



TEACHING STAFF

PAY POLICY

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REVISIONS

Version	Page/ Item No.	Description of Change	Approved On
1.0		First approval	05.12.2019
1.1	p.4 1.6	Changes throughout referring to F&HR	15.10.2020
	1.8	References to September 2020 STPCD	
	2.3.1	Reference to graded pay uplift to MPS	
	p.8 6.5.2	Amendments to main pay scale	
	p.12. 6.7.2	Amendments to UQT scales	
	p.14. 10.1.3	Amendments to TLR 1 & 2 scales	
	10.1.6	Amendments to TLR 3 scales	
	p.15 10.2.3	Amendments to SEN allowances	
	p.18 APP 2	Staffing Structures - individual schools	
	p.19 APP3	Amendments to leadership scale	
	p.23 APP 6	Amendments to Leading Practitioner scale	
1.2	p.4 1.8	Reference to UQT points added	23.11.2021
	p.4 2.3	Removal of 2020 pay uplift reference	
	p.4 2.3.1	Addition of consolidated payments	
	p.6 6.2.2	Removal of individual HT pay ranges	
	p.6 6.2.3	Removal of reference to pay uplift for leadership	
	p.7 6.3	Removal of reference to pay uplift for allowances	
	p.7 6.3.1	Removal of spot point for LAC Teacher, now included as Leading Practitioner	
	p.8 6.5.2	Change NQT to ECT	
	p.12 6.7.2	Adjustments to UQT range	
	p.14 10.1.3	TLR 2.2 amended to bring Trust in line	
	p.18 APP 2	All staffing structures updated	
	p.24 APP 4	NQT amended to ECT	
1.3	p.5/1.5	1.5 removed – direct link between pay and performance review	13.10.2022
	P.5/1.7	Details of September 2022 pay award added	
	p.5/2.1 (various)	Amendment from appraisal to performance review	
	p.5/2.3&2.3.1	Removal of reference to 2021 payments	
	p.6/5.2	Removal of pay recommendation from appraisal report	
	p.7/5.2	Review Committee change to Pay and Workforce Development Committee	

	p.7/5.2	Reference to pay increments outside the norm	
	p.8/6.2.8	Removed reference to link to performance review at various points	
	p.8/6.2.8	Various changes from 'may' to 'will' for automatic progression.	
	p.10/6.5.2	Various – amendments to pay scales to be in line with STPCD	
	p.10/6.5.7	Addition: UPS teacher progression – sustained (2 years)	
	p.15/6.7.2	Various – amendments to pay scales to be in line with STPCD	
	p.17/10.1.13	Various – amendments to pay scales to be in line with STPCD	
1.4	p.4/1.1-1.19	Full section added on annual pay award 2023	06.10.2023
	p.6/3.1-3.12	Full section added on Delegation of Decision Making	
	p.8/3.1.3	Added reference to salary statements	
	p.8/3.12	Added reference to timescales for salary statements	
	p.8/4.1-4.3	Appeals section moved with no changes	
	p.9/5.1-5.2	Section added on staffing structures.	
	p.13/9.5.2	Clarification of ECT pay covering M1 and M2	
	p.14/9.5.8	Various additions referencing performance review process and policy.	
	p.16/9.6.2-4	Clarification that UPS application is by letter.	
	p.16/9.6.4	Added – 'highly competent' in all relevant standards	
	p.18/9.6.9	Added – successful threshold application moves to UPS1	
	p.18/9.6.12	Added bullet point re threshold decisions	

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1. Introduction

September 2023 Pay Award

- 1.1. The minimum and maximum of the pay ranges and allowances for the September 2023 pay award are set out in the STPCD 2023, [along with advisory rates for the Pay Ranges].
- 1.2. Decisions about teachers' pay progression are based on criteria set out in the School's Teaching Staff Pay Policy 2022/2023.
- 1.3. The Pay Body will operate the Teaching Staff Pay Policy as the 'relevant body', as defined in the STPCD, and will:
 - 1.3.1. Grade posts appropriately within the conditions of employment identified in the current STPCD.
 - 1.3.2. Take into account pay relativities between posts within the teachers of the Pay Body.
 - 1.3.3. Ensure that the annual appraisal of all teaching staff, including those absent from duty for any reason, is fairly and properly conducted in accordance with the School's Performance Review Policy as soon as possible [by 31 October 2023, at the latest; 31 December 2023, for the Headteacher].

- 1.3.4. Where a pay determination leads or may lead to the start of a period of safeguarding, the Pay Body will give the required written statement of notification as soon as possible, and no later than one month after the date of the determination.
- 1.3.5. Ensure that discretion available under the STPCD is exercised in a fair and equitable manner.
- 1.3.6. Give recognition to assigned Teaching and Learning Responsibilities (TLR), whether for a permanent post, an acting period, or a temporary project (TLR3).
- 1.3.7. Comply with the salary safeguarding arrangements in the current STPCD.
- 1.4. This policy statement will be available to employees of the Pay Body.
- 1.5. The Trust Board has adopted the policy set out in this document to provide a clear framework for the management of pay and grading issues for all teaching staff employed in the Trust.
- 1.6. The Trust Board is committed to taking decisions in accordance with the "key principles of public life": objectivity, openness and accountability. It recognises the requirement for a fair and transparent policy to determine the pay and grading for all teaching staff employed in the Trust, which takes account of the conditions of service under which staff are employed and relevant statutory requirements.
- 1.7. The Trust Board recognises its responsibilities under relevant legislation including the Equality Act 2010, the Employment Relations Act 1999, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002 and will ensure that all pay related decisions are taken equitably and fairly in compliance with statutory requirements.
- 1.8. This policy is based on a whole Trust approach to pay issues. The Trust Board approved staffing structure within each of its constituent schools will support each Plan for School Improvement. The Trust Board will exercise its discretionary powers using fair, transparent and objective criteria in order to secure a consistent approach in Trust pay decisions.
- 1.9. This policy has been agreed by the Pay Committee of the Trust Board following consultation with staff and the recognised trade unions. Any subsequent significant changes will also be subject to further consultation before amendment by the committee. The Pay Committee will have full authority to take decisions on behalf of the Trust Board on pay matters as defined in this policy. The Terms of Reference for this Committee are attached. (Appendix 1)
- 1.10. The Trust approved staffing structures for each school will be published as an appendix to this policy as Appendix 2. Any subsequent significant changes to the staffing structure will be subject to consultation and approval through the Trust Board scheme of delegation.

2. Aims of the policy

- 2.1 The Trust Board aims to use the Trust Teaching Staff Pay Policy to:

- Ensure staff are well motivated, supported by positive recruitment and retention policies and staff development;
- Maintain and improve the quality of teaching and learning at each of the schools within the Trust;
- Support the Plans for School Improvement;
- Underpin the Trust's Performance Review and Capability Policies;
- Ensure that all staff are valued and appropriately rewarded for their work contribution in the Trust;
- Demonstrate that decisions on pay are fair and equitable and recognise the principle of equal pay for like work and work of equal value;
- Provide flexibility to recognise individual staff performance linked to pay decisions.

2.2 The Trust Board will also consider advice issued by the Department for Education, recognised trade unions and other national bodies as appropriate, along with relevant statutory legislation.

3. Delegation of Decision Making

Headteacher

- 3.1. The Pay Body will delegate the day-to-day management of this policy to the CEO and Headteachers of the schools, except where stated otherwise. Where the CEO or Headteacher has used discretion, as allowed under certain provisions of the STPCD and the pay provisions for support staff, they will ensure the Pay Body is informed and where indicated by the Scheme of Delegation sought approval.
- 3.2. Via the CEO, The Headteacher shall make annual recommendations on the salary of all employees to the Pay Body. This will include sufficient information for the Pay Body to assess their position with regard to the gender pay gap reporting requirements and public sector equality duty.
- 3.3. The CEO and Headteacher will have regard for the budget and the requirements of employment legislation; in particular the following, and shall seek advice as and when required:
 - The Equality Act 2010 (including requirements under the Public Sector Equality Duty and Gender Pay Gap reporting requirements)
 - The Employment Rights Act 1996
 - The Employment Relations Act 1999
 - The Employment Act 2002
 - The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
 - The ACAS Code of Practice (section 199 of the Trade Union and Labour Relations (Consolidation) Act 1992)
 - The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002

Appropriate Committee Structure

- 3.4. The Pay Body will appoint a committee of Trustees (hereafter referred to as the 'Pay Committee') who will be responsible for making decisions arising out of this policy and/or the Performance Review Policy. The number of Trustees on the committee shall normally be three. Staff cannot be a member of this committee.

- 3.5. The Pay Body will also appoint a committee of Trustees (hereafter referred to as the "Review Appeal Committee") to hear any appeals, in line with the OWN Trust Staffing Policy Statement.
- 3.6. The Clerk to the Pay Body will be responsible for arranging meetings of the above Committees. Such meetings will normally be arranged in line with the OWN Trust Staffing Policy Statement.

Review of Recommendations to, or Decisions of, the Pay Committee

- 3.7. Prior to submitting a salary recommendation to the Pay Committee, the Headteacher (or Chair of the Performance Review Committee in the case of the Headteacher and CEO) will inform the employee of their recommendation along with confirmation as to when the Pay Committee is meeting.
- 3.8. If an employee is not satisfied with the pay recommendation, they will have the opportunity to discuss the recommendation informally with the reviewer or Headteacher (or Chair of the Performance Review Committee in the case of the Headteacher or CEO) before the recommendation is passed to the Pay Committee.
- 3.9. If the employee does not agree with the recommendation, they are entitled to attend a meeting with the Pay Committee. The employee must, however, provide a written statement in advance of this meeting.

This statement must indicate the reason/s why they disagree with the recommendation and must fall within one or more of the following:

That the recommendation:

- incorrectly applied any provision of the appropriate salary and/or performance review policy
- in the case of a teacher, who failed to have proper regard for the STPCD statutory/ contractual guidance
- failed to take proper account of relevant evidence
- took account of irrelevant or inaccurate evidence
- was biased; or
- otherwise unlawfully discriminated against the employee

The employee will have at least five working days' notice between the date they are informed of the recommendation and the date of the meeting of the Pay Committee to provide this written statement. The statement should be submitted to the Clerk of the Pay Body who will provide a copy to the Pay Committee and the Headteacher (or Chair of the Headteacher's Performance Review Committee, in the case of the Headteacher or CEO) prior to the meeting.

- 3.10. At the meeting, the employee will have the opportunity to make representations, including presenting evidence, calling witnesses and the opportunity to ask questions.
- 3.11. The decision of the Pay Committee will be provided to the employee in writing, along with details of how to appeal (see below).

Statement of Salary

- 3.12. Salary assessment forms will be issued to confirm salary decisions made in line with STPCD timescales and will include a covering letter referencing the appeals process.

4. Appeals

- 4.1. A member of staff may seek a review of any determination in relation to their pay or any decision taken by the Trust Board (or committee or individual acting with delegated authority) that affects the pay of the member of staff.
- 4.2. The Trust Board has agreed to consider appeals on the following grounds:

That the person or committee making the decision: –

- incorrectly applied any provision of the School Teachers Pay and Conditions Document or other statutory provision;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence
- took account of irrelevant or inaccurate evidence
- was biased
- otherwise unlawfully discriminated against the teacher.

- 4.3. The procedure for considering appeals is set out in the OWN Trust Staffing Policy Statement.

5. Staffing Structure

- 5.1. The Headteacher will recommend, to the Pay Body, a staffing structure for the School that:
- Takes account of any financial limits determined by the Pay Body or delegated committees
 - Identifies the posts to which allowances will be allocated for permanent TLRs, in accordance with the requirements of the STPCD
 - Will determine the value of any TLR post that is to be paid for a short-term period. A statement identifying a payment within the range for TLR3, the length of time for which it will be paid, and the reason for the short-term payment will be provided to the appropriate committee of the Pay Body
 - Identifies the level of allowance to be allocated to each permanent TLR post between the minimum and maximum limits set out for each TLR in the STPCD, and the different levels that may be paid within each TLR in the staffing structure in accordance with the STPCD
 - Identifies the level of salary to be allocated to any Leading Practitioner posts together with the salary ranges to be assigned to each post
 - Identifies posts to be paid on the leadership group pay range together with the salary ranges assigned to each post
 - Identifies any post to which a salary from the Special Educational Needs (SEN) range of allowances will be allocated together with the level of each allowance to be paid

- The staffing structure and pay ranges approved by the Pay Body shall be published with this pay policy.
- 5.2. If the recommendation contains changes in the staffing structure that will directly impact on employees employed by the Pay Body, employees and recognised trade unions will be informed and consulted before the final salary structure is published.

6. Job Roles and Responsibilities

- 6.1. All teaching staff will be provided with a job description outlining the roles and responsibilities of the post. This will also include the pay range and any additional payments or allowances covered by this policy. The job description will state the reason for any additional allowances or payments and whether this is a permanent or temporary payment.
- 6.2. Any significant changes to duties and responsibilities of a post will be subject to discussion with the member of staff with a view to reaching agreement. Where there is a significant change in duties and responsibilities of a post, a new job description will be issued.
- 6.3. Where the staffing structure of a school needs to be changed, resulting in broader changes to roles and responsibilities, this will be the subject of consultation with staff and the recognised trade unions before any changes are made, with a view to seeking to agree the changes before new job descriptions are issued.

7. Recruitment

Teaching Staff

- 7.1. Advertisements for vacant posts in the Trust will be considered by the CEO and/or headteacher. All posts will be advertised internally or externally, locally or nationally as appropriate.
- 7.2. The advertisement will include the relevant pay band for the post from the range of bands determined by the Trust Board as appropriate for the post, and as contained in the relevant section of this pay policy. The advertisement will specify the expected level of skills and experience for appropriate candidates relevant to the post. The advertisement will also include details of any additional payments or allowances applicable to the post.
- 7.3. In respect of the CEO or Headteacher post becoming vacant, the Trust Board will agree a broad pay range based on the arrangements set out in section 9.2 of this policy. The post may be advertised with an indicative pay range but with flexibility to pay up to the maximum of the agreed broad range for the selected candidate as appropriate.
- 7.4. Where an applicant for a classroom teacher post does not meet the criteria for the level of post advertised within the Trust pay structure but the post would otherwise prove difficult to fill, the Trust Board may appoint at a lower level but also consider a recruitment payment in accordance with the Trust policy set out in section 13.4.

- 7.5. Where the post is on a temporary basis, the advertisement will specify the reason for and duration of the post.
- 7.6. Within the framework of relevant statutory legislation, the advertisement may also include reference to any under-representation within the Trust to encourage applications from any disadvantaged and under-represented groups.

8. Pay Assessment and Pay Review

- 8.1. The Trust Board will ensure that every teacher's salary is reviewed on an annual basis with effect from 1 September, no later than 31 October.
- 8.2. The Headteacher will be responsible for submitting any recommendations for pay progression, in accordance with the relevant sections of this policy, via the CEO to the Pay Committee for approval. Pay recommendations outside of the automatic increments will be made by appropriate reviewers (usually line managers).
- 8.3. All teachers will be entitled to receive an annual pay statement including details of any salary and financial benefits to which they are entitled, including any salary safeguarding arrangements that may apply.
- 8.4. A review may occur at other times where there has been a significant change affecting an individual teacher's pay. A revised written statement will be issued to the teacher in such circumstances, including any salary safeguarding arrangements that may apply.

9. Teaching Staff Pay

- 9.1. In this Trust all teaching staff are employed in accordance with the provisions of the School Teachers' Pay and Conditions Document (STPCD). In reviewing pay scales in the future, the Trust Board will have regard to any changes to national pay bands contained within the STPCD. The following pay arrangements have been agreed by the Trust Board, using the flexibilities contained within the STPCD.

- 9.1.1. The Trust Board will consider any recommended pay awards agreed nationally and where flexibility is allowed for, will decide annually on whether or not these should be applied to the pay ranges detailed in this policy.

9.2. Headteacher Pay

- 9.2.1. The Trust Board will assign a seven-point Individual School Range (ISR) based on the school group size and any permanent additional relevant factors as determined within the framework of the School Teachers' Pay and Conditions Document (STPCD). These additional factors will relate to the school context and challenge, and the wider accountability of the Headteacher, which may also include circumstances where:

- the school is a school causing concern;

- without such additional payment, the Trust Board considers that the Trust would have substantial difficulty filling a vacant Headteacher post
- without such additional payment, the Trust Board considers the Trust would have substantial difficulty retaining the existing Headteacher; or
- the Headteacher has additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools.

9.2.2. The ISR will consist of 7 pay points and be paid within the range appropriate for each of the schools according to recognised school group size, pending review during the recruitment process. The Trustees have agreed that the pay points to be applied for leadership posts will be as set out in Appendix 3 of this policy.

9.2.3. Other than in exceptional circumstances, the ISR will not exceed 25% of the maximum of the school group size. The Trust Board will ensure that other than in exceptional circumstances, there is no overlap of salary bands between the Headteacher and other leadership posts.

9.2.4. In addition, the Trust Board may consider an additional payment to the Headteacher in respect of temporary additional duties and responsibilities, e.g. where they are providing services to other Trusts or schools as a consultant leader, School improvement partner, local or national leader of education etc., including where the Headteacher is appointed as a temporary Headteacher of one or more additional schools, not included as a permanent factor in the calculation of the ISR. The additional payment will be time limited and will not exceed 25% of the salary agreed under paragraph 9.2.1 or 25% of the maximum of the school group size, whichever is the lower.

9.2.5. In wholly exceptional circumstance, the Trust Board may consider a payment in excess of 25%. In such circumstances, the Trust Board will seek external independent advice from an appropriate body.

9.2.6. The Trust Board will calculate the Headteacher group size at the start of each academic year and determine the appropriate ISR for the year. The Trust Board will determine the group size for the school in accordance with the provisions of the STPCD.

9.2.7. On appointment, the salary of the Headteacher will be within the agreed Individual School Range determined according to the experience of the successful candidate up to a maximum of the penultimate point on the agreed range for an outstanding candidate.

9.2.8. The Trust Board will award progression of one point for sustained high quality performance or may award two or more points where performance has been exceptional.

9.2.9. Where performance has not been of a sustained high quality the Trust Board may decide that there should be no pay progression. The pay review for the Headteacher will be completed by 30 November.

9.2.10. The Trust Board will ensure that reasons for setting the ISR at a given level are recorded and that the process for the determination of the Headteacher's salary is fair and transparent.

9.3. Other Leadership Posts

- 9.3.1. The Trust Board will determine a 5 point pay range for all other leadership posts.
- 9.3.2. The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts.
- 9.3.3. Other than in exceptional circumstances, the Trust Board will ensure that there is no overlap of pay points between the Headteacher and any other leadership post.
- 9.3.4. On appointment, a teacher paid on the leadership scale will be appointed according to experience at any point below the maximum of the range.
- 9.3.5. The pay range for teachers paid on the leadership spine will be reviewed at any time during the year where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to consider a retention payment for a member of staff on the leadership spine.
- 9.3.6. For teachers paid on the leadership spine the Trust Board will award one increment for sustained high quality performance, or two increments where performance has been exceptional.
- 9.3.7. Where performance has not been of a sustained high quality the Trust Board may decide that there should be no pay progression. The pay review will be completed by 30 November.
- 9.3.8. The Trust Board will ensure that the reasons for setting the pay range at a given level are recorded and that the process for the determination all leadership posts is fair and transparent.

9.4. Other Posts paid above the Classroom Teacher Scale – Leading Practitioners

- 9.4.1. The Trust Board may also establish other teaching posts paid above the Upper Pay Spine. These posts will carry responsibility for modelling and leading the improvement of teaching skills across the Trust.
- 9.4.2. The pay range for these posts will be within the minimum and maximum of the range for Leading Practitioners contained within the School Teachers' Pay and Conditions Document and will be determined by the role and range of responsibility of each post, which may vary across the Trust. Appendix 6.
- 9.4.3. Each post will be paid at a fixed point within the minimum and maximum range contained within the School Teachers' Pay and Conditions Document.
- 9.4.4. The starting salary for an appointment to a post on the Leading Practitioner pay range will be determined by the Trust Board and take account of the teacher's skills and experience.
- 9.4.5. For staff paid on the Leading Practitioner pay range the Trust Board will award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality, the Trust Board may decide that there should be no pay progression. The pay review will be completed by 31 October.

9.5. Main Scale and Upper Pay Range Teachers

9.5.1. The Trust Board will establish posts paid in accordance with the minimum and maximum points for such posts as determined by the School Teachers' Pay and Conditions Document.

9.5.2. The Trust Board has established a pay structure for these posts as follows:

Main Scale Teacher Pay Spine		
Band 1 - Teacher	M1 £30,000	ECT Starting Salary
	M2 £31,737	ECT Entry Stage
	M3 £33,814	Early Stage
Band 2 – Accomplished Teacher	M4 £36,051	Teachers, needing little/minimal support and able to lead resource development
	M5 £38,330	
	M6 £41,333	
Band 3 – Expert Teacher (UPS)	UPS1 £43,266	Outstanding teachers giving considerable support to others that is both substantial and sustained.
	UPS2 £44,870	
	UPS3 £46,525	

9.5.3. The three bands link directly to the teacher standards. In band 1, teachers are expected to meet the 8 basic standards (see Appendix 4). By band 2, the performance of teachers needs to be consistently good in all aspects, with teachers assessed as meeting all relevant standards. To be considered for band 3, teachers need to meet the professional skills descriptors for the band (see Appendix 4), which will evidence that the teacher's achievements and contribution to the school and Trust are substantial and sustained. Considerable support of others is also expected within this band.

9.5.4. The Trust Board has agreed Professional Skills Level Descriptors for each band, which are detailed in the Trust's Performance Review Policy and Appendix 4. The pay review will be completed by 31 October.

Pay Progression within bands

9.5.5. Pay progression within bands will be subject to sustained performance towards the next higher band and meeting the relevant teacher standards and Professional Skills Level Descriptors for that band. Where a teacher's performance does not demonstrate a sustained level and is below the Trust's expectations at that level of post, the governors may determine that no incremental progression will be awarded in that year and in some cases refer to the capability procedures.

9.5.6. For teachers paid on the main scale, the Trust Board will award one increment for both sustained high-quality performance and professional development in line with Trust expectations or two increments where performance has exceeded Trust expectations.

9.5.7. For teachers paid on the upper pay scale, the Trust Board will award one increment for both sustained (over 2 years) high quality performance against the criteria for that level and professional development in line with Trust expectations.

9.5.8. A teacher on the main pay scale will receive annual pay progression, and for teachers on the upper pay scale 2-yearly pay progression, where they:

- 1) have been assessed as meeting all of the teaching standards, throughout the assessment period as part of the performance management review process and in line with the Performance Review Policy;
- 2) have had their teaching assessed as at least good overall during the assessment period as part of the Performance Review Process (See Policy);
2a) Lead Practitioners will be expected to demonstrate outstanding teaching overall;
- 3) have been assessed as meeting the requirements of their job description/job role.
(Consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives);
- 4) have demonstrated a personal responsibility for identifying and meeting their CPD needs;
- 5) are performing in line with the skill level/behaviour descriptors/career grade expectations.

9.5.9. The evidence which will be considered in ongoing assessment of performance will include:

- Impact on pupil progress in terms of assessment data and evidence in children's books;
- competency in all elements of the Teaching Standards, including observed practice;
- self-assessment;
- professional dialogue;
- received feedback;
- CPD records;
- contributions to whole school development, including contributions to subject leadership;
- wider outcomes for pupils and colleagues.

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

Pay progression between bands.

9.5.10. Pay progression will be automatic at all levels (see 9.5.11), in line with the above, unless the decision to move to capability procedures is made. Teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, will be subject to these procedures

9.5.11. The Trust Board has determined that, other than in exceptional circumstances, a teacher would not move to band 2 (Accomplished Teacher) unless they are able to demonstrate that they meet the professional skill level descriptors as outlined in Appendix 4; or to band 3 unless they are able to demonstrate and evidence that they meet the professional skill level descriptors as outlined in Appendix 4 as part of their application.

9.5.12. A teacher being considered for a move onto the Upper Pay Spine (Expert teacher Band 3) must be able to demonstrate:

- Substantial and sustained achievement of objectives, appropriate skills, and competence in all elements of the Teachers' Standards; and
- Potential and commitment to undertake professional duties that make a wider contribution beyond their own classroom as exemplified by the Trust's career stage expectations.

9.5.13. As part of the ongoing performance review process eligible staff will be reminded that any application must be made before 31 August in the academic year prior to the appropriate Performance Review cycle.

9.5.14. Progression between bands will be based on the teacher demonstrating, through ongoing Performance Review that they meet the teacher standards and Professional Skills Level Descriptors for the new band.

9.5.15. The Trust Board has determined that a teacher appointed to Band 1 (Teacher) would, other than in exceptional circumstances, be expected to have progressed to the Accomplished Teacher band within a maximum of 3 years of taking up their post. In circumstances where a teacher's performance is not at that level this will be addressed through the Trust's Performance Review and possibly Capability procedures.

9.5.16. A teacher reaching the top of Band 1 will automatically progress to the next band if they meet the criteria for the higher band. Progression to the upper pay range (Band 3) is detailed in section 9.6 of this policy.

Accelerated progression

9.5.17. As part of their annual performance review meeting at the start of the Performance Review cycle, a teacher may request to be considered for accelerated pay progression either within the pay band or to the next pay band at the end of that review cycle. This will be subject to ongoing review of performance against the Trust's skills level descriptors and may require additional or more challenging objectives to be set for the Performance Review period as set out in the Trust's Performance Review policy.

Appointments

9.5.18. When advertising a teaching post, the Trust or delegated committee will identify the range of salaries the Trust is prepared to pay, subject to qualifications and experience. The Trust will not normally agree to match current/previous salaries without first considering the merits of the application and the salary of teachers employed by the Trust.

9.5.19. Where the Headteacher or selection panel regards a teacher has relevant teaching experience, or non-teaching experience, which is directly relevant to the post being offered, then an appropriate salary will be offered within the advertised range. The Headteacher will provide a statement for the Pay Committee detailing the reasons the salary has been awarded, together with the position on the appropriate range in the Trust's salary structure.

9.6. Application to move onto the Upper Pay Range (Band 3 – Expert Teacher)

- 9.6.1. Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply.
- 9.6.2. The Trust Board will consider all letters of application from teachers during the Summer term (April to August) for progression at the start of the following Autumn term. A teacher may submit one letter of application in any academic year. All applications must be submitted by 31 August.
- 9.6.3. If a teacher is simultaneously employed at other school(s) they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This Trust will not be bound by any pay decision made by another school.
- 9.6.4. For an application to be successful the teacher will need to demonstrate via their letter of application, and in reference to the ongoing performance review process, that they are highly competent in all the relevant standards and the professional skills level descriptors agreed by the Trust Board for teachers on the upper pay range (Band 3 – Expert Teacher). The teacher will also need to demonstrate that this contribution to the school and Trust is substantial and sustained, and show evidence through ongoing Performance Review of sustained skills development.
- 9.6.5. An application will be successful, if the Headteacher and the Pay Committee are satisfied that:
- the teacher is highly competent in all elements of the teaching standards; and,
 - the teacher's achievements and contribution to the school are substantial and sustained; and,
 - the teacher has fulfilled the Trusts' skills level descriptors for Band 3.

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

- demonstrated that they are highly competent in all teaching standards, both in terms of teaching and personal and professional conduct;
- been assessed as highly competent against the relevant standards over a sustained period (usually 2 years);

and in addition, that;

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

- o contributing to policy and practice which has improved teaching and learning across the school and/or Trust;

9.6.6. As defined in the School Teachers' Pay and Conditions Document, a teacher being considered for a move onto the Upper Pay Range (Expert Teacher – Band 3) must therefore be able to demonstrate:

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

as exemplified by the Trust's professional skills level descriptors.

In addition, for the purposes of this Pay Policy:

- 'Highly competent' includes performance which demonstrates that all aspects of teaching over time are at least good, and many aspects are outstanding, including evidence to show that the teacher can provide coaching and mentoring to other teachers, model effective teaching practice and show other teachers how to make a wider contribution to the work of the school which supports them to develop their teaching practice and meet the relevant standards;
- 'substantial' means of significant importance and value to the school, being a consistent role model for teaching and learning and making a significant contribution to raising pupil progress and outcomes both in their own classroom and across the school;
- 'sustained' means continuously over a period of 2 years within the current school, showing teaching practice that has grown over that period and is now consistently good to outstanding.

9.6.7. Where a teacher has been on maternity leave or long-term sick leave, adjustments may be made to take account of special circumstances. This may include evidence of skills and performance over a different period but in any case, the exact adjustments will be made on a case-by-case basis, depending on the circumstances of the individual teacher and the school.

9.6.8. An application for progression to the upper pay range (Band 3 – Expert Teacher) will be assessed by the Headteacher following consultation with appropriate staff (e.g. line manager) and a decision notified to the teacher in writing within 20 working days.

9.6.9. If successful, the teacher will receive confirmation that their application has been successful and that they will move to the minimum point on the upper pay range with effect from 1 September (backdated, if necessary, should the decision be made after September 1st) following the date of submission of the application.

9.6.10. If unsuccessful the teacher will be provided with feedback by the Headteacher and informed of the appeals process.

9.6.11. Any appeal against the decision, which should be submitted within 5 working days, will be considered in line with the Trust's pay appeals procedure set out in App. 5.

9.6.12. Upper pay range decisions will only apply to posts under the employment of this Pay Body.

9.7. Unqualified Teachers

9.7.1. The Trust Board will appoint unqualified teachers to a salary within the range set out in the School Teachers Pay and Conditions Document.

9.7.2. In line with the advisory points within the School Teachers Pay and Conditions document, the Trust Board has determined that this should be a 6-point scale as follows:

Unqualified Teacher Pay Scale		
Band A	Point 1	£20,598
	Point 2	£22,961
	Point 3	£25,323
Band B	Point 4	£27,406
	Point 5	£29,772
	Point 6	£32,134*

* These points overlap with Band 1 (Teacher) on the Qualified Teacher scale and therefore the Trust Board will take account of the professional skill level descriptors for those teachers in setting the relevant expectations for an unqualified teacher paid at this level.

9.7.3. A newly appointed unqualified teacher will usually be appointed at any point in the band determined by the Headteacher.

9.7.4. The Trust Board will award one increment for sustained high quality performance or two increments where performance has been exceptional. Where performance has not been of a sustained high quality the Trust Board may decide that there should be no pay progression. In such circumstances where a teacher's performance is not at the required level this will be addressed through the Trust's Performance Review and possibly capability procedure.

9.7.5. Progression from Band A to band B will be subject to the teacher being able to demonstrate that they meet the skills level expected for Band B and are able to show evidence of working at that level for a sustained period.

9.7.6. The pay review will be completed by 31 October.

9.7.7. Where an unqualified teacher obtains qualified teacher status whilst employed by the Trust, they will transfer to the relevant pay band for qualified teachers at a salary at least equivalent to the salary they were being paid as an unqualified teacher.

9.7.8. The Trust Board may pay additional allowances to an unqualified teacher where, the teacher has either:

- taken on a sustained additional responsibility which is focused on teaching and learning and requires the exercise of a teacher's professional skill and judgment; or
- gained qualifications or experience that bring added value to the role being undertaken.

9.7.9. An unqualified teacher will not be awarded any Teaching and Learning Responsibility payment.

10. Assimilation to new scales

10.1. There are no implications for assimilation arising from the pay structure agreed in this policy.

11. Supply Teachers

- 11.1. Teachers employed on a short notice or supply basis will have their pay determined in line with the arrangements outlined in this policy for other teachers. Teachers paid on a daily basis will have their salary assessed as an annual amount, divided by 195. For temporary teachers on short notice this will be multiplied by the number of days to be worked.
- 11.2. Teachers who work less than a full day will be hourly paid and will have their salary calculated by dividing the annual salary by 1265 to give an hourly rate.
- 11.3. A short notice teacher who is employed by the Trust throughout a consecutive period of 12 months will not be paid any more in respect of that period than they would have if they had been in regular employment throughout the period.
- 11.4. Teachers appointed from a supply agency will be expected to meet the appropriate professional skills level descriptors required for the post. The Trust will reimburse the supply agency at the relevant salary rate applicable to that post i.e. as a teacher, accomplished teacher or expert teacher.

12. Part time teachers

- 12.1. The Trust Board will ensure that part time teachers' pay and working time will be dealt with in accordance with the School Teachers' Pay and Conditions Document. Pay scales and pay progression will be as detailed earlier in this policy for all teachers
- 12.2. Part time teachers will be entitled to be paid for their contractual hours pro rata to a full-time teacher and will also be entitled to PPA time, other non-contact time and directed time allocated on a pro rata basis.

13. Allowances etc.

13.1. Teaching and Learning Responsibility Payments (TLRs)

13.1.1. TLR payments will be awarded to the holders of the posts indicated in the school's staffing structure.

13.1.2. TLR payments will be awarded to a teacher on the main scale or upper pay range as detailed in paragraph 6.5.2 where a teacher is required to undertake a sustained additional responsibility within the school's staffing structure for ensuring the continued delivery of high-quality teaching and learning for which they are accountable.

i.e. where a post:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgment;

- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- involves leading, developing and enhancing the teaching practice of others.

13.1.3. The Trust Board will award TLR payments within the range prescribed in the School Teacher's Pay and Conditions Document. In this Trust, the Trust Board has determined that TLR payments will be as follows:

TLR 2.1	£3, 214
TLR 2.2	£5, 356
TLR2.3	£7, 182

13.1.4. A teacher will not be awarded more than one TLR of any value

13.1.5. A TLR payment will not be awarded in respect of teaching duties more appropriately recognised under section 13.2 of this policy in respect of Special Educational Needs.

13.1.6. The Trust Board may award a temporary TLR (TLR3) payment of between £639 to £3,169 to a post on the main scale or upper pay range as detailed in paragraph 9.5.2 requiring additional duties for a time limited period for a specific project identified as a priority within the School Improvement Plan or other substantial school improvement projects or exceptional one off externally driven responsibility.

13.1.7. The value of any temporary TLR3 will be determined within the above range on an individual basis according to complexity and level of responsibility of the role.

13.1.8. The duration of such temporary TLR3 payments would normally not exceed 3 years after which time they will be reviewed and may be extended if appropriate.

13.1.9. There will be no safeguarding of any temporary TLR3 payments.

13.2. Special Educational Needs (SEN)

13.2.1. The Trust Board will award a Special Educational Needs Allowance to a classroom teacher in the following circumstances:

- in any SEN post that requires a mandatory SEN Qualification; (i.e. Mandatory Qualifications for specialist teachers of classes of pupils with hearing impairment, vision impairment or multi-sensory impairment.)
- who teaches pupils in one or more designated special classes or units in the school or Trust;
- in any non-designated setting (including any pupil referral unit) 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;

- (ii) requires the exercise of a teacher's professional skills and judgment in the teaching of children with special educational needs;
- (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 Trust or unit within the school or Trust.

13.2.2. The Trust Board will determine a spot value for each post, taking account of the structure for SEN provision in the Trust and:

- whether any mandatory qualifications are required for the post;
- the qualifications and expertise of the teacher relevant to the post; and
- the relative demands of the post.

13.2.3. The value of any SEN allowance in the Trust will be within the range prescribed in the School Teachers Pay and Conditions Document 2023 (£2,539 - £5,009).

13.3. Acting Allowances

13.3.1. Teachers who cover all of the duties associated with a post of a higher grade or allowance than their own for a period of at least half a term will be considered for payment of an acting allowance. This will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher-level post and will cover the whole period of acting up during which the teacher will be expected to undertake the full range of duties and responsibilities of the post.

13.4. Recruitment and Retention

13.4.1. The Trust Board may, on the advice of the Headteacher, consider the award of a recruitment and retention payment where there is clearly demonstrated evidence that such a payment is:

- required to attract suitable candidates for a post which it has been, or it is considered difficult to fill; or
- required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill.
- to recognise a teacher's performance which exceeds the Trust's expectations, and which is not recognised through accelerated salary progression in other sections in this policy.

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

13.4.3. The duration of the payment will be determined according to the circumstances of the payment. Initially this may be for a period of 2 years but will be subject to annual review, which may extend the period if appropriate.

13.4.4. Normally a recruitment or retention payment will be financial, but where appropriate, Trustees may consider other benefits e.g. relocation expenses, health care, sports membership, childcare provision etc.

13.4.5. All Recruitment & Retention allowances require approval of the Trust Board or delegated committee.

13.5. Continuing Professional Development

13.5.1. The Trust Board, advised by the Headteacher via the CEO, may consider in advance awarding additional payments to teachers in respect of continuing professional development undertaken outside of the Trust day. The Trust Board will consider each case on an individual basis. Where approved additional payments will be calculated based on the teacher's normal hourly rate.

13.6. Additional Payments

13.6.1. OWN Trust may make such payments as they see fit to a teacher, including a Headteacher or CEO, in line with the STPCD 2023

13.6.2. Where such payments are made, the reason for those payments will be clear and transparent, fit within the pay structures of this policy and be appended to the teacher's job description.

14. Salary Sacrifice

14.1. The Trust Board has determined that it will not commence support of any salary sacrifice schemes but will protect those that are currently agreed with individuals prior to conversion.

15. Safeguarding

15.1. The Trust Board will apply the salary safeguarding provisions of the School Teachers Pay and Conditions Document.

Appendix 1 Pay and Workforce Development (PWD) Committee Terms of Reference

PAY COMMITTEE TERMS OF REFERENCE

The Pay Committee is an executive committee of OWN Trust with specific delegated powers established in accordance with the Trust's Articles of Association. These powers are determined, and can be varied permanently or temporarily, by the Trust Board and are recorded in the Scheme of Delegation.

A COMPOSITION OF THE PAY COMMITTEE

The Trust Board will appoint members of the Pay Committee. Membership will include a minimum of three trustees:

1. Specified Trustees with relevant knowledge, skills and expertise
2. Such additional persons with appropriate skills who may be appointed by the Trust Board.
3. Such further Trustees as the Trust Board may appoint in order to ensure that the Committee has a majority of Trustees.
4. Employees of the Trust will not be appointed to the Pay Committee.

The Governance & Compliance Manager will act as clerk to the committee. If not able to attend, the G&C Manager will engage a suitably qualified professional clerk to attend and minute the meeting.

B TERM OF OFFICE AND RESPONSIBILITIES OF COMMITTEE MEMBERS

1. The Trust Board shall appoint the members and Chair of the committee annually, noting any recommendation from the Committee. The Trust may remove/replace the Chair of the Committee.
2. On appointment, committee members are required to familiarise themselves, and where appropriate to agree to comply, with:

- 2.1 OWN Trust Articles of Association, Master and Supplementary Funding Agreements
 - 2.2 The Academy Trust Handbook,
 - 2.3 These Terms of Reference,
 - 2.4 Relevant Trust policies, specifically, but not limited to, the Pay Policy/ies.
3. Committee members will respect the confidentiality of any matters discussed, or information accessed, as part of their role.
 4. Members will, at the start of every meeting, declare any actual, potential or perceived conflict of interest (financial or otherwise) in any item on the agenda. Where a conflict is unclear, the Committee will decide if a member should withdraw from the discussion and/or vote.

C OPERATION AND ROLE OF THE PAY COMMITTEE

The Pay Committee shall exercise the powers, responsibilities and duties delegated by the Trust Board as set out in these Terms of Reference and the Trust's Scheme of Delegation.

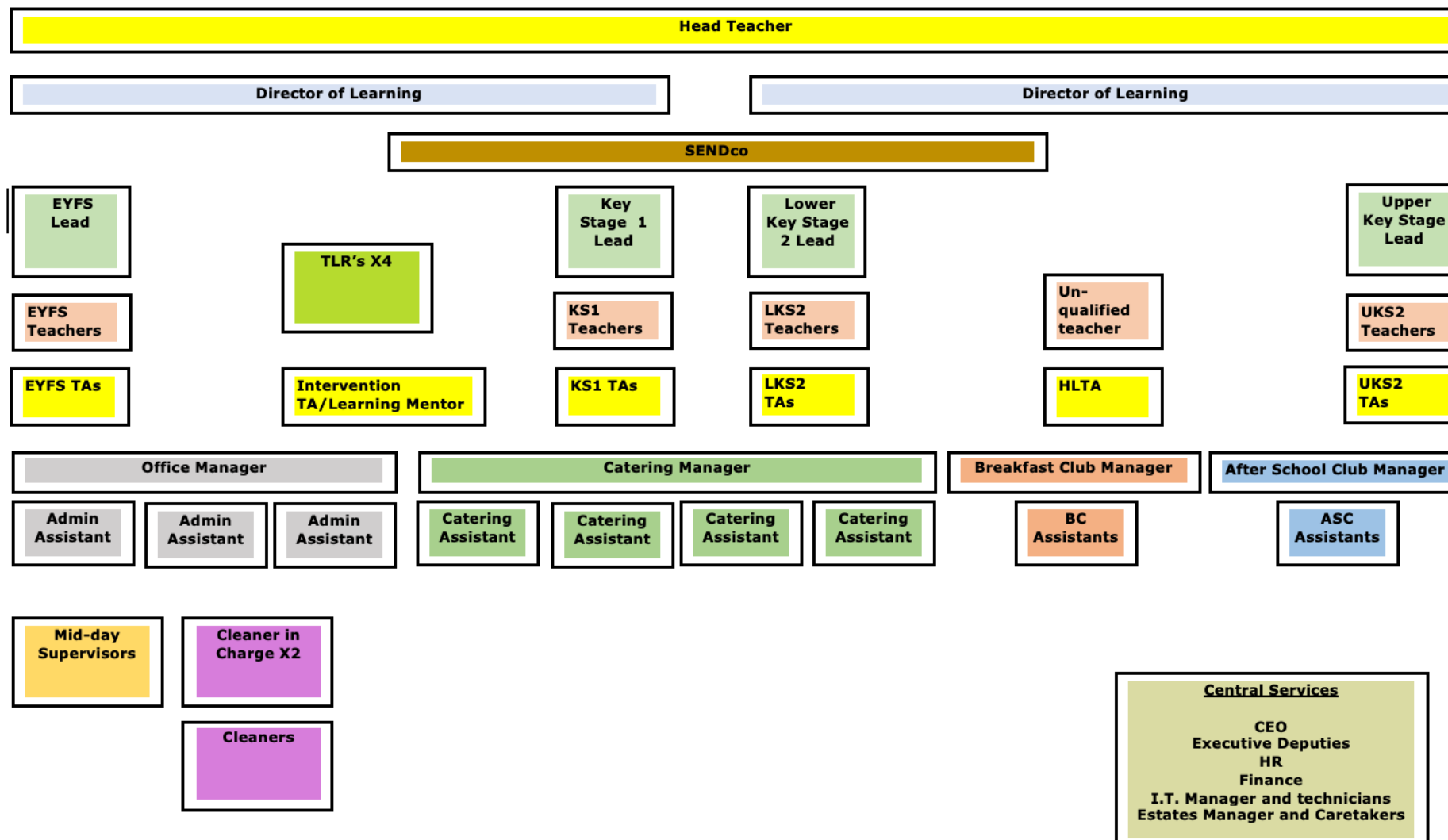
1. The committee will:
 - 1.1 Oversee the pay policy across OWN Trust and all schools in the trust.
 - 1.2 Consider, and approve or reject any proposals for the annual pay award for teaching staff.
 - 1.3 Consider and approve or reject any proposals for the annual pay award for support staff.
 - 1.4 Prepare, review and approve policies delegated to the Committee (see Trust policy matrix).
2. The Chair of the Pay Committee will liaise with the Chair of the Finance & HR Committee on any areas of overlap.
3. The Pay Committee will meet once per academic year. Dates for meetings are set annually by the Trust as part of the whole-trust calendar.
 - 3.1 Additional meetings may be called where necessary to meet the needs of the Trust.
 - 3.2 All meetings will be conducted virtually.
 - 3.3 Where a meeting cannot take place business may be conducted via email as a written resolution. All decisions taken by such means will have the same status and effect as if they had been taken at a meeting.

- 3.4 Quorum for a meeting of the Committee will be half the membership of the committee (rounded up), or two trustees, provided that the majority of those present are Trustees of OWN Trust.
 - 3.5 Agenda and papers for meetings will be shared seven days before the meeting. The convening of a meeting and the proceedings conducted shall not be invalidated by reason of any individual not having had access to the agenda and papers. A shorter notice period may be given at the discretion of the Committee Chair.
 - 3.6 All matters for decision by the committee will be determined by simple majority of committee members present and eligible to vote. Where there is a tie, the Chair of the Committee has a casting vote.
 - 3.7 Where the Chair is not present at a quorate meeting the Committee will designate one of its number to act as Chair for that meeting.
 - 3.8 Draft minutes of the meeting will be shared within 10 working days of the meeting and will be signed by the Committee Chair to verify that the minutes are a true record
4. The Committee Chair, or if they are not available, a delegated member of the committee, will report to, and make any recommendations to, the Trust Board.

Appendix 2 Staffing Structures

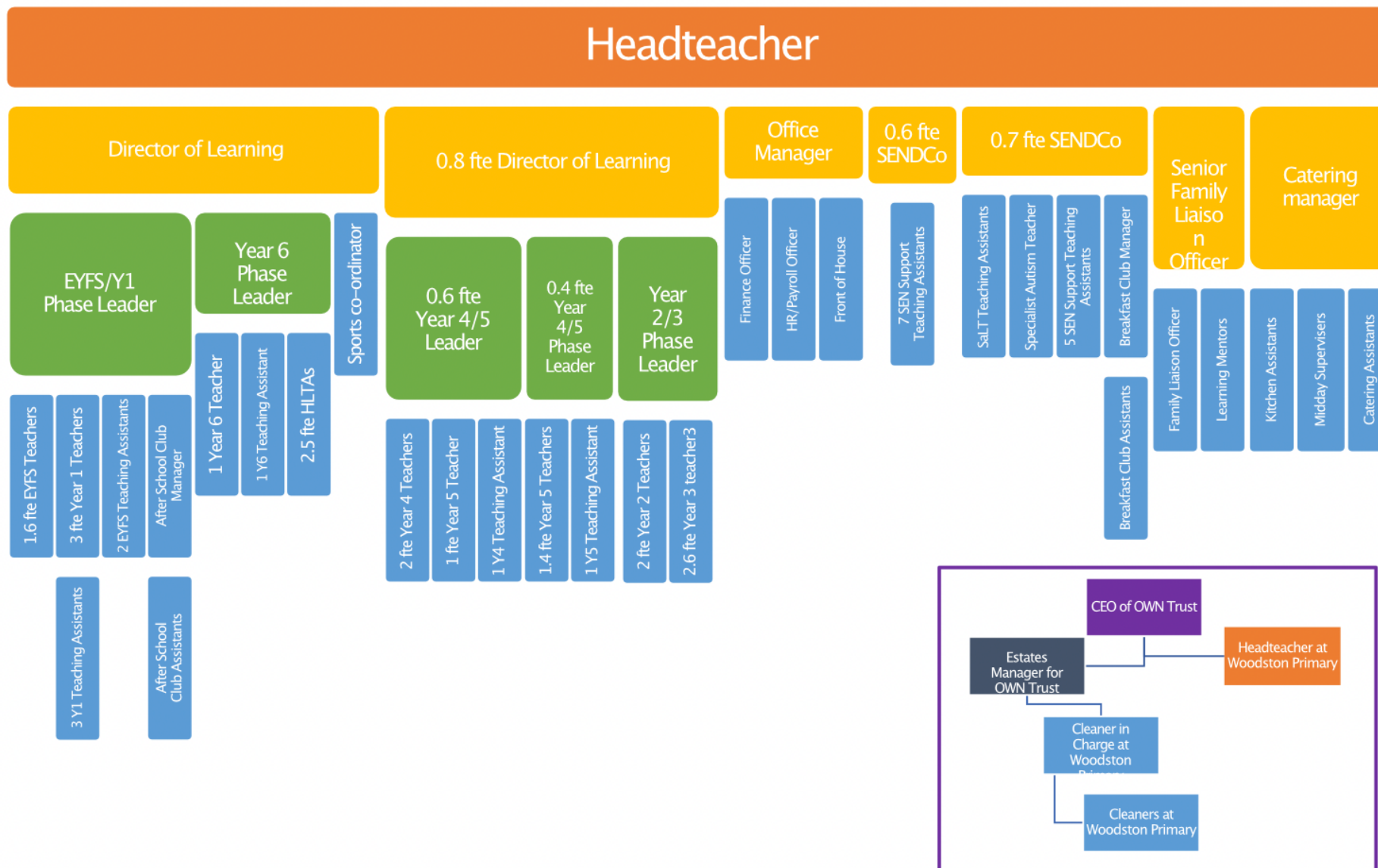


Nene Valley Primary School Staffing Structure – 2023-24



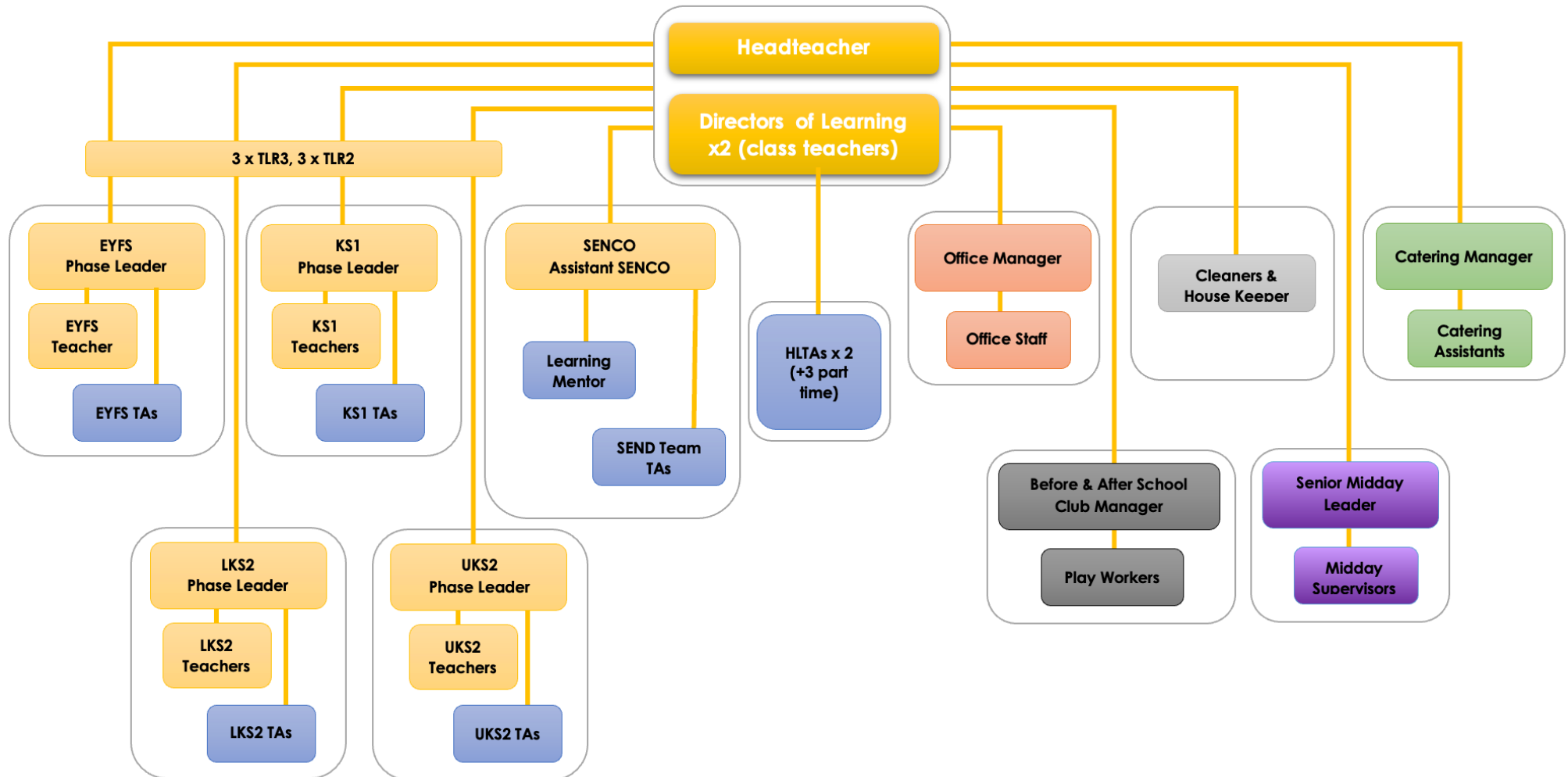


Staffing Structure at Woodston Primary School





Orton Wistow Primary School – Staffing Structure 2023/24



Appendix 3 Leadership Scale

The Trust Board has agreed to use the leadership pay reference points published to support the Trust Teachers' Pay and Conditions Document.

Headteachers - Groups / Pay Ranges

	1	2	3	4	5	6	7	8
6	53380							
7	54816							
8	56082	56082						
9	57482	53972						
10	58959	55359						
11	60488	60488	60488					
12	61882	61882	61882					
13	63430	63430	63430					
14	65010	65010	65010	65010				
15	66628	66628	66628	66628				
16	68400	68400	68400	68400				
17	69970	69970	69970	69970				
18	71019*	71729	71729	71729	71729			
19		73509	73509	73509	73509			
20		75331	75331	75331	75331			
21		76430*	77195	77195	77195	77195		
22			79112	79112	79112	79112		
23			81070	81070	81070	81070		
24			82258*	83081	83081	83081	83081	
25				85146	85146	85146	85146	
26				87253	87253	87253	87253	
27				88530*	89414	83956	83956	
28					91633	91633	91633	91633
29					93902	93902	93902	93902
30					96239	96239	96239	96239
31					97639*	98616	98616	98616

32						101067	101067	101067
33						103578	103578	103578
34						106138	106138	106138
35						107700*	108776	108776
36							111470	111470
37							114240	114240
38							117067	117067
39							118732*	119921
40								122912
41								125983
42								129140
43								131056*

- In line with STPCD recommended upper pay limits for school groups and, recognising historical application of pay awards in this respect, the pay point indicated will vary by school group.

Appendix 4 Professional Skills Level descriptors.

(PLEASE NOTE THAT THESE ARE CURRENTLY UNDER REVIEW AND FURTHER DEVELOPMENT.)

TEACHING STAFF CAREER STAGE EXPECTATIONS FOR USE IN PERFORMANCE DEVELOPMENT.

NATIONAL TEACHING STANDARDS: (Part 1: Teaching)

STANDARD	4.2 CRITERIA
Standard 1: Set high expectations which inspire, motivate and challenge students	<ul style="list-style-type: none"> • Establish a safe and stimulating environment for students, rooted in mutual respect • Set goals that stretch and challenge students of all backgrounds, abilities and dispositions • Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
Standard 2: Promote good progress and outcomes by students	<ul style="list-style-type: none"> • Be accountable for student's attainment and progress by outcomes • Be aware of students' capabilities and their prior knowledge and plan teaching to build on these • Guide students to reflect on the progress they have made and their emerging needs • Demonstrate knowledge and understanding of how students learn and how this impacts on teaching • Encourage students to take a responsible and conscientious attitude to their own work and study
Standard 3: Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings • Demonstrate a critical understanding of developments in the subject and curriculum areas • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
Standard 4: Plan and teach well-structured lessons	<ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of lesson time • Promote a love of learning and students' intellectual curiosity • Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired • Reflect systematically on the effectiveness of lessons and approaches to teaching • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
Standard 5: Adapt teaching to respond to the strengths and needs of all students	<ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively

STANDARD	4.2 CRITERIA
	<ul style="list-style-type: none"> • Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these • Demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development • Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
Standard 6: Make accurate and productive use of assessment	<ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • Make use of formative and summative assessment to secure students' progress • Use relevant data to monitor progress, set targets, and plan subsequent lessons • Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback
Standard 7: Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> • Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around NVPS, in accordance with NVPS positive relationships policy • Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them • Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
Standard 8: Fulfil wider professional responsibilities	<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of NVPS • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Deploy support staff effectively • Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • Communicate effectively with parents with regard to students' achievements and well-being.

OWN Trust Overview

<p>MPS1 ECT Starting Salary</p> <p>MPS2 ECT Entry Stage</p> <p>MPS3 Early Stage</p>	<p>MPS 4-6</p> <p>Teachers, needing little/minimal support and able to lead resource development</p>	<p>UPS 1-2</p> <p>Outstanding teachers giving considerable support to others that is substantial and sustained.</p>	<p>UPS 3</p> <p>Expert teachers. Lead others and act as a role model for teaching/learning. Take advantage of opportunities for professional development, making a distinctive contribution to the raising of pupil standards in the Trust.</p>
<ul style="list-style-type: none"> • Reach teaching standards with support • Teaching may require improvement initially but should be good by the end of induction period. Progress should be at least in line with national expectations. • Shows a good knowledge and understanding of the relevant subject and curriculum area. • Monitors, analyses, evaluates and develops own class teaching. If not in the first year of teaching starts to take on a wider range of subject or key stage awareness and responsibility with appropriate support • Effectively takes on board whole school developments and initiatives. If not in the ECT years of teaching takes an increasingly active involvement in whole Home-School development. 	<ul style="list-style-type: none"> • Independently reaches the standards. • Takes lead on an area of development, with support, builds experience and shares good practice with others within own subject. • Has built a good range of practice and accumulated relevant experience. • Shares good practice and latest developments in own subject with colleagues. • Teaching is at least consistently good with examples of outstanding, average progress of students is at least good or better. • Have well developed understanding of subject knowledge, curriculum content and coverage across the phase taught. • Monitors, analyses, evaluates and develops own key stage or subject area independently. • Is actively involved with whole school developments and leads or initiates some areas. 	<ul style="list-style-type: none"> • Has a high level of experience on which to draw to advise and develop others and to inform own practice. • Teaching is highly effective and average progress is good or above across own students. • Have an extensive subject knowledge and understanding of the curriculum and related pedagogy. • School wide monitoring, analysing, evaluation and development across a range of areas over time. • Researches and leads school wide developments. Including giving effective guidance and support to ensure good progress and good practice is apparent in own subject area across the school 	<ul style="list-style-type: none"> • An extensive level of experience on which to draw, this is continuously used to develop others and inform own practice. • Continues to build experience by extending own research and self-development to lead further initiatives in staff and school development. • Teaching is consistently outstanding with good or above progress across a series of cohorts and across all abilities. • Continuing to develop a deeper knowledge and understanding of relevant subject and curriculum areas and related pedagogy through active involvement in CPD or research. • A high level of school wide and beyond, monitoring, analysing, evaluation and development across a range of areas over time. • Continued active involvement in an OWN trust school and beyond, in research and development which helps to keep the school at the forefront of education.

Individual Standards Breakdown

Standard	MPS1 ECT Starting Salary MPS2 ECT Entry Stage MPS3 Early Stage	MPS 4-6 Teachers, needing little/minimal support and able to lead resource development	UPS 1-2 Outstanding teachers giving considerable support to others that is substantial and sustained.	UPS 3 Expert teachers. Lead others and act as a role model for teaching/learning. Take advantage of opportunities for professional development, making a distinctive contribution to the raising of standards in the Trust.
Expectations of teaching:	<p>With support/guidance, Teaching may require improvement initially but should be at least good by the end of the Entry Stage.</p> <p>By Year 3, Independently, at least good teaching and good progress across own class. Sharing good practice in own subject areas. Beginning to support others when asked across all areas</p>	<p>Embedding good practice across own subject area and continuing to monitor, evaluate and improve it across the school.</p> <p>Greater awareness of whole school data across all areas and developing and evaluating improved practice across the school. Monitoring, evaluating and supporting others.</p> <p>At least consistently good and many examples of outstanding teaching, with good or above progress across own class and across subject area.</p>	<p>Monitoring and evaluating across the whole school and across a range of areas.</p> <p>Developing improved practice at whole school level based on research.</p> <p>Outstanding teaching and good progress across own class.</p> <p>Good progress in subject areas throughout the school.</p> <p>A high level of experience on which to draw to advise others and inform own practice.</p>	<p>Further research and development projects carried out which continuously feed into improving practice with own school and others in OWN Trust. Outstanding practitioner showing outstanding teaching and good or above progress with different cohorts of students and across all abilities/needs. High and effective involvement in the leadership and management and direction of an OWN trust school and its development which is evidenced in data and evaluation reports. An extensive level of experience on which to draw, this is continuously used to advise others and inform own practice.</p>
Standard 1: Set high expectations which inspire, motivate and challenge students				
Establish a safe and stimulating environment	Act as a role model for students demonstrating professionalism and consistent high expectations at all times	Support colleagues in delivering the high expectations of the school's vision and values. Undertake subject specific learning walks so that environments are	<p>Deliver high expectations of the school's vision and values.</p> <p>As needed coach/model positive behaviour policy to all staff. Support</p>	Regularly deliver high expectations of the school's vision and values.

Standard	MPS1 ECT Starting Salary MPS2 ECT Entry Stage MPS3 Early Stage	MPS 4-6 Teachers, needing little/minimal support and able to lead resource development	UPS 1-2 Outstanding teachers giving considerable support to others that is substantial and sustained.	UPS 3 Expert teachers. Lead others and act as a role model for teaching/learning. Take advantage of opportunities for professional development, making a distinctive contribution to the raising of standards in the Trust.
for students, rooted in mutual respect.	<p>which support the vision and values of the school.</p> <p>Model a growth mind-set culture to raise aspiration for all.</p> <p>With support is able to set up and maintain a high-quality conducive learning environment which meets school expectations.</p> <p>Encourage individual and collective responsibility.</p>	<p>of a consistently high standard, within subject.</p> <p>Establish and maintain consistent high expectations of all.</p> <p>Create a growth mind-set culture to raise aspiration for all.</p> <p>As a subject leader undertake learning walks across Year Groups ensuring that environments are of a consistently high standard.</p>	<p>SLT in developing the school curriculum to promote the high expectations of the school's vision and values.</p> <p>As a subject leader undertake learning walks across Year Groups ensuring that environments are of a consistently high standard.</p> <p>Provide professional challenge in relation to subject area if environments are not at the required standard.</p>	<p>Support SLT to implement changes to positive behaviour policy, where appropriate.</p> <p>Support SLT to developing the school curriculum to promote the high expectations of the school's vision and values.</p> <p>Undertake learning walks across Year Groups ensuring that environments are of a consistently high standard. Provide professional challenge if environments are not at the required standard.</p>
Set goals that stretch and challenge students of all backgrounds, abilities and dispositions	<p>With appropriate additional support, set goals that stretch and challenge own pupils.</p> <p>Use whole school marking policy to set appropriate next steps.</p>	<p>Ensure good practice is shared and support colleagues where necessary.</p> <p>Deliver on staff training in relation to challenge within subject, where appropriate.</p>	<p>Ensure that all pupils are set goals appropriate to need and challenge and stretch pupils.</p> <p>Support colleagues where necessary.</p> <p>Monitor own effectiveness of targets set to ensure that progress of children is at least good.</p> <p>Be proactive in giving feedback to SLT.</p>	<p>Ensure that all pupils are set goals appropriate to need and challenge and stretch pupils. Challenge and support colleagues where necessary.</p> <p>Monitor effectiveness of targets set to ensure that progress of children is at least good. Be proactive in giving feedback to SLT and putting in next steps as appropriate for pupils/staff across the school.</p>
Demonstrate consistently the positive attitudes,	<p>Consistently, demonstrate the positive attitudes, vision, values and behaviour which are expected of pupils in the class.</p>	<p>Challenging pupils and staff across the school, if the Vision and Values are not being maintained.</p>	<p>Take responsibility for monitoring that all staff and all pupils follow ethos, vision and values of the school.</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.</p>

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values and behaviour which are expected of students.				<p>Be prepared to discuss issues with staff and pupils where the Vision and Values are not being observed.</p> <p>All children have high levels of independence and enjoy challenge.</p>

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Standard 2: Promote good progress and outcomes by students				
Be accountable for student's attainment and progress by outcomes	Keep accurate records of own student's attainment Know the age and progress expectations for own class Set appropriate targets for end of year attainment with support where needed	Monitor and analyse attainment in own curriculum area using it to inform areas for development and measuring the impact of any actions on improving progress and attainment.	Centralised data and tracking information is analysed across all relevant subjects or year groups and used to inform future actions and interventions	Appraise and manage other staff through pupil progress meetings, target setting and data analysis. Track, monitor and analyse whole school data in own specific areas of leadership. Have knowledge of data for all yr. grps. and curric. areas across the school - use to effectively inform future actions.
Be aware of students' capabilities and their prior knowledge and plan teaching to build on these	Use data and regular marking to inform planning in daily lessons which takes account of all students needs Use data to inform planning through pupil progress meetings with support where needed	Support others with developing skills and ideas for effective planning within own key stage. Utilise a wide range of strategies that meet the needs of all abilities and groups. Use data to inform planning through pupil progress meetings	Lead and dev. strategies across school which dev. use of data, identification of gaps/barriers to learning and effective planning to overcome these. Identify groups who need specific intervention. Ensure targeted with timely intervention. Monitor marking and data across the school putting in place support or training where necessary.	Monitor and evaluate use of data and marking to inform planning, research and implement new strategies where appropriate to ensure that there is continuously developing good practice
Guide students to reflect on the progress they have made and their	Use AFL techniques such as: Engage in regular dialogue with students within lessons reflecting on, consolidating and extending learning and promoting an enthusiasm for learning. Regularly use improvement marking. Ensure students are given time to	Employ effectively a wide range of AfL techniques in line school feedback policy which ensure progress of students is consistently good or above. Support colleagues in use of AfL for	Research develop and implement whole school improvements to systems to support students' reflection on their progress and next steps.	Monitor the use of AfL across school / key stage/year group. Investigate new and innovative practice and share with others Identify need and implement

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emerging needs	reflect and act on marking. Ensure students relate marking and work to their personal targets.	example through coaching and paired teaching.		support for colleagues in effective AfL strategies.
Demonstrate knowledge and understanding of how students learn and how this impacts on teaching	Have a good understanding of pupil development, pedagogy and different learning skills shown by the use of these within own teaching, to enable all students to make progress. By M3, Extensively and consistently use a range of learning and teaching techniques to ensure all students' needs are met.	Share good practice in teaching and learning across the year group or whole which facilitates improvements and secures rapid and sustained progress for all students. Experiment and explore different and new techniques to maximise student progress,	Established outstanding practice is developed and shared across the school.	Outstanding and innovative practice in teaching and learning in the wider context is investigated and leads to the implementation of new and relative initiatives across the school. Develop potential to share practice across OWN Trust.
Encourage students to take a responsible and conscientious attitude to their own work and study	Use an awareness of age expectations to set targets, challenges and rewards which promote responsible and conscientious work and progress.	Share own good practice with colleagues to encourage responsibility and conscientious learning. Consistently use a variety of techniques which encourage students to become responsible and conscientious in their learning enabling them to make good or better progress.	Own class show consistently good or outstanding attitudes to their own learning which facilitates good or outstanding progress. Through monitoring and observation be aware of students' attitudes to learning across the school. Research new initiatives and techniques which develop student's aspiration and independence in learning, where appropriate share these across the school.	Research develop and implement whole school systems to promote responsible and conscientious learning.

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Standard 3: Demonstrate good subject and curriculum knowledge				
Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings	Have a good knowledge of the areas they are teaching at the appropriate level for the year group being taught. Through reflective teaching identify misunderstandings and use relevant support to address them. Plan and deliver structured lessons covering the required curriculum content, making or sourcing resources where necessary	Have a thorough knowledge of curriculum content and coverage across the primary range Work independently to research and share latest developments in own subject area with colleagues. Observe and monitor work planning and teaching within own area	Established outstanding knowledge of the primary curriculum and changes over time is used as a basis to systematically lead the implementation of developments in one or more areas of the curriculum taking responsibility for staff training and CPD activities to ensure the subject is taught well throughout the school. Monitor the impact of developments in at least one subject.	Research new curriculum wide initiatives including own ideas and action research in order to ensure that the school is at the forefront of innovative and engaging subject and curriculum developments. Monitor impact of developments and new initiatives
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	Be aware of the latest developments and adapt teaching when necessary to ensure latest requirements are met. Take responsibility for own learning and development through attending staff training and events and reading current literature.	Independently research and know in depth developments in own subject area. Share developing ideas and good practice with colleagues. Source relevant information and take advantage of opportunities to develop own practice in all primary areas. Monitor and evaluate any new initiatives in own subject area in own class and across an OWN Trust school.	Active involvement and engagement in enquiry and action research projects and promote the value of scholarship	Actively identify the need for an investigative enquiry approach to improve teaching and learning. Influence and lead an enquiry-based approach.

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Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	Use and model standard English in own speech. Correct and model students' spoken English. Teach mark and assess literacy in line with the curriculum for the age group taught ensuring improvement marking is used and acted on and promotes accurate English and GPS	Develop strategies which embed high standards of literacy in teaching and learning whilst strengthening technical accuracy in English and GPS.	Contribute to the professional development of colleagues in understanding and embedding high standards of literacy in lessons	Monitor the standards of literacy and standard English within the wider curriculum. Promote consistency and collaboration across the school in embedding high standards of literacy
If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	Develop reflective practice and enhance own subject knowledge and understanding in phonics drawing on support from senior leaders. Use ideas and suggestions given by subject leaders. Understand and use synthetic phonics at the appropriate level for the age group being taught.	Confident understand. of phonics and able to identify pupil's next steps for learning. Support others in dev. and teaching of synthetic phonics. Demonstrate a clear understand. of synthetic phonics. Use knowledge to effectively teach different ability groups within the class and phase. Share knowledge and understanding with colleagues. Evidence impact through feedback from teaching staff.	<p>If appropriate:</p> <p>Research new developments in the teaching of phonics/ early reading and or maths.</p> <p>Share them with other staff.</p> <p>Track and monitor the impact of teaching of core subject</p> <p>Consistently demonstrate a good understanding of core subject across a key stage.</p> <p>Teach consistently good lessons to ensure the progress of children of different abilities.</p> <p>Ensure that all colleagues are supported.</p>	

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If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Develop reflective practice and enhance own subject knowledge and understanding in maths drawing on support from senior leaders. Use ideas and suggestions given by subject leaders. With support of subject leaders, plan, teach and assess maths accurately using appropriate strategies to develop students' accurate understanding of mathematical concepts.	Demonstrate a clear understanding of children's mathematical development. Use knowledge to effectively teach the different ability groups within the class. Be able to share knowledge and understanding with other colleagues.	Support others in the development and teaching of core subject. Evidence of monitoring and impact	

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Standard 4: Plan and teach well-structured lessons				
Impart knowledge and develop understanding through effective use of lesson time	Plan and teach a series of structured lessons to at least satisfactory (1-2) standard, with support and guidance of senior leaders where necessary. Reflect on planning and progress and modify teaching in future lessons in light of this. (3) Plan and teach a series of structured lessons to at least a consistently good standard. Plan daily timetable to maximise use of time throughout the day to ensure learning and progress is continuous.	Plan and teach a series of structured lessons showing some outstanding practice. Support others through coaching to develop stronger teaching skills and develop whole school practice. Model good /outstanding teaching for others Independently lead CPD and developments in teaching, delivery in own area. Monitor and evaluate impact of any actions implemented. With support observe and support other members of staff teaching own subject area.	Plan and teach to an outstanding standard. Model outstanding teaching for others. Analyse and monitor impact of teaching across the school and implement any changes needed to improve teaching and learning. Observe and develop other members of staff.	Engage in wider research into learning, evaluate and share results across OWN Trust where appropriate. As result of research, lead initiatives in the effective development of planning and delivery of lessons and teaching skills across the school and OWN Trust. Support and hold others to account as a result of monitoring Lead collaborative efforts in curriculum design, ensuring it remains dynamic, relevant, and engaging.
Promote a love of learning and students' intellectual curiosity	With support and guidance from senior leaders, provide engaging and motivating lessons which inspire students to become independent learners	Research and develop innovative practice in own class or subject area to develop enjoyment and curiosity within learning. Implement whole school actions to improve engagement and motivation and	Research, develop, monitor and evaluate engaging teaching practices across the whole school and across all curriculum areas.	Train staff in curriculum development and implementation.

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	Share innovative practice with colleagues.	monitor impact within own subject area.		Regularly liaise and research external educational bodies to stay updated with pedagogical research to ensure the curriculum reflects best practices and prepares students for future academic and real-world challenges
Set homework and plan other out of class activities to consolidate and extend the knowledge and understanding students have acquired	Set homework/ content in line with school policy. Plan trips visits and activities which extend and consolidate lessons and subjects taught, with the guidance of senior leaders	Independently plan and implement phase / key stage school events; activities or interest days and competitions which enhance an area of the curriculum in line with whole school development areas.	Independently plan and implement whole school events/ trust wide; activities or interest days and competitions which enhance an area of the curriculum in line with whole school development areas. Collaborate with colleagues to share and gather innovative ideas for out-of-class activities, fostering a culture of continuous improvement.	
Reflect systematically on the effectiveness of lessons and approaches to teaching	Reflect on own class teaching and learning to refine planning and teaching in future lessons to improve own practice and learning and progress of the class.	Sharing of embedded outstanding practice in teaching. Development of teaching strategies which are shared across the school, implementation of improved reflective and refined practice.	Monitoring and observation of reflective practice, teaching techniques. Analysis and action planning to develop improved practice across the school, either for individuals or whole school. Implementation of new techniques and monitoring of impact. Own development of outstanding practice and implementation across the school.	
Contribute to the design and provision of an	Contribute to the development of the curriculum through engagement at	Deliver exemplar lessons and share best practice through example. Monitor the delivery of the curriculum	Understand the overview of all subjects which make up the primary curriculum and contribute to the	

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engaging curriculum within the relevant subject area(s).	meetings and implementation of ideas discussed or required. (3) In own area lead the development of the curriculum, monitoring observing and checking planning.	for own area and explore and implement new ideas for the design of the curriculum to increase engagement and learning. Coach other staff	monitoring and development of the curriculum as a whole entity. Implement change across the school and monitor. Respond to information gathered in monitoring for their subject.	

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

Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these	Know about and plan lessons taking into account learning styles and barriers to learning. Plan and deliver lessons with an awareness of students needs and with advice from others ensure that interventions and methods are used which help overcome barriers to learning.	Have an established range of resources to draw on to overcome barriers to learning, begin to share these with others. Planning and delivery of lessons consistently and effectively takes into account the needs of all learners to	Actively research methods to overcome a range of barriers to learning and share these with others to improve the learning of all across the school.	Champion inclusive teaching practices within the school, leading professional development sessions and collaborative discussions on best practices for diverse student needs. Act as a mentor and guide for staff, sharing expertise on tailored teaching approaches. Collaborate with external
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		enable them to make progress. Draw on advice and support from others where necessary to ensure all learners are able to access learning.		specialists and organisations to continuously enhance the school's strategies for supporting all students, ensuring that the school remains at the forefront of inclusive education.
Demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development	Be aware of the need to and develop students SMSC through opportunities that arise. Adapt teaching to ensure it meets the needs of the age group and stage of development within own class. Identify discuss and refer relevant students in own class to the learning mentor or similar pastoral support.	Experiment with a range of opportunities to support the development of SMSC skills. Share own good practice in teaching and methods which meets the needs of all student's level of development, across the key stage or school.	Ability to adapt own teaching techniques to meet the needs of all primary age groups. Share a range of good practice in teaching and methods which meets the needs of all student's level of development, across the school.	Lead research and implement whole school strategies in collaboration with Senco, PP lead and EAL lead to provide resources and support to overcome a range of barriers to learning. Take an active role in the development of SMSC across the school.
Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those	Identify students in own class who are not making age-appropriate progress or development and adapt teaching appropriately with support and advice from the SENCo or senior leaders. Be aware of key groups of children in own class and use appropriate teaching strategies to engage and	Have a developed knowledge of appropriate intervention, strategies and scaffolds and use these to meet the needs of vulnerable students. Show consistent and effective adaptation of teaching to meet the needs of all groups of learners. Strategies used are effective in closing the gap.	Support and advise others in suitable methods, interventions and scaffolds for students with EAL and SEND. Model effective practice in own class which ensures good or above progress is made by all SEND, LAC and EAL students.	

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with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	support them with the guidance of the SENCo or senior leaders. (3) Collaborate with outside agencies, if necessary, through liaison with the SENCo. Monitor data and results to ensure that strategies used are effective and adapt, if necessary, with Senco support. Plan in small steps for specific students and advise teaching assistants on the delivery of relevant programmes, monitor results of programmes and adjust with advice if needed to ensure progress.			

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Standard 6: Make accurate and productive use of assessment				
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	Following and using standard school assessments as advised by school policy and year group / curriculum leaders. With support, ensure that all students, regardless of their starting points make rapid and sustained progress	Managing and adapting assessment for any areas of the curriculum under their guidance Embedded use of assessment impacts on learning	Managing and adapting assessment for any areas of the curriculum under their guidance	Adapting, advising, adopting different curriculum assessments for school. Evaluation of school systems of Assessment to ensure pupil progress across the school and use it to identify any needs (e.g. interventions) Ensure that staff are using assessment procedures effectively to facilitate good progress outcomes within their area.
Make use of formative and summative assessment to secure students' progress	Uses assessment in class to evaluate planning and inform future teaching. Effectively monitor the progress of students in lessons. With support, utilise data to inform planning and delivery.	Uses a wide range of AfL strategies to inform pupil progress. Supports and challenges staff, where necessary, to ensure good outcomes within lead subject.	Adapts relevant assessments so that they suit the needs of the pupils within their subject area. Ensures that appropriate tracking is in place for interventions across subject area, where appropriate.	Evaluate school wide data: compare locally and nationally (where available).
Use relevant data to monitor progress, set targets, and plan	With support, levels pupil attainment and uses data to evaluate planning and inform future lessons.	Subject Leadership Supports colleagues in monitoring performance	Awareness of relative attainment within their subject across the school and nationally (where available).	Be confident in analysing data from subject they lead on, whilst understanding the impact it has on school

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subsequent lessons	Set and monitor individual and class targets. Is aware of whole school assessment picture and whole school performance forecasts.	of different groups in the subject they lead on. Challenge staff to show that progress is being achieved for all groups of children within subject they lead on. Class Responsibility Independently, analyses database (Insight) with assessment data. Analyses class to show comparisons between different groups of pupils in R, W & M. Responds to feedback on pupil attainment and progress with national standards and expectations and use this to identify target groups (SEN, vulnerable & More Able) Monitors and evaluates levels of pupils within subject responsibility, with support.	Contribute to school self-evaluation and help to make judgments on quality of progress and attainment across the school.	self-assessment. Monitor and evaluate whole school moderation and the levelling of work systems. Report to SLT any changes to policy, where appropriate.
Give students regular feedback, both orally and through accurate marking, and	With support, follow school marking policy. Contribute to Pupil Progress meetings. Meet with parents to communicate progress	Support colleagues in preparing for Pupil Progress Meetings. Confident in the use of differentiated questioning and discussion to allow immediate feedback during lessons	Independently, take a lead role across the school moderation of levelled work. Give advice to colleagues on effective marking of books and giving feedback to pupils and parents. Lead staff meetings, as required, on marking and	

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encourage students to respond to the feedback.		Have an overview of pupil progress within the subject they lead on and the performance of different groups. Model effective marking for colleagues to ensure good outcomes for all pupils.	assessment procedures, within their subject so that best practice is shared	

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Standard 7: Manage behaviour effectively to ensure a good and safe learning environment				
Have clear rules and routines for behaviour in classrooms and take resp. for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy.	Know, understand and apply the school's Behaviour Policy. Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times.	Anticipate and plan for potential behaviour management scenarios.	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times. Know, understand and apply the school's behaviour policy. Develop and implement whole school approaches to behaviour management.	
Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards	Establish and maintain consistent high expectations of behaviour which promote effective learning in the classroom. Start to build a range of behaviour management strategies using praise, rewards and sanctions effectively drawing on the support and guidance of others where needed.	Set and model for others high expectations of behaviour. Have a well-established range of strategies including praise sanctions and rewards, consistently implemented which promote good and outstanding behaviour in the classroom Share good practice in the implementation of a range of behaviour management strategies which promote effective behaviour for learning.	Have an extensive knowledge and understanding of a range of strategies to manage behaviour which are consistently implemented and ensure outstanding behaviour and engagement in learning. Be able to tailor them to specific needs and develop the skills in others. Establishes outstanding practice in behaviour management is shared across the school and its impact on students' attitudes and learning is monitored and evaluated.	Support others in the drive to secure good and outstanding behaviour in classes and across the school. Act as a coach and mentor to staff who need support and development in this area.

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consistently and fairly				
Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.	Manage behaviour effectively in own class to create a classroom environment which promotes positive relationships and engages and motivates students.	Manage behaviour effectively in own class and throughout the school. Maintain an ethos in the classroom which ensures that students are highly motivated and learn well. A wide range of approaches are used and shared with colleagues. Strategies are developed which take account of individual needs.	Model outstanding behaviour management in own class. Maintain an ethos in the classroom which ensures that students are highly motivated and learn well. Take a leading role in and take responsibility for enforcing high expectations of behaviour within the classroom and throughout the school.	
Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.	Create a classroom environment which promotes positive relationships. Take appropriate measures to ensure behaviour is in line with school expectations, drawing on advice of others. (3) Establish a rapport with all students throughout the school and implement a range of strategies which promote good behaviour and effective learning. Take appropriate measures to ensure positive behaviour at all times.	Positive relationships are embedded and an in-depth knowledge of students and their needs enables all students to participate effectively in learning.	Support colleagues in the creation of positive relationships and effective behaviour management strategies to enable effective learning.	Act as a role model in strategies which encourage positive relationships and a climate for learning throughout the school. Take a leading role in taking decisive and effective actions in promoting high expectations of behaviour within the classroom and throughout the school.

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Standard 8: Fulfil wider professional responsibilities				
Make a positive contribution to the wider life and ethos of the school	Participate in whole school events and activities. Organise own class trips with the support of others. (3) Lead assemblies with support and other specialised areas of learning across the school or key phase.	Instigate and organise whole school events which contribute to the wider activities and ethos of the school. Lead assemblies and other specialised areas of learning across the school or key phase.	Be part of the organisation of whole school calendar of wider events and activities and monitor and evaluate the range of events participated in and the impact of these on the student's learning and range of experiences.	Take a lead in the organisation whole school/ trust events and activities and monitor and evaluate the range of events participated in and the impact of these on the student's learning and range of experiences. Upholding the principals and ethos of the school/ trust at all times.
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	Participate effectively as a member of a team. Know who to ask for specific advice and support in different areas. (3) Undertake a curriculum responsibility. Develop own skills in curriculum area of responsibility through drawing on advice and specialist support.	Have on-going high-quality dialogue with colleagues within the school which contributes to improving practice and provision for students, including cascading of own CPD experiences.	Undertake higher level CPD in order to develop an area within OWN Trust. Start to collaborate with other professionals beyond the school (OWN Trust) to improve teaching practices and provision for students. Lead a team or key stage on a whole school initiative, plan implement and share change with colleagues drawing on support from others if required.	Instigate opportunities to collaborate with colleagues across OWN Trust. Lead, innovate and share best practice resulting from such collaboration.

Standard	MPS1 ECT Starting Salary MPS2 ECT Entry Stage MPS3 Early Stage	MPS 4-6 Teachers, needing little/minimal support and able to lead resource development	UPS 1-2 Outstanding teachers giving considerable support to others that is substantial and sustained.	UPS 3 Expert teachers. Lead others and act as a role model for teaching/learning. Take advantage of opportunities for professional development, making a distinctive contribution to the raising of standards in the Trust.
Deploy support staff effectively	Plan activities for support staff which promote learning and progress. Communicate effectively with support staff to enable them to access and deliver your plans. (3) Planned use of support staff in own class so it has a notable impact on the learning of key groups or individual students. Good relationships and effective communication exists within the classroom team.	Monitor and evaluate the effectiveness of own support staff on the learning of key groups of students to ensure that they have a notable impact on the learning of key groups or individual students. Guide and monitor support staff in the delivery, recording and tracking of intervention programmes.	Participate in the monitoring and evaluation of the effectiveness of support staff activities on learning and progress.	Strategically lead and coordinate the deployment of support staff across the school, ensuring optimal impact on student outcomes. Mentor support staff, fostering their professional development and enhancing their skills to meet the evolving needs of the classroom. Collaborate with school leadership to design training programs and workshops, ensuring support staff are equipped with the latest pedagogical tools and techniques. Regularly review and refine deployment strategies based on feedback and performance to ensure continuous improvement
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Undertake appropriate professional development to improve own teaching skills and secure progress in your career. Development areas informed by needs identified in performance management or ECT meetings and in line with school needs. Developing practice ensures effective professional contribution across the school. Know how and when to seek professional development advice.	Lead and plan curriculum area training independently Undertake mentoring role for ITT and ECT if required. Consistent outstanding practice leads to developing skills in leadership and management and highly effective professional contribution across the school.	Undertake coaching as a developmental activity to support a member of staff. Established outstanding practice ensures highly effective leadership and management and outstanding professional contribution across the school.	Lead and facilitate professional development events across the school. Act as a lead professional in the coaching and mentoring of colleagues across the school. Consistent outstanding practice in leadership and management ensures outstanding leadership management and professional contribution across the school and in the wider Trust.

Standard	MPS1 ECT Starting Salary MPS2 ECT Entry Stage MPS3 Early Stage	MPS 4-6 Teachers, needing little/minimal support and able to lead resource development	UPS 1-2 Outstanding teachers giving considerable support to others that is substantial and sustained.	UPS 3 Expert teachers. Lead others and act as a role model for teaching/learning. Take advantage of opportunities for professional development, making a distinctive contribution to the raising of standards in the Trust.
Communicate effectively with parents with regard to students' achievements and well-being.	Start to build professional relationships with own class student's parents, through parent's evenings and reports.	Communicate confidently with parents of own class students in informal and formal situations.	Refine communication techniques to ensure clarity, empathy, and responsiveness when discussing students' achievements and well-being with parents. Proactively seek feedback from parents to enhance communication channels and ensure their concerns are addressed promptly. Collaborate with colleagues to share best practices in parent-teacher communication, contributing to a supportive school community. Begin to guide and support newer teachers in navigating challenging conversations and building positive parent-teacher relationships.	Have a high profile with parents in the school and deal with issues that arise.

NATIONAL TEACHING STANDARDS: (Part 2: Personal and Professional conduct – applicable to all teachers regardless of pay level.)

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

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
4.2
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 5 Pay Appeals Procedure

The Trust Board has adopted the following procedure to consider any pay appeals:

Stage 1 - Informal

- 1.1 If, following receipt of the written confirmation of the pay determination and where appropriate the basis upon which the decision was made, the member of staff is not satisfied, he / she should seek to resolve this by discussing the matter informally with the decision maker, in normal circumstances within 10 working days of the decision.
- 1.2 Where this is not possible, or where the member of staff continues to be dissatisfied with the decision, he / she may follow the formal Stage 2 Appeal process.

Stage 2 - Formal

- 2.1 The member of staff should submit a written appeal, setting out the grounds and the detail upon which the pay decision is appealed. This should be sent to the person or committee who made the determination, in normal circumstances within 5 working days of the notification of the decision being appealed against, or the outcome of the informal discussion.
- 2.2 The person or committee who made the determination will arrange a hearing, in normal circumstances within 10 working days of receipt of the written appeal, at which they will consider the appeal and give the staff member an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.3 Following the hearing the member of staff will be informed in writing of the decision and the right of appeal. In normal circumstances, any appeal must be submitted within 5 working days from receipt of written confirmation of the decision.
- 2.4 In normal circumstances, any further appeal will be heard by a panel of 3 Trustees who were not involved in the original determination. The appeal will normally be heard within 20 working days of the receipt of the written notification of appeal. The staff member will be given an opportunity to make representations in person and / or be accompanied by a colleague or trade union representative.
- 2.5 The decision of the appeal panel will be given in writing, in normal circumstances within 5 working days and where the appeal has been rejected this will include a note of the evidence considered and the reasons for the decision.
- 2.6 The decision of the panel will be final. There will be no further right of appeal.

Appendix 6 Leading Practitioner Pay Range

LEADING PRACTITIONER PAY RANGE

	England and Wales (Excluding the London Area)
	£
Minimum	47 417
Maximum	72 085



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

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

2 Promote good progress and outcomes by pupils

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

3 Demonstrate good subject and curriculum knowledge

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

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

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

6 Make accurate and productive use of assessment

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

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

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

8 Fulfil wider professional responsibilities

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

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>