



Kings' School

Pay Policy

Policy Reviewed by:	SLT	April 2022
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1. General commitment

The governing body will seek to ensure that staff are rewarded in an open and transparent way for the level of responsibility they carry and the individual contributions and impact they make to the work of the school, subject only to the constraints of statutory documents, national and local pay structures and budgetary provision.

This policy sets out the framework for making decisions on pay. The policy aims to:

- maximise the quality of teaching and learning at the school;
- support the school improvement plan;
- support the recruitment and retention of a high quality workforce;
- enable the school to recognise and reward all staff appropriately;
- support equality, inclusion and diversity through ensuring that decisions on pay are managed in a fair, objective and transparent manner, complying with equalities legislation.

This policy operates in conjunction with the school's policy on [Managing Performance of Staff in Schools](#).

This pay policy will be reviewed annually by the governing body in consultation with staff.

2. Basic principles and governance

2.1 Terms and conditions

All teachers at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document. A copy can be found online at:

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

The statutory pay arrangements give discretion on pay progression for classroom teachers and leaders as well as discretion on use of teaching and learning responsibility payments (TLRs) and other allowances. Decisions on the way these discretions are applied are the responsibility of the governing body, advised by the headteacher where appropriate, and are set out in this pay policy for the school.

Support staff at this school are paid in accordance with the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (the 'Green Book') and locally agreed conditions of service, as they apply to schools, under 'Employment in Hampshire County Council 2007' ('EHCC2007'). Their pay is set in accordance with Hampshire County Council's pay framework and pay progression is determined through use of Individual Performance Planning (IPP).

All pay-related decisions are made taking full account of the school improvement plan and staff, together with their school union representatives, have been consulted as appropriate on the principles contained in this policy. Such decisions are also taken within the framework of current employment legislation, particularly those focused on equalities.

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

The governing body and headteacher will ensure that each member of staff is provided with a job description/list of duties in accordance with the agreed staffing structure. Job descriptions should be reviewed annually as part of the performance management process by the member of staff's line manager, senior leadership team or in the case of the headteacher, by the governing body, in consultation with the individual employee concerned in order to make any reasonable changes. This will form part of the performance management discussions between the employee and their reviewer.

2.2 Pay reviews

The governing body will review every teacher's salary to apply with effect from 1 September, by no later than 31 October every year (31 December for the headteacher). Within one month of the pay determination, the governing body will give all teachers a formal statement saying what their salary is and how it has been arrived at. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that affect the structure of a teacher's pay.

Likewise, the governing body will review the salary of all support staff to apply with effect from 1 April each year.

Any pay progression decisions will be based on performance of the member of staff, following an appropriate performance management process with outcomes confirmed in writing.

Where a pay determination leads (or may lead) to the start of a period of salary safeguarding/protection, the governing body will give the required notification as soon as possible, and no later than one month after the date of the determination.

2.3 The Pay Committee

School decisions on pay will be taken by the Teachers Pay Committee. The Committee consists of a minimum of three governors, elected annually and is responsible for:

- taking decisions on the headteacher's pay normally by 31 December based on recommendation from the Headteacher Performance Management Committee;
- reviewing recommendations to ensure equality, inclusion and diversity matters have been considered and be assured that performance management has been appropriately applied
- taking decisions on pay for other staff based on headteacher or line manager recommendations, normally by 31 October for teachers and 31 December for support staff;
- considering the school's approach towards the exercising of pay discretions;
- recommending fair, proportionate and justified leadership salaries;
- keeping the school's pay policy up-to-date and under review;
- ensuring that pay decisions for each member of staff in the school are communicated to them in writing;
- approving the annual teachers' pay statements.

The headteacher and senior leader with responsibility for teachers' performance management will make pay recommendations to the Pay Committee. Where senior leaders are making pay recommendations, the headteacher has a right to present a view on any pay inconsistencies that may arise from those recommendations to the Pay Committee. The headteacher will withdraw during consideration of his/her pay. It may also be appropriate for him/her to withdraw whilst the pay of the deputy or assistant headteacher is discussed if, for example, a pecuniary interest arises from consideration of differentials.

Staff governors are not members of the Pay Committee as they would need to withdraw from the committee during consideration of pay decisions.

The full governing body retains responsibility for endorsing any proposed changes to the school's pay policy. Any substantive changes should be discussed with and communicated to the staff in writing by the headteacher, to allow for consultation prior to a decision being taken by the governing body.

2.4 Complaints/appeals

Where a member of staff is dissatisfied with a decision of the governors' Pay Committee, this should be taken up informally with the headteacher (or the chair of the Headteacher's Performance Management Committee if it is the headteacher who is dissatisfied about their own pay progression)

and, if unresolved, then pursued via the governing body's Appeals Committee. The grounds for any appeal and process for pursuing it are described in Section 8 at the end of this policy document.

2.5 Confidentiality

The elements of the school's pay policy will be shared and discussed openly with the school's staff. Individual pay decisions will be handled confidentially between the Pay Committee, headteacher and the staff concerned. Where pay information is requested by the wider governing body it will be anonymised.

3. Basic Salary

3.1 Part-time teachers

Teachers employed on an on-going basis at the school but who work less than a full working day or week are deemed to be part-time. The statutory School Teachers' Pay and Conditions Document requires schools to calculate their part-time teachers' pay fractions, PPA entitlement and directed time allocation with reference to the 'school timetabled teaching week' (STTW). The STTW will determine the proportion of directed time which applies to part-time teachers.

In this school the total weekly STTW is 27.5 hours. A detailed breakdown is attached as Appendix 1 to this pay policy.

In accordance with the School Teachers' Pay and Conditions Document, the STTW includes the school's session hours timetabled for teaching, including PPA time and non-contact time. The STTW excludes break times, registration and assemblies, although most of these elements remain part of directed time hours.

The school will consult on any changes to the STTW. If a part-time teacher suffers a financial loss as a result of these changes however, there is no entitlement to salary safeguarding/protection.

Part-time teachers who are employed on specific days of the week will not be required to work at the school on a day on which they are not normally employed.

3.2 Short notice/supply teachers

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers who work less than a full day will be paid in proportion to the length of the school day.

3.3 Salary safeguarding/salary protection

There are provisions in the School Teachers' Pay and Conditions document which provide salary safeguarding in some situations where a teacher's salary is reduced as a result of a restructure or redeployment. There are also salary protection arrangements which may apply to support staff under the EHCC agreement, depending on the nature of the restructure/redeployment. If this school determines a need to restructure, such a decision will be subject to consultation and the school will confirm the salary protection arrangements which apply in specific situations during that consultation period.

3.4 Pay portability

While Hampshire County Council encourages schools to consider pay portability, teachers on the unqualified, main and upper pay ranges who move to a new school need to check whether the new school will match their current range and salary. Pay portability is not applicable for leading practitioner and leadership posts where the range for each role is determined based on the context of the role

and its responsibilities. This school's approach to pay portability for new appointments for those on the unqualified, main and upper pay ranges is covered in section 4.

3.5 Pay ranges

3.5.1 Leadership pay ranges

The governing body will set salary ranges for staff on the leadership pay ranges having regard to the content of the relevant School Teachers' Pay and Conditions Document. Progression through these ranges will be dependent on the factors described in section 5 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

Differing arrangements apply to members of the leadership group appointed on or before 31 August 2014, and those appointed after this date:

- Members of the leadership group who were appointed on or after 1 September 2014 are subject to the arrangements in the current School Teachers' Pay and Conditions Document
- Members of the leadership group who were appointed on or before 31 August 2014 (regardless of their start date) are subject to the arrangements in the 2013 School Teachers' Pay and Conditions Document, or earlier, as adjusted for pay awards.

The governing body may review the pay of leadership pay range teachers paid under the 2013 School Teachers' Pay and Conditions Document where there is a significant change in responsibilities. Any re-determination of the pay range will be undertaken in accordance with the current School Teachers' Pay and Conditions Document.

Where the governing body has made a determination to pay any leadership pay range teachers under the current School Teachers' Pay and Conditions Document, the governing body will make a determination to review the pay of all teachers paid on the leadership pay range to maintain consistency between leadership staff.

The governing body should be fully consulted on any changes to leadership pay arrangements and all determinations made in relation to setting the pay ranges of members of the leadership group will be formally recorded in minutes, along with the rationale for the determinations made.

Schools must keep in mind they are using public money and must do so in the spirit and to the letter of the law, in the public interest, to high ethical standards and achieving value for money.

The pay of teachers on the leadership pay range, both those paid under the 2013 or earlier Document and those paid under the current document, will be set in accordance with the 43 point range as detailed in Table 1 below.

Point	Annual amount £
L 1	42195
L 2	43251
L 3	44333
L 4	45437
L 5	46568
L 6	47736
L 7	49021
L 8	50153

L 9	51404
L 10	52724
L 11	54092
L 12	55341
L 13	56722
L 14	58136
L 15	59585
L 16	61170
L 17	62572
<i>L 18*</i>	<i>63508</i>
L18	64144
L 19	65738
L 20	67365
<i>L 21*</i>	<i>68347</i>
L 21	69033
L 22	70747
L 23	72498
<i>L 24*</i>	<i>73559</i>
L 24	74295
L 25	76141
L 26	78025
<i>L 27*</i>	<i>79167</i>
L 27	79961
L 28	81943
L 29	83971
L 30	86061
<i>L 31*</i>	<i>87313</i>
L 31	88188
L 32	90382
L 33	92627
L 34	94917
<i>L 35*</i>	<i>96310</i>
L 35	97275
L 36	99682
L 37	102164
L 38	104688
<i>L 39*</i>	<i>106176</i>
L 39	107241
L 40	109916
L 41	112663
L 42	115483
L 43	117197

Table 1: The 43 point leadership pay range

Note: There may be some small variances between some of the published annual salaries and employees' actual salaries due to rounding.

* Points in Table 1 indicated with an asterisk are only to be used where the headteacher was in post on 31 August 2015 and was on a pay range set at the top of the school's headteacher group and at that time paid at the top of their range.

3.5.1.1 Leadership pay arrangements for teachers under the 2013 or earlier Document

In making determinations on pay ranges, the governing body will already have ensured that:

- a) the school's headteacher group is calculated in accordance with the statutory School Teachers' Pay and Conditions Document 2013 or earlier;
- b) the seven point headteacher pay range for the headteacher (where determined on or after 1 September 2011) falls within the headteacher group;
- c) the five point ranges for deputy and/or assistant headteachers are set in accordance with the provisions of section 3.4.1.3 on pay differentials.

3.5.1.2 Leadership pay arrangements for staff under the current Document

In making determinations on pay ranges, the governing body will already have ensured that:

- a) The school's headteacher group is calculated in accordance with the current statutory School Teachers' Pay and Conditions Document.
- b) The seven point pay range for the headteacher will be calculated in accordance with the [Guidance on setting the headteacher pay range](#).
- c) The requirements of the current School Teachers' Pay and Conditions Document are followed when determining the headteacher range and temporary allowances. This will include ensuring the minuting of the rationale for decisions regarding the salary range and allowances. The governing body will also ensure the commissioning of external independent advice should the full governing body be considering setting the range beyond 25% above the group size maximum, or be seeking to pay allowances beyond 25% of the headteacher's current basic salary.
- d) the five point ranges for deputy and/or assistant headteachers are set in accordance with the provisions of section 3.4.1.3 on pay differentials.

3.5.1.3 Leadership pay differentials

All teachers employed on the leadership pay ranges within this school are employed on the pay arrangements as defined in the current School Teachers' Pay and Conditions Document. The governing body will therefore ensure:

- a. the ranges of the deputy and/or assistant headteachers will not normally overlap the range of the headteacher;
- b. the maximum of the range for the deputy and/or assistant headteachers will be less than the maximum of the headteacher range;
- c. in setting the range for those on the leadership pay ranges, the bottom of the relevant ranges shall always be above the salary of the notionally highest paid teacher as defined by this policy.

3.5.1.4 Headteacher group and leadership pay ranges within this school

The school headteacher group is **8**.

Within this school the leadership pay ranges are:

- headteacher – L33 to L39.
- deputy headteacher – L24 to L29.
- assistant headteachers – L18 to L22.

Progression along these ranges is dependent on performance, as defined in section 5 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

3.5.2 Leading practitioner

The governing body has determined, in consultation with staff, that the post of leading practitioner will support the school in realising its aim to improve the quality of learning and thereby improve pupil progress. Teachers who occupy this post in the school structure will model outstanding teaching and lead the improvement of teaching skills in this school. The governing body has determined that in this school, the leading practitioner pay range will consist of 18 points. Table 2 below provides the salaries at each point.

Point	Annual amount £
LP 1	42402
LP 2	43461
LP 3	44546
LP 4	45658
LP 5	46796
LP 6	47964
LP 7	49160
LP 8	50387
LP 9	51645
LP 10	52933
LP 11	54253
LP 12	55606
LP 13	56990
LP 14	58414
LP 15	59869
LP 16	61364
LP 17	62893
LP 18	64461

Table 2: Salaries paid at each point of the leading practitioner range

Note: There may be some small variances between some of the published annual salaries and employees' actual salaries due to rounding.

In this school, the following leading practitioner posts will have a 5 point pay range set within this 18 point range as follows:

- LP 3 to LP 7 for Lead Practitioner - ITT
- LP 3 to LP 7 for Lead Practitioner – ECT
- LP 3 to LP 7 for Lead Practitioner – Teaching and Learning
- LP 3 to LP 7 for Lead Practitioner – Teaching and Learning

Progression along this range is dependent on performance, as defined in section 5 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

3.5.3 Upper pay range

In this school, the upper pay range will consist of 3 points, as set out in Table 3.

Point	Annual amount £
UPR 1	38690
UPR 2	40124
UPR 3	41604

Table 3: Salaries paid at each point of the upper pay range

Note: There may be some small variances between some of the published annual salaries and employees' actual salaries due to rounding.

Progression along this range is dependent on performance, as defined in section 5.3 and 5.7 of this policy. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

a) Post-threshold teachers

A qualified teacher who crossed the threshold on or before 1 September 2012 in a maintained school in England or Wales is deemed to be a "post-threshold teacher". The statutory document requires that a governing body pay them on the upper pay range if they have been employed in their school at any time as a post-threshold teacher.

Where post-threshold teachers have not previously been employed in this school as a post-threshold teacher, consideration will be given as to whether the teacher is employed on the upper pay range upon appointment. In all other cases, an assessment will be made which may require the individual to apply to be paid on the upper pay range against this school's criteria.

The entitlement to be paid on the upper pay range for post-threshold teachers is valid only for salary within this school.

b) Upper pay range application process

Any qualified teacher who wishes to be assessed against the upper pay range in this school must complete an application form and submit this no later than 31 October in the year in which they wish to progress. If the teacher is successful, the teacher will be moved to the bottom of the upper pay range, backdated to 1 September of that same year. Full details of the application process and the application form can be found in the Performance Management Policy.

A qualified teacher will be successful in moving to the upper pay range where the governing body is satisfied that:

- (a) 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.

The relevant definitions for the purposes of this pay policy are:

- i. highly competent - meaning performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.
- ii. substantial - meaning playing a critical role in the life of the school and making a clear, distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning.
- iii. sustained - meaning continuously maintained over a period of two school years.
- iv. Determinations that a teacher meets these upper pay range criteria are only valid for salary within this school.

3.5.4 Main pay range

In this school, the main pay range will consist of 6 points as set out in Table 4.

Point	Annual amount £
MPR 1	25714
MPR 2	27600
MPR 3	29664
MPR 4	31778
MPR 5	34100
MPR 6	36961

Table 4: Salaries paid at each point of the main pay range

Note: There may be some small variances between some of the published annual salaries and employees' actual salaries due to rounding.

Progression along this range is dependent upon performance as defined in section 5.6 and 5.7 of this policy. Any salary determinations made are permanent while the teacher remains employed in this school.

3.5.5 Unqualified teacher

The governing body will decide, on a case-by-case basis, whether to pay an unqualified teacher on one of the employment-based routes into teaching (for example, School Direct salaried programme), on the unqualified or qualified teacher pay range.

In this school, the unqualified teacher pay range will consist of 6 points as set out in Table 5.

Point	Annual amount £
UQ 1	18419
UQ 2	20532
UQ 3	22644
UQ 4	24507
UQ 5	26622
UQ 6	28735

** pay award pending*

Table 5: Salaries paid at each point of the unqualified teacher range

Note: There may be some small variances between some of the published annual salaries and employees' actual salaries due to rounding.

Progression along this range is dependent upon performance as defined in section 5.6 and 5.7 of this policy. Any salary determinations made are only permanent while the teacher remains employed in this school.

3.5.6 Support staff

The governing body will apply the provisions of national and local conditions of service, in relation to support staff pay. Support staff grading is determined by matching the role to the appropriate standard Hampshire County Council role profile; each role profile has been subject to job evaluation and is therefore linked with one of the grades A to K in the Hampshire County Council pay structure. Table 6 provides the salaries at each point.

EHCC Salary ranges: April 2021

From 1 April 2021 the EHCC pay scales are as set out below.

Grade	Step	Annual Amount (FTE)
EHCC07 A	1	18,333.00
EHCC07 A	2	18,397.00
EHCC07 A	3	18,517.00
EHCC07 B	1	18,887.00
EHCC07 B	2	18,887.00
EHCC07 B	3	19,208.00
EHCC07 C	1	19,265.00
EHCC07 C	2	19,464.00

EHCC07 C	3	19,652.00
EHCC07 C	4	20,044.00
EHCC07 C	5	20,290.00
EHCC07 D	1	21,778.00
EHCC07 D	2	22,389.00
EHCC07 D	3	23,170.00
EHCC07 D	4	23,767.00
EHCC07 D	5	24,476.00
EHCC07 E	1	27,009.00
EHCC07 E	2	27,778.00
EHCC07 E	3	28,376.00
EHCC07 E	4	29,227.00
EHCC07 E	5	30,101.00
EHCC07 F	1	34,242.00
EHCC07 F	2	35,270.00
EHCC07 F	3	36,330.00
EHCC07 F	4	37,421.00
EHCC07 F	5	38,539.00
EHCC07 G	1	42,290.00
EHCC07 G	2	43,555.00
EHCC07 G	3	44,864.00
EHCC07 G	4	46,211.00
EHCC07 G	5	47,595.00
EHCC07 H	1	49,295.00
EHCC07 H	2	50,774.00
EHCC07 H	3	52,297.00
EHCC07 H	4	53,867.00
EHCC07 H	5	55,480.00

EHCC07 I	1	58,041.00
EHCC07 I	2	59,781.00
EHCC07 I	3	61,575.00
EHCC07 I	4	63,422.00
EHCC07 I	5	65,328.00
EHCC07 J	1	73,006.00
EHCC07 J	2	75,195.00
EHCC07 J	3	77,454.00
EHCC07 J	4	79,777.00
EHCC07 J	5	82,172.00
EHCC07 K	1	84,518.00
EHCC07 K	2	87,053.00
EHCC07 K	3	89,667.00
EHCC07 K	4	92,357.00
EHCC07 K	5	95,128.00

Table 6: Support staff grades and salaries with effect from 1 April 2021

Note: There may be some small variances between some of the published annual salaries and employees' actual salaries due to rounding.

3.5.6.1 Part-time support staff

Support staff employed on an on-going basis at the school but who work less than a full working day or week, and/or who work less than 52 weeks per year, are deemed to be part-time. The salary of part-time support staff is calculated against a reference of 37 hours per week for full-time staff. The salary of support staff who are employed on contracts of less than 52 weeks per year is calculated based on their actual working weeks, adjusted to take account of their annual leave entitlement which is based on grade and length of service. The salary for all support staff is paid in 12 equal monthly instalments across the year.

4. Pay on appointment including promotional posts

For all new appointments, the governing body will determine, within the ranges set, an appropriate pay range for the post and the salary to be offered to the person offered the position. In determining the range and salary, the governing body may take account of the factors listed below. This list is not exhaustive and may not apply to all appointments:

- the nature of the post
- the level of skills, qualifications and experience required
- the wider school and labour market context

- their existing salary
- the stage of their performance review cycle

Teaching posts should be advertised to include main pay range and upper pay range pay levels to ensure as wide a field of applicants as possible.

The governing body will pay a recruitment allowance to those paid under the statutory School Teachers' Pay and Conditions Document (excluding headteachers, deputy headteachers and assistant headteachers), when the governing body consider their basic salary is not adequate having regard to the factors outlined above. The criteria for the award of a recruitment allowance are detailed in section 6.3.1.

In addition, the governing body will take account of specific requirements of the statutory School Teachers' Pay and Conditions Document, as identified below:

4.1 Headteacher

The governing body will advertise the minimum and maximum of the indicative range for the post. Once a preferred candidate has been selected, the governing body may, in exceptional circumstances, review the indicative range to ensure it is still appropriate before making a final determination on the salary range for the post. The governing body will allow appropriate room for progression within the Headteacher Pay Range when offering a starting salary.

The Headteacher Pay Range will be set in accordance with section 3.5.1 and the [Guidance on setting the pay range for the headteacher](#).

4.2 Deputy headteacher, assistant headteacher and head of school

The governing body will advertise the minimum and maximum of the range for the post. The governing body will allow appropriate room for progression within the range when offering a starting salary.

The pay range(s) will be set in accordance with section 3.5.1 and the [Guidance on setting the deputy/assistant headteacher pay range](#).

4.3 Leading practitioner

The governing body will advertise the 5-point salary range for this role, as determined in section 3.5.2 of this pay policy. An appropriate level of salary within this range will be determined when the job is offered.

4.4 Qualified classroom teachers

The governing body should advertise for teachers across the main pay range and upper pay range to ensure as wide a field of applicants as possible and an appropriate level of salary will be determined when the job is offered. There is no assumption that a teacher will be paid at the same rate they were being paid in the previous school. Where the advertisement states that the position was for a main pay range classroom teacher, appointments to the upper pay range will not normally be considered unless the criteria listed in 3.5.3 are met.

4.5 Appointments to the upper pay range

The circumstances in which payment on the upper pay range will or may be considered are below:

- If the teacher was previously employed as a post-threshold teacher in this school without a break in the continuity of their employment, the governing body will pay the individual as an upper pay range teacher.

- If the teacher was previously employed as a post-threshold teacher in another school, then this school will consider whether the individual should be offered employment on the upper pay range.
- If the teacher was employed as a member of the leadership group in this school on or after 1 September 2000 for an aggregate period of one year or more, then this school will pay the individual as an upper pay range teacher.
- If the teacher was previously employed as a leading practitioner in this school or any other school, this school will consider whether the individual should be offered employment on the upper pay range.
- If the teacher was previously employed on the upper pay range under the revised criteria in place from 1 September 2013, then this school will consider whether the individual should be offered employment on the upper pay range.

If the teacher meets none of the above criteria or the school determines to appoint the teacher on the main pay range, then the teacher must apply to access the upper pay range in this school.

4.6 Unqualified teachers

Where advertising for an unqualified teacher, the unqualified teacher pay range will be specified on the advert.

There is no assumption that an individual who has previously worked as a unqualified teacher will be paid at the same rate on the unqualified teacher pay range that they were being paid in their previous school.

The governing body will consider payment of an unqualified teachers' allowance (above the top of the unqualified teacher range) to unqualified teachers where recommended by the headteacher, having considered their basic salary is not adequate. In doing so, the school will have regard to the factors outlined at the start of this section and the criteria for the award of an unqualified teacher allowance as detailed in section 6.4.1.

4.7 Support staff

New employees (those who have not previously worked within a maintained school in Hampshire) will normally be appointed to the first step of the appropriate salary range. Having due regard to the factors outlined at the start of this section, a higher salary may be considered by the governing body. This will be on a step within the salary range of the evaluated grade for the role (not exceeding Step 3 for grades A and B, and step 5 for grades C to K).

In considering what salary may need to be offered, the governing body will have regard to the overall value of the package offered by the school, compared with that which the applicant is receiving from their current employer, for example:

- a career average earnings pension scheme through the Local Government Pension Scheme, compared with the scheme offered by the current employer;
- availability of benefits such as the salary sacrifice scheme for childcare vouchers.

Existing employees promoted to a new post within the school will normally be appointed to the first step of the appropriate salary range. They may also be entitled to an increased annual leave allowance in line with Hampshire County Council (EHCC2007) annual leave entitlement.

5. Pay progression

The governing body will recognise good and outstanding performance of its entire staff by ensuring that they are appropriately rewarded through their salary. The governing body expects the majority of staff to be meeting the expectations for their role and they will therefore be rewarded with pay progression (where there is room on their range or grade) as defined in this section.

The governing body expects that where a member of staff is not meeting the expectations of their role, appropriate support and assistance will be provided, including training, coaching and other development activities as required, and that the individual will be made aware of the potential consequence for their pay progression.

The school will ensure that assessment of performance is fair and transparent by ensuring it is properly rooted in evidence through a robust performance management process, in accordance with the school's policy on performance management. Under the provisions of the Equality Act 2010, adjustments that are reasonable will be considered to enable staff with a disability to perform to the required standard. When setting targets for an employee covered by these provisions, managers will ensure that the employee has the opportunity to discuss the impact, if any, that their disability could have on the targets set. In this context the manager will consider whether any adjustments to those targets, or support to achieve those targets would be reasonable.

Pay decisions are made via recommendation from the headteacher to the Governing Body Pay Committee or, in the case of the headteacher, from the Headteacher Performance Management Committee to the Governing Body Pay Committee.

Any member of staff has the right to appeal against the pay decision of the governing body Pay Committee. Details of the appeal process are contained in section 8.

In the context of this section, performance has a broad interpretation and will include conduct as well as capability matters. Any teacher who is subject to the formal Disciplinary Policy, where a breach of Teachers' Standards is substantiated, may be deemed to not meet the required standard in terms of performance. Likewise, a member of support staff who is subject to the formal Disciplinary Policy may be deemed to not meet the required standard in terms of performance.

In respect of teaching staff, the Governing Body Pay Committee must consider annually whether or not to increase the salary of teachers (including the headteacher) who have completed a year of employment since the previous annual pay determination. A year of employment is defined as 26 weeks service, which does not have to be continuous. The 26 weeks service includes periods of paid or unpaid absence, e.g. due to sickness or family friendly leave. A teacher who has not completed a year of employment must still have their performance reviewed annually although this will not have an impact on salary progression.

In respect of support staff, staff who are new employees (i.e. without continuous previous service with the same employer) and who join the school between January and March each year, will not be eligible to receive step progression in the following April, but will receive the value of the pay award. Performance will be assessed for progression for April of the following year.

The governing body recognises that funding cannot be used as a criterion to determine pay progression and the budgeting process will allow for the potential for pay progression for all staff where there is room on their range or grade. The governing body will ensure consistency and equitable treatment in the determination of performance pay decisions across all groups of staff in the school.

5.1 Leadership group salary determinations

5.1.1 Headteachers

Salary determinations will be made by way of the performance management ratings and outcomes for pay as specified in section 5.7. In this school a framework sets out expectations of the headteacher, dependent on their career stage. This can be found in Appendix 3.

As part of the performance management review, the headteacher must demonstrate:

- sustained high quality of performance, with particular regard to leadership, management and pupil progress at the school, and
- substantial progress towards achievement of performance management objectives, and that they are meeting the Teacher Standards and Headteacher Standards.

In any event there will be no progression beyond the top of their pay range. The headteacher will be notified of the outcome and basis of the decision, in writing, of the governing body Pay Committee within one month of the decision.

5.1.2 Deputy headteachers, assistant headteachers and heads of school

Salary determinations will be made by way of the performance management ratings and outcomes for pay as specified in section 5.7. In this school a framework sets out the expectations of leaders, dependent on their career stage, which can be found in Appendix 3.

As part of the performance management review, the teacher must demonstrate:

- sustained high quality of performance, with particular regard to leadership, management and pupil progress within their areas of responsibility, and
- substantial progress towards achievement of performance management objectives, and
- that they are meeting the Teacher Standards.

In any event there will be no progression beyond the top of their pay range. The teacher will be notified of the outcome and basis of the decision, in writing, of the governing body Pay Committee within one month of the decision.

5.2 Leading practitioners

The governing body, having regard to the recommendation of the headteacher, will consider salary progression where it is satisfied that the leading practitioner has demonstrated as part of a review:

- sustained high quality of performance, with a strong contribution to school leadership through improving quality of teaching, and
- substantial progress towards achievement of performance management objectives, and that they are meeting the Teacher Standards

The performance management ratings and outcomes for pay as specified in section 5.7 apply to leading practitioners. In this school a framework sets out the expectations of teachers, dependent on their career stage, which can be found in appendix 3.

In any event there will be no progression beyond the top of the leading practitioner's range. The leading practitioner will be notified in writing of the outcome and basis of the decision of the governing body Pay Committee within one month of the decision.

5.3 Qualified classroom teachers: upper pay range

Any qualified teacher paid on the upper pay range will need to demonstrate, as per other classroom teachers, that they have met the expected level of performance, following a robust performance management process with outcomes confirmed in writing, before pay progression is awarded.

Performance will be assessed annually, however pay progression will normally only be considered every two years in order for the teacher to demonstrate a sustained contribution (as defined in 3.5.3). In order for pay progression to occur, the teacher must demonstrate that:

- they are highly competent in all elements of the Teachers' Standards;
- their achievements and contribution to the school are substantial and sustained; and
- that they have made substantial progress towards the achievement of their performance management objectives.

The definitions of highly competent, substantial and sustained are provided in section 3.5.3. In this school a framework sets out the expectations of teachers, dependent on their career stage, which can be found in Appendix 3.

Salary determinations in relation to performance in the previous academic year will be made by way of the performance management ratings and outcomes for pay as specified in section 5.7. In any event there will be no progression beyond the top of the upper pay range.

Where applicable, the teacher will be notified in writing of the outcome of the decision of the governing body Pay Committee within one month of the decision.

5.4 Qualified classroom teachers: main pay range

Salary progression, in relation to the previous academic year, will be based directly on the performance of the teacher. Salary progression will only occur where the governing body is satisfied that the performance of the teacher in that year meets the required standards, following a robust performance management process with outcomes confirmed in writing.

Salary determinations in relation to performance in the previous academic year will be made by way of the performance management ratings and outcomes for pay as specified in section 5.7. In this school a framework sets out the expectations of teachers, dependent on their career stage, which can be found in Appendix 3.

In any event there will be no progression beyond the top of the main pay range unless the teacher has applied for and meets this school's criteria for progression to the upper pay range (see section 3.5.3). The teacher will be notified of the outcome of the decision, in writing, of the governing body Pay Committee within one month of the decision.

5.5 Newly qualified and early career teachers

It is recognised that there will be some individuals continuing to complete a full-time equivalent of a one year induction and new early career teachers commencing a full-time equivalent two year induction. For both groups, evidence from the induction period will be considered in an assessment of the teacher's performance in the relevant academic year. The same performance management ratings and outcomes for pay will apply to these teachers as for qualified classroom teachers identified in section 5.7. Both groups are eligible for pay progression after a year in employment, as defined at the start of this section, as a minimum of 26 weeks of service at 1 September. In this school a framework sets out the expectations of teachers, dependent on their career stage, which can be found in Appendix 3.

In any event there will be no progression beyond the top of the main pay range. The teacher will be notified of the outcome of the decision, in writing, of the governing body Pay Committee within one month of the decision.

5.6 Unqualified teachers

Salary progression, in relation to the previous academic year, will be based directly on the performance of the teacher. Salary progression will only occur where the governing body is satisfied that the performance of the teacher in that year meets the required standards, taking into account that they are not qualified.

Salary determinations in relation to performance in the previous academic year will be made by way of the performance management ratings and outcomes for pay as specified in section 5.7. In any event there will be no progression beyond the top of the unqualified teacher pay range.

The teacher will be notified of the outcome of the decision, in writing, of the governing body Pay Committee within one month of the decision.

5.7 Performance ratings and pay outcomes for teachers

As a result of the performance management process undertaken, a determination will be made on whether, during the relevant academic year, the teacher has demonstrated the expected level of performance. This review will be in accordance with the school's performance management policy. A determination about performance will directly impact pay progression as defined in Table 7 below.

A rating of:	Will mean for teacher progression:
Exceptional performance	Two points salary progression
Achieved expectations	One point salary progression
Not met expectations	No salary progression

Table 7: Pay progression decisions and impact on pay for teaching staff

In this school the above ratings of performance are defined as set out in the sections below.

Exceptional performance

- Consistently and significantly performs above expected performance, according to their career stage and teacher or leadership role
- Frequently demonstrates exceptional teaching skills, knowledge and practice relative to their career stage and teaching or leadership role
- Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school
- Consistently meets, and is a role model for, all teaching standards
- Even where not a requirement of their role, acts as an exceptional role model able to offer professional guidance and cascade best practice to others in many areas or as a leader, demonstrates exceptional leadership skills and enhancement of teaching practice of colleagues in their area of responsibility
- Delivers or ensures High Quality Inclusive Teaching (HQIT) and high expectations, leading to accelerated progress of pupils
- For leaders (those on the leadership range or holding a TLR), demonstrates exceptional management of their areas of responsibility within the school as an organisation, including HR and budget management where appropriate

Achieved expectations

- Demonstrates consistent good performance, meeting all teaching standards in a manner appropriate for their career stage and teaching or leadership role
- Consistently demonstrates expected performance, according to the expectations of their teaching or leadership role
- Confidently demonstrates sound teaching skills, knowledge and practice for their career stage and role
- Has met all performance management objectives to an appropriate and acceptable level
- Demonstrates consistent good performance, and for leaders in particular, credibility amongst colleagues

- Seeks professional support and guidance to guide further development and as teachers, in strong areas can offer guidance and cascade best practice to others and as leaders takes responsibility for ongoing professional development through undertaking wider reading and research
- As a leader (those on the leadership range or holding a TLR), provides professional challenge and support to colleagues, when appropriate, and empowers staff to make improvements to their practice as well as acting as a role model, offering professional guidance and cascading best practice within the school
- For teachers, sustained progress of pupils is evident, as is good subject knowledge and for leaders, sustained progress of pupils is evident across the school or within their area(s) of responsibility

Not met expectations

- Is not meeting the requirements of the relevant standards in a manner appropriate for their teaching or leadership role and career stage
- Skills, knowledge and/or practice require development in a number of areas of the relevant standards
- Falls short of expected performance for their teaching or leadership role and career stage
- Requires advancement of skills to meet requirements of their role
- Has not either met performance objectives or has not met performance objectives to an acceptable level
- Does not sustain a consistent level of good performance (i.e. the level of performance described under achieved expectations)
- Requires professional support and guidance to support an acceptable level of performance
- Children in their class(es), or in the case of leaders, across the school or within their area(s) of responsibility, do not make sufficient progress

5.8 Support staff

Salary progression for support staff relates directly to the performance of the employee. Salary progression will only occur where the governing body is satisfied that the performance of the employee in that year meets the requirement for their role as defined by the objectives set as part of the Performance Management Policy.

Assessment is completed annually and pay progression takes effect from 1 April each year. In this school, performance of support staff is reviewed in September to take effect with pay progression the following April. New employees who joined between 1 January to 31 March are not eligible for pay progression in the April following their appointment, but will have their performance reviewed.

The governing body Pay Committee will consider the recommendation of the headteacher or line manager in respect of the pay progression of each member of support staff, as an outcome of the Individual Performance Planning process (IPP), awarding each April one of the three ratings outlined below:

A rating of:	Will mean for pay progression
Exceptional performance	1 step progression plus 3% one-off payment (in exceptional circumstances, 2 step progression may be awarded instead of 1 step plus 3% one-off payment)
Achieved expectations	1 step progression

Improvement required	0 steps progression
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Exceptional performance is defined as:

- All target/standards achieved and performance is exceptional against most or all of the targets
- The job was delivered exceptionally well and the requirements of the role were exceeded
- Very positive behaviours are displayed, e.g.
- Expectations frequently exceeded and/or exceptional support or service provided even when expectations could not be met
- Proactively engaging and motivating others; providing significant support to others (including colleagues and pupils)
- Consistently leading by example and acting as a role model or champion
- Taking into account the implications of their activities on own initiative
- Willingly taking on additional responsibilities outside role requirement

Meets expectations is defined as:

- Consistently met the majority of targets/standards – in some areas, accomplishments may have exceeded expectations, whereas in others they may occasionally have fallen slightly short; however, the overall performance is acceptable for accomplishing targets/standards
- The job was delivered and the requirements of the role met
- Behaviour and the way the role has been performed has met expectations e.g.
- Good support and service to pupils and colleagues
- Contributing to the team and supporting others in their role
- Positive attitude to achieving targets
- Engaging in opportunities to learn and develop

Improvement required is defined as:

- Targets not achieved and/or performance frequently fell below role requirements
- The job was either not accomplished in its entirety or was accomplished with too high a reliance on others ('hand holding')
- Behaviour has not met expectations e.g.
- Poor support and service to pupils and colleagues
- Negative impact on team or individual's goals
- Making minimal contributions to the team or not helping others
- Resisting opportunities to learn or improve

5.9 Absence

5.9.1 Teaching staff

For teaching staff special arrangements are in place for individuals who have been absent from work for more than 26 calendar weeks of the year. In these cases, assessment of performance within the academic year may be difficult. Where there is not enough evidence to support a performance rating under section 5.7 due to absence, an 'achieved expectations' rating will normally be applied. The exception to this is if the performance rating for the preceding year was 'not met expectations', in which case that rating should apply, unless the headteacher can demonstrate to governors a strongly evidenced argument to change the rating.

5.9.2 Support staff

For support staff, the EHCC collective agreement has special arrangements in place for individuals who have been absent from work for more than nine months of the year. In these cases, an 'achieved expectations' rating will be applied. The exception to this is if the performance rating for the preceding

year was 'improvement required', in which case that rating should apply, unless the headteacher can demonstrate a strongly evidenced argument to governors to change the rating. In cases of absence of less than 9 months of the year, the headteacher will rate the performance based on the period of work in attendance.

6. Allowances and other payments

This section sets out the payments this governing body has determined may be payable in the school to certain groups of employees and/or specific post holders. A teacher in receipt of safeguarded salary may have the value of that safeguarding reduced or removed, depending on the allowance being paid to that teacher.

6.1 Headteacher

Salary determinations, including determinations regarding allowances, are made in the context of section 3.5.1. This means that the permanent features of a headteacher's role are reflected in the pay range set by the governing body. When considering paying additional temporary allowances to the headteacher, the governing body will ensure that no 'double counting' occurs, i.e. that responsibilities already considered in setting the pay range for the headteacher are not remunerated again under a temporary allowance.

All temporary allowances paid to a headteacher are counted within the 25% limit, with the exception of:

- payments for residential duties where they are a requirement of the post; and
- payments in respect of housing or relocation expenses which relate solely to the personal circumstances of the headteacher.

In any one academic year, the total value of the temporary payments (save for those identified as excluded above) will not exceed 25% of the salary of the headteacher, nor will the sum of the headteacher's salary plus any allowances exceed 25% above the top of the headteacher group. Should the governing body believe there are wholly exceptional circumstances that warrant a payment of more than 25% above the salary of the headteacher, or more than 25% above the top of the headteacher group, then advice will be sought from an independent external adviser and robust market testing must take place.

6.2 Allowances/payments for all teachers, including headteachers

This section defines payments that the governing body has determined as payable in this school to all teachers, including those on the leadership range, leading practitioners, qualified classroom teachers (including newly qualified/early career teachers) and unqualified teachers.

6.2.1 Continuing professional development

Teachers (excluding the headteacher if paid under the current document) who are asked to and agree voluntarily to undertake continuing professional development outside of directed time may be entitled to an additional payment. This payment will be considered by the Pay Committee in advance of the specific activity.

6.2.2 Initial Teacher Training activities

Teachers (excluding leading practitioners and the headteacher if paid under the current document) who voluntarily undertake school-based Initial Teacher Training activities will be entitled to a flat rate allowance which will be agreed by the Pay Committee. Activities that will attract payment are:

- supervising and observing teaching practice;
- giving feedback to students on their performance and acting as professional mentors;
- formally assessing students' competences.

Teachers who undertake Initial Teacher Training activities which are not part of the ordinary running of the school (i.e. running a School-Centred ITT provision) will be given separate non-teaching contracts of employment to cover this work. This includes activity such as:

- planning an Initial Teacher Training course;
- preparing course materials;
- undertaking the marketing, finance and administration of the course;
- taking responsibility for the well-being and tuition of Initial Teacher Training students.

6.2.3 Out of school hours learning activities ('booster classes')

For activities covered by teachers (excluding the headteacher if paid under the current document) who voluntarily undertake learning activities outside of the normal school hours and whose salary range does not take account of such activity, a payment will be made in accordance with rates defined by the local authority.

Support staff who voluntarily undertake any duties outside of normal hours of work shall be paid in accordance with the rates for additional hours or overtime hours (see section 6.5.6).

6.2.4 Consultancy

The governing body will consider releasing members of staff from their normal working hours to undertake consultancy-type activities. Where this is approved by the governing body, the governing body shall place in writing the following details:

- the maximum number or days/hours of release within the academic year, and
- the full terms of the work to be carried out including arrangements for pay, expenses, time allocated to complete the work, and
- the nature of the consultancy work being undertaken.

In such circumstances, the payment made by the other party will be to the school and the governing body will consider whether there should be a payment to the Headteacher to reflect the additional responsibility and activity.

6.2.5 Performance payments for teachers seconded to headship from another school

Where a teacher (who is not a substantive headteacher), is seconded to this school as headteacher for a temporary period and has met this school's criteria for pay progression, the governing body of this school may determine to make a payment to the secondee to recognise their performance in this school, where the performance has been high quality throughout the secondment and they will not remain with the school to benefit from any pay progression.

In such circumstances, the governing body may pay a lump sum equivalent to the value of an additional point or two points on this school's headteacher range, but only where the secondee would otherwise not receive the full value of the point (or points) as a result of returning to their original school. This governing body will therefore liaise with the 'donor' school about performance-related payments.

6.2.6 Acting allowance

Where staff are required to cover senior positions (i.e. those paid on the leadership range) because of sickness, other absence or prolonged vacancy, any additional payment due will be agreed with the employee ideally in advance but at least within four weeks of beginning that cover.

6.3 Allowances/payments for classroom teachers

This section defines payments that the governing body has determined as payable in this school to classroom teachers, including qualified classroom teachers and newly qualified/early career teachers. Leading practitioners and unqualified teachers can receive some payments in this section, but not all. Those on the leadership group (headteachers and deputy/assistant headteachers) are excluded from receiving any payments in this section.

6.3.1 Recruitment allowances and/or benefits

The governing body does not currently award recruitment/relocation incentives and/or benefits. The governing body will regularly review whether this discretion should be applied.

6.3.2 Retention incentives and/or benefits

The governing body does not currently award retention incentives and/or benefits. The governing body will regularly review whether this discretion should be applied.

6.3.3 Teaching and learning responsibility payments (TLRs) – Levels 1 and 2

TLRs will be awarded to the holders of posts indicated in the attached staffing structure which has been consulted upon with staff. TLRs are not payable to leading practitioners.

TLRs are awarded to classroom teachers paid on the qualified teacher ranges who undertake a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning for which they are responsible and accountable.

Before awarding a TLR, the governing body 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; and
- b) requires the exercise of a teacher's professional skills and judgement; and
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum; and
- 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, payment of a TLR 1 will require the teacher's role to include line management responsibility for a significant number of people.

TLR 2s will be awarded to the following annual full-time equivalent values:

- 2c. £7,017 to the holder of Head of PE
- 2c. £7,017 to the holder of Head of RS and Cover Supervisors
- 2b. £4,788 to Deputy Head of English
- 2b. £4,788 to the holder of Head of Subject
- 2b. £4,788 to Maths / Science Lead Teachers
- 2b. £4,788 to the holder of Key Stage Co-ordinator
- 2b. £4,788 to the holder of PPG Co-ordinator
- 2b. £4,788 to the holder of SENCO
- 2b. £4,788 to the holder of IT Lead
- 2b. £4,788 to the holder of Head of BEE
- 2a. £2,873 to the holder of Deputy Head of Games
- 2a. £2,873 to the holder of Deputy Head of P.E
- 2a. £2,873 to the holder of Deputy Head of Year

- 2a. £2,873 to the holder of Deputy Head of BEE
- 2a. £2,873 to the holder of Head of House
- 2a. £2,873 to the holder of Curriculum Lead English
- 2a. £2,873 to holder of School Sports Coordinator

TLR 1s will be awarded to the following annual full-time equivalent values:

- 1d. £14,030 to the holder of Head of Maths & Exams Officer
- 1c. Nil
- 1b. £10,207 to the holder of Head of Year / Head of Science / Head of English

- 1a. £ 8,291 to the holder of Data Officer
- 1a. £8291 to the Heads of Faculty (temp 1-year role)
- 1a. £8291 to the Lead SENCO (temp 1-year role)

The above amounts are full-time values which will be pro-rated in accordance with section 3.1 for part-time teachers and where teachers work part year.

6.3.4 Teaching and learning responsibility payments (TLRs) – Level 3

The governing body has identified that the following projects which will enable the school to achieve its school improvement priorities meet the criteria for a fixed term TLR 3, in that they:

- are clearly time limited school improvement projects, or one-off externally driven projects; and
- are focused on teaching and learning; and
- require the exercise of a teacher’s professional skills and judgement; and
- have an impact on the educational progress of pupils other than the teachers’ assigned classes or groups of pupils.

Payment of the TLR 3 is not conditional upon successful completion, though individuals who are responsible for delivering these projects will have success criteria defined as a specific target with their performance management targets.

A fixed term TLR 3 will be awarded to the teacher who undertakes the following project(s), with a minimum payment of £571 and maximum payment of £2,833:

- Co-curriculum Lead
- Digital Media & PR
- DHOY
- Pupil Mentoring Lead
- Early Careers Framework Leader
- RQT Lead Teacher
- Pupil Premium Champions
- SSCO
- 7 Habits

The above amount(s) is/are the value(s) for the project and are not pro-rated for part time teachers except for application of the pro-rata principle where teachers do not work a full year (which is also adjusted for full-time teachers) or where the TLR3 project lasts for less than one year. There is no safeguarding when the TLR 3 payment ceases. TLR 3 is not payable to leading practitioners or teachers paid on the unqualified teacher range.

6.3.5 Special educational needs allowances

SEN allowances will be awarded to the holders of posts indicated in the attached staffing structure. SEN allowances are not payable to leading practitioners or to teachers paid on the unqualified teacher range.

SEN allowances are awarded to a classroom teacher:

- a) In any SEN post that requires a mandatory SEN qualification as outlined below. b) In a special school.
- c) Who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service.
- d) In any non-designated setting that is analogous to a designated special class or unit, where the post:
 - i. involves a substantial element of working directly with children with special educational needs; and
 - ii. requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - iii. has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school.

A mandatory qualification as referred to in point (a) is a mandatory qualification required for teaching groups of children who are hearing, visually or multi-sensory impaired.

It does not refer to the National Award for SEN Co-ordination. A teacher who has the National Award for SEND Co-ordination must also hold a post that meets criteria a, b, c, or d to attract a SEN allowance.

The governing body has determined a spot value for the SEN allowance, taking into account the structure of the school's SEN provision and the following factors:

- whether any mandatory qualifications are required for the post (for teaching hearing, visually or multi-sensory impaired groups of children);
- the qualifications and experience of the teacher relevant to the post; and the relative demands of the post.

Accordingly, the governing body will award SEN allowance(s) of the following annual full-time equivalent value(s):

£4,479 for SENCO posts as defined on the attached staffing structure. N.B see 6.3.3 re Senior SENCO role.

The above amounts are full-time values which will be pro-rated in accordance with section 3.1 for part-time teachers and where teachers work part year.

6.4 Allowances only payable to unqualified teachers – unqualified teacher allowance

The governing body will pay an unqualified teachers' allowance to those on the unqualified pay range when the governing body considers their basic salary is not adequate having regard to their responsibilities, qualifications, experience and any recruitment difficulties. The value of the allowance will be determined according to the individual circumstances, in line with the statutory criteria below:

- the teacher has sustained additional responsibility focused on teaching and learning and requiring a teacher's professional skills and judgement; or
- the teacher has qualifications/experience which bring added value to role.

6.5 Allowances/payments available for support staff

There are several additional allowances/payments made to support staff, as defined in the collective agreement with recognised trade unions which is known as the Employment in Hampshire County Council agreement, or EHCC 2007. The purpose of this section 6.5 is to set out which of these payments apply in this school. The contents of this section do not provide a separate entitlement contractually or otherwise beyond those entitlements contained within the collective agreement (EHCC 2007). Any amendment to that agreement overrides the contents of this section 6.5.

6.5.1 Night working, weekend working and shift working

Weekend, night and shift working payments will only be paid to staff up to and including Grade E. These payments may also be paid to staff graded above Grade E in the following circumstances:

- where it is a critical business requirement that an essential service is delivered out of office hours; or
- where staff are required to participate in a regular and frequent standby rota and are called out whilst on standby.

The arrangements described below reflect the only arrangements for which the payments specified will be made. Where staff are entitled to receive an enhanced rate of pay, only ONE entitlement will be paid, namely shift allowance or weekend enhancement or night working, for the same hours worked.

a) Definitions

Nights are defined as those hours worked between 22.00 to 07.00 on Monday, Tuesday, Wednesday, Thursday and Friday.

Weekend working can take place on a Saturday which is taken as 00.00 to 24.00 (Saturday), or Sunday which is taken as 00.00 to 24.00 (Sunday).

Rotating shifts are defined as any work pattern where the total period covered by the shifts is 24 hours, e.g.:

- three shifts on a rota basis covering 24 hours including a night shift over 5 or 6 days a week, such as Monday to Friday or Tuesday to Sunday; or
- three shifts on a rotating basis covering 24 hours including a night shift over 7 days a week, such as Sunday to Sunday earlies from 06.00 to 14.00, lates from 14.00 to 22.00, nights from 22.00 to 06.00.

Alternating shifts are defined as any work pattern where the total period covered by the shifts is 11 hours or more, in any 24-hour period, and there are at least 4 hours between the start time of the earliest and latest shift. This is a two shift rota where the span of the shift pattern can be between 11 and 14 hours or more than 14 hours but less than 18 hours.

b) Rates of pay for night or weekend working where employees are not receiving rotating or alternating shift allowance

Revised rates for weekend working and overtime were introduced in 2011, following an exercise to vary individual contracts of employment for those staff who might reasonably be expected to work hours covered by the changes. Those rates do not form part of a collective agreement with the trade unions.

For those staff who may be asked or required to work at weekends but have not been asked to vary their contract, the manager and the employee will need to discuss the arrangements on the basis of the post-2011 rates.

The rates of pay are shown in Table 8 below.

c) Rates of pay for employees on a rotating or alternating shift where the shift is a regular and permanent feature of their working arrangements

The enhancement outlined in table 8 below will be paid on all hours worked. No additional payments can be claimed as outlined in the table as the shift allowance is deemed to cover the “unsocial” nature of the work. Shift payments will be paid during holidays, paid maternity leave (pro rata to the shift working worked and paid during the qualifying period) and when in receipt of pay during sickness absence in accordance with the normal entitlement.

Shift Type	Criteria	Allowance
Rotating Shift (a)	Three shifts on a rotating basis covering 24 hours including night shifts over 5 or 6 days a week e.g. Monday to Friday or Tuesday to Sunday	17%
Rotating Shift (b)	Three shifts on a rotating basis covering 24 hours including night shifts over 7 days a week e.g. Sunday to Sunday Earlies 06.00 to 14.00 Lates 14.00 to 22.00 Nights 22.00 to 06.00	20%
Alternating Shift (a)	Where the total period covered by the two shifts is between 11 and 14 hours in a 24 hour period starting at least 4 hours apart	12.5%
Alternating Shift (b)	Where the total period covered by the two shifts is more than 14 hours in a 24 hour period starting at least 4 hours apart	14%

Table 8: Shift payments

6.5.2 Stand-by, sleeping in allowances and call out payments

Some areas of work require staff to be available either at home or at their place of work to be called on if required to deal with emergency or unusual situations.

a) Stand-by

The governing body does not currently have any posts which meet the criteria as set out in the EHCC 2007 agreement for the payment of stand-by allowances. The governing body will regularly review whether these criteria are met and if payments are due, these shall be made in accordance with the EHCC 2007 agreement.

b) Call out – not on standby

There will be occasions when an employee is not on standby but nevertheless gets called out at short notice to attend work on site in response to an unplanned or emergency situation, for example a caretaker responding to the police with regard to a break-in on site.

When an employee NOT on standby is required to attend work this will be paid at the appropriate hourly rate for all hours worked, excluding normal travel time to standard place of work.

Call out rate for those not on standby rota: £25.00 per occasion

c) Sleeping In

The governing body does not currently have any posts which meet the criteria as set out in the EHCC 2007 agreement for the payment of sleeping in allowances. The governing body will regularly review whether these criteria are met and if payments are due these shall be made in accordance with the EHCC 2007 agreement.

6.5.3 Acting up allowances

The circumstances in which such arrangements might attract payment are covered in Hampshire County Council's salary policy. Typically, employees will act up into a higher graded role for at least one month to attract payment. Where an employee takes on additional responsibilities that are not acting up then the governing body, as advised by the headteacher, needs to assess whether the employee can accommodate the duties within the normal range of hours and consider whether the circumstances are exceptional to warrant consideration of a payment under the special recognition scheme (as outlined in section 6.5.7) and not as an acting up allowance.

6.5.4 First aid allowance

A headteacher may designate a first aider, from amongst staff who hold a qualification approved by the HSE, to provide first aid to staff and others at their school as necessary. They may also take delegated responsibility for the checking and maintenance of first aid resources – medical box, information, updating of local procedures, etc. The designated first aider will receive the first aid allowance of £120 per annum.

This allowance is not payable to qualified first aiders or persons appointed to look after checking and maintenance of first aid resources – medical box, information, updating of local procedures, etc, who are not designated as a first aider for their school, i.e. holding a first aid certificate alone does not entitle an employee to receive the first aid allowance.

6.5.5 Working from home allowance

The governing body does not currently have any posts which meet the criteria as set out in the EHCC 2007 agreement for the payment of a home working allowance. The governing body will regularly review whether these criteria are met.

6.5.6 Overtime and additional hours

Table 10 sets out the rates for overtime and additional hours which apply since 2011. Additional hours are those hours worked which are above the employee's contracted hours in that contract, but which fall before 37 in anyone week. Overtime hours are those hours worked which are above 37 hours per week in that contract. Overtime rates will not be paid in conjunction with night, shift or weekend working payments for any grade of employee (only the higher rate of the two can be claimed).

These rates do not form part of the EHCC 2007 agreement as negotiations with recognised unions failed to reach agreement. Employees who were employed at the time of this change and who were claiming overtime were asked individually to vary their contract of employment.

Type	Days	Time	Additional Hours*	Overtime#
Days	Mon-Fri	07:00 – 22:00	Time	Time
Nights	Mon into Tue	22:00 – 07:00	Time and a third	Time and a half
	Tue into Wed	22:00 – 07:00		
	Wed into Thu	22:00 – 07:00		
	Thu into Fri	22:00 – 07:00		
Nights	Fri	22:00 – 24:00	Time and a third	Time and a half
Weekend	Saturday	00:00 – 07:00	Time and a third	Time and a half
Weekend	Saturday	07:00 – 22:00	Time	Time and a half
Weekend	Saturday	22:00 – 24:00	Time and a third	Time and a half
Weekend	Sunday	00:00 – 24:00	Time and a half	Time and a half
Nights	Monday	00:00 – 07:00	Time and a third	Time and a half

Bank Holidays	There are normally 8 public holidays □ Good Friday • Easter Monday • Early May Bank Holiday • Late May Bank Holiday • August Bank Holiday • Christmas Day • Boxing Day • New Years Day (Where a public holiday falls on a Saturday or Sunday then the Council will normally designate the next one or the following day as the designated 'public holiday'.)	00:00 – 24:00	Double time plus an entitlement to time off in lieu at a later date.	Double time plus an entitlement to time off in lieu at a later date.
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Table 10: Rates of pay for additional hours, overtime hours and night and weekend working

6.5.7 Special recognition scheme

The governing body may recognise exceptional performance on a particular project or element of work by making a one-off payment under this scheme. An award may be made of up to 10% of an employee's basic salary.

6.5.8 Market supplements

Where there is specific difficulty in recruiting and/or retaining a certain category of support staff, the governing body will give consideration to the use of market supplements, subject to statutory and local criteria being met.

6.6 Holiday pay payments

In limited and exceptional circumstances, an employee may be entitled to an additional payment in respect of holiday pay, to ensure that they will not be financially worse off during periods of statutory annual leave (the minimum annual leave entitlement set by legislation, i.e. 20 days). This applies when a teacher or member of support staff submits a relevant claim, in which case an additional holiday pay payment may be made in addition to that claim, paid in the same month in which the relevant claim is paid. The relevant claims which may qualify for a holiday pay payment are limited to:

- Overtime or additional hours
- Sleep in payments
- Call out
- Standby fee
- Shift premiums
- Out of school learning activities (booster classes or one-to-one tuition)
- Continuing professional development, consultancy, seconded headteachers and Initial Teacher Training activities (paid via professional duties)

Where a holiday pay payment is due, it will be calculated on the following basis:

- Teachers: a payment of 20/195 of the value of the relevant claim.
- Support staff: a payment of 20/261 of the value of the relevant claim.

7. Overpayments

The governing body and/or local authority will seek to recover all overpayments. The process the school will follow is set out in the Procedure for recovery of overpayments.

Where a pay deduction is required to recover an overpayment of wages or expenses, there is no requirement for an employer to obtain a written mandate from the employee, but in this situation the governing body will seek to obtain the employee's agreement.

Where the governing body and/or local authority has incorrectly told a new employee, orally or in writing, that they will receive a specific payment and the employee has accepted a job on that basis, the governing body and/or local authority will review whether to serve notice of a change in contract to correct the error. Education Personnel Services will provide further advice in such situations.

8. Appeal arrangements

The arrangements for considering appeals in relation to pay including withholding of pay progression based on performance management are as follows:

1. A member of staff may appeal in relation to their pay on the grounds specified in (2) below.
2. The grounds for appeal are that the person or committee by whom the decision was made:
 - a. incorrectly applied any provision of the relevant terms and conditions of service;
 - b. failed to have proper regard to statutory guidance, such as Teacher Standards;
 - c. failed to take proper account of relevant evidence;
 - d. failed to consistently apply the school's pay, or performance management policy;
 - e. took account of irrelevant or inaccurate evidence;
 - f. was biased; or
 - g. otherwise unlawfully discriminated against the member of staff.

An issue raised as a pay appeal cannot then be raised again as a grievance.

3. Employees who are dissatisfied in relation to their pay have a statutory right to raise a formal complaint about that decision, which is termed a grievance. The process defined within this section meets the statutory requirements for raising a grievance and therefore an issue raised as a pay appeal cannot then be raised again under the school's formal Grievance Procedure and/or any complaints about pay that are submitted under the grievance procedure will be considered under this procedure rather than the Grievance Procedure.

Appendix 1: School timetabled teaching week (STTW)

Times	Activity	Included/ excluded	Hours included in STTW
8.45 – 9.00	Tutor time	Included	
9.05 – 10.05	Teaching	Included	
10.10– 11.10	Teaching	Included	
11.15 – 12.15	Teaching	Included	3.5 hrs
12.15 – 13.00	Break time	Excluded	
13.00 – 13.05	Registration	Excluded	
13.10 – 14.10	Teaching	Included	
14.15 – 15.15	Teaching	Included	2.0 hrs

DAILY TOTAL	5.50
WEEKLY TOTAL - STTW	27.50

Appendix 2: Staffing structure for the school (Teaching)

HEADTEACHER				
DEPUTY HEAD	ASST HEAD	ASST HEAD	ASST HEAD	ASST HEAD

TLR 1d	Head Maths & EXAMS OFFICER						
TLR 1c							
TLR 1b	Hd ENG	Hd Sci	HOY	HOY	HOY	HOY	HOY
TLR 1a	Data						

TLR 2c	Hd PE		CS & RS						
TLR 2b	Science KS4	Food Tech	History	Art	German	Italian	Latin	PSHEE	SENCOs
TLR 2b	Math KS3	Design Tech	Geog	Music	Drama	French	Spanish	Media	Maths KS4
TLR 2b	Sci KS3	English KS4	English KS3	BEE	IT Lead				
TLR 2a			SSCO	Lead Soc Care	Health		2 x PE	4 x Hd House	
TLR 2a	DHOY		DHOY	DHOY		DHOY		DHOY	

TLR 3	3 x PPG	2 x SGCO	7 Habits
	Co-curriculum	RQT Lead Teacher	Pupil mentor lead
	ECT Lead	DHOY	Digital media and PR

Appendix 3: Career expectations framework for all teachers, including leadership

Guidance on performance management ratings: career expectations framework for all qualified teaching staff

Purpose of this guidance

This guidance has been developed to support the Hampshire model pay policy and use of ratings to describe teacher performance and determine pay outcomes.

Each school should have a high-level description of what is meant by the ratings within the pay policy. Guidance has been developed by EPS as an exemplar for inclusion in the pay policy.

This guidance, known as the career expectations framework, supplements the rating descriptors in the pay policy, by providing a summary description of performance against each of the ratings for each stage of a teacher's career, so that schools can support and guide teachers to understand how expectations change through each stage of an individuals' career.

Schools can localise this career expectations framework in consultation with teaching staff and any school teacher trade union representatives to suit their own circumstances, language, expected levels of performance or school specific circumstances.

This framework looks at the Teachers' Standards and Headteacher Standards at a high level. It is supplemented by an additional document to support schools to articulate what 'achieved expectations' performance looks like against each of the Teachers' Standards and, as a separate version, the Headteacher Standards. It is not envisaged that it will be necessary to use these detailed documents for all staff to support performance management, but they may be particularly helpful in the following circumstances:

- Where performance assessment is indicating that individuals may be close to exceptional performance.
- To support teaching staff who are performing below the 'achieved expectations' level, to help articulate the performance concerns.
- When working with teaching staff who are looking to further improve their performance in specific areas of the Teachers' Standards.
- To assist with wording of objectives or areas of focus for performance management.

Early career teacher

Not meeting expectations	Achieved expectations	Exceptional performance
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<ul style="list-style-type: none"> • Falls short of expected performance • Requires urgent advancement of skills to meet requirements of their role • Has not consistently met the objectives set on the ECT paperwork. • Even with appropriate support has not met teacher standards on the evidence tracker. 	<ul style="list-style-type: none"> • Consistently demonstrates expected performance, according to the expectations of their role • Confidently demonstrates sound teaching skills, knowledge and practice, although there are areas of the curriculum which require further development 	<p><i>Meets Achieved expectations plus:</i></p> <ul style="list-style-type: none"> • Consistently demonstrates performance significantly above expected performance, according to the expectations of their role • In some areas/subjects demonstrate exceptional teaching skills, knowledge and practice
<ul style="list-style-type: none"> • Has not reached the 'expected standard' on the First Assessment at the end of Year 1 or the Final Assessment at the end of Year 2 of the ECT programme or is not on track in progress reviews. • Expectations of self and pupils are too low ☐ Skills, knowledge and/or practice require development in some areas of the teachers' standards • Children do not make sufficient progress 	<ul style="list-style-type: none"> • Has consistently met the objectives set on the ECT paperwork • Has reached the 'expected standard' on the First Assessment at the end of Year 1 or the Final Assessment at the end of Year 2 of the ECT programme. • Where first assessment or final assessment has not yet taken place, evidence from progress reviews indicates, on track for 'expected standard' • With appropriate support from an ECT mentor and colleagues, demonstrates consistent good performance • For those in or at the end of year 1, quality of teaching is at least good and broadly consistent and for those in or at end of year 2, evidence that quality of teaching is more consistently good • With appropriate support, meets the requirements of all teaching standards on the evidence tracker 	<ul style="list-style-type: none"> • Has significantly exceeded the objectives set on the ECT paperwork. • Has reached the 'exceeded standard' on the First Assessment at the end of Year 1 or the Final Assessment at the end of Year 2 of the ECT programme. • Where first assessment or final assessment has not yet taken place, evidence from progress reviews indicates, on track for 'exceeded standard' • Consistently, and independently, meets or exceeds all teaching standards based on the evidence tracker • Sustained progress of pupils is evident, as is good subject knowledge.
<p>Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable improvement. Schools should already be engaging with their Appropriate Body where this rating is being considered as concerns would be evidenced in the progress reviews and end of year assessments. HR support and advice should also be sought where required.</p>		

	<ul style="list-style-type: none"> • Seeks professional support and guidance to guide further development, taking responsibility for professional development • With appropriate support from an ECT mentor and colleagues, effective teaching enables all pupils to make good progress 	
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Main pay range

Not meeting expectations	Achieved expectations	Exceptional performance
<ul style="list-style-type: none"> • Skills, knowledge and/or practice require development in some areas of the teachers' standards • Falls short of expected performance • Does not sustain a consistent level of good performance • Requires advancement of skills to meet requirements of their role • Has either not met performance objectives or has not met performance objectives to an acceptable level • Displays a consistent lack of quality • Requires professional support and guidance to support performance • Children do not make sufficient progress 	<ul style="list-style-type: none"> • Consistently meets the requirements of all teaching standards • Consistently demonstrates expected performance, according to the expectations of their role • Confidently demonstrates sound teaching skills, knowledge and practice • Has met all performance management objectives to an appropriate and acceptable level • Demonstrates consistent good performance • May seek professional support and guidance to guide further development and in strong areas can offer guidance and cascade best practice to others 	<p><i>Meets Achieved expectations plus:</i></p> <ul style="list-style-type: none"> • Consistently demonstrates performance significantly above expected performance, according to the expectations of their role • Frequently demonstrates exceptional teaching skills, knowledge and practice • Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school • Consistently meets, and is a role model for, all teaching standards • Even where not a requirement of their role, acts as a role model able to offer

<p>Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable improvement. Depending on the circumstances of the case, this may be as part of the school's normal performance management policy or through application of the school's capability procedures. HR support and advice should be sought where required.</p>	<ul style="list-style-type: none"> • Sustained progress of pupils is evident, as is good subject knowledge. 	<ul style="list-style-type: none"> • professional guidance and cascade best practice to others in many areas • High Quality Inclusive Teaching (HQIT) and high expectations lead to accelerated progress of all pupils including those with SEND needs or who are disadvantaged
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Main pay range with TLR

Not meeting expectations	Achieved expectations	Exceptional performance
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<ul style="list-style-type: none"> • Skills, knowledge and/or practice require development in some areas of the teachers' standards • Falls short of expected performance • Does not sustain a consistent level of good performance • Requires advancement of skills to meet requirements of their role • Has either not met performance objectives or has not met performance objectives to an acceptable level • Displays a consistent lack of quality and low expectations • Requires professional support and guidance to support performance • Children do not make sufficient progress • Insufficient whole-school impact and ineffective contribution to the school improvement plan in relation to area of TLR responsibility • Limited or no impact on the development and enhancement of teaching practice across the school in relation to their area of TLR responsibility 	<ul style="list-style-type: none"> • Consistently meets the requirements of all teaching standards • Consistently demonstrates expected performance, according to the expectations of their role • Confidently demonstrates sound teaching skills, knowledge and practice • Has met all performance management objectives to an appropriate and acceptable level • Demonstrates consistent good performance • May seek professional support and guidance to guide further development and in strong areas can offer guidance and cascade best practice to others • Sustained progress of pupils is evident, as is good subject knowledge. • Evidences whole-school impact and effective contribution to the school improvement plan; for example, sustained progress for all pupils within their area of responsibility • Demonstrates credibility amongst colleagues and evidences good leadership of their TLR area • Acts as a role model able to offer professional guidance and cascade best practice to others in their area of teaching and leadership responsibility • Provides professional challenge and support to colleagues, when appropriate, and empowers them to make improvements to their practice 	<p><i>Meets Achieved expectations plus:</i></p> <ul style="list-style-type: none"> • Consistently performs significantly above expected performance, according to the expectations of their role • Frequently demonstrates exceptional teaching skills, knowledge and practice • Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school • Consistently meets, and is a role model for, all teaching standards • High Quality Inclusive Teaching (HQIT) and high expectations lead to accelerated progress of pupils including those with SEND needs and who are disadvantaged • Evidences substantial whole-school impact and contribution to the school improvement plan; for example, accelerated progress of all pupils across the school within the given area of TLR responsibility, including those with SEND needs or who are disadvantaged • Makes a substantial and strategic contribution in their area of TLR responsibility modelling outstanding practice • Demonstrates exceptional leadership skills and enhancement of teaching practice of colleagues in their area of TLR responsibility
<p>Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable improvement. Depending on the circumstances of the case, this may be as part of the school's normal performance management policy or through</p>		

application of the school's capability procedures. HR support and advice should be sought where required.

Upper pay range

Not meeting expectations	Achieved expectations	Exceptional performance
<ul style="list-style-type: none"> • Skills, knowledge and/or practice require development in some areas of the teachers' standards • Falls short of expected performance, according to their job role • Does not sustain a consistent level of good performance • Requires advancement of skills to meet requirements of their role • Has either not met performance objectives or has not met performance objectives to an acceptable level • Does not demonstrate significant or sustained development across the school • There is insufficient evidence of how coaching and mentoring has supported improvements to teaching and learning across the school • Requires professional support and guidance to support performance • Children do not make sufficient progress 	<ul style="list-style-type: none"> • Demonstrates consistent good performance, meeting all teaching standards • Consistently demonstrates expected performance, according to the expectations of their role • Has met all performance management objectives to an appropriate and acceptable level • Demonstrates credibility amongst colleagues <ul style="list-style-type: none"> □ Confidently demonstrates sound teaching skills, knowledge and practice, models this to others and coaches/mentors those who require support, cascading best practice and evidencing their impact • Provides professional challenge and support to colleagues, when appropriate, and empowers them to make improvements to their practice • Undertakes ongoing professional development and guidance through undertaking wider reading and research 	<p><i>Meets Achieved expectations plus:</i></p> <ul style="list-style-type: none"> • Consistently performs significantly above expected performance, according to the expectations of their role • Demonstrates exceptional teaching skills, knowledge and practice • Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school • High Quality Inclusive Teaching (HQIT), high expectations and modelling/coaching lead to accelerated progress of pupils across the school including those with SEND needs or are disadvantaged

Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable improvement. Depending on the circumstances of the case, this may be as part of the school's normal performance management policy or through application of the school's capability procedures. HR support and advice should be sought where required.

- Evidences whole-school substantial and sustained contribution through sharing of best practice and professional support and challenge to others
- High Quality Inclusive Teaching (HQIT) and high expectations lead to accelerated progress of pupils

Upper pay range with TLR

Not meeting expectations	Achieved expectations	Exceptional performance
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<ul style="list-style-type: none"> • Skills, knowledge and/or practice require development in some areas of the teachers' standards • Falls short of expected performance, according to their job role • Does not sustain a consistent level of good performance • Requires advancement of skills to meet requirements of their role • Has either not met performance objectives or has not met performance objectives to an acceptable level • Does not demonstrate significant or sustained development across the school • There is insufficient evidence of how coaching and mentoring has supported improvements to teaching and learning across the school • Requires professional support and guidance to support performance • Children do not make sufficient progress • Insufficient whole-school impact and ineffective contribution to the school improvement plan in relation to area of TLR responsibility • Limited or no impact on the development and enhancement of teaching practice across the school in relation to their area of TLR responsibility 	<ul style="list-style-type: none"> • Demonstrates consistent good performance, meeting all teaching standards • Consistently demonstrates expected performance, according to the expectations of their role • Has met all performance management objectives to an appropriate and acceptable level • Demonstrates credibility amongst colleagues • Confidently demonstrates sound teaching skills, knowledge and practice, models this to others and coaches/mentors those who require support, cascading best practice and evidencing their impact • Provides professional challenge and support to colleagues, when appropriate, and empowers them to make improvements to their practice • Undertakes ongoing professional development and guidance through undertaking wider reading and research • Evidences whole-school substantial and sustained contribution through sharing of best practice and professional support and challenge to others • High Quality Inclusive Teaching (HQIT) and high expectations lead to accelerated progress of pupils • Evidences whole-school impact and effective contribution to the school 	<p><i>Meets Achieved expectations plus:</i></p> <ul style="list-style-type: none"> • Consistently performs significantly above expected performance, according to the expectations of their role • Demonstrates exceptional teaching skills, knowledge and practice • Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school • High Quality Inclusive Teaching (HQIT), high expectations and modelling/coaching lead to accelerated progress of pupils across the school including those with SEND needs and who are disadvantaged • Makes a substantial and strategic contribution in their area of TLR responsibility modelling outstanding practice • Demonstrates exceptional leadership skills and enhancement of teaching practice of colleagues in their area of TLR responsibility • Evidences substantial whole-school impact and contribution to the school improvement plan; for example, accelerated progress of pupils across the school including those with SEND needs and who are disadvantaged, within the given area of TLR responsibility
<p>Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable</p>		

<p>improvement. Depending on the circumstances of the case, this may be as part of the school's normal performance management policy or through application of the school's capability procedures. HR support and advice should be sought where required.</p>	<p>improvement plan; for example, sustained progress for all pupils within their area of TLR responsibility</p> <ul style="list-style-type: none"> • Evidences good leadership of their area of TLR responsibility • Acts as a role model able to offer professional guidance and cascade best practice to others in their area of teaching and leadership responsibility 	

Assistant headteacher/deputy headteacher

Not meeting expectations	Achieved expectations	Exceptional performance
<ul style="list-style-type: none"> • Is not meeting the requirements of the relevant standards in a manner appropriate for the leadership role and career stage • Falls short of expected performance for their leadership role and career stage • Requires advancement of skills to meet requirements of their leadership role • Has not either met performance objectives or has not met performance objectives to an acceptable level • Needs to develop greater consistency in good all round performance • Skills, knowledge and/or practice require development in a number of areas of the relevant standards • Requires professional support and guidance to support an acceptable level of performance • Where there is a teaching commitment, demonstrates sound teaching skills, knowledge and practice but quality of teaching is not consistently good or outstanding • Children across the school or within their area(s) of responsibility do not make sufficient progress 	<ul style="list-style-type: none"> • Demonstrates consistent good performance, meeting all teaching standards, in a manner appropriate for their leadership role • Consistently demonstrates expected performance for their leadership role and career stage • Evidences whole-school impact and clear, distinct and effective personal contribution to the school's strategic planning • Evidences good management of their areas of responsibility within the school as an organisation, including HR and budget management where appropriate • Where there is a teaching commitment, confidently demonstrates the highest standards of classroom practice • Has met all performance management objectives to an appropriate and acceptable level • Demonstrates credibility amongst colleagues • Seeks professional support and guidance to guide further development and takes responsibility for ongoing professional 	<p><i>Meets Achieved expectations plus:</i></p> <ul style="list-style-type: none"> • Consistently and significantly performs above the expectations of their leadership role and their career stage, exceeding all teaching standards • Where there is a teaching commitment, frequently demonstrates exceptional teaching skills, knowledge and practice relative to their leadership role • Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school • Demonstrates exceptional leadership skills and enhancement of teaching practice of colleagues in their area of responsibility • Demonstrates exceptional management of their areas of responsibility within the school as an organisation, including HR and budget management where appropriate

<p>Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable improvement. Depending on the circumstances of the case, this may be as part of the school's normal performance management policy or through application of</p>	<p>development through undertaking wider reading and research</p> <ul style="list-style-type: none"> • Provides professional challenge and support to colleagues, when appropriate, and empowers them to make improvements to their practice • Acts as a role model, offering professional guidance and cascading best practice within the school 	
<p>the school's capability procedures. HR support and advice should be sought where required.</p>		

	<input type="checkbox"/> Sustained progress of pupils is evident across the school or within their area(s) of responsibility	
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Head of school (senior deputy headteacher with on-site responsibility under an executive headteacher)

Not meeting expectations	Achieved expectations	Exceptional performance
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<ul style="list-style-type: none"> • Is not meeting the requirements of the relevant standards in a manner appropriate for the leadership role and career stage • Falls short of expected performance for their leadership role and career stage • Requires advancement of skills to meet requirements of their leadership role • Has not either met performance objectives or has not met performance objectives to an acceptable level • Needs to develop greater consistency in good all round performance • Skills, knowledge and/or practice require development in a number of areas of the relevant standards • Requires professional support and guidance to support an acceptable level of performance • Children across the school or within their area(s) of responsibility do not make sufficient progress 	<ul style="list-style-type: none"> • Demonstrates consistent good performance, meeting all teaching standards, in a manner appropriate for the leadership role • Consistently demonstrates expected performance for their leadership role and career stage • Has met all performance management objectives to an appropriate and acceptable level • Demonstrates credibility amongst colleagues • Provides professional challenge and support to colleagues, when appropriate, and empowers them to make improvements to their practice • Seeks professional support and guidance to guide further development and takes responsibility for ongoing professional development through undertaking wider reading and research • Acts as a role model, offering professional guidance and cascading best practice within the school • Sustained progress of pupils is evident across the school or within their area(s) of responsibility • Effectively leads the daily operation of the school, including HR and budget management as appropriate • Communicates effectively with stakeholders on a day-to-day basis and in line with the expectations of their leadership role 	<p><i>Meets Achieved expectations plus:</i></p> <ul style="list-style-type: none"> • Consistently and significantly performs above the expectations of their leadership role and their career stage, exceeding all teachers standards • Has significantly exceeded performance management objectives, adding substantial value and lasting benefits to the whole school • High Quality Inclusive Teaching (HQIT), high expectations and modelling/coaching lead to accelerated progress of pupils across the school including those with SEND needs or who are disadvantaged • Demonstrates high efficacy in leading the daily operation of the school, including HR and budget management as appropriate • Is highly effective in ensuring appropriate and consistent communication with all stakeholders
<p>Where an individual has potential to be rated against this rating, the expectation is that support will be given, at the earliest opportunity, to enable improvement. Depending on the circumstances of the case, this may be as part of the school's normal performance management policy or through application of the school's capability procedures. HR support and advice should be sought where required.</p>		

Appendix 4 - descriptors of 'achieved expectations' performance against each of the Teacher Standards by career stage

Guidance on performance management ratings: descriptors of 'achieved expectations' performance against each of the Teacher Standards by career stage

Purpose of this document

This document has been developed, alongside the career expectations framework, to support those undertaking performance management to form an overall view about the performance of teaching staff and to aid them in forming a recommendation regarding pay where the teacher is eligible for pay progression.

The Hampshire model pay policy for maintained schools contains a ratings framework for teachers, requiring a rating of overall performance for each teacher using one of three ratings:

- Exceptional performance
- Achieved expectations □ Not met expectations

The career expectations framework provides a high level summary description of performance against the ratings for each stage of a teacher's career without going into the full detail of the standards. This career expectations framework is the document that should primarily be used to support the assessment of the rating to apply to the teacher's performance management.

This document is a supplementary to this framework and provides a more detailed summary of what effective performance (an 'achieved expectations' rating) looks like against the Teachers' Standards. It is not envisaged that it will ordinarily be used as a checklist to assess teacher performance through performance management. Teachers are not expected to provide evidence that they have met and continue to meet every standard and schools should be using this document more holistically to assess overall performance. This document is particularly aimed at enabling those supporting performance management to:

- Frame objectives or areas of focus for performance management
- Work with teachers who are looking to further improve their performance in specific areas of the Teachers' Standards
- Explore where they believe performance assessment is indicating that individuals may be close to exceptional performance
- Support teachers who are not performing at achieved expectations level to help articulate the performance concerns

The Teachers' Standards define a minimum level of practice expected of trainees and teachers from the point of being awarded QTS. This document seeks to define how good practice (achieved expectations) might look based on the stage of the teacher's career.

The standards make clear that '*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.*' It should be also noted, when reading documents relating to teachers' performance management, that alongside all teachers being expected to meet the Teachers' Standards, those on the upper pay range and leading practitioners are expected to be highly competent in all aspects of the Teachers' Standards. Highly competent means they can provide advice, modelling, coaching and mentoring to others and undertake research to support others to meet the standards and develop their practice with the intent of having a substantial and sustained impact upon the whole school.

Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 1: To set high expectations which inspire, motivate and challenge pupils:							

<p>Standard 1.1: Establish a safe and stimulating environment for pupils, rooted in mutual respect.</p>	<ul style="list-style-type: none"> - Create a learning environment, which is conducive to openness and respect, where relationships are positive and where learners feel safe and able to confide in each other, and confidently share concerns with staff. -Develop and sustain 	<ul style="list-style-type: none"> - Demonstrate positive role modelling at all times for the learners in class, in relation to personal attitudes, behaviour, preparation and punctuality. - Independently set up and maintain a high-quality class environment, which is 	<ul style="list-style-type: none"> -Ensure there is, at all times, a positive, stimulating environment, which promotes learning for all groups. - Promote relationships in the classroom, between adults and children, and children, and children and 	<ul style="list-style-type: none"> - Establish and maintain a classroom environment that is conducive to learning for all groups of learners, and which strongly promotes independence. - Ensure that there is consistency, across the year group/ team/phase/dept, in terms of the learning environment. 	<ul style="list-style-type: none"> - Demonstrate a high degree of competency in setting up and maintaining a high-quality conducive learning environment. 	<ul style="list-style-type: none"> - Demonstrate a high degree of competency in setting up and maintaining a high-quality conducive learning environment. - Provide professional challenge and support to ensure environments are at the required standard and sustained appropriately. 	<ul style="list-style-type: none"> - Help to ensure that there is consistency, across the school, in terms of the learning environment.
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
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Standard 1: To set high expectations which inspire, motivate and challenge pupils:

	relationships, which are consistently calm and based on mutual respect. -Within the first term (with appropriate additional support) set up and maintain a classroom environment, which is conducive to learning and which meets the school expectations.	conducive to learning, promotes independence and meets the school expectations.	adults that can be used as a model for others to learn from. - Establish and maintain a classroom environment, which can be used as a model for ECT staff across the school, providing support to them as appropriate.	- Provide professional challenge and support if environments are not at the required standard or not sustained appropriately.			
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 1: To set high expectations which inspire, motivate and challenge pupils:							

<p>Standard 1.2: Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p>	<ul style="list-style-type: none"> -Set goals that stretch and challenge the pupils in your own class. -Within the first term, effect the use of the school's marking and feedback policy. - Believe and demonstrate that all pupils are capable of learning and making good progress. - Identify specific groups 	<ul style="list-style-type: none"> - Use the school's marking and feedback policy to impact on progress and outcomes. - Consistently demonstrate high expectations for all pupils in your class. - Routinely design lessons and sequences of learning that identify specific 	<ul style="list-style-type: none"> - Ensure good practice is shared and support your year group colleague(s) in setting aspirational goals for all pupils. - Support others in using the school's marking and feedback policy in order to impact positively on learning. - Impact on pupil 	<ul style="list-style-type: none"> - Oversee target setting and monitor predictions across the year group/team/phase/dept - Undertake observations and professional development activities, across the year group/team/phase/dept, sharing with all adults and helping to ensure that actions are implemented with effect. 	<ul style="list-style-type: none"> - Lead on aspects of year group moderation. - Be proactive in giving feedback to SLT and putting in next steps, as appropriate, for pupils and staff in the year group, - Demonstrate a high degree of proficiency in planning to meet the needs of every pupil, particularly 	<ul style="list-style-type: none"> - Lead on aspects of moderation, give feedback to colleagues and suggest/support identification of next steps - Demonstrate a high degree of proficiency in planning or adapting planning, to meet the needs of every pupil, particularly those most disadvantaged. - Support others and initiate 	<ul style="list-style-type: none"> - Support the setting of aspirational targets across the school, particularly for the most vulnerable and disadvantaged pupils, demonstrating a strong knowledge of ARE requirements in different year groups.
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
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Standard 1: To set high expectations which inspire, motivate and challenge pupils:

	and plan for support and challenge, so that pupils' work and outcomes reflect differentiation.	groups, providing appropriate challenge and support.	outcomes through the proficient use of differentiation and personalise learning for all groups of learners and individual learners.	-Ensure that all pupils in the year group/team/phase/dept are set aspirational goals, appropriate to their needs, which appropriately challenge and stretch pupils, particularly those most disadvantaged. - Pupils' work and outcomes evidence a good model to	those most disadvantaged. - Support others and initiate schoolwide strategies to quantify the impact of interventions.	school-wide strategies to quantify the impact of interventions.	
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 1: To set high expectations which inspire, motivate and challenge pupils:							
				challenge others to learn from - Highly strategic in planning to meet the needs of every pupil and supports others in doing this.			

<p>Standard: 1.3 Demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.</p>	<p>- Demonstrate the positive attitudes, vision, values and behaviour which are expected of pupils in the class. -Fully support and work towards the</p>	<p>- Demonstrate consistently the positive attitudes, vision, values and behaviours, which are expected of pupils in the class.</p>	<p>- Demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils and staff in the year group.</p>	<p>- Behave in a manner that helps to set ethos of the whole school and ensure it is maintained by all staff and all pupils. - Discuss and provide professional</p>		<p>- Behave in a manner that helps to set ethos of the whole school and ensure it is maintained by all staff and all pupils. - Discuss and provide professional</p>	
<p>Career Stage:</p>	<p>ECT 1</p> <p><i>With support:</i></p>	<p>ECT 2</p> <p><i>Independently fulfil the statements for ECT1. Additionally:</i></p>	<p>MPR</p> <p><i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i></p>	<p>UPR 1</p> <p><i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i></p>	<p>UPR 2/3</p> <p><i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i></p>	<p>Leading Practitioner</p> <p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>	<p>Assistant/ Deputy Head</p> <p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>
<p>Standard 1: To set high expectations which inspire, motivate and challenge pupils:</p>							

	school values and school aims.		- Challenge pupils if the school vision and values are not being maintained, offering appropriate support and modelling.	support to address issues with staff and pupils where the vision and values are not being observed.		support to address issues with staff and pupils where the vision and values are not being observed.	
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>

Standard 2: Promote good progress and outcomes by pupils

<p>Standard 2.1: Be accountable for pupils' attainment, progress and outcomes.</p>	<p>- Monitor the progress and attainment of all pupils in the class, including children with SEND needs and who are disadvantaged, and use this information to plan for next steps in learning.</p>	<p>- Be proactive in alerting SENDCO to children not making the expected progress. - Discuss progress and attainment with colleagues and support moderation of judgements.</p>	<p>- Consistently monitor and evaluate progress and attainment of all pupils they teach - Help to oversee that all teachers in the team monitor progress and attainment, supporting ECTs in moderating judgements and using this information to support</p>	<p>- Ensure class teachers within the year group/phase/team/dept have the knowledge and skills needed to effectively monitor pupils' progress and attainment and share good practice.</p>	<p>- Moderate attainment data across the year group/phase/team/dept.</p>	<p>- Lead pupil progress review meetings and monitor the implementation and impact of agreed actions. - Provide professional support to address any issues. - Where appropriate, report to HT/GB on pupil outcomes.</p>	<p>- Lead pupil progress review meetings and monitor the implementation and impact of agreed actions. - Provide professional support to address any issues. - Report to HT/GB on pupil outcomes.</p>
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<p>Stage: Career</p>	<p>ECT 1</p>	<p>ECT 2</p>	<p>MPR</p>	<p>UPR 1</p>	<p>UPR 2/3</p>	<p>Leading Practitioner</p>	<p>Assistant/ Deputy Head</p>
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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
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Standard 2: Promote good progress and outcomes by pupils

			planning and teaching.				
Standard 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 and book evidence from the previous year to inform planning. (It is recognised that you may need guidance on next steps for learning from colleagues.) - Be aware of school and	- Understand own pupils' prior learning and make use of all available assessment data and information from the previous years. - Understand what pupils need next in learning, adapting and amending	-Consistently demonstrate understanding of prior knowledge and be able to support colleagues, with more specific help for ECTs, in planning for learning based on prior experiences.	- Support teachers across the year group/team/phase/dept to monitor the use and understanding of prior learning in teaching. - Moderate planning to ensure that targeted groups are being identified	- Ensure all staff effectively use prior learning in their planning and teaching. - Be proactive in triangulating between assessments, book looks and planning to ensure there is consistency within year groups and	- Ensure all staff effectively use prior learning in their planning and teaching. - Triangulate assessments, book looks and planning to ensure there is consistency within year groups and across the school.	- Track pupil groups across the school, identifying any particular trends or patterns with gaps in knowledge and providing feedback to teachers and leaders accordingly so that

		future learning, with an			across the school.		curriculum adjustments can be made
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Stage:	Career	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
		<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>

Standard 2: Promote good progress and outcomes by pupils

	national data outcomes.	aspirational focus.		and supported appropriately.	- Where appropriate, make links with other key stages.		and any staff inset provided where necessary. - Support staff to liaise appropriately with other key stages.
Standard 2.3 Guide pupils to reflect on the progress they have made and their emerging needs.	- Demonstrate a basic/entry level understanding of Assessment for Learning (AfL) strategies with your own class, enabling pupils to know the progress	- Have a confident understanding of AfL strategies with your own class, enabling pupils to know the progress they have made and any	- Consistently demonstrate effective AfL practice.	- Monitor the use of AfL across year groups. - Support colleagues in developing AfL strategies and recording progress/needs of children.	- Lead staff meetings, demonstrating effective AFL strategies, which positively impact across the school.	- Monitor the use of AfL across the school. - Lead staff meetings, demonstrating effective AfL strategies, which positively	- Carry out regular pupil conferencing activities to support pupils to identify their progress, and model this to other staff.

Stage:	Career	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
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	With support:	Independently fulfil the statements for ECT1. Additionally:	Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:	Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:	Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:
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Standard 2: Promote good progress and outcomes by pupils

	they have made and identify any emerging needs.	emerging needs.				impact across the school.	
Standard 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	- Demonstrate a basic understanding of how all children learn and how to adapt the teaching according to individuals' needs (differentiation)	- Have a confident understanding of how to adapt teaching to need (differentiation)	- Consistently and proficiently incorporate differentiation in all lessons, enabling all pupils to learn effectively. - Develop a more advanced understanding and wide range	- Ensure colleagues have resources/support to develop teaching skills. -Support colleagues to make good use of national developments/	- Have knowledge of professional development needs across the school and proactively support these in being met. -Deliver INSET to team or all staff, as	- Have knowledge of professional development needs across the school and proactively support these in being met. - Deliver INSET so that best practice is shared and	- Use staff performance management systems to address professional development needs across the school. - Deliver whole school

				research to	needed, so that best		INSET so that best practice is
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Stage:	Career	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
		<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>

Standard 2: Promote good progress and outcomes by pupils

	<ul style="list-style-type: none"> - Evidence that differentiation strategies are positively impacting on learners. - Demonstrate the ability to reflect on taught lessons and to adjust teaching accordingly. 		<ul style="list-style-type: none"> of pedagogy skills and strategies and share good practice with colleagues. 	<ul style="list-style-type: none"> adapt teaching. - Demonstrate own skills, modelling proficient practice and impacting on the practice of others. 	<ul style="list-style-type: none"> practice is shared and new developments are explored across the school. 	<ul style="list-style-type: none"> new developments are explored across the school. 	<ul style="list-style-type: none"> shared and new developments are explored across the school.
<p>Standard 2.5 Encourage pupils to take a responsible and conscientious attitude to their</p>	<ul style="list-style-type: none"> - Establish a classroom environment where pupils are encouraged to take responsibility 	<ul style="list-style-type: none"> - Ensure that rules and rewards are consistent with the school behaviour policy. 	<ul style="list-style-type: none"> - Support ECTs in writing behaviour plans, when appropriate. - Consistently model and embody the 	<ul style="list-style-type: none"> - Conduct learning walks in the year group/team/phase/department, observing how effectively the school 	<ul style="list-style-type: none"> - Challenge staff who are not meeting expectations and, where appropriate, provide professional 	<ul style="list-style-type: none"> - Conduct learning walks across the school to ensure a consistent approach to the school's 	<ul style="list-style-type: none"> - Conduct learning walks across the school to ensure a consistent approach to the school's
<p>Stage: Career</p>	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head

	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
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Standard 2: Promote good progress and outcomes by pupils

own work and study.	for, and be conscientious towards, their own learning.	- Promote the school vision and values consistently within your own class, and during break and lunchtimes with other children. -Encourage a positive 'can do' ethos within your own class.	school ethos, vision and values across the school. - Support colleagues with any pupils with behavioural needs. - Around the school, remind children of their roles and responsibilities .	ethos, agreement, vision and values are promoted, and ensuring a consistent whole school approach.	support to address any issues.	ethos, vision and values. - Challenge staff who are not meeting expectations and, where appropriate, provide professional support to address any issues.	ethos, vision and values.
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Stage:	Career	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
		<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 3: Demonstrate good subject and curriculum knowledge								

<p>Standard 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.</p>	<ul style="list-style-type: none"> - With support initially, begin to be aware of the different techniques/skills needed to foster and maintain pupils' interests, focus and concentration. - Demonstrate a good 	<ul style="list-style-type: none"> - Demonstrate confident, and increasingly secure, subject knowledge across the curriculum for the year group that you are teaching in. - Have a good knowledge and understanding of progression in all subjects taught. - With support, develop an indepth 	<ul style="list-style-type: none"> - Demonstrate a secure knowledge of the curriculum. - Support and advise colleagues within the year group (and beyond). - Have a thorough knowledge of the curriculum content, 	<ul style="list-style-type: none"> - Securely and proficiently contribute to whole school progression documents, monitoring the impact of these, and identifying trends and areas for future development. 	<ul style="list-style-type: none"> - Address the needs of the whole school to ensure improvements are made and expectations are met, as identified through the School Improvement Plan. - Evaluate the impact of developments and new initiatives. 	<ul style="list-style-type: none"> - Address the needs of the whole school to ensure improvements are made and expectations are met, as identified through the School Improvement Plan. - Evaluate the impact of developments and new initiatives. 	<ul style="list-style-type: none"> - Research new curriculum wide initiatives, including own ideas and action research to ensure that the school is at the forefront of innovative and engaging subject and curriculum developments.
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<p>Stage:</p>	<p>Career</p>	<p>ECT 1</p>	<p>ECT 2</p>	<p>MPR</p>	<p>UPR 1</p>	<p>UPR 2/3</p>	<p>Leading Practitioner</p>	<p>Assistant/ Deputy Head</p>
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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
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Standard 3: Demonstrate good subject and curriculum knowledge							
	developing knowledge of the areas you are teaching at the appropriate level for the year group being taught. - Through reflective teaching, identify misunderstandings and use relevant support to	understanding and knowledge base in at least one subject area, and begin to share this with colleagues as the subject champion. - Investigate and use different approaches to lessons in own class teaching, drawing on a wide range of teaching ideas,	coverage and progression . - Work independently to research and share latest developments in own subject area with colleagues. - Through a variety of different skills/techniques,	- Lead INSET/CPD sessions on appropriate areas for development.			- Evaluate the impact of developments and new initiatives.

Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<p>With support:</p>	<p>Independently fulfil the statements for ECT1. Additionally:</p>	<p>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</p>	<p>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</p>	<p>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</p>	<p>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</p>	<p>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</p>
Standard 3: Demonstrate good subject and curriculum knowledge							
	<p>address these. - Plan and deliver structured lessons, covering the required curriculum content, making or sourcing quality and accurate resources where necessary.</p>	<p>resources and literature. -Through a variety of different skills/techniques, demonstrate the ability to maintain pupils' interest.</p>	<p>demonstrate the ability to consistently maintain pupils' interest.</p>				

Standard 3.2: Demonstrate a critical	- Have a basic awareness	- Demonstrate an awareness of	- Develop a more critical understanding	- Identify needs of colleagues	- Research new curriculum wide initiatives,	- Identify needs of colleagues in	- Play a proactive role in ensuring
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>

Standard 3: Demonstrate good subject and curriculum knowledge

<p>understanding of developments in the subject and curriculum areas, and promote the value of scholarship.</p>	<p>of the developments in the subjects and curriculum areas. - Through staff inset, develop a growing awareness of the latest developments, adapting teaching, when necessary, to ensure latest</p>	<p>developments in subjects and curriculum areas. - Become increasingly aware of current developments in subject and curriculum areas, researching developments in own subject area, and sharing information with colleagues,</p>	<p>ng of the developments in the curriculum areas and be able to share understanding and support colleagues. - Independently research developments in own subject area. -Share developing</p>	<p>in delivering subjects across the curriculum and address them, in order to improve provision. - Actively engage in enquiry and action research projects.</p>	<p>including own ideas and action research to ensure that the school is at the forefront of innovative and engaging subject and curriculum developments. - Actively engage in enquiry and action research projects.</p>	<p>delivering subjects across the curriculum and address them, in order to improve provision. - Research new curriculum wide initiatives, including own ideas and action research to ensure that the school is at the</p>	<p>improvements are made in the curriculum across the whole school.</p>
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<p>Stage: Career</p>	<p>ECT 1</p>	<p>ECT 2</p>	<p>MPR</p>	<p>UPR 1</p>	<p>UPR 2/3</p>	<p>Leading Practitioner</p>	<p>Assistant/ Deputy Head</p>
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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
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Standard 3: Demonstrate good subject and curriculum knowledge

	requirements are met. - Take responsibility for own learning and development, through attending staff training and events, and reading current literature.	through team meetings. - Source relevant information and take advantage of opportunities to develop own practice in all primary areas.	ideas and good practice with colleagues, and monitor and evaluate any new initiatives in own subject area.			forefront of innovative and engaging subject and curriculum developments.	
Standard 3.3: Demonstrate an understanding of, and take responsibility	- Demonstrate and promote high standards of literacy and	- Demonstrate and promote high standards of literacy, articulation and	- Act as a role model to children and other staff.	- Identify needs of staff to make further	- Identify needs of staff to make further improvements in	- Identify needs of staff to make further improvement	- Evaluate and positively impact on the standards of literacy and

Stage:	Career	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
		<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 3: Demonstrate good subject and curriculum knowledge								

<p>for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.</p>	<p>standards of literacy, articulacy and the correct use of standard English within the classroom. - Correct pupils' spoken English both orally and within their writing. - Teach, mark and assess literacy</p>	<p>the correct use of standard English. - Use systematic and thorough methods for the effective teaching of literacy across English lessons and within the wider curriculum.</p>	<p>- Develop strategies, which embed high standards of literacy in teaching and learning, whilst strengthening technical accuracy in grammar, punctuation and spelling.</p>	<p>improvements in literacy across the school. - Take a lead in the professional learning of colleagues. - Remain up-to-date on any new initiatives/developments in literacy. - Contribute to the professional learning of</p>	<p>literacy across the school. - Take a lead in the professional learning of colleagues. - Remain up-to-date on any new initiatives/developments in literacy. - Contribute to the professional learning of colleagues in understanding and embedding high standards of literacy in lessons, through</p>	<p>s in literacy across the school. - Take a lead in the professional learning of colleagues. - Remain up-to-date on any new initiatives/developments in literacy. - Contribute to the professional learning of colleagues in understandin</p>	<p>standard English within the wider curriculum, through supporting and advising others.</p>
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<p>Stage: Career</p>	<p>ECT 1</p>	<p>ECT 2</p>	<p>MPR</p>	<p>UPR 1</p>	<p>UPR 2/3</p>	<p>Leading Practitioner</p>	<p>Assistant/ Deputy Head</p>
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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
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Standard 3: Demonstrate good subject and curriculum knowledge

	skills, in line with the curriculum for the age group taught, ensuring improvements promote accurate spelling, punctuation and grammar.			colleagues in understanding and embedding high standards of literacy in lessons, through making effective contributions to staff training throughout the year.	making effective contributions to staff training throughout the year.	g and embedding high standards of literacy in lessons, through making effective contributions to staff training throughout the year.	
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Standard 3.4: If teaching early	- Have an understandi	- Confident understanding	- Demonstrat	- Provide coaching	- professional	- Provide coaching and	- Monitor, observe and
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Stage:	Career	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
		With support:	Independently fulfil the statements for ECT1. Additionally:	Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:	Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:	Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:

Standard 3: Demonstrate good subject and curriculum knowledge

<p>reading, demonstrate a clear understanding of systematic synthetic phonics</p>	<p>ng of synthetic phonics and know how it is taught within the school. Be familiar with resources available to support the teaching of phonics in the year group. - Understand and use resources and</p>	<p>of phonics and able to identify pupil's next steps for learning - Effectively track pupils' progress in phonics to maximise progress. - Embed reflective practice.</p>	<p>e a clear and consistent good understanding of synthetic phonics across year group or phase. - Use knowledge to effectively teach children with different needs</p>	<p>and mentoring to secure the standard of teaching in early reading and phonics. - Remain up to date on any new initiative/developments in the teaching of reading.</p>	<p>development of colleagues across the school.</p>	<p>mentoring to secure the standard of teaching in early reading and phonics. - Lead professional development of colleagues across the school.</p>	<p>evaluate the standard of teaching in phonics across the school. - Identify needs of staff across the school to make further improvements.</p>
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<p>Stage:</p>	<p>Career ECT 1</p>	<p>ECT 2</p>	<p>MPR</p>	<p>UPR 1</p>	<p>UPR 2/3</p>	<p>Leading Practitioner</p>	<p>Assistant/Deputy Head</p>
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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
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Standard 3: Demonstrate good subject and curriculum knowledge

	guidance to support effective phonics/spelling planning, teaching and assessment for the appropriate level for the age group being taught. - Ensure phonics phases are suited to the needs of the		within the class to ensure the progress of all children. - Share knowledge and understanding to support other colleagues. - Support others in the development and teaching of synthetic phonics.				
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Stage:	Career	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
		<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 3: Demonstrate good subject and curriculum knowledge								
		pupils in class.						

<p>Standard 3.5: If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>	<ul style="list-style-type: none"> - Have an understanding of children's early mathematical development and how children learn. - Be familiar with resources in school which support the 	<ul style="list-style-type: none"> - Demonstrate a confident understanding of mathematics and identify pupil's next steps for learning. - Teach mathematics at a consistently good level - Share own good practice with colleagues in year 	<ul style="list-style-type: none"> - Consistently demonstrate a good understanding of children's mathematical development across year group or phase. - Teach consistently good lessons 	<ul style="list-style-type: none"> - Provide coaching and mentoring to secure the standard of teaching in early mathematics. - Remain up to date on any new initiative/developments in the 	<ul style="list-style-type: none"> - Lead professional development of colleagues across the school. 	<ul style="list-style-type: none"> - Provide coaching and mentoring to secure the standard of teaching in mathematics. - Lead professional development of colleagues across the school. 	<ul style="list-style-type: none"> - Monitor, observe and evaluate the standard of teaching in mathematics across the school. - Identify needs of staff across the school to make further improvements.
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<p>Stage:</p>	<p>Career</p>	<p>ECT 1</p>	<p>ECT 2</p>	<p>MPR</p>	<p>UPR 1</p>	<p>UPR 2/3</p>	<p>Leading Practitioner</p>	<p>Assistant/ Deputy Head</p>
		<p><i>With support:</i></p>	<p><i>Independently fulfil the statements for ECT1. Additionally:</i></p>	<p><i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i></p>	<p><i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i></p>	<p><i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i></p>	<p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>	<p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>

Standard 3: Demonstrate good subject and curriculum knowledge

	<p>teaching of mathematics.</p> <ul style="list-style-type: none"> - Enhance own subject knowledge and understanding in mathematics drawing on support, using ideas and suggestions from more experienced teachers. - With support; 	group/team/phase/ dept.	<p>which ensure the progress of all children.</p> <ul style="list-style-type: none"> - Share good practice and ensure that all colleagues (ECTs) are supported. 	teaching of mathematics.			
Stage:	<p>Career</p> <p>ECT 1</p> <p><i>With support:</i></p>	<p>ECT 2</p> <p><i>Independently fulfil the statements for ECT1. Additionally:</i></p>	<p>MPR</p> <p><i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i></p>	<p>UPR 1</p> <p><i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i></p>	<p>UPR 2/3</p> <p><i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i></p>	<p>Leading Practitioner</p> <p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>	<p>Assistant/ Deputy Head</p> <p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>

Standard 3: Demonstrate good subject and curriculum knowledge

	<p>plan, teach and assess maths accurately using appropriate strategies to develop children's accurate understanding of mathematical concepts.</p>						
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<p><i>With support:</i></p>	<p><i>Independently fulfil the statements for ECT1. Additionally:</i></p>	<p><i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i></p>	<p><i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i></p>	<p><i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i></p>	<p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>	<p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>

Standard 4: Plan and teach well-structured lessons

<p>Standard 4.1: Impart knowledge and develop understanding through effective use of lesson time.</p>	<ul style="list-style-type: none"> - Build on prior learning in the classroom. - Demonstrate understanding of the lesson objective, which is shared and made explicit to the children, in addition to other adults working in the classroom. - Begin to show challenging but realistic 	<ul style="list-style-type: none"> - Articulate what pupils are better at by the end of the session and what they need to do next. - Use lesson time effectively to support learning, e.g.. practical work, paired work, good use of questioning, less teacher talk etc. 	<ul style="list-style-type: none"> - Use time within lessons and over sequences of lessons, effectively to secure progress for all groups of learners. - Work with ECTs to help improve and develop practice. - Use knowledge of children's prior learning and interests to 	<ul style="list-style-type: none"> - Use time within lessons and over sequences of lessons, effectively to secure progress for all groups of learners, particularly for those pupils with additional needs or who are disadvantaged - Support the development of planning and 	<ul style="list-style-type: none"> - Use coaching to develop reflective practice and support the development of others' practice, improving and developing professional knowledge across the school. 	<ul style="list-style-type: none"> - Use time within lessons and over sequences of lessons, effectively to secure progress for all groups of learners, particularly for those pupils with additional needs or who are disadvantaged. - Support the development of planning and teaching of lessons across the key stage/dept, and 	<ul style="list-style-type: none"> - Lead professional development of colleagues across the key stage and or stages.
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
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Standard 4: Plan and teach well-structured lessons

expectations for lesson coverage and achievement. - Ensure the pace of lesson/s is improving, so that there is a positive impact on pupil outcomes.		teach the next steps. - Work within the year group to ensure all teachers are building upon previous learning and consistently developing understanding through the effective use of lesson time.	teaching of lessons across the key stage, and with consideration of pupils' prior curriculum experiences - Help identify and address needs of staff, to further and improve the quality of teaching across the school.		with consideration of pupils' prior curriculum experiences - Identify and address needs of staff, to further and improve the quality of teaching across the school. - Use coaching to develop reflective practice and support the	
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						development of others' practice,	
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to</i>

							do the same and:
Standard 4: Plan and teach well-structured lessons							
						improving and developing professional knowledge across the school.	
Standard 4.2: Promote a love of learning and children's intellectual curiosity	<ul style="list-style-type: none"> - Follow the teaching and learning policy. - Show an awareness of how children learn, through effective lesson and project plans. 	<ul style="list-style-type: none"> - Independently plan lessons that approach objectives in a way that is innovative and engaging. - Ensure challenge areas/opportunities are set up in the class to aid pupil independence and provide challenge 	<ul style="list-style-type: none"> -Support ECTs to deliver engaging lessons, sharing techniques and resources. - Consistently teach lessons which interest, motivate and challenge children. 	<ul style="list-style-type: none"> - Promote, lead or organise key stage events that promote a love of learning eg curriculum weeks, reviewing with colleagues the impact of such events on pupil 	<ul style="list-style-type: none"> - Play a proactive role across the whole school, in fostering and promoting a love of learning. - Lead new technologies/ techniques and 	<ul style="list-style-type: none"> - Play a proactive role across the whole school, in fostering and promoting a love of learning. - Lead new technologies/ techniques and model to whole 	<ul style="list-style-type: none"> - Carry out regular monitoring activities, such as pupil interviews, to ensure that all children are engaged enjoy learning and are

	- Be aware of the different			outcomes, involving	model to whole school through	school through staff meetings,	intellectually challenged.
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>

Standard 4: Plan and teach well-structured lessons

	<p>interests of the children and design units of work effectively to address these.</p> <ul style="list-style-type: none"> - Show a developing awareness of how to challenge and inspire children. - Show enthusiasm and enjoyment in your classroom. 	<p>for high attaining pupils.</p>	<ul style="list-style-type: none"> - Lead the implementation of new techniques and technologies in own class (and beyond) - Support/advise colleagues within the phase/key stage/dept. - Plan and implement project outcomes, involving parents when appropriate. 	<p>parents when appropriate.</p> <ul style="list-style-type: none"> - Lead the implementation of new techniques and technologies in own year group, evaluating the impact and disseminating information accordingly to other staff across the school. 	<p>staff meetings, INSET days and year group meetings.</p>	<p>INSET days and year group meetings.</p>	
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
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Standard 4: Plan and teach well-structured lessons

Standard 4.3: Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have required	<ul style="list-style-type: none"> - Set regular homework as per school homework policy. - Participate in out of class learning activities. - Assist with the organisation of an enrichment opportunity/visit to support pupils' learning. 	<ul style="list-style-type: none"> - Plan structured out of class learning activities (trips/visitors) which support learning in the classroom. 	<ul style="list-style-type: none"> - Provide enrichment tasks to support individualised pupils' learning. - Support other staff in developing learning activities which extend pupils' learning. - Lead trips/visitors and other 	<ul style="list-style-type: none"> - Consistently demonstrate the use and evaluation of enrichment tasks to support pupils' learning. 	<ul style="list-style-type: none"> - Regularly review year group enrichment opportunities to ensure that they best meet the needs of all children and are strengthening cultural capital, particularly for those who are most disadvantaged. 	<ul style="list-style-type: none"> - Consistently demonstrate the use and evaluation of enrichment tasks to support pupils' learning. - Regularly review year group enrichment opportunities to ensure that they best meet the needs of all children and are strengthening 	<ul style="list-style-type: none"> - Contribute to the review of the homework policy. - Monitor the impact of enrichment opportunities on pupil outcomes, ensuring effective use of school funding.

			learning activities				
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>

Standard 4: Plan and teach well-structured lessons							
			across the key stage, subject and curriculum area.			cultural capital, particularly for those who are most disadvantaged	
Standard 4.4: Reflect systematically on the effectiveness of lessons and approaches to teaching	<ul style="list-style-type: none"> - Follow the vision of the teaching and learning policy to ensure effective planning and delivery. - Act on next steps from monitoring with demonstrable 	<ul style="list-style-type: none"> - Demonstrate a growing knowledge of the importance of reflective practice in improving own teaching effectiveness. - Actively seek advice on how to further improve and develop the quality of teaching, reflecting on 	<ul style="list-style-type: none"> - Actively seek advice on how to further improve and develop the quality of teaching, reflecting on feedback from others and peer observation. - Support ECTs across 	<ul style="list-style-type: none"> - Demonstrate consistently highly effective teaching and adaptive practice. - Through coaching and mentoring, promote and develop reflective 	<ul style="list-style-type: none"> - Contribute to school policies regarding the effectiveness of lessons and approaches to teaching, helping to ensure consistency across the school. 	<ul style="list-style-type: none"> - Demonstrate consistently highly effective teaching and adaptive practice. - Through coaching and mentoring, promote and develop reflective practice across the school to 	<ul style="list-style-type: none"> - Carry out regular monitoring activities that support the consistency of teaching and learning across the school, promoting feedback to staff that
Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head

	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 4: Plan and teach well-structured lessons							
	positive impact on pupil outcomes, in partnership with your mentor. - Show a developing awareness of the importance of being a reflective practitioner in improving own practice.	feedback from others and peer observation. - Identify and act on appropriate next steps to improve teaching so that there is demonstrable positive impact on pupil outcomes.	year group in reflective practice to improve effectiveness in planning and delivery aspects.	practice across the school to improve the quality of teaching.		improve the quality of teaching.	promotes reflection.
Standard 4.5: Contribute to the design	- Demonstrate an awareness of the school's	- Implement and engage with ideas and strategies in	-Share best practice through	- Reflect on the effectiveness of curriculum	- Evaluate the effectiveness of statutory	- Reflect on the effectiveness of curriculum	- Evaluate the effectiveness and

Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 4: Plan and teach well-structured lessons							

<p>and provision of an engaging curriculum within the relevant subject area(s).</p>	<p>curriculum and ensure a consistent approach, with support, within your own classroom. - Provide engaging curriculum opportunities in your own class, evaluating these at the end of units of work/projects, with a consideration</p>	<p>the delivery of the curriculum, - Evaluate projects within year group, noting and addressing areas for future development and making the SLT aware of any adjustments required. -Take steps to address any gaps in learning/progress within identified curricular areas.</p>	<p>contributing to exemplar lessons in particular subjects and areas of strength.</p>	<p>delivery for a subject and or subjects across the school, supporting others to maximise all opportunities for delivering an engaging curriculum.</p>	<p>and non-statutory curricular provision; ensuring consistent provision for all learners.</p>	<p>delivery for a subject and or subjects across the school - Support subject leaders to design engaging curricula - Support others to maximise opportunities for delivering an engaging curriculum.</p>	<p>engagement of curriculum design and advise leaders within the school. - Support subject leaders to design engaging curricula</p>
<p>Career Stage:</p>	<p>ECT 1</p> <p><i>With support:</i></p>	<p>ECT 2</p> <p><i>Independently fulfil the statements for ECT1. Additionally:</i></p>	<p>MPR</p> <p><i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i></p>	<p>UPR 1</p> <p><i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i></p>	<p>UPR 2/3</p> <p><i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i></p>	<p>Leading Practitioner</p> <p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>	<p>Assistant/ Deputy Head</p> <p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>

Standard 4: Plan and teach well-structured lessons

	for how they have impacted positively on end outcomes for pupils.						
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>

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

<p>Standard 5.1: Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</p>	<ul style="list-style-type: none"> - Use inclusive teaching strategies. - Through the daily outcomes, evidence differentiation for targeted pupils and challenge for high attaining pupils. - Evidence that lessons are inclusive for all abilities and 	<ul style="list-style-type: none"> - Ensure lessons are inclusive for all abilities and needs. - Maintain effective communication with other adults working in the class, keeping them well informed about pupil needs so that they can effectively support learning and progress. 	<ul style="list-style-type: none"> - Through planning and work outcomes in books, evidence varied differentiation for targeted pupils and challenge for the high attaining pupils, with a particular focus on those who are disadvantaged. - Be prepared to model a range of approaches to year group colleagues to enable inclusive teaching within 	<ul style="list-style-type: none"> -Model a range of approaches to colleagues to enable inclusive teaching across the year group/team/phase/ dept - Lead the implementation of new strategies and resources that support inclusive teaching. 	<ul style="list-style-type: none"> - Proactively evaluate the impact of new strategies across the year group/team/phase/ dept/school, supporting inclusive provision for all pupils. 	<ul style="list-style-type: none"> -Model a range of approaches to colleagues to enable inclusive teaching across the school. - Lead the implementation of new strategies and resources that support inclusive teaching and present them to school. 	<ul style="list-style-type: none"> - Monitor planning and work outcomes in books and ensure that differentiation is varied for targeted pupils and that there is sufficient challenge for the high attaining pupils, with a particular focus on those who are disadvantaged - Evaluate the impact of new
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
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	With support:	Independently fulfil the statements for ECT1. Additionally:	Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:	Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:	Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:

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

	needs. - Increasingly manage the class support staff effectively to support learning and progress in the classroom.		the year group, - Monitor and support ECTs in effective planning /differentiation - Ensure that support staff in the year group are all informed about the needs of all pupils and particularly those who are most disadvantaged				strategies across the year school, supporting inclusive provision for all pupils.
Standard 5.2: Have a secure understanding of how a range	-Ensure the classroom environment is conducive	- Identify pupils with learning needs and ensure prompt	- Ensure that the classroom learning environment	- Demonstrate, through effective inclusive	- Lead school team/s to ensure that all pupils are able to access	- Demonstrate, through highly effective	- Ensure that all staff across the school are supported to

Career Stage:	ECT 1 <i>With support:</i>	ECT 2 <i>Independently fulfil the statements for ECT1. Additionally:</i>	MPR <i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	UPR 1 <i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	UPR 2/3 <i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	Leading Practitioner <i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	Assistant/ Deputy Head <i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
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Standard 5: Adapt teaching to respond to the strengths and needs of all pupils

<p>of factors can inhibit pupils' ability to learn, and how best to overcome these.</p>	<p>to learning for all identified groups of pupils. - Show an awareness of relevant policies within own practice, eg SEND, PP. - Contribute to the provision mapping for pupils identified on the SEN D register.</p>	<p>referral to the SENDCO. - Contribute to pupil progress meetings and provision mapping meetings. - Demonstrate an increasing awareness of the impact of additional factors on pupil outcomes within own class. - Demonstrate high expectations for the children</p>	<p>best supports inclusive practice. - Provide effective mentoring of less experienced colleagues on the effective implementation of school policies across the year group. - Ensure information about pupils' needs is disseminated to all relevant staff</p>	<p>teaching, how children are enabled to overcome barriers to learning and to make good progress. - Ensure all staff across the year group/team/phase/department have sufficient information and support for improving standards of learning for all pupils.</p>	<p>learning and enabled to make good progress - Model new and innovative techniques and resources to the whole school and quantify the impact of these on pupil outcomes. - Ensure that all staff across the school are supported to achieve best practice and are fully aware of pupil needs.</p>	<p>inclusive teaching, how children are enabled to overcome barriers to learning and to make rapid progress. - Model new and innovative techniques and resources to the whole school and quantify the impact of these on pupil outcomes.</p>	<p>achieve best practice and are fully aware of pupils' needs so that pupils are enabled to make good progress.</p>
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
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	With support:	Independently fulfil the statements for ECT1. Additionally:	Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:	Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:	Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:
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Standard 5: Adapt teaching to respond to the strengths and needs of all pupils

	<ul style="list-style-type: none"> - With support from the SENDCO, take part in review meetings and contribute towards next steps for learning. 	<p>in your class, despite any barriers and any environmental factors that they might face.</p> <ul style="list-style-type: none"> - Review the classroom learning environment to ensure that any potential physical barriers to learning are removed. 	<p>across the year group.</p> <ul style="list-style-type: none"> - Take a lead in provision mapping meetings. 	<ul style="list-style-type: none"> - Lead implementation of new strategies for teaching and learning that improve pupils' ability to learn across the year group/team/phase/dept. - Ensure that learning environments across the year group/team/phase/dept best support inclusive practice. 			
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 5: Adapt teaching to respond to the strengths and needs of all pupils							

<p>Standard 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.</p>	<p>- Demonstrate that lessons are appropriately planned and developed and for the age group (based on physical, intellectual and social development).</p>	<p>- With a secure knowledge of the profile of the children in your class, recommend children for intervention/support according to their needs. - Confidently adapt teaching for children who are above or below the expected development, addressing any</p>	<p>- Support ECTs with delivering lessons that effectively cater for developmental needs/stages. - Proactively support the transition of pupils from one year group to another.</p>	<p>- Model planning and teaching to staff within the year group/team/phase/dept.</p>	<p>- Support the whole school in revising policies linked to pupil development. - When required, ensure developmental needs of identified staff are met to secure pupils' needs are met.</p>	<p>- Monitor the progression from year group to year group and, where relevant, from key stage to key stage, ensuring that staff are aware of the different needs of children at different stages of their development, are making links with prior learning and</p>
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<p>With support:</p>	<p><i>Independently fulfil the statements for ECT1. Additionally:</i></p>	<p><i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i></p>	<p><i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i></p>	<p><i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i></p>	<p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>	<p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>

Standard 5: Adapt teaching to respond to the strengths and needs of all pupils							
		gaps in learning. - Independently liaise with relevant school coordinators and follow school systems for supporting children.					equipping children sufficiently well for the next stage of their education.
Standard 5.4: Have a clear understanding of the needs of all pupils, including those with special educational	- Demonstrate a clear understanding of the profile of the children/groups in the	- Adapt teaching in class, based on advice given by colleagues and external agencies.	- Ensure effective communication with SENDco/Inclusion Lead and year group/	- Demonstrate a high degree of proficiency in modelling for colleagues across school the best ways of adapting	- Observe and advise other staff across the year group/team/phase/department in delivering SEND interventions,	- Demonstrate a high degree of proficiency in modelling for colleagues across school the best ways of adapting	- Remain abreast of new and changed legislation regarding children with SEND.

Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
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				<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>				

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

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.	class and the best approaches to support and engage them. - Work alongside outside agencies, contributing to planning meetings for pupils in your class and follow recommendations accordingly. - Maintain and update	- Start to contribute to the mapping of pupils' provision within the year group. - Maintain and update own class SEND records and actively contribute to provision mapping for pupil premium/EAL and those children with disabilities, in your class.	team/phase/department. - Demonstrate a clear understanding of the overview of all provision that is available and delivered within the year group/team/phase/department. - Help manage the distribution of support staff across the year group/team/phase/dept,	learning and teaching to help ensure that all children enjoy a high level of engagement.	helping to ensure they are effective and have a positive impact on pupil engagement and progress.	learning and teaching to help ensure that all children enjoy a high level of engagement. - Observe and advise other staff across the school in delivering SEND interventions, helping to ensure they are effective and have a positive	
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			demonstrating knowledge of pupils needs.			impact on pupil	
Career Stage:	ECT 1 <i>With support:</i>	ECT 2 <i>Independently fulfil the statements for ECT1. Additionally:</i>	MPR <i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	UPR 1 <i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	UPR 2/3 <i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	Leading Practitioner <i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to</i>	Assistant/ Deputy Head <i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to</i>

						<i>do the same and:</i>	<i>do the same and:</i>
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Standard 5: Adapt teaching to respond to the strengths and needs of all pupils							
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	the class SEND records, actively contribute to provision mapping for pupil premium/EAL and those children with disabilities, in your class.					engagement and progress.	
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
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			<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>					

Standard 6: Make accurate and productive use of assessment

Standard 6.1: Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	- Follow the school policy for Assessment.	- Demonstrate that a secure use of assessment positively impacts on learning.	- Demonstrate that a secure use of assessment positively impacts on learning. - Support ECTs in assessment.	- Demonstrate that a secure use of assessment positively impacts on learning, particularly for those who are most disadvantaged. - Support staff, across the year group/team/phase/dept, in their use of assessment, taking a lead in moderation. - Where appropriate, take the lead in statutory assessments in the school.	- Support colleagues in their use of Question Level Analysis to review and adjust the curriculum accordingly.	- Demonstrate that a secure use of assessment positively impacts on learning, particularly for those who are most disadvantaged. - Support staff, across the school in their use of assessment, taking a lead in moderation.	- Support others, across the school, in the implementation of assessment policies. - Work across the key stages regarding assessment. - Take a lead in moderating teacher assessments across the school.

Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 6: Make accurate and productive use of assessment							
				- Where relevant, work across key stages regarding assessment.			

<p>Standard 6.2. Make use of formative and summative assessment to secure pupils' progress.</p>	<ul style="list-style-type: none"> - Use assessment in class to evaluate planning and inform future teaching. - Use AfL strategies, with increasing confidence, to positively impact on 	<ul style="list-style-type: none"> - Work in partnership with support staff to ensure that interventions are triangulated into classroom practice. - Use a variety of AfL strategies to positively 	<ul style="list-style-type: none"> - Use a wide range of AfL strategies to inform pupil progress. - Adapt relevant assessments so that they suit the needs of the pupils. - Effectively evaluate the impact of 	<ul style="list-style-type: none"> - Use summative and formative assessments to track pupil progress and identify any needs, informing the SLT and other relevant staff of the findings and taking a lead in planning for improvements in outcomes. -Take a lead role in the moderation of 	<ul style="list-style-type: none"> - Ensure that staff across the year group/team/phase/dept are using assessment procedures effectively, proactively and proficiently, and provide support when required. - Take a lead role in moderating work across key stages 	<ul style="list-style-type: none"> - Ensure that staff across the school are using assessment procedures effectively, proactively and proficiently, and provide support when required. - Take a lead role in 	<ul style="list-style-type: none"> - Monitor and evaluate whole school moderation and report to SLT.
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<p>With support:</p>	<p>Independently fulfil the statements for ECT1. Additionally:</p>	<p>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</p>	<p>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</p>	<p>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</p>	<p>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</p>	<p>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</p>

Standard 6: Make accurate and productive use of assessment							
	outcomes for learners.	impact on outcomes for groups of learners and individuals.	interventions . - Lead the moderation of work across the year group, particularly for identified children.	work across the school.	and, where relevant, across the cluster.	moderating work across key stages and, where relevant, across the cluster. - Monitor and evaluate whole school moderation and report to SLT.	
Standard 6.3. Use relevant data to monitor progress, set targets,	- Assess pupils' attainment; - Use data to evaluate planning and	- Record data using the school's data system; - Analyse class data,	- Demonstrate confident knowledge of the performance	- Lead year group/team/phase/dept planning with a view on prior attainment and any particular focus areas.	- Contribute to school self-evaluation and help to make judgments on the quality of progress and attainment	- Evaluate school-wide data, comparing it with local and national	- Evaluate school-wide data, comparing it with local and national

Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
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			<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>					

Standard 6: Make accurate and productive use of assessment

and plan subsequent lessons.	inform future lessons; - Set and monitor individual and class targets; - Demonstrate an awareness of whole data outcomes and school performance targets; - Record	showing comparisons between different groups of pupils and within different subjects; - With support, start to evaluate outcomes of pupils within the subject champion responsibility	(attainment and progress) of different groups in own class and across the year group and an understanding of the year group's particular strengths and areas to develop. - Support setting of	Demonstrate an awareness of relative attainment across the whole school, with an understanding of how this might impact in the year group/team/phase/department - Contribute to the setting and evaluation of whole school targets. - Challenge staff to show that progress is being achieved for all groups of children within the year	across the school to support the adaptation of future delivery. - Demonstrate confidence and proficiency in analysing data from ASP, Perspective and the IDSR, and understand the impact it has on school selfassessment, evaluation and future adaptation of the curriculum.	achievements - Contribute to school selfevaluation and help to make judgments on the quality of progress and attainment across the school to support the adaptation of future delivery. - Demonstrate confidence	achievements - Analyse data from ASP, Perspective and the IDSR, and understand the impact it has on school self-assessment, evaluation and future adaptation of the curriculum.
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	d data accurately,						
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<p><i>With support:</i></p>	<p><i>Independently fulfil the statements for ECT1. Additionally:</i></p>	<p><i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i></p>	<p><i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i></p>	<p><i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i></p>	<p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>	<p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>

Standard 6: Make accurate and productive use of assessment

	with a developing understanding of how to use the school's data tracking system.		year group targets. - Support ECTs in target setting. - Evaluate outcomes of pupils within subject champion responsibility . - Compare pupil attainment and progress with national	group/team/phase/dept.		and proficiency in analysing data from ASP, Perspective and the IDSR, and understand the impact it has on school self-assessment, evaluation and future adaptation of the curriculum.	
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
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Standard 6: Make accurate and productive use of assessment

			standards and expectations and use this to help to identify target groups.				
Standard 6.4. Give pupils regular feedback, both orally and through accurate marking, and encourage	<ul style="list-style-type: none"> - Follow the school marking and feedback policy. - Meet with parents to communicate progress 	<ul style="list-style-type: none"> - Use differentiated questioning and discussion to allow immediate feedback during lessons. 	<ul style="list-style-type: none"> - Model effective marking for colleagues. 	<ul style="list-style-type: none"> - Give advice to colleagues on effective marking and feedback, also giving feedback to parents and children. - Lead staff meetings, as required, on marking and assessment procedures so that 	<ul style="list-style-type: none"> - Evaluate the impact of marking and feedback on pupil outcomes, reporting findings to the SLT. 	<ul style="list-style-type: none"> - Evaluate the impact of marking and feedback on pupil outcomes, reporting findings to the SLT. 	<ul style="list-style-type: none"> - Monitor the impact of marking and feedback on teacher workload.

	ss, identifying strengths						
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<p><i>With support:</i></p>	<p><i>Independently fulfil the statements for ECT1. Additionally:</i></p>	<p><i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i></p>	<p><i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i></p>	<p><i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i></p>	<p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>	<p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>

Standard 6: Make accurate and productive use of assessment

<p>pupils to respond to the feedback.</p>	<p>and exploring, with the parent and child, areas for development . - Make some use of differentiated questioning and discussion to allow immediate feedback during lessons.</p>	<p>- Have an overview of pupil progress within own class.</p>		<p>best practice is shared.</p>			
<p>Career Stage:</p>	<p>ECT 1</p> <p><i>With support:</i></p>	<p>ECT 2</p> <p><i>Independently fulfil the statements for ECT1. Additionally:</i></p>	<p>MPR</p> <p><i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i></p>	<p>UPR 1</p> <p><i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i></p>	<p>UPR 2/3</p> <p><i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i></p>	<p>Leading Practitioner</p> <p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>	<p>Assistant/ Deputy Head</p> <p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>

Standard 6: Make accurate and productive use of assessment							

Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	With support:	Independently fulfil the statements for ECT1. Additionally:	Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:	Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:	Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:

Standard 7: Manage behaviour effectively to ensure a good and safe learning environment							
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Standard 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	<ul style="list-style-type: none"> - Promote the school behaviour policy, both within your own class and around the school, eg during break duties. - Know understand and implement the school behaviour policy, seeking out support from 	<ul style="list-style-type: none"> - Demonstrate confident knowledge of the school's behaviour policy and implement it effectively, impacting actively and positively on pupils' progress socially and emotionally. 	<ul style="list-style-type: none"> - Be responsible for the behaviour of pupils within the year group or phase and implement sanctions within the school's behaviour policy. - Support ECTs and SUPPORT STAFFs in their implementation of effective strategies for behaviour. - Actively promote the school's expectations for behaviour across the school. 	<ul style="list-style-type: none"> - Be responsible for behaviour across the school, supporting colleagues as appropriate, and taking the lead with more challenging pupils. - Monitor any individual behaviour plans put in place within the year 	<ul style="list-style-type: none"> - Monitor and evaluate the effectiveness of the school's behaviour policy, rewards and sanctions across the year group/phase/team/dept. 	<ul style="list-style-type: none"> - Monitor and evaluate the effectiveness of the school's behaviour policy, rewards and sanctions across the school and report to the SLT. 	<ul style="list-style-type: none"> - Carry out learning walks to evaluate the effectiveness of the school's behaviour policy, rewards and sanctions and feedback accordingly to staff, SLT and GB.
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
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				Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:	Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:
	With support:	Independently fulfil the statements for ECT1. Additionally:	Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:				
Standard 7: Manage behaviour effectively to ensure a good and safe learning environment							
accordance with the school's behaviour policy.	colleagues for any individual children who may struggle to consistently meet the school expectations regarding behaviour. - Contribute to behaviour action plans for individual children.			group or phase. - Promote the school's behaviour expectations and attributes to parents.			
Standard 7.2 Have high	- Implement the school		- Support colleagues with challenging	- Model highly effective	- Be responsible for consistency of the	- Contribute to policy	- Contribute to policy

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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 7: Manage behaviour effectively to ensure a good and safe learning environment							

<p>expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p>	<p>policy for behaviour; - Track behaviour as required, ensuring that records are accurate, professional and informative; - Communicate any behaviour concerns to parents.</p>		<p>behaviour and be proactive in overcoming obstacles. - Have an overview of behaviour issues within the year group or phase and take shared responsibility for implementing effective behaviour strategies with other children from other classes.</p>	<p>behaviour management systems within the classroom and around school that promote the highest levels of positive behaviour from all pupils.</p>	<p>behaviour policy across the whole school.</p>	<p>reviews. - Be responsible for consistency of the behaviour policy across the whole school, monitoring and evaluating it and contributing effectively to the school's selfevaluation for behaviour and</p>	<p>reviews. - Be responsible for consistency of the behaviour policy across the whole school, monitoring and evaluating it and contributing effectively to the school's self-</p>
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<p>Career Stage:</p>	<p>ECT 1</p>	<p>ECT 2</p>	<p>MPR</p>	<p>UPR 1</p>	<p>UPR 2/3</p>	<p>Leading Practitioner</p>	<p>Assistant/ Deputy Head</p>
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	With support:	Independently fulfil the statements for ECT1. Additionally:	Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:	Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:	Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:
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Standard 7: Manage behaviour effectively to ensure a good and safe learning environment

						attitudes.	evaluation for behaviour and attitudes.
Standard 7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to	- Use a growing range of strategies to support individual children with any particular behavioural needs. - Implement	- Develop a wider bank of strategies for supporting children who struggle to regulate their behaviour.	- Confidently adapt ideas and initiate own ideas to support children, to challenge, motivate and involve them in their learning. - Monitor and evaluate strategies within year group or phase.	- Model and lead the implementation of new approaches to help motivate pupils, evaluating these and adapting them accordingly.	- Take the lead in working across the school to ensure consistency for the most vulnerable pupils.	- Take the lead in working across the school to ensure consistency for the most vulnerable pupils.	- Monitor and evaluate strategies and action plans in place across the whole school, challenge other staff and feed back to SLT.

involve and motivate them.	strategies provided by					- Model and lead the implementation of new	
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>

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

	specialist teachers and outside agencies, eg SENDCO, EP, PBS; seeking advice and support when required.					approaches to help motivate pupils, evaluating these and adapting them accordingly.	
Standard 7.4 Maintain good relationships with pupils, exercise appropriate	- Build positive relationships with the children in your class and their parents.	- Ensure that the behaviour policy is consistently used to manage	- Build positive relationships with the children in the year group/team/phase/dept. -Provide support within the year group or phase.	- Act as a point of advice and support for other staff. - Challenge staff across the school	- Monitor and evaluate effectiveness of behaviour plans and make appropriate next steps - Feedback to senior staff.	- Build and sustain positive relationships with the children across the	- Build and sustain positive relationships with the children across the school and

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	With support:	Independently fulfil the statements for ECT1. Additionally:	Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:	Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:	Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:

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

authority, and act decisively when necessary.	<ul style="list-style-type: none"> - Consistently adhere to the school's behaviour policy, putting sanctions in place when required, and ensuring that the use of positive praise and reinforcement is consistent. - Use specific 	<ul style="list-style-type: none"> behaviour in class. - Seek advice, where appropriate, from other staff 	<ul style="list-style-type: none"> - Advise ECTs. - Act proactively and proficiently to ensure high standards of behaviour are maintained across the year group or phase. - Act as a role model for colleagues. 	<ul style="list-style-type: none"> where standards are not being upheld. - Act as a mentor for colleagues. 		<ul style="list-style-type: none"> school and their families. 	<ul style="list-style-type: none"> their families. - Remain abreast of any new or changed legislation regarding behaviour management, e.g. Physical Intervention, Exclusion
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>

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

	behaviour techniques for individual children, acting on advice when necessary.						
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
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			<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>		<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently and proficiently fulfil the statements for MPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>			<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>		

Standard 8: Fulfil wider professional responsibilities							
Standard: 8.1 Make a positive contribution to the wider life and ethos of the school.	<ul style="list-style-type: none"> - Know, understand and model the school's vision and values. - Communicate with parents (with support as required) - Lead class assemblies. - Support with class trips. - When appropriate, 	<ul style="list-style-type: none"> - Lead trips for the year group - Be aware of the key school improvement areas, evidencing this within classroom practice. 	<ul style="list-style-type: none"> - Support ECTs in the year group or phase with communication, assemblies and school improvement areas. - Be a model for other staff with the school vision and values. - Evaluate the effectiveness of assemblies, trips and events. 	<ul style="list-style-type: none"> - Promote the school vision and values at a whole school level, eg through leading whole school assemblies. - Positively participate in and contribute to whole school extracurricular events. 	<ul style="list-style-type: none"> - Promote and model the school vision and values beyond the school gates. - Lead whole school events that promote the vision and values of the school. - Initiate and lead whole school extracurricular events that impact positively on 	<ul style="list-style-type: none"> - Promote and model the school vision and values at a whole school level. - Lead whole school events that promote the vision and values of the school. - Initiate and lead whole school extracurricular events that impact positively on 	<ul style="list-style-type: none"> - Assist the headteacher and GB with marketing the school.

	attend and contribute to						
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	With support:	Independently fulfil the statements for ECT1. Additionally:	Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:	Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:	Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:	Confidently and proficiently fulfil the statements for MPR. Additionally, support colleagues to	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to

						<i>do the same and:</i>	<i>do the same and:</i>
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Standard 8: Fulfil wider professional responsibilities

	extracurricular activities.				school improvement areas.	school improvement areas.	
Standard 8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	<ul style="list-style-type: none"> - Work effectively with colleagues. - Liaise and work alongside your mentor, taking and seeking advice when required. - Establish and sustain appropriate and professional 	<ul style="list-style-type: none"> - Continue to seek advice from colleagues, when appropriate, and demonstrate a willingness to learn from others. 	<ul style="list-style-type: none"> - Model best practice and provide support for colleagues. - Independently lead year group/team/ phase/dept and staff meetings, demonstrating expertise within a given area. - Independently implement strategies, 	<ul style="list-style-type: none"> - Identify any areas of concern in the year group and address them proficiently, proactively and with impact, working in partnership with external agencies, when appropriate. 		<ul style="list-style-type: none"> - Independently initiate and sustain relationships with colleagues external to the school, which impact positively on outcomes for learners. 	<ul style="list-style-type: none"> - Independently initiate and sustain relationships with colleagues external to the school, which impact positively on outcomes for learners.

			advice and guidance from				
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<p><i>With support:</i></p>	<p><i>Independently fulfil the statements for ECT1. Additionally:</i></p>	<p><i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i></p>	<p><i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i></p>	<p><i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i></p>	<p><i>Confidently and proficiently fulfil the statements for MPR. Additionally, support colleagues to do the same and:</i></p>	<p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>
Standard 8: Fulfil wider professional responsibilities							

	relationships with the year group SUPPORT STAFFs/TAs. - Implement strategies, advice and guidance from other professionals.		other professionals, evaluating the impact and reviewing accordingly.				
Standard 8.3: Deploy support staff effectively.	- Plan and direct work for any support staff worked with directly, on a daily basis. - Through	- Communicate effectively with support staff, ensuring that they are fully informed of the needs of those most vulnerable	- Model and support colleagues with planning for support staff. - Evaluate needs within the year group/	- Monitor and evaluate needs of the year group/phase/team/department and ensure that staff are deployed with impact.	- Monitor and evaluate needs of the school and ensure that staff are deployed with impact.	- Monitor and evaluate needs of the school and ensure that staff are deployed with impact.	- Contribute to the setting of the staffing structure, based on a secure understanding of the needs

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	With support:	Independently fulfil the statements for ECT1. Additionally:	Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:	Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:	Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:	Confidently and proficiently fulfil the statements for MPR. Additionally, support colleagues to do the same and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:
Standard 8: Fulfil wider professional responsibilities							
	daily outcomes, evidence that staff are deployed effectively to impact on pupils' outcomes.	and disadvantaged.	team/phase/department and help to deploy staff appropriately.			- Contribute to the setting of the staffing structure, based on a secure understanding of the needs of the school.	of the school.
Standard 8.4 Take responsibility for improving teaching through appropriate professional development,	- Analyse own class data, showing an awareness of the different relevant	- With support, analyse trends across your own class and develop action plans according to the data.	- Analyse trends across the year group and contribute to any subsequent action plans according.	- Mentor and coach colleagues. - Undertake observations with SLT across the whole school, taking an active lead in the identification of and support for any areas of development.	- Analyse trends across the school and develop action plans according to a secure understanding of data	- Keep abreast of new initiatives and approaches to teaching and learning, sharing these	- Keep abreast of new initiatives and approaches to teaching and learning, sharing these

	groups within the class.					with staff and monitoring	with staff and monitoring
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<p><i>With support:</i></p>	<p><i>Independently fulfil the statements for ECT1. Additionally:</i></p>	<p><i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i></p>	<p><i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i></p>	<p><i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i></p>	<p><i>Confidently and proficiently fulfil the statements for MPR. Additionally, support colleagues to do the same and:</i></p>	<p><i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i></p>

Standard 8: Fulfil wider professional responsibilities

responding to advice and feedback from colleagues.	<ul style="list-style-type: none"> - Adapt and demonstrate improvements in practice, which impact positively on pupil outcomes. - Demonstrate responsibility for the improvement and development of practice through selfdirected observations of colleagues 				(internal and external).	the impact of any new school approaches. - Under take observations with SLT across the whole school, taking an active lead in the identification of and support for any areas of development. - Analyse trends across the school	the impact of any new school approaches. - Monitor the impact of relevant Teaching and Learning Policies across the school.
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Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	With support:	Independently fulfil the statements for ECT1. Additionally:	Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:	Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:	Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:	Confidently and proficiently fulfil the statements for MPR. Additionally, support colleagues to do the same and:	Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:
Standard 8: Fulfil wider professional responsibilities							
	report writing, target setting, pupil rewards and certificates.			parents is consistent across the school and of high quality.			