Ensure a sound knowledge of the role and work of the appraisee Consult the current job description of the appraisee and relevant standards Consult previous appraisal records (where applicable) Gather and review appropriate evidence and ensure that all evidence has been shared with the appraisee prior to the meeting Agree a mutually convenient time and place
During the meeting	<p>Review of previous year's objectives Discuss the following:</p> <ul style="list-style-type: none"> key successes, achievements over appraisal cycle progress towards objectives using appropriate evidence performance against relevant teacher standards any factors which have had an impact on effectiveness impact of support and training/CPD <p>Planning future objectives Discuss the following:</p> <ul style="list-style-type: none"> future objectives linked to job role, experience school priorities, teacher standards and future career progression the support, professional learning and development activities needed to meet objectives agree performance/success criteria and evidence which will be used to assess performance including classroom observation 	<p>Review of previous year's objectives Discuss the following:</p> <ul style="list-style-type: none"> the appraisee's work over last appraisal cycle – successes, achievements any factors which have had an impact on effectiveness progress towards their objectives using appropriate evidence performance against relevant teacher standards impact of support and training/CPD agree a recommendation on pay for eligible teachers <p>Planning future objectives Discuss the following:</p> <ul style="list-style-type: none"> future objectives linked to job role, experience, school priorities, teacher standards and future career progression support, professional learning/development activities needed to meet objectives agree evidence/success criteria and evidence which will be used to assess performance including classroom observation Keep an accurate record of the discussion in order to complete relevant documentation
After the meeting	<ul style="list-style-type: none"> Develop skills and practice related to the objectives Participate in interim discussions to review progress Ensure reviewers are made aware of any concerns at the time they arise about progress or provision of support or training Keep a copy for own records 	<ul style="list-style-type: none"> Write the appraisal statement Copy to appraisee to agree and sign before passing a copy to the HT and training needs to CPD leader Monitor and review progress throughout the year towards the agreed objectives, ensuring provision of planned support and development File documentation (to be kept for minimum of 6 years)

Pre Appraisal Meeting Template - Teacher Self Review

This can be used as an aide memoire to help you prepare for your appraisal meeting. It should be used as appropriate for you. I.e. All areas may not be relevant. You should also self-review against the teacher standards (see additional template)

What have your successes been over the past year in relation to the following (as appropriate to role/impact and current objectives):	Notes/Evidence/Dates
Pupils? <ul style="list-style-type: none"> - standards/attainment - progress - behaviour / attitude - attendance - contributions 	
Curriculum development? <ul style="list-style-type: none"> - developed / improved resources - increased personal knowledge - use of assessment procedures - professional use of ICT skills - contribution to wider curriculum e.g. sports clubs 	
Support for wider aspects of school life? <ul style="list-style-type: none"> - more efficient systems/processes introduced - contributed to policy development - member of a working/project group? 	
Support for other staff/ team members and impact? <ul style="list-style-type: none"> - shared new knowledge or skills - built significant relationships - mentored/coached a colleagues 	
What learning or development opportunities have you experienced over the year and its impact? <ul style="list-style-type: none"> - professional learning courses/networks/events - shadowing colleagues - peer reviews - learning from observation 	

What have your successes been over the past year in relation to the following (as appropriate to role/impact and current objectives):	Notes/Evidence/Dates
<ul style="list-style-type: none"> - reading / internet research 	
<p>How has your successes this year impacted on the way you work or what you have achieved in relation to:</p> <ul style="list-style-type: none"> • the pupils? <ul style="list-style-type: none"> - pupil progress; - pupil behaviour / attitude; - pupil attendance; - pupil contributions • the curriculum? <ul style="list-style-type: none"> - developed / improved resources; - increased personal knowledge; - use of assessment procedures; - use of ICT skills; - contribution to wider curriculum • the school? <ul style="list-style-type: none"> - More efficient systems introduced; - contributed to policy development; - member of a project group? • the team? <ul style="list-style-type: none"> - shared new knowledge or skills; - built relationships - 	
<p>What areas do you feel you need to focus on in the coming year (and what support/professional learning do you need)?</p> <ul style="list-style-type: none"> • Pupils? • Curriculum? • School? • Team? • Personal development? 	

Teacher Appraisal Statement for (The Helix Education Centre 2022 / 2023)

Name/appraisee:	Post held:
Name and role of line manager/appraiser:	
Date of planning meeting:	Date of review:
Wishes to be considered for post threshold Yes/No	JD reviewed Yes/No

Objective	Success criteria	Evidence including lesson observations	Training and development needs/	Teacher standards will meet
1.				

Objective	Success criteria	Evidence including lesson observations	Training and development needs/	Teacher standards will meet
<p>Comments: When setting objectives think about baseline evidence i.e. where are the pupils/teachers now, where do they want/need to be and how will they get there. At the end of the cycle the same evidence can be measured to show impact</p> <p>Mid year/end of year review (Progress (so far)? Impact?)</p>				
2.				
<p>Comments: When setting objectives think about baseline evidence i.e. where are the pupils/teachers now, where do they want/need to be and how will they get there. At the end of the cycle the same evidence can be measured to show impact</p> <p>Mid year/end of year review (Progress (so far)? Impact?)</p>				

Objective	Success criteria	Evidence including lesson observations	Training and development needs/	Teacher standards will meet
3.				
<p>Comments: When setting objectives think about baseline evidence i.e. where are the pupils/teachers now, where do they want/need to be and how will they get there. At the end of the cycle the same evidence can be measured to show impact</p> <p>Mid year/end of year review (Progress (so far)? Impact?)</p>				
<p>Assessment of overall performance:</p> <p>Recommendation for 1 or 2 points pay progression (where applicable)</p>				

Teacher's signature:.....

Date:.....

Line manager's signature:.....

Training, Support and Professional Development Opportunities

Training, development and support means more than attending an external course or receiving additional help from another person. This document can be used to identify the most appropriate training, development and support options to help meet identified needs for desired impact.

Courses and conferences	Involvement in a collaborative learning project
Regular professional staff meetings	Giving or receiving 360° evaluations
Staff training/INSET days	Collaborative school self-evaluation procedures, e.g. Ofsted
School visits	Quality circles, think tanks
Being observed	Role play
Observing others	Testing hypotheses
Action research	PESTLE/SWOT analysis
Work with an external consultant, adviser, AST, other	Preparing training days /INSET
Team planning and review meetings	Business/finance planning
Team teaching	Modelling/demonstrations
Being involved in recruitment procedures	Deputising/covering
Reflection on critical incidents, key issues	Job swap or rotation
Coaching/peer coaching	Developing new ideas
Mentoring	Reflection time
Critical friendship	Leading or attending seminars
Leading policy development	Sharing what works
Distance or online learning	Team away-day
Keeping a learning log, diary, portfolio	Team-working
Work shadowing	Voluntary work activities outside school/college
Pupil pursuit	Internet access/research
Award-bearing courses, e.g. NCSL, HEI	ICT training
Writing papers, speaking at conferences	Giving and receiving feedback
Appraising others	National external training
The Learning Walk (triangulated peer evaluation)	Networking
Planning new materials or activities	Peer group review
Involvement in support networks	Peer supervision
Test or exam marking	Collaborating
Secondment, exchange or placement	Involvement with governors

Teaching Standards 2011 – Self Review Template

This should be used in advance of the appraisal meeting to identify standards already meeting and areas for development. Where there are development needs this should form part of the discussion at appraisal and incorporated into the objectives, evidence/success criteria, training and support agreed. We recommend that this is used year on year (rather than starting a new one each year) unless an individual's job changes significantly. A copy of the teaching standards can be obtained from the DfE <https://www.gov.uk/government/publications/teachers-standards>

Part one: Teaching

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

Standard	Exemplification	Meet/ partially/ not	Notes/Evidence/ Dates
1. A teacher must set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils. 		
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these 		

Standard	Exemplification	Meet/ partially/ not	Notes/Evidence/ Dates
	<ul style="list-style-type: none"> • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study 		
3. Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 		

Standard	Exemplification	Meet/ partially/ not	Notes/Evidence/ Dates
	<ul style="list-style-type: none"> if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 		
4. Plan and teach well-structured lessons	<ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 		
5. Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of 		

Standard	Exemplification	Meet/ partially/ not	Notes/Evidence/ Dates
	<p>children, and know how to adapt teaching to support pupils' education at different stages of development</p> <ul style="list-style-type: none"> • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 		
6. Make accurate and productive use of assessment	<ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 		

Standard	Exemplification	Meet/ partially/ not	Notes/Evidence/ Dates
7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary 		
8. Fulfil wider professional responsibilities	<ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional 		

Standard	Exemplification	Meet/ partially/ not	Notes/Evidence/ Dates
	development, responding to advice and feedback from colleagues <ul style="list-style-type: none"> • communicate effectively with parents with regard to pupils' achievements and well-being 		

Part two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career

Standard	Meet/ partially/not	Notes/Evidence/Dates
<p>A. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • 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 • ensuring that personal beliefs are not expressed in ways, which exploit pupils' vulnerability or might lead them to break the law. 		
<p>B. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality</p>		
<p>C. Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities</p>		

Post Threshold Standards – Self Review Template

Post threshold teachers must show evidence of continuing to meet the teacher standards 2012 in order to be assessed against the 0 post threshold standards. There must be evidence against all the standards to show they have been sufficiently met. This template can be used to identify standards met and areas for development. Where there are development needs this should form part of the discussion at appraisal and incorporated into the objectives/success criteria/training and support agreed. A copy of the standards can be found on the DfE website www.education.gov.uk

	Standard	Meet/ partially/ not	Notes/Evidence/Dates
Professional attributes Frameworks	P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.		
Professional knowledge and understanding Teaching and learning	P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalize learning to provide opportunities for all learners to achieve their potential.		

	Standard	Meet/ partially/ not	Notes/Evidence/Dates
Professional knowledge and understanding	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.		
Assessment and monitoring	P4. Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.		
Professional knowledge and understanding	P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses with them.		
Subjects and curriculum	P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.		
Professional skills	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 the learners and which integrate recent developments,		
Planning			

	Standard	Meet/ partially/ not	Notes/Evidence/Dates
	including those relating to subject/curriculum knowledge.		
Professional skills	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.		
Teaching	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.		