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Holywell Primary School

Staff Pay & Performance Appraisal Policy

(based on Herts Model Policy issued September 2017)

Status:	Statutory
Approval Body:	Governing Body
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Holywell Primary School

Staff Pay & Performance Appraisal Policy

1. Objective, Scope and Principles

- 1.1 The Governing Body has adopted the policy set out in this document to provide a clear framework for the management of pay and appraisal for all staff employed in the school.
- 1.2 The Governing Body recognises the requirement that all pay progression decisions for employees must be linked to annual appraisal of performance; indeed for teachers it is statutory. This policy sets out the framework for a clear and consistent assessment of the overall performance of staff, including the Headteacher, and for supporting their development within the context of the schools' plan for improving educational provision and performance, and the standards expected. It also sets out the arrangements that will apply when staff fall below the levels of competence that are expected of them.
- 1.3 This policy applies to all employees of the school, except the appraisal section for those on contracts of less than one term, those undergoing induction (e.g. NQTs), non-teaching staff during their probation period, and those who are subject to the formal stages of the schools' capability policy.
- 1.4 The policy complies with the School Teachers' Pay & Conditions Document (STPCD) and the accompanying statutory guidance and with national and local pay agreements for support staff and these documents will take priority in any disputes.
- 1.5 This policy aims to:
 - maximise the quality of teaching and learning at the school;
 - support the recruitment and retention of a high quality workforce;
 - recognise and reward staff for their contribution to school improvement;
 - ensure that pay and performance appraisal arrangements enable the current and future delivery of the curriculum and school improvement plans;
 - ensure that pay decisions are made in a fair and transparent way; and
 - ensure that available monies are allocated appropriately.
- 1.6 All references to the Governing Body in this policy shall be taken to mean the Governing Body excluding all staff governors other than the Headteacher.
- 1.7 Responsibility for approving all pay decisions will be delegated to a Pay Committee, comprising at least three non-staff governors.

2. Basic Pay Determination on Appointment

- 2.1 The Headteacher will determine the pay range for a vacancy prior to advertising it and on appointment will determine the starting salary within that range to be offered to the successful candidate. The Headteacher will notify the Governing Body of the pay range and starting salary once the appointment has been made.

- 2.2 In making such determinations, the Headteacher will take into account a range of factors, including:
- the nature of the post
 - the level of qualifications, skills and experience required
 - market conditions
 - the wider school context
 - (for teachers) any specific restrictions set out in the School Teachers' Pay & Conditions Document

2.3 There is no assumption that any employee, including teachers, will be paid at the same rate as they were being paid in a previous school.

2.4 A teacher transferring roles internally within the school will continue to be paid the same salary on the main pay range (Bands 1 and 2) or the upper pay range (Band 3) as paid in the previous role.

2.5 The Governing Body may, at their discretion, award an additional payment in respect of housing or relocation costs. For teachers in the leadership group this will not be included in the calculation of the Individual School Range (ISR) or the 25% of basic salary restriction on temporary payments.

2.6 Lead Practitioners

2.6.1 Where a Lead Practitioner post(s) are included in the Staffing Structure, each Lead Practitioner will be paid within the Pay Range for Lead Practitioners.

2.6.2 The Headteacher will recommend the specified Range and the number and value of performance pay progression stages within that range, for the approval of the Pay Committee.

2.6.3 Different Lead Practitioner posts may have a different specified range, having regard to the challenge of the individual post.

2.7 Leadership teacher posts (Headteacher, Deputy & Assistant Headteachers)

2.7.1 The pay ranges for the Headteacher, Deputy Headteacher(s) and Assistant Headteacher(s) will be determined in accordance with the criteria specified in the current STPCD.

2.7.2 The Governing Body have assigned the following ISR ranges for the Headteacher and other leadership posts:

Headteacher	L21 - L27
Deputy Headteacher	L11 - L15
Assistant Headteacher for Key Stage 1 (Phase Leader)	L1 - L3

2.7.3 The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. The amount paid to a

previous post holder will not influence the range that may be set for a new appointment.

- 2.7.4 Temporary payments to the Headteacher will be determined in accordance with the provisions of the STPCD and will be reviewed annually.
- 2.7.5 On appointment the salary of the Headteacher will be within the agreed ISR. Governors reserve the right to make an offer at any point on the range for an exceptional candidate.
- 2.7.6 Other than in exceptional circumstances, the Governing Body will ensure that there is no overlap of pay points between the Headteacher and any other leadership post.
- 2.7.7 On appointment a teacher paid within the leadership range will be appointed according to skills and experience at any point below the maximum of the range.
- 2.7.8 The pay range for teachers paid on the leadership spine will be reviewed where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to maintain consistency across the leadership group.

3. Short Notice/Supply Teachers

- 3.1 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.
- 3.2 Agency Workers Regulations provide for an agency Teacher who has worked in the same school for more than 12 weeks to have the right to be paid in accordance with the normal terms and conditions applied by the school for the post undertaken. This will normally be limited to payment within the main pay range as agency teachers will not usually be expected to meet the requirements of an upper pay range teacher.

4. Pay increases due to 'cost of living' awards and changes to the STPCD

- 4.1 All teachers are paid in accordance with the statutory provisions of the document as updated from time to time. The Governing Body will ensure that all teachers are paid within the statutory ranges set out in the STPCD.
- 4.2 The Governing Body will annually determine the extent of any uplift to teachers within the minimum and maximum amounts of their pay ranges and TLR and SEND allowances. This may see the school apply the uplift that applies to the ranges within the STPCD to each point or set its own percentage increase, or do nothing. There is no obligation on the Governing Body to uplift, or if performance is below expectations, to progress. The exception to this is those staff at the bottom of a range who will as a minimum be uplifted to ensure their pay does not fall outside the relevant range contained within the STPCD.

4.3 For non-teaching staff employed on NJC Local Government terms and conditions of service any uplift will be applied in accordance with any nationally agreed award.

5. Discretionary Allowances and Payments

5.1 Teaching and Learning Responsibility Payments (TLRs)

5.1.1 TLR payments will be awarded to the holders of the posts indicated in the schools' staffing structure.

5.1.2 TLR payments will be awarded to a teacher on the main range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the schools' staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable.

i.e. where a post:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgment;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;
- involves line management, leading, developing and enhancing the teaching practice of others; and
- must be a significant responsibility that is not required of all classroom teachers.

5.1.3 In order to qualify for a TLR1 payment, the post holder's role must include line management responsibility for a significant number of people.

5.1.4 The Governing Body will award TLR payments within the range prescribed in the School Teachers' Pay and Conditions Document. The Headteacher will recommend the amount of each TLR payment, for the approval of the Pay Committee.

5.1.5 A teacher is not entitled to be awarded more than one TLR of any value, with the exception of a TLR3.

5.1.6 A TLR payment will not be awarded in respect of teaching duties in Special Educational Needs or pastoral care.

5.1.7 The Governing Body may award a fixed-term TLR3 to a classroom teacher for clearly time-limited school improvements, or one-off externally driven responsibilities. The annual value of a TLR3 will fall within the range set by the STPCD applicable at the time. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part-time teacher it must be paid on a pro-rata basis.

5.1.8 There will be no salary safeguarding of any fixed term/temporary TLR payments. TLR1 and TLR 2 payments may not be temporarily added to the structure so will only be applied on a temporary basis to those acting up in the absence of a colleague.

5.2 Special Educational Needs and Disability (SEND) allowances

Not Applicable – Covered in roles of those staff with responsibility for Inclusion.

5.3 Unqualified Teacher Allowance

5.3.1 The Headteacher may determine that an additional Allowance be paid to an unqualified teacher who is paid on the Unqualified Teachers' Pay Range where, in the context of its staffing structure, the teacher has:

- taken on a sustained additional responsibility which is:
- focussed on teaching and learning; and
- requires the exercise of a teachers' professional skills and judgement: or
- qualifications or experience which bring added value to the role s/he is undertaking.

5.3.2 The Headteacher will determine the amount of any such allowances having due regard to consistency, fairness and transparency.

5.4 Acting allowances

5.4.1 Where a teacher is assigned and carries out the duties of a Headteacher, Deputy Headteacher, or Assistant Headteacher, but has not been appointed in an acting capacity the Governing Body shall, within four weeks, determine whether or not an allowance should be paid in accordance with the provisions of the School Teachers' Pay & Conditions Document.

5.4.2 Consideration may be given to backdating any increase to when the additional duties commenced.

5.5 Provision of service to another school(s)

5.5.1 The Governing Body will formally authorise any agreement for the Headteacher to provide services relating to the raising of standards in one or more other school. Where such an agreement is authorised, the Governing Body will determine, what, if any, proportion will be paid to the Headteacher and/or other staff, of additional income received by the school as part of the agreement. Any such payments will be in accordance with the terms of the Teachers' Pay & Conditions Document and will be temporary with no entitlement to safeguarding when they cease.

5.5.2 This does not apply to the Headteacher where the Headteacher is appointed as the Headteacher of more than one school, as this responsibility will be reflected in the setting of the ISR or an additional temporary allowance.

5.6 Recruitment and retention incentives and benefits (teachers on MPR and UPR only)

5.6.1 The Governing Body may, on the advice of the Headteacher, consider the award of a recruitment and retention payment to a teacher where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been or it is considered difficult to fill; or
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.

5.6.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future and would normally be within the range £500 - £3,000.

5.6.3 The duration of the payment will be determined according to the circumstances of the payment. Such payments will be subject to annual review which may extend the period if appropriate.

5.6.4 Members of the leadership group will not be entitled to a separate recruitment and retention payment, save where it relates to reasonably incurred housing or relocation cost on recruitment.

5.7 Honoraria payments

5.7.1 The Governing Body 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 STPCD for the payment of bonuses or honoraria in any circumstances.

5.7.2 Such awards may however be made to non-teaching staff, such payments will be exceptional in their use rather than the norm. Honoraria payments can be used when an individual is undertaking work that is part but not all of a higher graded position for a period of 4 weeks or more.

5.7.3 Honoraria payments can also be used to reward additional or onerous tasks or a specific piece of project work at the same grade or lower, for a specific period over 4 weeks or more. In such circumstances the payment would not normally exceed the value of the difference of an employee's monthly salary and one or two incremental points higher, this relates to spinal column points not hay grades.

5.7.4 Where the full duties of a higher grade are undertaken this will be treated as acting up. The difference in salary between the two posts should be paid in relation to the percentage of duties of the higher post being undertaken i.e. if taking on 50% of higher graded post duties, post will usually be paid 50% of the difference between the two posts.

5.8 Safeguarding

The Governing Body will operate salary safeguarding arrangements in line with the provisions of the STPCD applicable at the time of safeguarding being applied.

6. **Staff Appraisal**

6.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop.

6.2 In this school all employees can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.

6.3 The appraisal period

6.3.1 The appraisal period for all staff will run for twelve months from 1 September to 31 August.

6.3.2 Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

6.4 Appointment of Appraisers

6.4.1 In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a Head's Performance Management Panel consisting of at least two members of the Governing Body, supported by the school's Herts Improvement Partner (HIP).

6.4.2 The Headteacher will decide who will appraise other employees.

6.4.3 Teaching staff will not be appraised or formally observed by anyone other than an individual holding Qualified Teacher Status (QTS). Support staff may be appraised by a member of the teaching staff.

6.5 Setting objectives

6.5.1 The Headteacher's objectives will be set by the Head's Performance Management Panel after consultation with the HIP. Objectives will be focused on key school priorities and take account of the relevant national standards.

6.5.2 Objectives for all employees, including the Headteacher, will be set before or as soon as practicable after, the start of each appraisal period. In some circumstances it may be possible to set objectives for the upcoming year in the same meeting that objectives are reviewed from the previous year.

- 6.5.3 The objectives set will be linked to the relevant occupational standards for the role undertaken, where applicable, and take account of the individual's job description, person specification for the role and the schools' definition of PRI ratings (for non-teaching staff) where appropriate.
- 6.5.4 The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the employee may record their comments in writing as an appendix to the appraisal statement.
- 6.5.5 Objectives may be revised if circumstances change.
- 6.5.6 The objectives set for each employee, including the Headteacher, will, if achieved, contribute to the schools' plans for improving the schools' educational provision and performance and improving the education of pupils at that school.
- 6.5.7 Objectives should therefore link directly to the school improvement plan and should reflect the schools' priorities in terms of pupil progress, teaching and learning, and leadership and management.
- 6.5.8 Agreed continuing professional development (CPD) for individuals should support the achievement of these objectives.
- 6.5.9 Some roles, such as teachers, have national standards which form a core expectation of the standards that employees fulfilling those roles will consistently meet. These standards will be considered as part of the review process and must be deemed to have been met for a cycle to be successful. A self-audit and reviewer comparison exercise will be undertaken from time to time to inform employee development needs, new employees to the school may be deemed to benefit from this for example.
- 6.5.10 Under normal circumstances employees will have a reasonable number of objectives that are relevant to the role that they undertake in the school. This will usually be between 3 and 6 objectives. However, employees who are found not to be meeting standards at the appropriate level may be given as many additional objectives as are required to ensure that the most appropriate support can be provided.
- 6.5.11 The senior leadership team will be responsible for ensuring that the appraisal process operates consistently and that there is moderation of staff fulfilling equivalent roles.

6.6 Reviewing performance

6.6.1 Observation

- 6.6.1.1 This school believes that observation of classroom, leadership and work practice as applicable is important both as a way of assessing employee performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally.

- 6.6.1.2 All observation of teachers will be carried out in a supportive fashion by those with QTS. For support staff work scrutiny will be carried out by those with knowledge of the employee's work. Appropriate and timely oral and/or written feedback will be given.
- 6.6.1.3 Where non-teaching staff are delivering lessons, for cover or supervision purposes for example, lesson observations may be necessary to assess objectives where relevant.
- 6.6.1.4 In this school teachers' performance will be regularly observed but the amount and type of formal classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school.
- 6.6.1.5 The amount of observation that takes place will not normally exceed 3 hours of formal observation in a particular appraisal cycle. Formal observation will usually be with prior notification, most likely agreed as part of objective setting. Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 6.6.1.6 Additional formal observation may be deemed necessary in circumstances where concerns arise where it is felt appropriate to facilitate and monitor the effectiveness of management support. This would usually be explained at the time concerns are raised with an employee.
- 6.6.1.7 In addition to formal observation, the Headteacher or other leaders with responsibility for teaching standards may informally 'drop in' in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of 'drop in' observations will vary depending on specific circumstances.
- 6.6.1.8 Formal observation outlined above excludes school reviews, Ofsted visits, learning walks with a specific focus e.g. pupil premium provision or a department review. The areas excluded cover circumstances where it is a whole school or department focus rather than an individual focus.
- 6.6.1.9 Informal drop in observations and wider school or department reviews covered under sections 6.6.1.7 and 6.6.1.8 will not result in formal outcomes being given. These are not documented for an individual employee and do not form part of a measure against an employee's annual appraisal. Anything identified as an issue outside of formal observation will be revisited in accordance with section 6.6.1.5 and 6.6.1.6.

6.6.2 Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all employees take responsibility for improving their teaching/skills through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual employees as detailed in section 6.4 on "Setting Objectives" above.

6.6.3 Feedback

6.6.3.1 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after formal observation has taken place or other evidence has come to light. Feedback will include discussion with the employee, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

6.6.3.2 If during the review cycle, there are concerns about any aspects of an employee's performance these will be addressed in accordance with section 6.6.

6.6.3.3 When progress is reviewed mid cycle, if the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

6.7 Transition to Capability

6.7.1 Where standards (such as the national standards for teachers) in line with the schools' expectations, are found not to be met at the appropriate professional skills level/behaviour descriptors, special arrangements will be made to ensure that the appropriate support can be provided. These may include:

- the appointment of an appraiser from the senior leadership team;
- the setting of an appropriate number of additional performance management objectives above the school norm;
- further lesson observations, many or all of which may be unannounced.

6.7.2 Where information comes to light during the course of an appraisal cycle that leads the Headteacher to conclude that national standards are not met at the appropriate professional skills level/behaviour descriptors, these new arrangements (as outlined in 6.6.1 above), which may include a change of appraiser, will come into force as soon as possible after the decision has been made.

6.7.3 Where national standards are identified as not being met at the appropriate career stage expectation level/ behaviour descriptors, performance objectives will be action planned to a much shorter timescale, typically between half a term and a term as the Headteacher decides the situation warrants. At the end of each such period, progress will be reviewed, and a decision made on whether:

- to end the support programme and resume normal appraisal arrangements;
- to continue to provide support within appraisal by setting further short-term objectives;
- to suspend performance appraisal and move immediately into the formal capability procedure.

6.8 Annual Assessment

6.8.1 Where the appraiser indicates that performance is unsatisfactory, they will be able to present evidence previously shared with the member of staff.

- 6.8.2 Employees and their appraiser will as a minimum annually attend a formal appraisal meeting, where their performance will be formally assessed in respect of each appraisal period. The aim of the meeting will be to determine PRI ratings/appraisal review outcomes or performance related pay (PRP) outcomes where appropriate, to set objectives for the coming year and to determine any professional development requirements. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.
- 6.8.3 Where appraisee and appraiser cannot reach agreement as to PRI ratings/ appraisal review outcomes or PRP outcomes, the matter will be referred to the Headteacher (or to the member of senior staff with delegated responsibility for the process) who will meet with the appraisee, consider all available evidence, and inform the appraisee of their decision
- 6.8.4 Disputes concerning PRI ratings/ appraisal review outcomes or PRP outcomes will be dealt with through the schools' pay appeal process in section 10.
- 6.8.5 This assessment is the end point of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:
- Professional dialogue
 - Lesson or task observations;
 - Planning and work scrutiny;
 - Termly meeting with appraiser;
 - Mid-cycle review meeting with appraiser;
 - Observation/scrutiny of leadership and management activities where appropriate;
 - Other feedback obtained during the cycle relevant to the employee's overall performance.
- 6.8.6 As soon as practicable following the end of each appraisal period, the employee will receive, and have the opportunity to comment in writing on, a written appraisal report. The appraisal report will include:
- details of the employee's objectives for the appraisal period in question;
 - an assessment of the employee's performance of their role and responsibilities against their objectives, the relevant standards, and their job description and person specification;
 - an assessment of the employee's training and development needs and identification of any action that should be taken to address them;
 - a recommendation on pay progression where that is relevant and in keeping with the relevant terms and conditions of employment, and PRI requirements.
- 6.8.7 The assessment of performance and of training and development needs will inform the planning process for the following appraisal and training period.
- 6.8.8 Recommendations on pay will be referred to the Headteacher before being referred on to the Pay Committee.

6.9 Confidentiality

Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Headteacher and/or nominated member of the senior management team and those with line management responsibilities.

6.10 Equality and consistency

6.10.1 The Headteacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The Headteacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team. The School Business Manager will often take this role for non-teaching staff.

6.10.2 The Headteacher will be responsible for reporting regularly to the Governing Body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

6.10.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

6.11 Retention of statements

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

7. Pay Reviews

7.1 The Governing Body will ensure that each teacher's salary is reviewed annually with effect from 1 September and that each teacher is notified of the outcome by no later than 31 October each year or 31 December for the Headteacher, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

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

7.3 Where a pay determination leads or may lead to the start of a period of salary safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.

- 7.4 Non-teaching staff will have their reviews undertaken annually in line with the academic year; notification of the outcome will be given by no later than 31 October each year. Pay determinations will take effect from 01 June in each year.
- 7.5 It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
- 7.6 To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.
- 7.7 Decisions regarding pay progression will be made with reference to performance appraisal reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.
- 7.8 Teachers' performance appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the performance appraisal report and taking into account advice from the senior leadership team. The Governing Body will consider its approach in the light of the schools' strategic priorities and ensure that appropriate funding is allocated for pay progression at all levels.
- 7.9 In this school, judgements of performance will be made against objectives met, any relevant standards which apply to the role, and for teachers the schools' skill level/behaviour descriptors/career grade expectations.

8. Pay progression based on performance

Non-teaching Staff

- 8.1 Progression of incremental points for non-teaching staff will be subject to a review of their performance set against the annual appraisal review (see Appendix 1).

PRI will provide Pay Committee with the opportunity to either:

- a) award an increment to those who achieve an overall 'Fully Achieved' or 'Exceed' rating against their objectives.
- b) award additional payments to employees who achieve an overall 'Exceed' rating against their objectives. Employees that are not at the top of their scale will increment and receive a non-consolidated one off payment of 1%. Employees at the top of their scale will receive a non-consolidated one off payment of 2%.
- c) withhold an increment for employees that are awarded a 'Not Met' or 'Partly Met' rating.

- 8.2 An increment and therefore ability to be awarded a non-consolidated bonus will be withheld in the performance cycle in the following circumstances:

- Where an employee is being managed under the formal capability process

- When an employee has a formal performance improvement plan in place
- Where the outcome of the performance review is one of the following ratings: 'Not Met', 'Part Met' and 'No Rating'

8.3 Any withheld increments will not be paid at a later stage.

Teaching Staff

8.4 Progression on the pay range for a member of teaching staff, including members of the leadership group will be subject to a review of their performance set against the annual appraisal review and the Governors' relevant skills level descriptors, as set out in Appendix 2. Employees will not move from Band 1 to Band 2 or from Band 2 to Band 3 on their range or ISR as appropriate until all the elements of the Governors' skills level descriptors applicable to the post for either Band 2 or Band 3 respectively have been met.

8.5 The Pay Committee may award one increment for sustained high quality performance against the criteria in section 8.2 above or may award two or more increments where performance has been exceptional and exceeded the expectations set out in section 8.2.

8.6 Where performance has not been of a sustained high quality the Pay Committee may decide that there should be no pay progression.

8.7 The Governing Body has determined that a member of the teaching staff appointed to Band 1 on the their range would, other than in exceptional circumstances, be expected to have progressed to Band 2 within 2 to 3 years of taking up their post. In circumstances where the employees' performance is not at that level this will be addressed through the schools' appraisal, and possibly capability procedure.

8.8 Decisions regarding annual pay progression within the relevant ranges will be made with reference to teachers' performance appraisal statements and the pay recommendation they contain. In the case of Newly Qualified Teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

8.9 The Governing Body expects all teachers to perform at the highest possible level and to continue to improve their professional practice year on year. Performance Appraisal objectives will be progressive and developmental, thereby ensuring that good performance is rewarded and that good teachers have the opportunity over a number of years, to progress to the maximum of their respective pay range.

8.10 Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher.

8.11 A teacher will be eligible for annual performance pay progression where they:

- 1) have been assessed as meeting all of the teaching standards, throughout the assessment period;
- 2) have had their teaching assessed as at least good overall during the assessment period;
 - 2a) Upper Pay Range teachers will be expected to demonstrate increasing levels of outstanding teaching overall

- 2b) Lead Practitioners will be expected to demonstrate outstanding teaching overall
- 3) have been assessed as meeting the requirements of their job description/job role;
- 4) meet their individual performance appraisal objectives;
Consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives;
- 5) have demonstrated a personal responsibility for identifying and meeting their CPD needs;
- 6) Are performing in line with the skill level/behaviour descriptors/career grade expectations.

8.12 The evidence which will be considered in assessing performance will include:

- pupil progress data;
- quality of teaching against the Teaching Standards, including observed practice;
- self-assessment;
- professional dialogue;
- received feedback;
- performance appraisal statements;
- CPD records.

And in the case of Upper Pay Range teachers and Lead Practitioners, evidence of their contribution beyond their own classroom and their impact on the wider school.

8.13 Where a teacher has been absent for some or all of the assessment period, an assessment will be based on performance during any periods of attendance and/or prior performance.

8.14 Where the performance pay progression criteria are **not** met, the teacher will not receive any performance pay progression. A decision not to award performance pay progression may be made without recourse to capability procedures. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.

8.15 Where a decision not to progress is made, the teacher will be supported through the performance appraisal process to improve their performance.

9. Movement to the Upper Pay Range

9.1 Applications and Evidence

9.1.1 Any qualified teacher on the Main Pay Range may apply to be paid on the Upper Pay Range once per year. It is the responsibility of the teacher to decide whether or not they wish to submit an application.

9.1.2 Applications must be:

- made on the appropriate application and submitted to the Headteacher;
- submitted by the end of the summer term in each year (consideration will be given to accepting late applications where individual circumstances e.g. absence prevent this deadline being met).

9.1.3 An application will be successful, if the Headteacher and the Pay Committee are satisfied that:

- the teacher is highly competent in all elements of the teaching standards; and,
- the teacher's achievements and contribution to the school are substantial and sustained; and,
- the teacher has fulfilled the schools' skills level descriptors/career grade expectations for Band 3.

In this school, this means that the teacher has consistently:

- demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period:
- been assessed as meeting their performance appraisal objectives over a sustained period;

and in addition that;

- teaching has been rated as good overall, with some outstanding, over a sustained period;
- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/achievement;
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning;
- the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice;
 - contributing to policy and practice which has improved teaching and learning across the school;

9.1.4 Sustained means maintained continuously over a period of at least 2 school years.

9.1.5 The school will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period due to maternity, adoption, shared parental leave or ill health.

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

9.2 The application will be assessed: processes and procedures

9.2.1 The Headteacher or another assigned member of the senior leadership team (SLT) will assess all applications to be paid on the Upper Pay Range and their recommendation will be considered by the Pay Committee.

- 9.2.2 The Headteacher or another assigned member of the SLT will use the evidence contained in the teachers' performance appraisal review paperwork to make their assessment.
- 9.2.3 A teacher may, if they wish, provide additional evidence to support their application, but is not obliged to do so.
- 9.2.4 The Headteacher or assigned member of the SLT will discuss their recommendation with the teacher and the Pay Committee will confirm the decision by 31 October.
- 9.2.5 Where the application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1 September (this will in effect be the beginning of the new appraisal year following the submission in the previous appraisal year).
- 9.2.6 Where the application is not successful, the Headteacher will provide feedback and the teacher will be provided with advice and support through the performance appraisal process to develop their skills with a view to them making a future successful application.
- 9.2.7 Teachers have the right to appeal any decision not to move them onto the Upper Pay Range.

10. Appeals

- 10.1 Pay recommendations will be contained within Performance Appraisal Review Statements and these will be discussed with employees at the review meeting. Where an employee has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.
- 10.2 An employee may make a formal appeal against a decision on pay, which must be submitted in writing within 7 calendar days of receipt of written notification of that decision.
- 10.3 The grounds of appeals are that the decision maker(s):
- incorrectly applied the provisions of the Teachers' Pay & Conditions Document / national / local terms and conditions
 - failed to have proper regard for statutory guidance;
 - failed to take proper account of relevant evidence and/or took account irrelevant or inaccurate evidence;
 - were biased; or
 - otherwise unlawfully discriminated against the employee.
- 10.4 Appeals will be heard by the Pay Appeals Committee consisting of a sub-group of the Governing Body. Governors on the Pay Committee cannot also sit on the Pay Appeals Committee.
- 10.5 The Appeals will be heard at a meeting, normally within 20 working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make

representations and to be accompanied by a work colleague or a member of a Professional Association or Trade Union.

- 10.6 Any written submissions relevant to the appeal must be circulated to all parties at least 3 working days prior to the meeting.
- 10.7 The decision of the appeal committee will be notified in writing and, where the appeal is rejected, this will include a note of the evidence considered and the reasons for the decision.
- 10.8 The decision of the Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.
- 10.9 The Headteacher shall be entitled to attend, for the purposes of providing information and advice (except in the case of his/her own salary), all proceedings of the Pay Appeals Committee.
- 10.10 The role of the Pay Appeals Committee is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and has been made taking proper account of equal opportunities and that correct procedures have been followed.

11. Monitoring the impact of the policy

- 11.1 The Governing Body will monitor the outcome and impact of this policy annually assess its effect and continued compliance with equalities legislation. The effect of the policy will be assessed particularly with reference to trends in progression across specific groups of teachers and the correlation between this and performance appraisal reviews and outcomes for pupils.
- 11.2 The pay of individual staff will remain confidential, shared only with those responsible for making pay decisions and managing administrative matters.

Appendix 1: Non-teaching staff: Linking Overall Ratings to Increments

Overall Rating	Increment Award
No Overall Outcome	No increment. Too early to assess – less than 6 months in post at time of appraisal
Not Met	No increment
Partly Met	No increment
Fully Achieved	1 increment – subject to maximum scale point of the grade
Exceed	1 increment subject to maximum scale point of the grade plus non-consolidated one off payment of 1%
Exceed – already at top of grade	2% non-consolidated one off payment

Suggested Definitions for determining Ratings

Rating	PM Objectives	Behaviours – as indicated in person spec/job desc
Exceed	All objectives are achieved. Performance is exceptional in all respects and always in excess of the standards required by the job: and	Behaviour regularly exceeds expectations
Fully Achieved	All objectives are achieved (<i>unless there is good reason why not</i>). Performance in key tasks meets standards required : and	Behaviour consistently meets required standards
Partly Met	Some objectives were achieved. A number of key tasks may not have been achieved to the standards required: and/or	Behaviour falls short of required standards on some occasions
Not Met	The majority of objectives or requirements of the job were not achieved: and/or	Behaviours are unacceptable

Websites to support specific roles:

www.coversupervisors.co.uk

www.thecaretakers.net

www.data.org.uk D & T Technicians

www.examofficers.org.uk

www.napta.org.uk TAs & HLTAs

www.ncsl.org.uk info re CSBM, DSBM and competency framework for Business Managers and administrators.

http://www.thegrid.org.uk/schoolworkforce/cpd/documents/pri_faqs_nov11.doc

Appendix 2 – Professional Skills Level Descriptors

1. To set high expectations which inspire, motivate and challenge pupils

Band 1 – M1/M2/M3 – Teacher	Band 2 – M4/M5/M6 – Accomplished Teacher		Band 3 – UPS1/ UPS2/ UPS3 – Expert teacher	
M2	M4	M6	UPS1	UPS3
1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect				
Be able to set up and maintain a conducive learning environment which promotes independence and enjoyment of learning.	Ensure that all communal areas are conducive to learning.	Ensure that all colleagues are supported and able to establish conducive environments. Consistently demonstrate high standards in the environment.	Take responsibility for monitoring and ensuring environments are safe and stimulating.	Addressing concerns with staff.
1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions				
Set goals that stretch and challenge own pupils.	Ensure good practice is shared and support colleagues in setting goals.	Ensure that all pupils in phase team are set goals appropriate to need and which appropriately challenge and stretch pupils.	Oversee target setting and monitor goals. Ensure that monitoring information is shared and used.	Monitor effectiveness of goals set against progress of children.
1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.				
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Take responsibility for monitoring that all staff follow ethos of school.	Set ethos of school and ensure it is maintained. Be prepared to discuss issues with staff.

2. Promote good progress and outcomes by pupils

M2	M4	M6	UPSI	UPS3
2.1 be accountable for pupils' attainment, progress and outcomes				
Monitor the progress and attainment of all pupils they teach and use information to plan for learning.	Discuss progress and attainment with colleagues – support M1-M3 colleagues.	Consistently monitor and evaluate progress and attainment of all pupils they teach and help oversee that all teachers in team monitor progress and attainment and use info to support planning & teaching.	Take responsibility for ensuring CT's have knowledge and skills to effectively monitor and be able to share good practice.	Review CT's monitoring and planning and ensure progression is logged.
2.2 be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these				
Understand own pupils' prior learning and make use of assessment data from previous year. Understand what pupils need next in learning, including aspirational targets.	Support colleagues in making use of and understanding assessment of prior learning.	Consistently demonstrate understanding of prior knowledge and be able to support colleagues in a team to plan for learning based on prior learning.	Support teams and monitor use and understanding of prior learning in planning and teaching.	Ensure all staff are able to effectively use prior learning in their planning, teaching. Monitor record books and planning.
2.3 guide pupils to reflect on the progress they have made and their emerging needs				
Have a basic/entry level understanding of and be able to use AFL strategies with own class to enable pupils to know the progress they have made and any emerging needs.	Supporting colleagues in developing AFL strategies and recording progress/needs of children.	Consistently demonstrate good AFL practice with colleagues. Consistent reflection of AFL embedded in planning.	Monitor use of AFL across a team and draw conclusions e.g. trends of needs.	Be prepared to give staff meetings to demonstrate effective AFL strategies.
2.4 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching				
Have basic (QTS-PGCE etc) understanding of how all children learn and how to adapt teaching to need.	Develop basic understanding of pedagogy and share knowledge and skills with colleagues.	Have a wide range of pedagogic skills and strategies and share good practice. Support colleagues & make good use of national developments/research to adapt teaching, being a reflective practitioner.	Monitoring (e.g. observations) of ensuring colleagues have resources/support to develop teaching skills.	Have knowledge of CPD needs and ensure these are met. Be prepared to demonstrate own skills, team teaching etc.
2.5 encourage pupils to take a responsible and conscientious attitude to their own work and study.				
Establish others in classroom where pupils are encouraged to take responsibility and be conscientious towards their own learning.	Encourage ethos around school. e.g. assembly, trips.	Monitor and consider development of ethos – how it may be facilitated through reward schemes for example.	Ensure that all colleagues work to maintain ethos.	Take whole school KS assemblies to remind children of their roles and responsibilities. Be role model to all staff.

3. Demonstrate good subject and curriculum knowledge

M2	M4	M6	UPS 1	UPS 3
3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings				
Have a sound knowledge of the relevant subjects and curriculum areas within the year groups taught. Be aware of the different techniques/skills needed to foster and maintain pupils' interest.	Demonstrate a secure knowledge of the curriculum areas across the phase group. Be able to use and develop techniques/skills and maintain pupils' interest. Share good practice with colleagues.	Consistently demonstrate a secure knowledge of the curriculum across the key stage. Through a variety of different skills/techniques demonstrate ability to consistently maintain pupils' interest. Be able to support/advise colleagues within the key stage.	Take responsibility for monitoring and ensuring this is achieved across a key stage. Give further support to teachers if needed. Consider the need for INSET if required.	Addressing the needs of the whole school to ensure improvements are made and expectations are met. Being proactive across the whole school to improve provision and outcomes.
3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship				
Have a basic awareness of the developments in the subjects and curriculum areas.	Develop a more critical understanding of the developments in the curriculum areas and be able to share understanding with colleagues.	Demonstrate a critical understanding of subjects across the key stage. Demonstrate understanding to support colleagues.	Monitor understanding of curriculum areas across a key stage. Identify needs if necessary and address them in order to improve provision.	Being accountable and playing a proactive role in ensuring improvements are made.
3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject				
Demonstrate and promote high standards of literacy, articulacy and the correct use of standard English within the classroom.	Consistently demonstrate and promote these high standards throughout the phase group. Provide a good role model to children and teachers.	Consistently demonstrate and promote these high standards, Monitor these expectations across the key stage.	Monitoring, observing and evaluating the standard of teaching in Literacy across the key stage. Identify needs of staff to make further improvements. Be proactive in leading the professional development of staff across the key stage. Remain up to date on any new initiative/developments in Literacy.	Being accountable for the standard of teaching in Literacy across the whole school. Having a clear vision for the whole school in this area and ability to lead others in achieving whole school goal. Leading professional development of colleagues across the school.
3.4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics				
Have an understanding of synthetic phonics and know how it is taught within our school. Be familiar with resources available to support the teaching of phonics in the year group.	Demonstrate a clear understanding of synthetic phonics. Use knowledge to effectively teach the different ability groups within the class or phase group. Share knowledge and understanding with other colleagues.	Consistently demonstrate a good understanding of synthetic phonics across a key stage. Teach consistently good lessons to ensure the progress of children of different abilities. Ensure that all colleagues are supported.	Monitoring, observing and evaluating the standard of teaching in Phonics across the key stage. Identifying needs of staff to make further improvements. Be proactive in leading the professional development of staff across the key stage. Remain up to date on any new initiative/developments in Literacy.	Being accountable for the standard of teaching in phonics across the whole school. Having a clear vision for the whole school in this area and ability to lead others in achieving whole school goal. Leading professional development of colleagues across the school.
3.5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.				
Have an understanding of children's early mathematical development and how children learn. Be familiar with resources in school which support the teaching of mathematics.	Demonstrate a clear understanding of children's mathematical development. Use knowledge to effectively teach the different ability groups within the class. Be able to share knowledge and understanding with other colleagues.	Consistently demonstrate a good understanding of children's Mathematical development across a key stage. Teach consistently good lessons which ensure the progress of all children. Share good practice and ensure that all colleagues are supported.	Monitoring, observing and evaluating the standard of teaching in Mathematics across the key stage. Identifying needs of staff to make further improvements. Be proactive in leading the professional development of staff across the key stage. Remain up to date on any new initiative/developments in Literacy.	Being accountable for the standard of teaching in Mathematics across the whole school. Having a clear vision for the whole school in this area and ability to lead others in achieving whole school goal. Leading professional development of colleagues across the school.

4. Plan and teach well-structured lessons

M2	M4	M6	UPS 1	UPS 3
4. Overall expectations for quality of teaching				
All lessons will be at least satisfactory with some good	All lessons will be at least satisfactory with many good	A vast majority of lessons will be at least good.	All lessons will be at least good with some outstanding	All lessons will be at least good with many outstanding
4.1 impart knowledge and develop understanding through effective use of lesson time				
Be aware of prior learning. Understand the lesson objective which is shared and made clear to children.	Use knowledge of prior learning to plan learning to plan for next lesson. Make lesson objective clear to children. Use knowledge of children's prior learning and interests to teach the next steps. Use lesson time effectively to support learning eg. practical work, paired work, good use of questioning etc	Build upon previous learning and consistently develop understanding through effective use of lesson time. Observation of lessons to monitor this across the key stage.	Monitor planning and teaching of lessons across key stage. Identify and address needs of staff in order to further and improve the quality of teaching in school. Lead professional development of colleagues across the key stage.	Monitor of planning and teaching of lessons across the whole school. Lead professional development of colleagues across the whole school.
4.2 promote a love of learning and children's intellectual curiosity				
Show awareness of how children learn. Be aware of the difference interests of both boys and girls within the class. Plan and teach lessons which aim to motivate and interest children. Show a developing awareness of how to challenge and inspire children. Enjoy teaching children and show enthusiasm in the classroom!	Know how children learn. Use knowledge of children to plan and teach lessons which interest and motivate them. Be able to challenge and inspire children. Share knowledge and practice with other colleagues. Continue to enjoy teaching children and be enthusiastic in the classroom.	Consistently teach lessons which interest, motivate and challenge children. Support/advise colleagues within the phase/key stage. Have a love of teaching and continue to show enthusiasm.	Promoting, leading or organising key stage events to promote a love of learning – curriculum weeks, outside agencies, e.g. Puzzle Company, monitoring and evaluating impact of events. Monitoring the teaching within a key stage and addressing the needs of the staff to further improve lessons.	Playing a proactive role across the whole school. Being accountable for the planning and teaching across the whole school.
4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired				
Set homework for own class to consolidate/ extend the learning taken place in class. With colleagues, help to organise class trips or visitors to the class in order to support children's learning.	Plan and set homework to consolidate/extend the knowledge pupils have acquired. Research/ organise appropriate class trips, or visitors to the class, to further support the children's learning.	Plan and set homework to consolidate/ extend the knowledge pupils have acquired. Research/organise appropriate class trips, or visitors to the class, to further support the children's learning and monitor out of class activities across key stage. Give support and advice to colleagues.	Monitor and evaluate the homework and out of class activities across the key stage. Ensure appropriate continuity and progression through key stage.	Being accountable for homework and out of class activities across the whole school. Responsibility for revising policy to ensure the needs of children are appropriately met.
4.4 reflect systematically on the effectiveness of lessons and approaches to teaching				
Reflect on effectiveness of own lessons and approaches to teaching. Adapt as appropriate, seek support if needed.	Reflect and evaluate on effectiveness of own lessons and approaches to teaching. Share good practice with other colleagues.	Monitor and evaluate effectiveness of lessons across phase/key stage. Make changes/suggestions where necessary in order to improve the quality. Support/ advise colleagues.	Monitoring and evaluating lessons across key stage through observations and feedback given. Identify needs of staff and provide support where needed.	
4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).				
Take part in weekly planning sessions and contribute ideas based on previous experience.	Contribute to the planning sessions. Use knowledge of children and relevant subjects to provide an engaging curriculum. Be able to reflect on and adapt previous planning and teaching to further enhance the curriculum.	Demonstrate ability to contribute to the design of an engaging curriculum across phase group/key stage. Monitor the provision provided across the key stage. Offer support and advice to other colleagues.	Monitor, evaluate and adapt the design and provision of the curriculum to ensure it is engaging and relevant throughout the key stage. Lead team in designing new models if needed.	Monitor, evaluate and adapt the design and provision of the curriculum to ensure it is engaging and relevant throughout the key stage. Lead team in designing new models if needed throughout the whole school. Lead SLT and middle managers in designing new models if needed.

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

M2	M4	M6	UPS 1	UPS 3
5.1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively				
Planning and evaluate.	Planning and evaluate.	Planning and evaluate.	Planning and evaluate.	Planning and evaluate.
5.2. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these				
Classroom environment conducive to learning. Effective use of Behaviour Management strategies. Receives support from INCO/SLT and shows awareness of relevant policies.	As before and: Communicates effectively with Parents. Has awareness of impact of home factors (including ASC, breakfast club) Liaison with LM / FSM / INCO.	As before and: Effective use of behaviour and family support including mentoring of less experienced colleagues effective use and knowledge of school policies.	Ensuring that all staff have sufficient information and support for improving standards of learning for all pupils.	Leading school teams (e.g. year groups) to ensure that all pupils are able to access learning.
5.3. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development				
Lessons are appropriate for age group (based on physical, intellectual and social development).	Effective group work based upon knowledge of independent and social development. identification of children who are above or below expected development – teaching adapted as appropriate.	Recommending children for intervention or G/T groups. Liaise with relevant school coordinators.	Awareness of impact of school policy on developmental needs and supporting whole school in ensuring all pupil's needs are met (either 1:1 or delivering INSET).	Revising policies when needed to ensure developmental needs are met.
5.4. 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.				
Effective use of advice from INCO, outside agencies, Year Group Leader Adapt teaching as necessary based on advice given.	Identify children with particular needs. Evaluate and adapt teaching practice. Effective use of support staff.	Effective communication with INCO and year group teams.	Observe and advise other staff.	Leading and adapting learning and teaching across year group / school to ensure that all children can access curriculum.

6. Make accurate and productive use of assessment

M2	M4	M6	UPS 1	UPS 3
6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements				
Following and using standard school assessments as advised by school policy and year group / curriculum leaders.	Embedded use of assessment impacts on learning.	Managing and adapting assessment for any areas of the curriculum under their guidance.	Adapting, advising, adopting different curriculum assessments for school. Evaluation of school systems of assessment.	Evaluate and adapt school policy.
6.2. make use of formative and summative assessment to secure pupils' progress				
Uses assessment in class to evaluate planning and inform future teaching.	Uses a wide range of AFL strategies to inform pupil progress.	Adapts relevant assessments so that they suit the needs of the pupils.	Uses summative assessment to ensure pupil progress across year group / key stage, etc and to identify any needs (e.g. interventions).	Ensure that staff under their guidance are using assessment procedures effectively.
6.3. use relevant data to monitor progress, set targets, and plan subsequent lessons				
Uses local data and evaluates planning to inform future lessons. Sets and monitors individual and class targets.	Compares pupil attainment and progress with national standards and expectations.	Uses data across areas of responsibility (e.g. literacy, year group, key stage, etc).	Uses data to set year group targets. Awareness of relative attainment across school.	Evaluate school wide data. Compare locally and nationally. Set and evaluate whole school targets.
6.4. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.				
Follow school marking and feedback policy (including Pupil Progress Interviews).	Confident in the use of differentiated questioning and discussion to allow immediate feedback during lessons. Evaluate data from PPI forms.	Support colleagues in running PPI and using data collected.	Lead whole school moderation of levelled work. Give advice on marking of books and giving feedback to pupils and parents.	

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

M2	M4	M6	UPS I	UPS 3
7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy				
Verbal reinforcement of rules.	Take more responsibility for behaviour around school, in particular year group sanction.	Taking active role. Decision making – action plan put into place PROACTIVE! Involved in sanction.	Responsibility moves from KS to whole school. Learning walks.	(Mentor to whole school) involved in writing rules and routines.
7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly				
In classroom reward and behaviour tracking.	In year group reward and behaviour tracking (advisory role).	Whole school finding solutions. Other teachers reporting behaviour.	Meets with child re: behaviour. Risk assess and management off site/ on site.	Meets with child re: behaviour. Risk assess and management off site/ on site.
7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them				
Given support from INCO putting into practice strategies given by specialist teachers (G&T co-ord).	Initiate your own ideas and support new colleagues.	Monitoring and evaluating in year group. involved with parental meetings and outside agencies.	Accountability – decisions to be made.	Accountability – decisions to be made.
7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.				
In class. Act on advice.	In year group. Advise M2. Seek advice from M6.	In key stage act on own initiative. Role model and mentor.		

8. Fulfill wider professional responsibilities

M2	M4	M6	UPS I	UPS 3
8.1 make a positive contribution to the wider life and ethos of the school				
At the door am/pm. Daily class assembly. Supported on trips.	Leading a club. Attending events out of school time. Active role in school trip.	Planning trips and events. Co-ord 'themed' weeks. Risk assess.	Authorise risk assess trips and events.	Active role in applying for national awards and community involvement. Liaise with outside agencies, at risk children and families.
8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support				
To work as part of a team, asking appropriate staff for support.	Mentoring role, encouraged for middle management CPD.	Coaching role. Carry out performance management. Lead team meetings. Inset (leading).	CPD co-ord, arranging INSET and courses.	Strategy for school, what direction. SIP
8.3 deploy support staff effectively				
In class working with TA.	Monitor, feedback and adapt (TT).	Evaluate the need of key stage Timetables and INCO.		Allocating TA and support.
8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues				
Observed regularly by mentor. Obs others continually (not formally).	Carry out obs of process e.g. (me) Carry out NQT obs and give feedback. Looking at performance.	Judging teaching and learning (Ofsted Framework) in key stage or year group.	Paired obs. Against Ofsted framework and criteria.	Lead most experience Mentor
8.5 communicate effectively with parents with regard to pupils' achievements and well-being.				
With support Parents evening Daily Termly Report writing Target setting	Support M2 and independent	Support with report writing – sentences written. Communicate with parents on behalf of team.		Mentor where appropriate on communication with parents. Deliver information sessions to parents on achievement and well-being. Staff training/ mentoring on communication with parents.