



PAY POLICY 2025-2026

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INTRODUCTION

This policy is The Rise Partnership Trust's (RPT) pay policy and covers all schools within our Trust. Our Trust recognises that to reflect legislative changes the bulk of this policy relates to teachers rather than support staff. However, we have included a section within our Pay Policy that mentions both support staff and our Executive Team that work across all school settings.

The Rise Partnership Trust Board (RPT) aims to maximise the achievement of every pupil at our schools and recognises the value of a well-motivated and capable body of teaching and support staff in the achievement of this. The prime statutory duty of Trust boards/governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "...conduct the school with a view to promoting high standards of educational achievement at the school."

RPT's Board will monitor the implementation and outcome(s) of the arrangements and review this policy and its operation annually. This policy has been developed to comply with current legislation and the requirements of the 2024 School Teachers' Pay and Conditions Document and has been consulted on with staff and our recognised trade unions.

1.1 EQUALITIES

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

RPT's Board will monitor the outcomes and impact of this policy on a yearly basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

Equalities Legislation

RPT's Board will comply with relevant equalities legislation:

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

RPT's Board will promote equality in all aspects of school life, particularly in relation to all decisions on advertising of posts, appointing, promoting; paying staff, training and staff development.

1.2 BASIC PRINCIPLES

RPT's Board is committed to the operation of a development process for teachers and all support staff, with the objective of maximising the professional development of all staff and progress of pupils. RPT's Board will ensure that all staff in our schools have access to advice, training and development opportunities appropriate to their needs.

Fairness and equality underpin all of our Trust systems and as part of this principle RPT undertook a harmonisation consultation in 2019 to ensure all support staff, including admin and therapy staff, had pay, holidays, terms and conditions made equal and fair.

1.3 ROLES AND RESPONSIBILITIES

RPT's Board will fulfil its obligations to:

- **Teachers:** as set out in the School Teachers' Pay and Conditions Document (STPCD) <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>
- and the Conditions of Service for School Teachers in England and Wales (commonly known as the 'Burgundy Book'). <https://neu.org.uk/sites/default/files/2024-06/Burgundy%20Book%202024.pdf>
- **Support staff:** the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book). A copy can be accessed via Schools Extranet or below. <https://www.ascl.org.uk/ASCL/media/ASCL/Help%20and%20advice/Pay%20and%20Conditions/Green-Book-25-April-2022-untracked-version.pdf>

SUPPORT STAFF

RPT's Board is able to determine the pay of support staff in accordance with the School Staffing (England) Regulations 2009 and Chapter 7 of the associated guidance. The Trust's pay committee will determine the pay grade of support staff on appointment, in accordance with Brent LA Pay scales which the pay committee consider appropriate for the post. In reaching its decision, the pay committee will consider the advice of Brent LA, but will not consider itself bound by that advice. The appeals process is set out in the appendix to this policy.

When duties change or RPT's Board decides to review salaries for support staff, the Greater London Provincial Council (GLPC) job evaluation scheme will be used as the grading reference.

All term time only support staff are entitled to 23 days annual leave plus 8 bank holidays, 6 weeks in total. This is added to the weeks worked and divided into 12 equal monthly payments, payable throughout the year.

The notional dates, for statutory purposes only, of support staff annual leave shall be during periods of school closure.

LONDON LIVING WAGE

RPT supports Brent Council's policy to pay employees an hourly rate no lower than the London Living Wage as defined by the Mayor of London (excluding apprentices). Contractors are encouraged to commit to paying the London Living Wage to staff they employ to provide services to the RPT schools.

The CEO will:

- develop clear arrangements determining the RPT pay policy;
- submit an updated pay policy to RPT's Board for approval;
- ensure that each school's Executive Leadership Team (ELT) / Senior Leadership Team (SLT) as appropriate are briefed on the application of the RPT's Board's pay progression, and ensure consistency of approach in the application of this policy;
- have the final say on all recommendations in relation to pay progression or otherwise; and
- submit pay recommendations to RPT's Board and ensure the Trust Board has sufficient information upon which to make pay decisions, ensure that teachers/support staff are informed about decisions reached, and that records are kept of recommendations and decisions made.

The Head teacher will:

- develop clear arrangements for the appraisal/PD process and consult with staff and school union representatives on the appraisal and pay policies;
- ensure that the school's Senior Leadership Team (SLT) as appropriate are briefed on the application of RPT's approach to ensure consistency of approach to the appraisal process and annual cycle of pay progression;
- ensure that effective appraisal arrangements are in place and that any appraisers have the knowledge and skills to apply procedures fairly;
- staff should be informed promptly of any concerns about performance at an early stage and providing support to achieve an improvement. Where performance continues to be a concern and is not improved through informal measures, these shall be addressed formally in line with the School's Capability Policy;
- submit pay recommendations to the CEO and ensure the CEO has sufficient information upon which to present pay decisions to the Pay Committee;
- ensure that teachers are informed about decisions reached; and that records are kept of recommendations and decisions made;
- keep records of all staffs objectives and review them throughout the appraisal process;
- ensure annual appraisals are carried out for staff in accordance with the Schools adopted Appraisal/PD Policy/policies.

Staff will:

- engage with the appraisal/PD process; this includes working with their appraiser to ensure that there is a secure evidence base;
- keep records of their objectives and review them throughout the appraisal cycle;
- share any evidence they consider relevant with their appraiser.

1.4 PAY COMMITTEE AND TERMS OF REFERENCE

RPT's Board has delegated its pay powers to the RPT Pay Committee. Any person employed to work at the school, other than the CEO, must withdraw from any Trust meeting at which the pay of any other employee of the school, is under consideration. A relevant person must withdraw where there is a conflict of interest or any doubt about his/her ability to act impartially.

The relevant terms of reference are:

- ensure that the RPT pay policy is operated in a fair and transparent manner;
- ensure that the criteria set by the RPT pay policy is applied in determining the pay of each member of staff at the annual review;
- to observe all statutory and contractual obligations;
- to minute clearly the reasons for all decisions and report the facts of these decisions to the next meeting of RPT's Board;
- to recommend to RPT's Board the annual budget needed for pay, ensuring that appropriate funding is allocated for pay progression at all levels;
- to keep abreast of relevant developments and to advise RPT's Board when the school's pay policy needs to be revised; and

The decision of the pay committee will be placed in the confidential section of the RPT's Board's agenda and will either be received or referred back. Reference back may occur only if the pay committee has exceeded its powers under the policy.

1. TEACHERS PAY

All teachers employed at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document, as updated. A copy of the STPCD may be viewed online at:

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

Managing Teachers' and Leaders' Pay Advice for maintained schools, MATs, academies and local authorities:

<https://www.gov.uk/government/publications/reviewing-and-revising-school-teachers-pay>

The title of the document is 'Managing Teachers' and Leaders' Pay Advice for maintained schools, MATs, academies and local authorities'.

2.1 PAY REVIEWS

RPT's Board (through the relevant committee) will ensure that all teachers' salaries are reviewed with effect from 1 September each year and no later than 31 October (31 December for a Head teacher) or, if advice from Brent HR is delayed, as soon as possible after this date. Where a teacher is on long term absence at the relevant time, consideration will be given to adjusting the timing on a case-by-case basis. Within one month of the determination, RPT's Board will ensure the teacher is provided with a personal written statement setting out their salary and any allowances to which they are entitled, and advising where a copy of the whole school pay policy (including the staffing structure) may be inspected.

Pay reviews for all teachers, including the Head of School/Head teacher, will be based on the STPCD document.

Although pay increases are no longer dependent on the outcome of a performance management process, there is an expectation that the standards set out in Appendix 3 for class teachers will be met and adhered to e.g. expectation that the Teachers' Standards will be met, annual and mid-year reviews, lesson observations, setting of development priorities and monitoring of performance against these. Where there are concerns, these will be addressed under the Capability Procedure.

Reviews may take place at other times of the year to reflect any changes in circumstances or job descriptions that lead to a change in the basis for calculating an individual's pay. A written statement will be provided after any review and where applicable will give information about the basis on which it was made.

A written pay recommendation is required for every teacher following the outcome of the appraisal and, in making its decision, the pay committee must have regard to this recommendation.

2.2 LEADERSHIP GROUP PAY (PART 2, STPCD 2025)

The RPT's Board will determine a salary for the Head teacher and for deputy Headteacher and assistant head teachers. in accordance with the document.

Manor School's ISR is 6, Wembley ISR is 5 and The Avenue ISR is 5.
See Appendix A for Teachers Pay Scale

Notes:

¹- scale point to be used only by schools in Group 1 where it is the maximum value of the Headteacher group range for the school

²⁻⁸ – scale point to be used only by schools in Groups 2-8 respectively where it is the maximum value of the Headteacher group range for the school

* - scale points to be used unless the above applies

Determination of leadership pay ranges

RPT's Board will determine a pay range for Head Teachers, Deputy head teachers and Assistant head teachers, in accordance with the STPCD

When determining the leadership pay range, RPT's Board have taken into account all of the permanent responsibilities of the role, any challenges that are specific to the role, and all other relevant considerations. In the case of a new appointment, RPT's Board may consider the extent to which the leadership pay range reflects how closely their preferred candidate meets the requirements of the post.

The pay committee will consider the determination of a seven point pay range for the head teacher and a five point pay range for the deputy head teacher(s) and assistant head teacher(s).

Determination of temporary payments to the HT and senior leaders

The pay committee will consider the use of additional payments, to the Head Teacher and senior leaders for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined in accordance with the provisions of paragraphs 10.1-10.4.

Determining the RPT Executive Team Pay Ranges

The RPT Executive Team are senior leaders who work across all RPT's schools to:

- Deliver school improvement and quality assure educational/operational standards
- Ensure financial and administrative processes are robust, effective and adhere to Academies Financial and Governance procedures
- Support continuity of policy and practice across the Trust
- Drive strategic development, Trust growth, effective infrastructure and excellent communication systems
- Enable the Trust to deliver high quality education for all

The Academies Financial Handbook, published by the Education and Skills Funding Agency (ESFA), identifies that:

The Board of Trustees **must** ensure that their decisions about levels of executive pay follow a robust evidence-based process and are reflective of the individual's role and responsibilities.
ATH_2025

The Board of Trustees set the salary range of each member of the Executive Team based upon their job description. Both salary range and JDs are reviewed each year to ensure they reflect the development/growth within the Trust.

2.3 FOR LEADERSHIP GROUP MEMBERS, the RPT EXECUTIVE TEAM and TEACHERS

Subject to STPCD 2025, paragraph 3.3, the determination of the remuneration of a Leader/teacher must be made:

- a) annually with effect from 1 September;

- b) whenever a teacher takes up a new post (including taking up a post in the leadership group, or the duties assigned to a teacher paid on the pay range for leading practitioners) on a date other than that stated in the school's pay policy for the annual salary determination, with effect from the teacher taking up that post;
- c) where a teacher becomes entitled to be paid on the upper pay range pursuant to paragraph 14;
- d) or at any other time when a change falls to be made to a teacher's salary in any circumstances provided for in this document.

- When determining the remuneration of a teacher, the relevant body must have regard to its pay policy and to the teacher's particular post within its staffing structure.
- Where the relevant body determines to reduce a teacher's remuneration, that determination must take effect no earlier than the date on which it was actually made.
- When the relevant body has determined the remuneration of a teacher, it must, at the earliest opportunity – and in any event not later than one month after the determination – ensure that the teacher is notified in writing of that determination; of any payments or other financial benefits awarded under paragraph 27; of any safeguarded sums to which the teacher is entitled under paragraphs 29 to 36;
- where a copy of the school's staffing structure and pay policy may be inspected;
- and: in a case where the teacher is a member of the leadership group or is paid on the pay range for leading practitioners, of the basis on which remuneration has been determined and the criteria (including performance objectives where the teacher is not subject to the 2012 Regulations) on which the salary will be reviewed in the future;
- in a case where the teacher was appointed as a member of the leadership group or on the pay range for leading practitioners for a fixed period or under a fixed-term contract, of the date or, where appropriate, the circumstance, the occurrence of which will bring the fixed period or fixed-term contract to an end;
- in a case where the teacher is a classroom teacher or an unqualified teacher in respect of whom the relevant body has made a determination under paragraph 1.2(a), of: i. ii. iii. d) the teacher's position within the pay ranges set out in paragraphs 13 and 14;
- the nature and value of any allowance awarded under paragraph 21; and in relation to any teaching and learning responsibility payment (TLR) awarded under paragraph 20, its value, the nature of the significant responsibility for which it was awarded and, if the award is made whilst the teacher occupies another post in the absence of a post-holder, the date on which, as well as any circumstances in which (if occurring earlier than that date), it will come to an end and, for TLR3s, a statement that the TLR will not be safeguarded.
- in a case where the teacher is an unqualified teacher to whom paragraph 3.4(c) does not apply, of: i. ii. the teacher's position within the unqualified teachers' pay range determined under paragraph 17; and the value of any unqualified teacher's allowance awarded under paragraph 22 and the additional responsibility, qualifications or experience in respect of which the allowance was awarded.
- In this paragraph, "remuneration" means salary plus any allowances but does not include any sum paid under paragraphs 25 and 26.

Leadership group

The pay committee will review the pay of the Head Teachers etc.:

- The pay committee will consider annually whether or not to increase the salary of the members of the leadership group who have completed a year of service since the previous pay determination, and if they determine to do so, to what salary within the relevant range set out in paragraphs 4.4 and where applicable, 5.3 and 9.1.
- The pay committee may award additional points where there are exceptional circumstance i.e. a leader has taken on significantly more responsibility, for example, leading on additional roles that are not directly within their JD. Awarding of additional salary points is directly linked to Trust growth this includes financial growth i.e. income growth

Executive Team:

- The Trust has a variety of leadership roles within the ELT, on a range of leadership pay scales (either on the STPCD or NJC). The pay committee will review the pay of the Executive Team, in accordance with the Academies Financial Handbook and acknowledging the role and responsibilities held.
- The pay committee will consider annually whether or not to increase the salary of the members of the Executive Team who have completed a year of service since the previous pay determination, and if they determine to do so, to what salary within the relevant range set out in paragraphs 4.4 and where applicable, 5.3 and 9.1.
- The pay committee may award additional points where there are exceptional circumstance i.e. a leader has taken on significantly more responsibility, for example, leading on additional role/s that are not directly within their JD. Awarding of additional salary points is directly linked to Trust growth this includes financial growth i.e. income growth.
- The pay for the CEO will be benchmarked and a tailored PM procedure completed for the CEO each year by Trustees. An external consultant will oversee the PM of the CEO.

2.4 PAY RANGES FOR OTHER CLASSROOM TEACHERS (Part 3, paragraphs 12-19, STPCD 2024)

2.4.1 Basic Pay Determination on Appointment

The Headteacher will determine the pay range for a vacancy prior to advertising.

On appointment, they will determine the starting salary within that range to be offered to the successful candidate. In determining the salary range for a vacant post within the overall minimum and maximum limits provided for within the School Teachers' Pay and Conditions Document (referred to hereafter as the STPCD), the Headteacher may take into account a range of factors, including, but not limited to:

- The nature of the post
- The level of qualifications, knowledge, skills and experience required
- The wider school context at the time of the application.

The Trust **does not support automatic portering of salary points**, however in determining the specific starting salary for a successful applicant, the interview panel will take into account the applicant's relevant career history, previous salary, skills and qualifications based on the evidence collected through the selection process, including references.

The interview panel may, at its discretion, recognise a teacher's upper pay range status, as awarded by another school, without requiring the teacher to re-apply separately through the school's procedure. This is provided there is scope within the established pay range for the post to award a starting salary on the upper pay range and on the condition that there is sufficient evidence collected through the selection process that the teacher meets the relevant criteria (see 5.2).

Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers. In determining the salary range for a post in which the primary purpose is modelling and leading improvement of teaching skills ('leading practitioners'), an individual post range within the overall pay range for leading practitioners will be determined, having regard to the challenge and demands of the post as well as internal pay relativities.

2.4.2 Main Pay Range (paragraphs 13 and 19, STPCD 2025)

All RPT teachers can expect to receive regular and constructive feedback on their performance, and they will be subject to an annual PD/Appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher PD/Appraisals are set out in the RPT PD/Appraisal policy. However, decisions regarding pay progression are not linked to PD/Appraisal.

A written pay recommendation is required for every teacher following the outcome of the appraisal and, in making its decision, the pay committee must have regard to this recommendation.

Teachers on the Main Pay Range will be awarded pay progression unless they are within formal Capability proceedings. In these cases the appraiser may recommend the teacher should not be awarded pay progression or a decision may be delayed until the performance management intervention has been successfully concluded. Pay progression may only be withheld for the time the teacher is being managed within a formal capability process.

In the case of Early Career Teachers (ECTs), whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

The proposed main-scale for 2025-26 – See Appendix A

2.4.3 Early Career Teachers (ECTs)

Where possible, decisions on pay progression for early career teachers subject to statutory induction arrangements, will be taken by 31st October each year to take effect on 1 September of that year. The school must determine pay recommendation by means of the statutory induction process set out in the Education (Induction Arrangements for School Teachers) (England) Regulations 2012(8). The school must also ensure that ECTs are not negatively affected by the extension of the induction period from one to two years. This change does not prevent a school from awarding pay progression to ECTs at the end of the first year. (As set out in Part 3, Paragraphs 13 of the STPCD). ECTs should expect to progress at the end of the first year unless significant concerns have been raised in line with the ECT framework and they are subject to being managed within formal Capability proceedings. Pay progression may only be withheld for the time the teacher is being managed within a formal capability process.

2.4.4 Upper Pay Range (UPR) (STPCD 2025)

Qualified teachers who have been assessed by this school as meeting the standards for payment on the Upper Pay Range will be paid in accordance with RPT's upper pay range:

Annual pay progression within the range for this post is not automatic. Decisions regarding pay progression will be made annually. UPR teachers will be eligible to progress to the next point on the school's upper pay range where (i) they demonstrate a high level of competent in all elements of the

relevant standards; (ii) their teaching skills are consistently good or outstanding (leading to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally); and (iii) their achievements and contribution to the school are substantial and sustained.

Movement from UPS 1 to UPS 2 or UPS to UPS 3 will be based over a 2 year period and evidence will be needed to be provided by the teacher in support of this move. Teachers will need to formally apply to move up on the UPS pay range (identifying where they have evidence that they are now working/going to be working at the next UPS range – see RPT’s Framework).

Any points awarded on the upper pay range are permanent, while the teacher remains in the same post or takes up another post in this school.

For new appointees evidence of impact etc. from previous schools can be considered by RPT’s Board as appropriate.

A decision not to award pay progression may be taken whether or not the teacher is subject to capability proceedings.

Teachers who are paid within this Upper Pay Range should be leading on aspects of whole school development and should be fulfilling the grade expectation identified in RPT’s Framework (see below).

A written pay recommendation is required for every teacher following the outcome of the appraisal and, in making its decision, the pay committee must have regard to this recommendation.

RPT’s - FRAMEWORK FOR SUPPORTING A TEACHER’S OVERALL PERFORMANCE (see Appendix 4)

2.4.5 Leading Practitioner Posts (paragraph 16, STPCD 2025)

RPT’s Board will take account of the STPCD Document when determining the role of leading practitioner in this school. Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of the quality of teaching within school [*and within the wider school community*] which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas such as *curriculum development, SEND, assessment etc.*

RPT’s Board has determined that four lead practitioner posts are to be included in the school’s staffing structure. These posts have the primary purpose of modelling and leading improvement of teaching skills and developing staff knowledge.

RPT’s Board will determine a pay range for each leading practitioner post on appointment within the following range for the academic year 2025 - 26: (LP1 – L3 at TA and WM and LP3 - L7 at Manor); range decided in line with size of the school):

Annual pay progression within the range for this post is not automatic. Decisions regarding pay progression will be made annually with reference to the impact of their work on supporting school improvement priorities.

RPT's Board will consider awarding one pay point on the individual range for the post having regard to evidence provided as part of the relevant teachers' standards and taking into account advice from senior leaders.

A Leading Practitioner is not eligible for a teaching and learning responsibility payment or a special educational needs allowance.

There are no national criteria for appointment to these posts, except that the teachers must have Qualified Teacher Status (QTS), however, successful candidates will normally be expected to have a sustained track record of successful performance as a teacher on the UPR, have demonstrated excellence in teaching and have contributed to leading the improvement of teaching skills.

2.5 Pay for Unqualified Teachers (STPCD 2025)

An unqualified teacher is either a trainee working towards qualified teacher status, an overseas trained teacher who has not exceeded the four years they are allowed without obtaining qualified teacher status, or an instructor with a particular skill.

Annual pay progression within the range for this post is automatic. However, a decision not to award pay progression may be taken whether or not the teacher is subject to capability proceedings.

Any pay points awarded to unqualified teachers are permanent, while the teacher remains in the same post or takes up a new one at this school.

Unqualified teachers are not eligible for teaching and learning or special educational needs allowances. RPT's Board will not, unless there are exceptional circumstances, determine a salary for an unqualified teacher outside of the unqualified teacher pay spine

2.5.1 Unqualified Teachers' allowance (paragraph 22, STPCD 2025)

RPT's Board has the discretion to award an additional allowance to an unqualified teacher where it considers that, in the context of its staffing structure the teacher has taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teachers' professional skills and judgement, or where the teacher holds qualifications or experience which bring added value to the role being undertaken.

2.6 MOVEMENT TO THE UPPER PAY RANGE (paragraph 15, STPCD 2025)

It is the responsibility of the teacher to decide whether they wish to apply to be paid on the Upper Pay Range. Determinations as to whether a teacher progresses to the upper pay range will be made in accordance the STPCD 2025 and the process set out in this pay policy.

An application from a qualified teacher will be successful where RPT's Board is satisfied that the teacher has evidence of high performance/impact in this school in the previous two years, which shows:

- i) that the teacher is highly competent in all elements of the teachers' standards and
- ii) that their achievements and contribution to the school are substantial and sustained, and they are able to demonstrate that they have developed professionally in their teaching expertise.

In RPT schools, a teacher will be eligible to apply for progression where the teacher can satisfy the 3 criteria mentioned in the above paragraph and is demonstrably working to the UPR career stage standards.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Further evidence can be produced as appropriate at the discretion of the Head Teacher or CEO (for any teacher working across RPT schools). Those teachers have been absent, through sickness,

disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application.

2.6.1 Process for move to UPR:

One application may be submitted annually. The closing date for applications is normally *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:

- Complete the Trust's/school's UPR application form (Appendix 2). Submit the application form and supporting evidence to the Head Teacher by the cut-off date of *31st October*.
- You will receive notification of the name of the assessor of your application within 5 working days;
- The assessor will assess the application, which will include a recommendation to the CEO who will then present the case at the RPT pay committee;
- The application, evidence and recommendation will be passed to the CEO for moderation purposes;
- The RPT pay committee will make the final decision, advised by the CEO;
- Teachers will receive written notification of the outcome of their application by *30th November or as close to this date as possible*. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria.
- Successful applicants will move to the minimum of the UPR backdated to 1 September of the year of application.
- Unsuccessful applicants can appeal the decision. The appeals process is set out in Appendix 1 of this pay policy.

2.6.2 Assessment:

The teacher will be required to meet the criteria set out in the Document, namely that:

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

In RPT schools, this means:

- "*Highly Competent*": the teacher is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working
- "*Substantial*": the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a positive contribution to the wider life and ethos of the school, which impacts on pupil progress and the effectiveness of staff and colleagues.
- "*Sustained*": the teacher will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Teachers may apply to be considered for progression to the upper pay range once a year. Applications should be submitted to their Head Teacher between 1 September and 31 October in any year.

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

Progression to the upper pay range is permanent, while the teacher remains in the same post or takes up another post in this school.

2.7 ALLOWANCES FOR CLASSROOMTEACHERS (Part 4, paragraphs 20-22, STPCD 2025)

2.7.1 Teaching and Learning Responsibility Payments (TLR's)

The pay committee may award a TLR to a classroom teacher in accordance with paragraph 20 of the Document and paragraphs 47 - 54 of the Section 3 guidance.

The TLR 1 or 2 will be for a clearly defined and sustained additional responsibility in the context of the schools staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning. All job descriptions will be regularly reviewed and will make clear, if applicable, the responsibility or package of responsibilities for which a TLR is awarded, taking into account the criterion and factors set out, see text below:

Before awarding any TLR 1 or 2 payments, RPT's Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

- a. is focused on teaching and learning;
- b. requires the exercise of a teacher's professional skills and judgement;
- c. requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- d. has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e. involves leading, developing and enhancing the teaching practice of other staff.

In addition, before awarding a TLR1 payment, RPT's Board must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

RPT's Board pays TLR 2 payments to teachers as indicated in our staffing structure, in accordance with the pay ranges specified in the STPCD as updated from time to time and the following levels and values will apply depending upon individual agreed JDs:

TLR 2

In addition, before agreeing and awarding a TLR 2 payment, the Trust Board must be satisfied that the significant responsibility referred to above includes line management responsibility for a number of people.

Teachers will not be required to undertake substantial, permanent additional responsibilities without payment of an appropriate permanent TLR 2 payment.

Before making any TLR 3 payment, RPT's Board must be satisfied that the responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement

projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment. Currently we have no TLR 3 payments.

If RPT's Board wishes to make TLR 3 payments, the proposed responsibilities, level of payment and the duration of payment will be set out clearly and subject to consultation with union representatives.

RPT's Board will ensure that the use of TLR 3 applies only to clearly time limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. TLR 3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

2.7.2 Special Educational Needs (SEND) Allowance

As an Academy Special School Trust we will award an SEND allowance in accordance with the criteria and provisions set out in the STPCD.

The value of SEND allowance to be paid at RPT schools for teachers will be: £2,787 unless otherwise indicated in a teacher's contract.

Support staff working directly with pupils are entitled to a SEND allowance at a rate of **£1,539 (FTE)**

2.8 ADDITIONAL ALLOWANCES AND OTHER PAYMENTS (PART 4, PARAGRAPHS 23-29, STPCD 2025)

2.8.1 Acting Allowances

Acting allowances are payable to teachers who are assigned and carry out the duties of head, deputy head or assistant head in accordance with paragraph 23 of the Document. The pay 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 head of school, deputy head, or assistant head etc., for a period of four weeks or more, will be paid at an appropriate point of the H's ISR, DHs range or AHs range, as determined by the pay committee. Payment will be backdated to the commencement of the duties.

2.8.2 Additional payments

In accordance with the STPCD and the Section 3 guidance, the relevant body may make payments as they see fit to a teacher, including the Head in respect of:

- continuing professional development undertaken outside the school day;
- activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- participation in out-of-school hours learning activity agreed between the teacher and the Head/CEO or, in the case of the Head between the Head and CEO additional responsibilities and activities due to, or in respect of, the provisions of services by the Head or other Senior Leaders relating to the raising of educational standards to one or more additional schools.

The pay committee will make additional payments to teachers in accordance with the provisions of the Document where advised by the CEO. Payment will be calculated on a daily basis at 1/195th of the teacher's actual salary.

2.8.3 Recruitment and retention incentive benefits

RPT's Board can award lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive (paragraph 27 of the Document and paragraphs 70 -72 of the Section 3 guidance).

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

RPT's Board will, nevertheless, conduct an annual formal review of all such awards.

Head teachers, Deputy head teachers and Assistant head teachers will not be awarded payments under paragraphs 27.1 to 27.2 other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations in relation to a head teacher, deputy head teacher or assistant head teacher – including non-monetary benefits – will be taken into account when determining the pay range.

2.8.4 Residential Duties

The pay committee will take account of agreements reached in the National Joint Council for Teachers in Residential Establishments in determining payments for residential duties.

2.8.5 Honoraria

RPT's Board will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the 2025 STPCD for the payment of bonuses or honoraria in any circumstances.

2.9 PART-TIME TEACHERS (Part 6, paragraph 41-42)

Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. RPT's Board will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post.

2.10 SHORT NOTICE/SUPPLY TEACHERS (Part 6, paragraph 43)

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

2.11 PAY INCREASES ARISING FROM CHANGES IN THE DOCUMENT

All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time. Pay uplifts will be applied across the pay ranges as set out in this document.

2.12 SAFEGUARDING

RPT's Board has chosen to operate salary safeguarding arrangements in line with the provisions of the 2025 STPCD.

2.13

SALARY SACRIFICE ARRANGEMENTS (PARAGRAPH 299)

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 Section 3, paragraph 73 of the Document.

2.14 APPEALS PROCEDURE

RPT's Board has an appeals procedure in relation to pay in accordance with the provisions of paragraph 2.1(b). It is set out in appendix one of this pay policy.

Appendix A

PAY RANGES 2024/25/26

INNER LONDON

Classroom Teachers INNER LONDON		
SPINE POINT	1 SEPT 2024 TO 31 AUG 2025	1 SEPT 2025 TO 31 AUG 2026
MAIN PAY RANGE		
MIN M1	£38,766	£40,317
M2	£40,609	£42,234
M3	£42,536	£44,238
M4	£44,556	£46,339
M5	£47,069	£48,952
MAX M6	£50,288	£52,300
UPPER PAY RANGE		
MIN U1	£55,415	£57,632
U2	£58,138	£60,464
MAX U3	£60,092	£62,496

Teaching & Learning Responsibilities (TLRs)		
PAYMENT 1 (TLR1)	1 SEPT 2024 TO 31 AUG 2025	1 SEPT 2025 TO 31 AUG 2026
MIN	£9,782	£10,174
MAX	£16,553	£17,216
PAYMENT 2 (TLR2)	1 SEPT 2024 TO 31 AUG 2025	1 SEPT 2025 TO 31 AUG 2026
MIN	£3,391	£3,527
MAX	£8,279	£8,611
PAYMENT 3 (TLR) (FIXED TERM)	1 SEPT 2024 TO 31 AUG 2025	1 SEPT 2025 TO 31 AUG 2026
MIN	£675	£702
MAX	£3,344	£3,478

Special Educational Needs (SEN) Allowances		
	1 SEPT 2024 TO 31 AUG 2025	1 SEPT 2025 TO 31 AUG 2026
SEN MIN	£2,679	£2,787
SEN MAX	£5,285	£5,497

Unqualified Teachers Pay Range INNER LONDON		
SCALE POINT	1 SEPT 2024 TO 31 AUG 2025	1 SEPT 2025 TO 31 AUG 2026
MIN 1	£27,252	£28,343
2	£29,745	£30,935
3	£32,238	£33,528
4	£34,436	£35,814
5	£36,925	£38,402
MAX 6	£39,417	£40,994

Leadership Group Pay Range INNER LONDON		
SPINE POINT	1 SEPT 2024 TO 31 AUG 2025	1 SEPT 2025 TO 31 AUG 2026
L1	£59,186	£61,554
L2	£60,439	£62,857
L3	£61,718	£64,187
L4	£63,017	£65,538
L5	£64,360	£66,935
L6	£65,731	£68,361
L7	£67,251	£69,942
L8	£68,583	£71,327
L9	£70,055	£72,858
L10	£71,614	£74,479
L11	£73,225	£76,154
L12	£74,702	£77,691
L13	£76,331	£79,385
L14	£78,000	£81,120
L15	£79,700	£82,888
L16	£81,577	£84,841
L17	£83,236	£86,566
L18	£85,092	£88,496
L19	£86,967	£90,446
L20	£88,891	£92,447
L21	£90,856	£94,491
L22	£92,878	£96,594
L23	£94,939	£98,737
L24	£97,068	£100,951
L25	£99,241	£103,211
L26	£101,462	£105,521
L27	£103,741	£107,891
L28	£106,083	£110,327
L29	£108,483	£112,823
L30	£110,944	£115,382
L31	£113,456	£117,995
L32	£116,036	£120,678
L33	£118,690	£123,438
L34	£121,391	£126,247
L35	£124,174	£129,141
L36	£127,011	£132,092
L37	£129,943	£135,141
L38	£132,918	£138,235
L39	£135,927	£141,365
L40	£139,092	£144,656
L41	£142,334	£148,028
L42	£145,656	£151,483
L43	£147,586	£153,490

Ranges for Headteachers INNER LONDON			
GROUP	SPINE POINT RANGE	SALARY RANGE 1 SEPT 2024 TO 31 AUG 2025	SALARY RANGE 1 SEPT 2025 TO 31 AUG 2026
1	L6 – L18	£65,731 – £84,249	£68,361 – £87,619
2	L8 – L21	£68,583 – £89,957	£71,327 – £93,556
3	L11 – L24	£73,225 – £96,106	£76,154 – £99,951
4	L14 – L27	£78,000 – £102,714	£81,120 – £106,823
5	L18 – L31	£85,092 – £112,333	£88,496 – £116,827
6	L21 – L35	£90,856 – £122,945	£94,491 – £127,863
7	L24 – L39	£97,068 – £134,581	£100,951 – £139,965
8	L28 – L43	£106,083 – £147,586	£110,327 – £153,490

Lead Practitioners Pay Range INNER LONDON		
SPINE POINT	1 SEPT 2024 TO 31 AUG 2025	1 SEPT 2025 TO 31 AUG 2026
MIN 1	£59,478	£61,858
2	£60,735	£63,165
3	£62,021	£64,502
4	£63,327	£65,861
5	£64,677	£67,265
6	£66,055	£68,698
7	£67,584	£70,288
8	£68,920	£71,677
9	£70,401	£73,218
10	£71,965	£74,844
11	£73,585	£76,529
12	£75,069	£78,072
13	£76,707	£79,776
14	£78,383	£81,519
15	£80,093	£83,297
16	£81,978	£85,258
17	£83,644	£86,990
MAX 18	£85,509	£88,930

APPENDIX ONE: MODEL APPEALS PROCEDURE

A member of staff may seek a review of any determination in relation to his or her pay or any other decision taken by RPT's Board (or committee or individual acting with delegated authority) that effects his or her pay.

Appeals may be made on the grounds that the person or committee by whom the decision was made has:

- a) incorrectly applied any statutory provision;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) was biased, and/or;
- e) otherwise unlawfully discriminated against the individual concerned.

This list is not exhaustive.

The procedure for considering appeals is as follows:

Where incremental progression is not awarded, the member of staff will receive written confirmation of their pay determination and the basis upon which the decision was made.

Stage one - Informal discussion with the appraiser or Executive Director of Schools prior to confirmation of pay recommendation

1. If the member of staff is not satisfied with a pay recommendation, they should seek to resolve this by discussing the matter informally with the decision maker within ten working days from when the pay recommendation was shared.
2. Where this is not possible, or where the staff member continues to be dissatisfied with the decision, they may follow a formal appeal process.

Stage two – a formal representation to the person or RPT Board committee making the pay determination

3. The staff member should set down in writing the grounds for questioning the pay decision and send it to the person or committee who made the determination, within ten working days of the notification of the decision being appealed against or the outcome of the informal discussion referred to above.
4. The committee or person who made the determination should arrange a hearing, within ten working days of receipt of the written appeal, at which he/she/they will consider the appeal and give the staff member an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal. The deadline for any appeal will be ten working days from receipt of written confirmation of the decision.

Stage 3 – a formal appeal hearing with an appeals panel of Trustees

5. Any further appeal should be heard by a panel of three (or in exceptional circumstances two) Trustees who were not involved in the original determination normally within twenty working days of the receipt of the written notification of appeal. The member of staff will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision. The decision of the Trustees at this hearing will be final.

At all hearings under formal procedures the staff member is entitled to be accompanied by a colleague or trade union representative.

APPENDIX TWO: APPLICATION TO BE PAID ON THE UPPER PAY RANGE/MOVEMENT ON UPS SCALE

Personal Information:

Name:	Job Title:
School:	Date of application:
Date of last application:	Current salary:

Written Statement:

Please attach evidence in support of your application e.g. PD/Appraisal reports, lesson observations etc.

Use the space below if you would like to write a statement about how you meet the criteria. It is important to identify specific examples of how you contribute to whole school development/support and the impact this has had on pupil/standards/delivery of teaching etc. Please refer to RPT - FRAMEWORK (Appendix FOUR) to assist with your application.

(Continue on additional sheets if needed)

Declaration

I believe at the date of this request for assessment that I meet the eligibility criteria and I have submitted evidence to this effect.

Signed (applicant): Date:

APPENDIX THREE: TEACHERS' STANDARDS

Preamble

Teachers working at all RPT schools should always 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, develop excellent knowledge of SEND, 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.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe, well organised and stimulating environment for pupils, rooted in mutual respect
- set goals/targets that stretch and challenge pupils of all backgrounds, abilities and dispositions
- have high expectations of all pupils
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- ensure learning is personalised for every pupil
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics and approaches for excellent SPAG teaching
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching

- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Use MAST assessments to support teaching and learning
- Use BARICS effectively to assess/report and support their pupils

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the RPT's and Manor school's behaviour policies
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school and RPT
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy and line manage support staff effectively
- work positively, in partnership, with therapists and other professionals
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate positively and effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and professional conduct

All RPT staff are expected to demonstrate consistently high standards of personal and professional conduct. All staff should ensure they adhere to our RPT Staff Code of Conduct at all times and understand/fulfil the requirements of our RPT Staff Handbook. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers and other staff working within a school context uphold public Trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- 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.

All staff 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.

All staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

RPT - FRAMEWORK FOR JUDGING A TEACHER'S OVERALL PERFORMANCE

Pay decisions are made as part of the appraisal process it is crucial that the appraisal system is robust enough to satisfy the Ofsted agenda and provide sufficiently robust evidence to inform performance related pay decisions i.e. RPT schools need to be clear about what teachers will need to do (in their school) in order to move through the main, upper and lead practitioner pay ranges. Equally both teachers and reviewers need to be clear at the start of the appraisal process (objective setting) what they need to do/have evidence of, in order to move to the next level of pay – and what the pay award will be if they are successful.

In developing this guidance we have used a number of assumptions:

- We have used the Ofsted language to denote the level of teacher performance
- NQTs are not part of the appraisal process until they pass their induction – so should not be part of the performance related pay.
- Appraisal should work on the principle that teachers are achieving well with a focus on the 'whole' of the teachers performance, as well as meeting their agreed objectives relating to and having an impact on school priorities, the teachers role within the school and career aspirations.
- We have used the current six point main scale pay range and post threshold range to base the new main and upper pay ranges on. This is for ease of understanding when moving from the current to the new pay system.

Main pay range

- M1/2 NQTs and 1st year teachers – generally are emerging as good teachers who are building and consolidating on their practice and experience
- M3/4 Good teachers moving to some elements of outstanding and developing as role models of good practice for others
- M5/6 Good with some outstanding features on a consistent basis. They are developing leadership and management skills; share good practice; are proactive

Upper pay range

Consistently good/outstanding teachers, who have an extensive knowledge of how to use and adapt strategies for all learners to achieve their full potential and shares this with others, good/outstanding subject knowledge; proactively leading and modelling innovative and inspiring practice; building capacity across the school; an expert in the development as well as supporting ongoing positive and productive professional relationships with colleagues.

Use of the Teacher Standards

- The teacher standards should be used as an integral part of the appraisal process and decision making process around pay, but should not be the only determining factor. Headteachers/Heads of School and other appraisers should use their professional judgement and common sense as well as any agreed criteria to assess teachers to a level that is consistent with what should reasonably be expected of a teacher given their role and level of experience. They can also be used to identify development needs and plan professional development
- The standards are presented as separate headings, numbered from 1 to 8 in Part 1, each of which is accompanied by a number of bulleted sub-headings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a teacher is already demonstrating excellent practice relevant to that standard.
- Our RPT Executive Team and Senior Leaders will consider the extent to which the Teachers' Standards are being met when assessing the quality of teaching in RPT schools.

FRAMEWORK FOR TRACKING & JUDGING A TEACHER'S OVERALL PERFORMANCE AGAINST THE TEACHING STANDARDS

Teachers' Standards Preamble: 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.

PART ONE TEACHING A Teacher must:	Main pay scale A1/A2 (Formerly M1/M2) Moving to be consistently good	Main pay scale B1/B2 (Formerly M3/M4) Good /consistently good	Main pay scale C1/C2 (Formerly M5/M6) Good /good with some outstanding features	Upper pay scale D1/D2/D3 (formerly UPS,1,2,3) Good/Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve, proven impact.
<p>1. Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> <input type="checkbox"/> establish a safe and stimulating environment for pupils, rooted in mutual respect <input type="checkbox"/> set goals /targets that stretch and challenge pupils of all backgrounds, abilities and dispositions <input type="checkbox"/> demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<p>The classroom ethos is positive and supportive.</p> <p>SMART targets are set for all pupils.</p> <p>Requires mentoring, coaching, support from other colleagues to establish good practice and routines.</p>	<p>The teacher contributes to shaping the ethos, values and policies of the school.</p> <p>The classroom ethos is positive, supportive, encouraging and leads to good progress for all pupils in lessons.</p> <p>The teacher works within the explicit ethos, values and policies of the school.</p> <p>Pupil targets are accurate with inbuilt challenge.</p>	<p>The teacher makes an active and positive contribution to the ethos, values and policies of the school and this is evident in their supportive classroom environment that leads to good and better progress for pupils in lessons. Pupils problem solve and support each other (within their ability levels). They are well assisted to manage their own behaviour well.</p> <p>Pupil targets are precise, appropriate, accurate and challenging and most children reach these targets. Children are helped to understand their targets and reflect on their progress (some self assessment used).</p>	<p>Models good practice, proactive, supports others to achieve and improve.</p> <p>The teacher promotes collective responsibility by taking a lead in shaping the ethos values and policies of the school and implementing these consistently.</p> <p>This is evident in their supportive classroom environment that supports risk taking. Pupils are encouraged to problem solve and support each other. They are supported to manage their own behaviour and the behaviour of others through guidance and support of their peers.</p> <p>All pupil targets are precise, appropriate, accurate and challenging and almost all children meet these ambitious targets.</p> <p>Children are helped to understand their targets and reflect on their progress (some self assessment used).</p>
<p>Evidence base - lesson observations, learning walks, pupil progress meetings, pupil feedback, planning, pupil work, in class, out of class, personal behaviour, environment created, target setting and progress toward targets.</p>				

<p>2. Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> <input type="checkbox"/> be accountable for pupils' attainment, progress and outcomes –plan teaching to build on pupils' capabilities and prior knowledge – <input type="checkbox"/> guide pupils to reflect on the progress they have made and their emerging needs <input type="checkbox"/> demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching – differentiation – lesson observations, book scrutiny. <input type="checkbox"/> encourage pupils to take a responsible and conscientious attitude to their own work and study 	<p>Marking, comments, accountability for outcomes, planning, demonstrate response to pupil needs, pupil reflection - Assessment, moderation , evidence linked to pupil levels</p> <p>Differentiation is planned for and evident in learning and leads to at least good progress.</p> <p>Pupils in lessons are generally focused and on task but there is sometimes a lack of extension or challenge.</p> <p>Progress is at least good.</p>	<p>Some assessment opportunities is evident in lessons and learning that supports pupils learning and accelerates their progress. Good progress made by individuals and groups.</p> <p>Marking (or verbal feedback) is regular and identifies the success and next steps for the individual pupil. This is shown as good progress in pupil books (photos can be used as evidence).</p> <p>Differentiation is planned for and effectively delivered. Differentiation is appropriate to pupil needs and leads to good progress.</p> <p>Progress measures: Virtually all learners make good progress and achieve well.</p> <p>Support staff understand how to observe and assess pupils to support the class teacher (teacher discusses this with staff).</p> <p>Progress is good.</p> <p>An exciting range of cross curricular activities are planned from the children's interests and provide opportunities for individual children to make progress towards their next steps.</p>	<p>Assessment opportunities are effectively built into lessons and over time used to plan for next steps and to accelerate progress leading to good and sometimes outstanding progress.</p> <p>Differentiation is sharp and precise for a range of groups and individuals that leads to good or better progress for all groups and individuals.</p> <p>Progress is consistently good and sometimes outstanding.</p> <p>An exciting range of challenging cross curricular activities are planned from the children's interests and provide opportunities for individual children to make progress towards their next steps.</p> <p>Support staff understand how to observe and assess pupils to support the class teacher (teacher discusses this with staff).</p>	<p>Models to others. Shares good practice. Supports other to achieve more and improve.</p> <p>Learners thrive as a result of the extensive engagement. All children make good and better progress.</p> <p>Accurate, precise and skilful use of assessment to diagnose problems and misconceptions and move learning forward during a lesson and over time. Shape, precise and effective marking that contributes to sustained improvements in pupil learning and progress.</p> <p>Differentiation is sharp and precise for a range of groups and individuals that leads to good or better progress for all groups and individuals. Support staff understand how to observe and assess pupils to support the class teacher (teacher discusses this with staff).</p> <p>Progress is good/outstanding.</p>
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PROGRESS MEASURES

<p><u>TERMLY PROGRESS</u> RECEPTION: 1.3 pts = expected progress 1.7 pts = good progress 2+ pts = outstanding progress</p> <p>Over a KS = 2 levels</p>	<p>RECEPTION PROGRESS OVER THE YEAR: 4pts = expected progress 5pts = good progress 6+ pts = outstanding progress</p> <p>Over a KS = 2 levels</p>	<p><u>KS1 TERMLY APS PROGRESS:</u> KS1</p> <p>1 level - very good progress 1+ levels - outstanding progress</p>	<p><u>KS1 APS PROGRESS OVER THE YEAR</u> KS1 Over a KS = 2 levels</p>
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Evidence base: termly progress of class, individuals and groups. End of year assessments. Book scrutiny – quality of marking and feedback. Quality of evidence to demonstrate any pupil self-assessment. Assessment built into lessons and reflected in planning. Lesson observation – Quality of the application of assessment for learning principles during teaching and learning. Planning.

PART ONE TEACHING A Teacher must:	Main pay scale A1/A2 (Formerly M1/M2) Low level Good	Main pay scale B1/B2 (Formerly M3/M4) Good /consistently good	Main pay scale C1/C2 (Formerly M5/M6) Top end Good /good with some outstanding features	Upper pay scale D1/D2/D3 (formerly UPS,1,2,3) Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve, proven impact.
<p>3. Demonstrate a good subject and curriculum knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings <input type="checkbox"/> demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship <input type="checkbox"/> 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 <input type="checkbox"/> if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. 	<p>The teacher demonstrates sufficient subject knowledge to deliver the content and to answer questions correctly. The teacher demonstrates an understanding of and takes responsibility for promoting standards of literacy and communication. Teacher's use of standard English is accurate.</p> <p>The teacher positively engages in curriculum development and content. The teacher promotes different ways of working and learning that leads to at least good progress.</p> <p>Communication is clearly at the heart of all lessons.</p> <p>Literacy/communication sessions are included in the timetable each day.</p> <p>Teachers follow the whole school approach to reading and phonics.</p>	<p>The teachers' good subject knowledge lends confidence to their teaching styles. Teaching methods are imaginative and lead to a good level of interest from the pupils. Demonstrate an understanding of and take responsibility for promoting high standards of literacy and articulacy and correct use of standard English whatever the teacher's specialist subject.</p> <p>The teacher positively and actively engages in shaping curriculum development and content. The teacher promotes effective ways for pupils to work and learn that leads to good progress.</p> <p>Communication is clearly at the heart of all lessons.</p> <p>Literacy/communication sessions are included in the timetable each day. Teachers follow the whole school approach to reading and phonics.</p>	<p>M5/6 high levels of competence across the curriculum. Specialist knowledge</p> <p>The teacher positively and actively co-leads on shaping curriculum development and content. The teacher makes connections where relevant that promotes highly effective ways of working and learning that leads to consistently good and outstanding progress for children.</p> <p>Communication is clearly at the heart of all lessons.</p> <p>Literacy/communication sessions are included in the timetable each day. Teachers follow the whole school approach to reading and phonics.</p>	<p>Role model and leader of learning, teaching development for their area.</p> <p>Specialist knowledge used to support and develop others.</p> <p>Makes a significant contribution to whole school self evaluation and improvement.</p> <p>Teachers demonstrate high levels of expertise and evident interest in what they are teaching. Teaching reflects an understanding of how pupils learn and how to adjust the curriculum to promote full access. Demonstrate an understanding of and always take responsibility for promoting high standards of literacy and articulacy and correct use of standard English whatever the teacher's specialist subject.</p> <p>The teacher keeps abreast of curriculum development, improvements and reform and shares this knowledge with others. The teacher instils a love of learning in children. The teacher actively seeks out change for the better. S/he develops skilled, self motivated learner and ways of working at class and whole school level and supports others to develop their practice.</p> <p>Communication is clearly at the heart of all lessons.</p> <p>Literacy/communication sessions are included in the timetable each day. Teachers follow the whole school approach to reading and phonics.</p>

Evidence base: lesson observations, planning, book scrutiny, CPD records and involvement

PART ONE TEACHING A Teacher must:	Main pay scale A1/A2 (Formerly M1/M2) Low level Good	Main pay scale B1/B2 (Formerly M3/M4) Good /consistently good	Main pay scale C1/C2 (Formerly M5/M6) Good /good with some outstanding features	Upper pay scale D1/D2/D3 (formerly UPS,1,2,3) Good/Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve, proven impact.
<p>4. Plan and teach well structured lessons</p> <ul style="list-style-type: none"> <input type="checkbox"/> impart knowledge and develop understanding through effective use of lesson time <input type="checkbox"/> promote a love of learning and children's intellectual curiosity <input type="checkbox"/> set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired <input type="checkbox"/> reflect systematically on the effectiveness of lessons and approaches to teaching - contribute to the design and provision of an engaging curriculum 	<p>Lesson judgements = at least good 60% of the time. Pupils make at least good progress.</p> <p>Plan and teach well-structured lessons, pace may be slow.</p> <p>The teaching methods, including opportunities for independent learning and the use of a range of resources such as ICT, encourage and engage them. Pupils are given some scope to make choices and use their ideas</p> <p>Learners make at least good progress.</p> <p>Contributes to curriculum design</p> <p>The teacher has some awareness of their strengths and areas for development. The teacher takes on board constructive criticism and advice and will act on this within ½ a term.</p> <p>Manages other adults/assistants effectively so that they actively contribute to the lesson and support pupils so that progress is at least good.</p>	<p>Lesson observations: consistently good. Learners make consistently good progress.</p> <p>A good range of carefully chosen resources develop pupil skills in reading, including phonics, writing, maths and ICT and well-judged setting of extension and project work encourages independent learning. The skills and confidence needed for independent learning are developed. Teaching pace is good and leads to good progress over the lesson and time.</p> <p>Teachers always set home learning/advise parents on ideas for home/homework to consolidate and extend the knowledge and understanding that pupils have acquired.</p> <p>Contributes to curriculum design –co leading.</p> <p>The teacher has accurate self awareness skills of their personal strengths and areas for improvement and acts positively to improve their practice.</p> <p>The teacher has the confidence to change the lesson and adapt it to pupil understanding and needs that leads to good progress for all.</p> <p>Manages other adults/assistants effectively so that they actively contribute to the good progress of pupils.</p>	<p>Lesson observations: good with elements of outstanding practice.</p> <p>Learners make good + often outstanding progress</p> <p>Personalises learning is a strength. Shares good practice</p> <p>Contributes significantly to curriculum design –taking a lead in the process</p> <p>The teacher has a wide range of skills that s/he draws upon to promote independent learning that leads to good or better outcomes.</p> <p>The pace of learning is sharp and moves learning forward so accelerated progress is maintained throughout the lesson for all pupil groups and individuals. Lessons are attention grabbing and motivate pupils.</p> <p>The teacher accurately and explicitly pinpoints their strengths and weaknesses and they proactively work to address these quickly. The teacher will often anticipate weaknesses during a lesson and address them where relevant to ensure they get the best out of the children.</p> <p>The teacher is a model of very good and sometimes outstanding practice.</p> <p>Effectively manages additional adults/assistants who actively contribute to the good and sometimes outstanding progress of pupils.</p>	<p>Lesson observations: outstanding .</p> <p>Lead on developing and designing the curriculum with SLT. Supports others to achieve more and improve by sharing outstanding practice and modelling to others leading to proven good outcomes.</p> <p>Expert in personalising learning.</p> <p>The methods and use of resources develop pupil skills in reading, including phonics, writing, maths and ICT. The degree of independent learning enthuses and extends learners and provides opportunities for extending wider skills such as co-operative working. Teaching is sharp and pacy meeting pupils needs. Lessons are attention grabbing and motivate pupils.</p> <p>The teacher always sets home learning/advise parents on ideas for home/homework and plans other out of school activities to consolidate and extend the knowledge and understanding that pupils have acquired. They enthuse learning in pupils. The teacher is highly self aware and accurate in identifying their strengths and areas for improvement. They address any shortfall very quickly and effectively.</p> <p>The teacher supports others to develop accurate skills of self awareness and supports them to improve their practice.</p> <p>Teacher is flexible, creative and adept at adapting their teaching strategies to gain the best out of children so that they make outstanding progress. Additional adults/support assistants make a significant contribution to the progress of individuals and groups and leads to outstanding progress.</p>

Evidence Base: planning, lesson observations, learning walks, Pupil interviews. Contribution toward CPD, policies and school practices. Identifies areas to improve and strengths of teaching. Determines own CPD and seeks to improve self. Effectively analyse the impact of CPD on practice.

PART ONE TEACHING A Teacher must:	Main pay scale A1/A2 (Formerly M1/M2) Low level Good	Main pay scale B1/B2 (Formerly M3/M4) Good /consistently good	Main pay scale C1/C2 (Formerly M5/M6) Good /good with some outstanding features	Upper pay scale D1/D2/D3 (formerly UPS,1,2,3) Good/Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve, proven impact.
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> <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 children, and how to adapt teaching to support pupils' education at different stages of development has a clear understanding of the needs of all pupils, including those with special education needs; those of high ability; those 	<p>Evidence of differentiation during lessons and over time that leads to at least good progress.</p> <p>Understands how pupils learn and the barriers to their learning. Uses a range of strategies and ideas to overcome these barriers, following advice from peers. Follows up and measures impact of action.</p> <p>With some advice, guidance and support from peers, adapts teaching techniques and strategies making them age appropriate and supports the physical, social and intellectual development of individuals and groups that leads to at least good progress.</p> <p>Deals with play ground issues following school policy.</p> <p>Provides emotional support to pupils and develops pupil self awareness. Finds and uses solutions to break down learning barriers with advice and support from peers.</p> <p>A range of inclusive learning and teaching strategies are used to</p>	<p>Good evidence of daily effective differentiation for individuals and groups that leads to consistently good progress during the lesson and over time (well communicated to assistants).</p> <p>Deep understanding about how pupils learn and the barriers to their learning. Thinks of strategies and ideas to overcome these barriers which lead to good learning and progress during lessons and over time. Follows up accurately and measures impact of action.</p> <p>Provides effective emotional support. Deals with play ground issues well so that all parties are learning ready and emotionally supported. Helps children to resolve problems so that they are learning ready</p> <p>Uses a wide range of appropriate and need driven teaching techniques and strategies that supports the physical, social and intellectual development of individuals and groups leading to good progress for individuals and groups.</p>	<p>Very good evidence of daily effective and sharp differentiation that meets the wide range of pupil needs and provides very good access to learning. This leads to very good and sometimes outstanding progress during the lesson and over time for all individuals and pupil groups (well communicated to assistants).</p> <p>Deep understanding about how pupils learn and the barriers to their learning. Thinks of strategies and ideas to overcome these barriers. Advises other staff. Follows up and measures impact of action in terms of emotional, social and academic progress.</p> <p>Provides very good levels of emotional support. Deals effectively with play ground issues. Supports children to be emotionally learning ready. Helps children to resolve problems so that they are learning ready.</p> <p>Uses a wide range of age appropriate and effective teaching techniques and strategies that effectively supports the physical, social and intellectual development of individuals and groups leading to good and sometimes</p>	<p>Learning is always differentiated to a high standard and enables all individuals and pupil groups to access the learning and make accelerated and outstanding progress during lessons and over time (well communicated to assistants).</p> <p>Finds effective solutions to learning barriers that enable all individuals and pupil groups to make outstanding progress across the lesson and over time.</p> <p>Mentors and coaches peers and children in finding solutions to barriers with proven outstanding impact.</p> <p>Leads departmental/school discussions about choices of courses, curriculum, teaching approaches</p> <p>Results for the groups they teach consistently meet or exceed the high and challenging predictions made in relation to the learners prior attainment</p> <p>Consistently uses a range of approaches to teaching and learning that give all learners the opportunity to succeed in their learning and to achieve outstanding outcomes.</p> <p>Provides high levels of emotional support and deals effectively with the most challenging pupils. Deals effectively with play ground issues. Helps children to resolve problems so that they are learning ready</p> <p>Totally inclusive learning and teaching strategies are used to engage and support all pupils groups leading to outstanding outcomes for all.</p>

with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	engage and support all pupils groups leading to at least good outcomes for all.	A range of effective inclusive learning and teaching strategies are used to engage and support all pupils groups leading to good outcomes for all.	outstanding progress for individuals and groups. Highly inclusive learning and teaching strategies are used to engage and support all pupils groups leading to very good and outstanding outcomes for all.	
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Evidence Base: lesson observations/planning/use of assessment/book looks

PART ONE TEACHING A Teacher must:	Main pay scale A1/A2 (Formerly M1/M2) Low level Good	Main pay scale B1/B2 (Formerly M3/M4) Good /consistently good	Main pay scale C1/C2 (Formerly M5/M6) Good /good with some outstanding features	Upper pay scale D1/D2/D3 (formerly UPS,1,2,3) Good/Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve, proven impact.
<p>6. Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements <input type="checkbox"/> make use of formative and summative assessment to secure pupils' progress – <input type="checkbox"/> use relevant data to monitor progress, set targets, and plan subsequent lessons <input type="checkbox"/> give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 	<p>Assessment and marking/feedback policy followed.</p> <p>Work is regularly marked/verbal feedback. Some evidence of assessment in marking/feedback leading to at least good progress. E.g strengths, next steps, mainly in core subjects.</p> <p>Emerging Assessment practice used during lessons. – <i>effectiveness of questioning, quality of oral engagement and feedback, adjusting lesson according to pupil needs</i></p> <p>Pupils' provide a simple response to feedback.</p> <p>Moderation is accurate with support.</p>	<p>Assessment and marking policy followed accurately.</p> <p>Regular evidence of assessment for learning practice used during lessons and this leads to good progress. – accurate feedback is given that moves learning forward.</p> <p>Work is always marked/fed back to a good standard. Good evidence of Assessment that moves learning forward and leads to good progress. Pupils' provide appropriate response to feedback linked to the success criteria.</p> <p>Moderation is accurate. Beginning to support other staff to accurately moderate learning.</p> <p>Pupil and self assessment are regular features of learning and leads to good progress (as appropriate).</p> <p>Marking is diagnostic (where applicable), helps pupils improve their work and gives teachers and assistants a clear</p>	<p>Support others to develop and improve their assessment practice.</p> <p>Uses data in highly effective way to make judgements on learners progress and future needs Assessment and marking policy followed accurately and consistently.</p> <p>Strong evidence of Assessment practice used during lessons which impact positively on pupil progress – leads to good and some outstanding progress.</p> <p>Work is always marked/feedback to a high standard. Very good evidence of assessment moving learning forward and leads to progress that is good and sometimes outstanding.</p> <p>Pupils' response to feedback demonstrates their learning has moved forward.</p> <p>Moderation is always accurate. Supports other staff in accurate moderation.</p>	<p>Expert in Assessment - is a model of outstanding practice as demonstrated in planning and learners understanding of how, why and what they are learning.</p> <p>Actively promotes and consistently applies assessment and marking/feedback policy.</p> <p>Regular evidence of Assessment used during lessons and over time leading to good and outstanding outcomes for individuals and groups. Many examples of effective <i>quality marking/feedback</i>. At least weekly evidence of assessment that moves learning forward.</p> <p>Leads on accurate moderation. Moderation is always accurate. Regularly supports other staff and gives guidance and support to others when moderating.</p> <p>Pupil and self assessment are regular features of learning and leads to accelerated progress for individuals and groups (ass appropriate).</p> <p>Careful planning based on thorough assessment ensures that all learners improve. Oral interactions in class are carefully geared to check and develop</p>

	<p>Emerging practice - pupil and self assessment leading to at least good progress.</p> <p>In-class assessment identifies general misconceptions, but is not always acted upon straight away with either individuals or the class as a whole.</p> <p>Teacher uses assessment information (from marking/planning annotations) to plan the next session.</p>	<p>understanding of pupils' capabilities. In class, questions are well targeted and understanding is checked. Pupils are regularly involved in helping to assess their own work (as appropriate) and regularly respond to and use teacher feedback. Records of progress are used well to set challenging targets for all pupils.</p> <p>Planning annotation accurately identifies the next steps in pupil learning and the next lesson builds on this to further promote learning and progress.</p>	<p>Pupil and self assessment are regular features of learning and leads to good and sometimes outstanding progress.</p> <p>Uses the wider data available to benchmark their own data set and is proactive in raising standards further.</p>	<p>understanding. Pupils are helped to judge their own work, identify what is next to be learned and to set targets for improvement.</p> <p>Models/coaches and works with others to develop and improve their assessment and data knowledge, understanding and practice.</p> <p>Effectively uses wider data available to benchmark and improve personal, group, class and individual performance. Works and supports others to analyse data to improve themselves and the pupils they teach with proven very good impact.</p>
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Evidence base: marking, tracking, pupil progress meetings, use of data to inform planning, planning, book scrutiny, lesson observations, pupil interviews, data analysis.

PART ONE TEACHING A Teacher must:	Main pay scale A1/A2 (Formerly M1/M2) Low level Good	Main pay scale B1/B2 (Formerly M3/M4) Good /consistently good	Main pay scale C1/C2 (Formerly M5/M6) Good /good with some outstanding features	Upper pay scale D1/D2/D3 (formerly UPS,1,2,3) Good/Outstanding practice at all levels. Models outstanding practice to others, proactive, supports others to achieve and improve, proven impact.
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the schools, in accordance with the school's behaviour policy <input type="checkbox"/> have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly <input type="checkbox"/> manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them <input type="checkbox"/> maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary 	<p>Manage behaviour effectively to ensure a safe learning environment. Classroom codes of behaviour are adhered to.</p> <p>Has a presence in the classroom.</p> <p>Good/positive behaviour behaviour plans as necessary). - Pupils find the strategies and tasks interesting/motivating. Appropriate provision is made for all pupils. Relationships are constructive Physical environment - well organised- high quality resources- displays- teaching materials, communication</p> <p>Applies school policies to their teaching and conduct.</p> <p>Provides emotional support to pupils as shown through positive classroom ethos where children are generally on task.</p>	<p>Consistent application of school policies.</p> <p>Has a positive classroom presence that leads to good pupil behaviour and progress.</p> <p>Behaviour management is consistently good in and out of the classroom (behaviour plans as necessary).</p> <p>Provides good emotional support to pupils as shown through positive classroom ethos where all children are in the main on task and supportive of each other in their learning.</p> <p>Good behaviour - Pupils find the strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher. They work well with others. Teachers have high</p>	<p>Takes a proactive role in managing behaviour beyond the classroom.</p> <p>Has a strong and positive presence in the classroom as evident from the consistently good progress and behaviour of all pupil groups.</p> <p>Behaviour management is consistently good or better in and out of the classroom. Behavioural matters are followed up leading to good impact. Intervenes in a timely and sensitive manner that promotes the well-being and progress of all pupils behaviour plans as necessary) .</p> <p>Generally pupils manage their own behaviour well in the classroom and around school and do not put themselves at risk.</p> <p>Provides very good emotional support to pupils and supports</p>	<p>Expert in strategic leadership and management of school policies</p> <p>Has a strong, positive and effective classroom and school presence as evident from the high quality of behaviour and learning from all pupils.</p> <p>Highly effective In leading, monitoring and promoting collective responsibility for the implementation of school policies</p> <p>Supports others in the development of behaviour management and leads to good improvements behaviour plans as necessary). .</p> <p>Behaviour management, implementation and follow up is outstanding in all aspects of school life leading to rapid improvements in pupil behaviour and pupil learning.</p> <p>Provides outstanding emotional support to pupils as shown by the harmonious relationships in the class and the positive impact of the support given to the most challenging children who are highly responsive</p>

	<p>Responds to and acts appropriately on advice and support and starts to embed in practice. (E.g. support form UPS staff, external agencies).</p> <p>Communicates with staff, parents/carers to support pupils' behaviour and address any educational, academic, personal, social or emotional concerns but not always in a timely manner.</p>	<p>expectations of behaviour and establish a framework for positive behaviour management with a range of strategies using praise, sanctions and rewards consistently and fairly (plan as necessary).</p> <p>Behaviour beyond the classroom is consistently well managed and good.</p> <p>Teacher uses a wide range of strategies to manage behaviour, including strategies to manage difficult and challenging children that promotes inclusion and leads to good progress.</p>	<p>other staff to develop emotional intelligence with pupils.</p> <p>There is a positive classroom ethos where all children are on task and supportive of each other in their learning and behaviour.</p> <p>The teacher uses a wide range of strategies to manage difficult and challenging pupils that results in a highly inclusive classroom where the progress of all pupils, including the most challenging is maximised.</p> <p>The quality of teaching is of a high quality (good and sometimes outstanding) and this determines the behaviour within the classroom.</p>	<p>and change their behaviour to maximise their learning.</p> <p>All pupils are engaged/engrossed in their work and lessons are highly motivating. There are excellent relationships in the classroom. The strategies and tasks used enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more (well reinforced)</p> <p>Teachers have high expectations of behaviour and establish a framework for discipline with a full range of strategies using precise praise, sanctions and rewards consistently and fairly.</p> <p>Embeds practice throughout the school, ensures whole school approach to behaviour,</p> <p>Models, mentors, coaches other staff to improve their behaviour management systems & develop Emotional Intelligence with pupils with very good impact.</p> <p>The exceptional high quality teaching determines the very high quality of behaviour and relationships within the classroom and in the teacher's presence; children manage their own behaviour and learning exceptionally well and make outstanding progress as a result.</p>
<p>Evidence Base: lesson observations, pupil interviews, learning walks, classroom environment and ethos</p>				

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<p>8. Fulfil wider professional responsibilities</p> <p><input type="checkbox"/> Makes a positive contribution to the wider life and ethos of the school</p> <p><input type="checkbox"/> Develops effective professional relationships with colleagues knowing how</p>	<p>Fulfils professional responsibility.</p> <p>Attends CPD as required.</p> <p>Other staff/volunteers in the class are supportive of learning and teaching leading to satisfactory progress and impact. There</p>	<p>Role model of good practice.</p> <p>Other staff/volunteers in the class are well deployed and support well the learning and teaching leading to good progress and impact. There is evidence that independence in learning is being developed.</p>	<p>Proactive role model of very good and sometimes outstanding practice.</p> <p>Shares this practice with others.</p> <p>Other staff/volunteers in the class are knowledgeable about the learning taking place, proactive and actively support a wide range of</p>	<p>Expert in supporting the development of positive and productive professional relationships with colleagues</p> <p>Promotes and maximises opportunities for staff to work together</p> <p>Shares responsibility and outstanding practice and can show how their influence has impacted positively on the practice of others.</p>

<p>and when to draw on specialist support</p> <ul style="list-style-type: none"> <input type="checkbox"/> deploys support staff effectively <input type="checkbox"/> take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues <input type="checkbox"/> communicates effectively with parents with regard to pupils' achievements and well-being 	<p>is some evidence that independence in learning is being developed.</p> <p>Acts on advice and takes on board constructive criticism which leads to improvements in identified areas over a term.</p> <p>Positive relationships with parents/carers/colleagues.</p> <p>Makes positive contributions to meetings. No negative interactions.</p> <p>Aware of where and when and from whom to gain support. Reacts positively to advice and support and starts to embed in practice. Address any weaknesses within half a term.</p> <p>Adheres to the school ethos. Strong buy-in to ethos. Liaises with external agency with support.</p> <p>Recording and reporting arrangements in place – statutory requirements are fulfilled. Liaises with home/school. Intervention with parents/carers occurs but is not always timely or appropriate</p> <p>Can evidence the impact of positive relationships between the teacher and</p>	<p>Acts quickly on advice and quickly takes on board constructive criticism which leads to improvements in identified areas over half a term.</p> <p>Positive relationships with parents and carers and secures their engagement with pupil learning leading to good impact.</p> <p>Involves and engages with parents/carers on a regular basis, providing robust feedback, advice and support. Intervenes in a timely fashion with parents/carers to support children their learning, behaviour and personal, social and emotional development.</p> <p>Is reflective of their practice and actively seeks out appropriate CPD and acts upon this. Co-leads on CPD. Cascades good practice to others. Develops specialism based on strengths.</p> <p>Initiates change/ideas for improvement.</p> <p>Has good self awareness and emotional awareness skills.</p> <p>Accurate skills of self analysis and works quickly to address any weaknesses in teaching that lead to accelerated progress and improved attainment. (Within 4 to 6 weeks)</p> <p>Confidently liaises with external agencies.</p>	<p>learners leading to very good progress and impact. There is good evidence that independence in learning is being well developed.</p> <p>Is proactive and rapidly acts on advice and constructive criticism. This leads to rapid improvements in identified areas over two/three weeks.</p> <p>Supports others to develop and improve their practice.</p> <p>Very positive relationships with parents and carers that secures high levels of engagement with pupil learning leading to very good impact. Follows up appropriately and as required leading to high levels of satisfaction from all parties.</p> <p>Intervenes in a timely and effectively fashion with parents/carers that leads to secure and sustained improvements for the child.</p> <p>Evidence of managing challenging parents/carers well and maintains very good relationships.</p> <p>Has very good self awareness and emotional awareness skills. Accurate skills of self analysis. Reflective practitioner. Is proactive in identifying appropriate CPD and shares the outcomes with relevant staff. Works rapidly to address any weaknesses. (Within 2 to 4 weeks). Good impact of supporting others to improve their practice.</p>	<p>Proactive , outstanding and consistent in all aspects of their practice.</p> <p>Other staff/volunteers in the class are knowledgeable about the learning taking place, proactive and actively support a wide range of learners leading to very good and outstanding progress and impact. There is very good evidence that independence in learning is being well developed leading to very good impact.</p> <p>Is proactive and rapidly acts on advice and constructive criticism. This leads to rapid improvements in identified areas over one /two weeks.</p> <p>Proactive in supporting others to develop and improve their practice. Monitors and follows up to ensure very good impact. Highly skilled in managing parents and carers that secures high levels of engagement with pupil learning leading to very good and outstanding impact. Astute and effective in all dealings with parents/carers, follows up with high levels of impact and sustained improvements for the child. (PSHE and academic performance and behaviours).</p> <p>Strong evidence of managing challenging parents/carers well and maintains very good relationships with them.</p> <p>A highly reflective practioner who can accurately pinpoint the developmental needs of others and work with them to improve their practice. Leads on CPD. Effectively cascades CPD appropriately to others, monitors impact, follows up to secure improvements in others.</p> <p>Has acute self awareness and emotional awareness skills. Highly reflective practioner able to accurately analyse strengths of themselves and others. Works rapidly to address any weaknesses. (Within a week or sooner!) Actively supports others to address their weaknesses with very good proven impact.</p> <p>The teacher is highly competent in all elements of the relevant standards. The teacher's achievements and contribution to the school are substantial and sustained. "Highly competent" – the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teacher's Standards in the particular role they are fulfilling and the context in which they are working.</p>
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	<p>child that leads to accelerated progress.</p> <p>Emotional support and well being is given to the children and leads to positive relations with children.</p>		<p>Proactive in whole school improvement. Leads on CPD.</p> <p>Good and sometimes outstanding role model to others.</p>	<p>“Substantial” – the teacher’s achievements and contribution to the school are significant not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.</p> <p>“Sustained” – the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during the period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.</p> <p>Takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve pupils learning.</p> <p>Very proactive in leading appropriate change across the school that leads to system wide improvements and benefits.</p> <p>Exudes the ethos of the school. Proactive, role model for all staff.</p>
<p>Evidence base: parent/carer meetings/feedback, reports, CPD records, impact of working with others, wider contribution to the school.</p>				

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

ALL TEACHERS

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

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

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

