



Making a difference for every child. **SP18 :Pay Policy**

Owning Committee: Pay Committee
Owning Governor: Jeff Sharpe
Owning School Rep: Julie Robinson
Date of Approval: Nov 2023
Date of next review: Nov 2024

AIM OF DOCUMENT: To ensure that all members of staff are paid in accordance with best practice and national rules.

IN EVENT OF CONCERN/QUESTIONS: Contact the owning governor, contact details available through the school administrator.

HOW DOES THIS DOCUMENT HELP THE CHILDREN? It will ensure that all staff understand their remuneration and remain motivated.

REVISION HISTORY:

Version	Update details	<i>Date of approval</i>
V10	Approved by Pay Committee	Oct 2020
V11	Approved by Pay Committee	Oct 2021
V12	Approved by Pay committee	Oct 2022
V13	Approved by Pay committee	Oct 2023

[**Note:** This document is intended to be used as a model by the governing body in developing the school's pay policy. Governing bodies will need to be specific about the discretions that will apply in the school, delete sections which do not apply, and ensure that the completed document is appropriate for the specific needs of the school. Where the word **INSERT** appears, the governing body will need to add school-specific information. All text which appears in square brackets is for clarification and should be replaced/deleted from the finalised pay policy document. Full guidance is given in [Guidance to the Model Pay Policy](#) document, which should be read before completing the pay policy. The guidance is presented in the same order as the model pay policy for ease of reference.]

1. General commitment

The governing body will seek to ensure that staff are rewarded in an open and transparent way for the level of responsibility they carry and the individual contributions and impact they make to the work of the school, subject only to the constraints of statutory documents, national and local pay structures. Budgetary provision will only be a consideration in respect of determining what posts are held in the school structure and not in respect of eligibility for pay progression.

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

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

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

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

2. Basic principles and governance

2.1 Terms and conditions

All teachers at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document. A copy can be found online at: <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>.

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

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

Teachers or support staff who transfer to the school as part of a TUPE transfer will be subject to alternative terms and conditions which will continue to apply unless through voluntary agreement or where a formal process has been followed to change terms and conditions.

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

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

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

2.2 Pay reviews

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

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

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

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

2.3 The Pay Committee

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

- taking decisions on the headteacher's pay normally by 31 December based on recommendation from the Headteacher Performance Management Committee;

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

The headteacher will make all pay recommendations to the Pay Committee. The headteacher will have a right to provide professional advice in relation to the recommendations made. The headteacher will withdraw during consideration of his/her pay. It may also be appropriate for him/her to withdraw whilst the pay of the deputy or assistant headteacher is discussed if, for example, a pecuniary interest arises from consideration of differentials.

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

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

2.4 Complaints/appeals

Where a member of staff is dissatisfied with a decision of the governors' Pay Committee, this should be taken up informally with the headteacher (or the chair of the Headteacher's Performance Management Committee if it is the headteacher who is dissatisfied about their own pay progression) and, if unresolved, then pursued via the governing body's Appeals Committee. Any formal appeal should be set out in writing, clarifying the ground(s) for appeal, and sent to the clerk to the governing body (who can be contacted via the school office) within ten working days of either the notification of the original decision, or of the outcome of the discussion with the headteacher referred to above. Information on appeal arrangements and grounds for appeal are described in Section 8 at the end of this policy document.

2.5 Confidentiality

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

3. Basic Salary

3.1 Part-time teachers

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

In this school the total weekly STTW is 25.7 hours for infants and 26.25 hours for junior. A detailed breakdown is attached as Appendix 1 to this pay policy.

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

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

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

3.2 Short notice/supply teachers

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

3.3 Salary safeguarding/salary protection

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

3.4 Pay portability

While Hampshire County Council encourages schools to consider pay portability, teachers on the unqualified, main and upper pay ranges who move to a new school need to check whether the new school will match their current range and salary. Pay

portability is not applicable for leading practitioner and leadership posts where the range for each role is determined based on the context of the role and the size of its responsibilities. This school's approach to pay portability for new appointments for those on the unqualified, main and upper pay ranges is covered in section 4.

3.5 Pay ranges

3.5.1 Leadership pay ranges

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

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

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

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

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

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

The governing body will be mindful that they are using public money and that their decision-making must adhere to all relevant legislation, in the public interest, to high ethical standards and achieving value for money.

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

Point	Annual amount £	Headteacher group
L 1	47,185	
L 2	48,366	
L 3	49,574	
L 4	50,807	
L 5	52,074	
L 6	53,380	
L 7	54,816	
L 8	56,082	
L 9	57,482	
L 10	58,959	
L 11	60,488	
L 12	61,882	
L 13	63,430	
L 14	65,010	
L 15	66,628	
L 16	68,400	
L 17	69,970	
L 18*	71,019	<i>Top of group 1</i>
L18	71,729	
L 19	73,509	
L 20	75,331	
L 21*	76,430	<i>Top of group 2</i>
L 21	77,195	
L 22	79,112	
L 23	81,070	
L 24*	82,258	<i>Top of group 3</i>
L 24	83,081	
L 25	85,146	
L 26	87,253	
L 27*	88,530	<i>Top of group 4</i>
L 27	89,414	
L 28	91,633	
L 29	93,902	
L 30	96,239	
L 31*	97,639	<i>Top of group 5</i>
L 31	98,616	
L 32	101,067	
L 33	103,578	
L 34	106,138	
L 35*	107,700	<i>Top of group 6</i>
L 35	108,776	

L 36	111,470	
L 37	114,240	
L 38	117,067	
L 39*	118,732	<i>Top of group 7</i>
L 39	119,921	
L 40	122,912	
L 41	125,983	
L 42	129,140	
L 43	131,056	<i>Top of group 8</i>

Table 1: The 43 point leadership pay range

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

* Points in Table 1 marked with an asterisk indicate the top of group sizes 1-7 and therefore should only be used where the top of the pay range coincides with the top of the group size.

3.5.1.1 Leadership pay arrangements

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

- a. the school's headteacher group is calculated in accordance with the statutory School Teachers' Pay and Conditions Document 2013 or earlier;
- b. the seven point headteacher pay range for the headteacher (where determined on or after 1 September 2011) falls within the headteacher group;

3.5.1.2 Leadership pay differentials

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

- a. the ranges of the deputy and/or assistant headteachers will not overlap the range of the headteacher;
- b. the maximum of the range for the deputy and/or assistant headteachers will be less than the maximum of the headteacher range;
- c. in setting the range for those on the leadership pay ranges, consideration is given to the salary of the classroom teachers in the school, the salary of the notionally highest paid teacher as defined.

3.5.1.3 Headteacher group and leadership pay ranges within this school

The school headteacher group is 1.

Within this school the leadership pay ranges are:

- headteacher – L1 to L18.

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

3.5.2 Leading practitioner

The school structure does not currently contain any leading practitioner posts. The governing body will regularly review whether the inclusion of a leading practitioner post is required to realise the school's aims for improvement.

3.5.3 Upper pay range

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

Point	Annual amount £
UPR 1	43,266
UPR 2	44,870
UPR 3	46,525

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

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

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

a) Post-threshold teachers

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

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

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

b) Upper pay range application process

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

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

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

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

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

Determinations that a teacher meets these upper pay range criteria are only valid for salary within this school.

3.5.4 Main pay range

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

Point	Annual amount £
MPR 1	30,000
MPR 2	31,737
MPR 3	33,814
MPR 4	36,051
MPR 5	38,330
MPR 6	41,333

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

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

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

3.5.5 Unqualified teacher

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

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

Point	Annual amount £
UQ 1	20,598
UQ 2	22,961
UQ 3	25,323
UQ 4	27,406
UQ 5	29,772
UQ 6	32,134

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

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

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

3.5.6 Support staff

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

EHCC Salary ranges: April 2022

From 1 April 2022 the EHCC pay scales are as set out below.

	GRADE					
STEP	A	B	C	D	E	F
5			22,215	26,401	32,026	40,464
4			21,969	25,692	31,152	39,346
3	20,442	21,133	21,577	25,095	30,301	38,255
2	20,322	20,812*	21,389	24,314	29,703	37,195
1	20,258	20,812*	21,190	23,703	28,934	36,167

	GRADE				
STEP	G	H	I	J	K
5	49,520	57,405	67,253	84,097	97,053
4	48,136	55,792	65,347	81,702	94,282
3	46,789	54,222	63,500	79,379	91,592
2	45,480	52,699	61,706	77,120	88,978
1	44,215	51,220	59,966	74,931	86,443

Table 6: Support staff grades and salaries with effect from 1 April 2022

* The salaries for steps 1 and 2 of grade B are the same. Staff paid on either step 1 or 2 of grade B will progress to step 3 from April, as appropriate.

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

3.5.6.1 Part-time support staff

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

4. Pay on appointment including promotional posts

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

- the nature of the post
- the level of skills, qualifications and experience required
- the wider school and labour market context
- their existing salary
- the stage of their performance review cycle

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

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

4.1 Headteacher

The governing body will advertise the minimum and maximum of the indicative range for the post. Once a preferred candidate has been selected, the governing body may, in exceptional circumstances, review the indicative range to ensure it is still appropriate before making a final determination on the salary range for the post. The starting salary offered will normally be one of the first 4 points of the Headteacher Pay Range.

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

4.2 Deputy headteacher, assistant headteacher and head of school

The governing body will advertise the minimum and maximum of the range for the post. The starting salary offered will normally be one of the first 3 points of the Range.

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

4.3 Leading practitioner

The school structure does not currently contain any leading practitioner posts.

4.4 Qualified classroom teachers

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

4.5 Appointments to the upper pay range

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

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

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

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

4.6 Unqualified teachers

An unqualified teacher may be appointed where a qualified teacher is unavailable or where they are undertaking a salaried teacher training route. Appointments for individuals without qualified teacher status will be on the unqualified teacher pay range.

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

4.7 Support staff

For new employees (those who have not previously worked within a maintained school in Hampshire) it is the responsibility of the recruiting manager to decide the appropriate step within the salary range of the evaluated grade for the role on which to appoint a candidate (not exceeding Step 3 for grades A and B, and step 5 for grades C to K). This assessment is based on the skills and experience of the candidate, while also taking account of the wider market context and any impact on existing employees and future pay progression opportunities. .

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

5. Pay progression

The governing body will recognise good and outstanding performance of its entire staff by ensuring that they are appropriately rewarded through their salary. The governing body expects the majority of staff to be meeting the expectations for their role and they will therefore be rewarded with pay progression as defined in this section. Progression will continue until the member of staff reaches the maximum of their pay range. Individuals will not progress beyond their pay range, with the exception of those teachers on the main pay range who are successful in their application to progress to the upper pay range.

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

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

Pay recommendations are based on performance management ratings and outcomes for pay as specified in section 5.7, subject to not exceeding the maximum of the pay range for the role.

In this school a framework sets out the expectations of headteachers, other senior leaders and qualified teachers, dependent on their career stage to support determination of performance management rating. This can be found in Appendix 3.

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

In respect of teachers, where a determination is made by the Pay Committee, the individual will be notified of the outcome and basis of the decision, in writing, of the governing body Pay Committee within one month of the decision.

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

In the context of this section, performance has a broad interpretation and will include conduct as well as capability matters. Any teacher who is subject to the formal

Disciplinary Policy, where in exceptional circumstances a breach of Part 2 of the Teachers' Standards is substantiated, may be deemed to not meet the required standard in terms of performance. Likewise, a member of support staff who is subject to the formal Disciplinary Policy may be deemed to not meet the required standard in terms of performance.

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

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

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

5.1 Leadership group salary determinations

5.1.1 Headteachers

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

- consistently high quality performance, with particular regard to leadership, management and pupil progress at the school, and
- achievement of performance management objectives, or of key milestones where objectives span more than one academic year, and
- that they are meeting the Teacher Standards and Headteacher Standards.

5.1.2 Deputy headteachers, assistant headteachers and heads of school

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

- consistently high quality performance, with particular regard to leadership, management and pupil progress within their areas of responsibility, and
- achievement of performance management objectives, or of key milestones where objectives span more than one academic year, and
- that they are meeting the Teacher Standards.

5.2 Leading practitioners

The school structure does not currently contain any leading practitioner posts.

5.3 Qualified classroom teachers: upper pay range

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

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

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

5.4 Qualified classroom teachers: main pay range

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

5.5 Newly qualified and early career teachers

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

5.6 Unqualified teachers

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

5.7 Performance ratings and pay outcomes for teachers

As a result of the performance management process undertaken, a determination will be made on whether, during the relevant academic year, the teacher has demonstrated the expected level of performance. This review will be in accordance with the school's performance management policy. A determination about performance will directly impact pay progression where eligible for progression, as defined in Table 7 below. Where staff are not eligible for progression, they are still entitled to a performance management rating.

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

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

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

Exceptional performance

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

Achieved expectations

- Demonstrates consistent good performance, meeting all teaching standards in a manner appropriate for their career stage and teaching or leadership role

- Consistently demonstrates expected performance, according to the expectations of their teaching or leadership role
- Confidently demonstrates sound teaching skills, knowledge and practice for their career stage and role
- Has met all performance management objectives to an appropriate and acceptable level
- Demonstrates consistent good performance, and for leaders in particular, credibility amongst colleagues
- Seeks professional support and guidance to guide further development and as teachers, in strong areas can offer guidance and cascade best practice to others and as leaders takes responsibility for ongoing professional development through undertaking wider reading and research
- As a leader (those on the leadership range or holding a TLR), provides professional challenge and support to colleagues, when appropriate, and empowers staff to make improvements to their practice as well as acting as a role model, offering professional guidance and cascading best practice within the school
- For teachers, sustained progress of pupils is evident, as is good subject knowledge and for leaders, sustained progress of pupils is evident across the school or within their area(s) of responsibility

Not met expectations

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

5.8 Support staff

Salary progression for support staff relates directly to the performance of the employee. Salary progression will only occur where the governing body is satisfied

that the performance of the employee in that year meets the requirement for their role as defined by the objectives set as part of the Performance Management Policy.

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

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

A rating of:	Will mean for pay progression
Exceptional performance	1 step progression plus 3% one-off payment (in exceptional circumstances, 2 step progression may be awarded instead of 1 step plus 3% one-off payment)
Achieved expectations	1 step progression
Improvement required	0 steps progression

Exceptional performance is defined as:

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

Achieved expectations is defined as:

- Consistently met the majority of objectives/standards – in some areas, accomplishments may have exceeded expectations, whereas in others they may occasionally have fallen slightly short; however, the overall performance is acceptable for accomplishing objectives/standards
- The job was delivered and the requirements of the role met
- Behaviour and the way the role has been performed has met expectations e.g.

- Good support and service to pupils and colleagues
- Contributing to the team and supporting others in their role
- Positive attitude to achieving objectives
- Engaging in opportunities to learn and develop

Improvement required is defined as:

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

5.9 Absence

5.9.1 Teaching staff

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

5.9.2 Support staff

For support staff, the EHCC collective agreement has special arrangements in place for individuals who have been absent from work for more than nine months of the year. In these cases, an 'achieved expectations' rating will be applied. The exception to this is if the performance rating for the preceding year was 'improvement required', in which case that rating should apply, unless the headteacher can demonstrate a strongly evidenced argument to governors to change the rating. In cases of absence of less than 9 months of the year, the headteacher will rate the performance based on the period of work in attendance.

6. Allowances and other payments

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

6.1 Headteacher

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

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

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

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

6.2 Allowances/payments for all teachers, excluding headteachers paid under the current Document

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

6.2.1 Continuing professional development

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

6.2.2 Initial Teacher Training activities

The school does not operate an approved school-centred Initial Teaching Training scheme.

6.2.3 Out of school hours learning activities

For activities covered by teachers (excluding the headteacher if paid under the current document) who voluntarily undertake learning activities outside of the normal

school hours and whose salary range does not take account of such activity, a payment may be made in accordance with rates defined by the local authority.

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

6.2.4 Consultancy

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

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

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

6.2.5 Performance payments for teachers seconded to headship from another school

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

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

6.2.6 Acting allowance

Where a teacher is required to cover the role of headteacher, deputy headteacher or assistant headteacher, due to sickness, other absence or a prolonged vacancy, any additional payment due will be agreed with the teacher ideally in advance but at least within four weeks of beginning that cover. Payment will be made in line with the School Teachers' Pay and Conditions Document and the teacher's total remuneration will not be lower than the minimum of the respective pay range for as long as the acting allowance is paid.

6.3 Allowances/payments for classroom teachers

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

6.3.1 Recruitment allowances and/or benefits

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

6.3.2 Retention incentives and/or benefits

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

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

The school structure does not currently contain any posts that qualify for a TLR payment. The governing body will regularly review whether the school structure needs to be modified to incorporate such posts and consult with staff where it is proposed to create TLR 1 and 2 posts.

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

The school does not currently have any projects that should attract a TLR 3 payment. The governing body will regularly review whether the school structure needs to be modified to incorporate such projects and consult with staff where it is proposed to create TLR 3 posts.

6.3.5 Special educational needs allowances

The governing body does not currently have any posts or classroom teachers which meet the criteria as set out in the pay and conditions document for the award of special educational needs allowances. The governing body will regularly review whether these criteria are met.

6.4 Allowances only payable to unqualified teachers – unqualified teacher allowance

The governing body will pay an unqualified teachers' allowance to those on the unqualified pay range when the governing body considers their basic salary is not adequate having regard to their responsibilities, qualifications, experience and any

recruitment difficulties. The value of the allowance will be determined according to the individual circumstances, in line with the statutory criteria below:

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

6.5 Allowances/payments available for support staff

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

6.5.1 Night working, weekend working and shift working

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

a) Definitions

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

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

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

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

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

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

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

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

The rates of pay are shown in Table 8 below.

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

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

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

Table 8: Shift payments

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

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

a) Stand-by

The governing body does not currently have any posts which meet the criteria as set out in the EHCC 2007 agreement for the payment of stand-by allowances. The

governing body will regularly review whether these criteria are met and if payments are due, these shall be made in accordance with the EHCC 2007 agreement.

b) Call out – not on standby

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

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

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

c) Sleeping In

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

6.5.3 Acting up allowances

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

6.5.4 First aid allowance

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

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

6.5.5 Working from home allowance

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

6.5.6 Overtime and additional hours

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

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

Type	Days	Time	Additional Hours*	Overtime#
Days	Mon-Fri	07:00 – 22:00	Time	Time
Nights	Mon into Tue	22:00 – 07:00	Time and a third	Time and a half
	Tue into Wed	22:00 – 07:00		
	Wed into Thu	22:00 – 07:00		
	Thu into Fri	22:00 – 07:00		
Nights	Fri	22:00 – 24:00	Time and a third	Time and a half
Weekend	Saturday	00:00 – 07:00	Time and a third	Time and a half
Weekend	Saturday	07:00 – 22:00	Time	Time and a half
Weekend	Saturday	22:00 – 24:00	Time and a third	Time and a half
Weekend	Sunday	00:00 – 24:00	Time and a half	Time and a half
Nights	Monday	00:00 – 07:00	Time and a third	Time and a half
Bank Holidays	There are normally 8 public holidays • Good Friday	00:00 – 24:00	Double time plus an entitlement to	Double time plus an entitlement

	<ul style="list-style-type: none"> • Easter Monday • Early May Bank Holiday • Late May Bank Holiday • August Bank Holiday • Christmas Day • Boxing Day • New Years Day (Where a public holiday falls on a Saturday or Sunday then the Council will normally designate the next one or the following day as the designated 'public holiday'.)		time off in lieu at a later date.	to time off in lieu at a later date.
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Table 10: Rates of pay for additional hours, overtime hours and night and weekend working

6.5.7 Special recognition scheme

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

6.5.8 Market supplements

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

6.6 Holiday pay payments

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

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

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

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

7. Overpayments

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

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

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

8. Appeal arrangements

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

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

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

3. An appeal may be raised by writing to the clerk to the governing body (who can be contacted via the school office) within ten working days of either the notification of the original decision, making clear the grounds for appeal.

4. Employees who are dissatisfied in relation to their pay have a statutory right to raise a formal complaint about that pay decision. An issue raised as a pay appeal cannot then be raised again under the school's formal Resolving Workplace Issues Policy. Any complaints about pay that are submitted under the Resolving Workplace Issues Policy will be considered under this procedure rather than the Resolving Workplace Issues Policy.
5. When a pay appeal is received, the employee raising the appeal will be provided with a copy of the process that will be followed.

Agreed by Governors	
Date of publication	20 November 2023
Owner:	Sheet Governing Body

Appendix 1: School timetabled teaching week (STTW)

Appendix 1: School Timetabled Teaching Week (STTW)

Calculation of teaching hours

Juniors

Mornings – 3 hours 20minutes (3.3hours)

Afternoons – 2 hours 15 minutes (2.25 hours)

Weekly hours – 27.75 subtract 1.5 hours for registration/break/worship

Total weekly teaching hours – 26.25 hours

Infants

Mornings – 3 hours 15 minutes (3.25 hours)

Afternoons – 2 hours 15 minutes (2.25 hours)

Weekly hours 27.5 hours subtract 1.75 for registration/break/worship

Total weekly teaching hours – 25.75 hours

Appendix 2: Staffing Structure for the school 23/24

HEADTEACHER
Headteacher Role profile: DSL, DPO, H&S, Fire
Performance management of all teaching and lunchtime staff

KS1 Team	KS2 Team
<p>Leader Maddy Child DDSL Key responsibilities as leader – curriculum development, Inclusion, SEN, standards, assessment, SIP, Line Manager LSA, Deputy Safeguarding Lead, Staff Governor.</p> <p>Maddy Child – Full Time teacher Inclusion Manager Lindsey Beenham (part-time) Teacher EYFS/Y1 Catherine Stead (part-time) Teacher EYFS/Y1</p> <p>Alicia Hines – Full time LSA EYFS/Y1 Fiona Nicholls – Part Time Y1/2 LSA Jilly Arend – Part Time LSA EYFS/Y1</p>	<p>Leader – Jane Hines Key responsibilities as leader – curriculum development, standards, assessment, SIP.</p> <p>Jane Hines- Teacher Part Time teacher Y5/6 Suzy Philpott– Part Time teacher Y3/4 Rebecca Newton– Part time Teacher covering Y5/6 and SENCo time and Y5/6 Anna Buxey (part-time) Teacher Y3/4 ELSA Lisa Galley Part-time Y3/4 1:1 Karen Glanville Part time Y3/4 LSA Sophie Ward Part time Y3/4 1:1 Y5/6 1:1 Kerry Lockyer Part time Y5/6 1:1 Office Cover ELSA</p>
<p>OFFICE TEAM Leader: Gill Burford Key responsibilities as leader: Line manager of Admin Assistant and Caretaker, financial management. Management of contractors, office organisation, NRP (nominated responsible person) Asbestos Admin Assistant – Nikki Ramble PT Caretaker – Stu Wainwright PT</p>	
<p>LUNCHTIME TEAM Leader: Sophie Ward Nikki Ramble ½ hour a day Jilly Arend 1 hour a day Lisa Galley 1 hour a day</p>	

Changes in the leadership structure

Jane Hines will oversee the KS2 leadership of the school.

Changes in the support staff structure

Mrs Lockyer goes PT with ELSA attached to her role, Miss Buxey takes on ELSA lead, Mrs Galley goes to 5 afternoons 1:1 and 5 lunchtime sessions, Mrs Glanville joins Y3/4 LSA 5 mornings.

Subject leadership

Music	Maddy Child
RE	Rebecca Newton
PSHCE	Julie Robinson
Inclusion	Maddy Child
English	Jane Hines
Science	Rebecca Newton
MFL - French	Jane Hines
Geography	Suzy Philpott
DT	Maddy Child
Computing	Catherine Stead/Julie Robinson
Maths	Suzy Philpott/Jane Hines
PE	Suzy Philpott/Anna Buxey
Art	Lindsey Beenham
History	Suzy Philpott

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

Purpose of this document

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

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

- Exceptional performance
- Achieved expectations
- Not met expectations

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

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

This document is particularly aimed at enabling those supporting performance management to:

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

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

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

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

Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 1: To set high expectations which inspire, motivate and challenge pupils:							
Standard 1.1: Establish a safe and stimulating environment for pupils, rooted in mutual respect.	<ul style="list-style-type: none"> - Create a learning environment, which is conducive to openness and respect, where relationships are positive and where learners feel safe and able to confide in each other, and confidently share concerns with staff. - Develop and sustain relationships, which are consistently calm and based on mutual respect. - Within the first term (with appropriate additional support) set up and maintain a classroom environment, which is conducive to learning and which meets the school expectations. 	<ul style="list-style-type: none"> - Demonstrate positive role modelling at all times for the learners in class, in relation to personal attitudes, behaviour, preparation and punctuality. - Independently set up and maintain a high-quality class environment, which is conducive to learning, promotes independence and meets the school expectations. 	<ul style="list-style-type: none"> - Ensure there is, at all times, a positive, stimulating environment, which promotes learning for all groups. - Promote relationships in the classroom, between adults and adults, children and children, adults and children, and children and adults that can be used as a model for others to learn from. - Establish and maintain a classroom environment, which can be used as a model for ECT staff across the school, providing support to them as appropriate. 	<ul style="list-style-type: none"> - Establish and maintain a classroom environment that is conducive to learning for all groups of learners, and which strongly promotes independence. - Ensure that there is consistency, across the year group/ team/phase/dept, in terms of the learning environment. - Provide professional challenge and support if environments are not at the required standard or not sustained appropriately. 	<ul style="list-style-type: none"> - Demonstrate a high degree of competency in setting up and maintaining a high-quality conducive learning environment. 	<ul style="list-style-type: none"> - Demonstrate a high degree of competency in setting up and maintaining a high-quality conducive learning environment. - Provide professional challenge and support to ensure environments are at the required standard and sustained appropriately. 	<ul style="list-style-type: none"> - Help to ensure that there is consistency, across the school, in terms of the learning environment.
Standard 1.2: Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	<ul style="list-style-type: none"> - Set goals that stretch and challenge the pupils in your own class. - Within the first term, effect the use of the school's marking and feedback policy. - Believe and demonstrate that all pupils are capable of learning and making good progress. - Identify specific groups and plan for support and challenge, so that pupils' work and outcomes reflect differentiation. 	<ul style="list-style-type: none"> - Use the school's marking and feedback policy to impact on progress and outcomes. - Consistently demonstrate high expectations for all pupils in your class. - Routinely design lessons and sequences of learning that identify specific groups, providing appropriate challenge and support. 	<ul style="list-style-type: none"> - Ensure good practice is shared and support your year group colleague(s) in setting aspirational goals for all pupils. - Support others in using the school's marking and feedback policy in order to impact positively on learning. - Impact on pupil outcomes through the proficient use of differentiation and personalise learning for all groups of learners and individual learners. 	<ul style="list-style-type: none"> - Oversee target setting and monitor predictions across the year group/ team/phase/dept. - Undertake observations and professional development activities, across the year group/ team/phase/dept, sharing with all adults and helping to ensure that actions are implemented with effect. - Ensure that all pupils in the year group/ team/phase/dept are set aspirational goals, appropriate to their 	<ul style="list-style-type: none"> - Lead on aspects of year group moderation. - Be proactive in giving feedback to SLT and putting in next steps, as appropriate, for pupils and staff in the year group. - Demonstrate a high degree of proficiency in planning to meet the needs of every pupil, particularly those most disadvantaged. - Support others and initiate school-wide strategies to quantify the impact of interventions. 	<ul style="list-style-type: none"> - Lead on aspects of moderation, give feedback to colleagues and suggest/support identification of next steps - Demonstrate a high degree of proficiency in planning or adapting planning, to meet the needs of every pupil, particularly those most disadvantaged. - Support others and initiate school-wide strategies to quantify the impact of interventions. 	<ul style="list-style-type: none"> - Support the setting of aspirational targets across the school, particularly for the most vulnerable and disadvantaged pupils, demonstrating a strong knowledge of ARE requirements in different year groups.

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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 1: To set high expectations which inspire, motivate and challenge pupils:							
				needs, which appropriately challenge and stretch pupils, particularly those most disadvantaged. - Pupils' work and outcomes evidence a good model to challenge others to learn from - Highly strategic in planning to meet the needs of every pupil and supports others in doing this.			
Standard: 1.3 Demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.	- Demonstrate the positive attitudes, vision, values and behaviour which are expected of pupils in the class. - Fully support and work towards the school values and school aims.	- Demonstrate consistently the positive attitudes, vision, values and behaviours, which are expected of pupils in the class.	- Demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils and staff in the year group. - Challenge pupils if the school vision and values are not being maintained, offering appropriate support and modelling.	- Behave in a manner that helps to set ethos of the whole school and ensure it is maintained by all staff and all pupils. - Discuss and provide professional support to address issues with staff and pupils where the vision and values are not being observed.		- Behave in a manner that helps to set ethos of the whole school and ensure it is maintained by all staff and all pupils. - Discuss and provide professional support to address issues with staff and pupils where the vision and values are not being observed.	

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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 2: Promote good progress and outcomes by pupils							
Standard 2.1: Be accountable for pupils' attainment, progress and outcomes.	<ul style="list-style-type: none"> - Monitor the progress and attainment of all pupils in the class, including children with SEND needs and who are disadvantaged, and use this information to plan for next steps in learning. 	<ul style="list-style-type: none"> - Be proactive in alerting SENDCO to children not making the expected progress. - Discuss progress and attainment with colleagues and support moderation of judgements. 	<ul style="list-style-type: none"> - Consistently monitor and evaluate progress and attainment of all pupils they teach - Help to oversee that all teachers in the team monitor progress and attainment, supporting ECTs in moderating judgements and using this information to support planning and teaching. 	<ul style="list-style-type: none"> - Ensure class teachers within the year group/ phase/team/dept have the knowledge and skills needed to effectively monitor pupils' progress and attainment and share good practice. 	<ul style="list-style-type: none"> - Moderate attainment data across the year group/phase/team/dept. 	<ul style="list-style-type: none"> - Lead pupil progress review meetings and monitor the implementation and impact of agreed actions. - Provide professional support to address any issues. - Where appropriate, report to HT/GB on pupil outcomes. 	<ul style="list-style-type: none"> - Lead pupil progress review meetings and monitor the implementation and impact of agreed actions. - Provide professional support to address any issues. - Report to HT/GB on pupil outcomes.
Standard 2.2: Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.	<ul style="list-style-type: none"> - Understand own pupils' prior learning, and make use of assessment data and book evidence from the previous year to inform planning. (It is recognised that you may need guidance on next steps for learning from colleagues.) - Be aware of school and national data outcomes. 	<ul style="list-style-type: none"> - Understand own pupils' prior learning and make use of all available assessment data and information from the previous years. - Understand what pupils need next in learning, adapting and amending future learning, with an aspirational focus. 	<ul style="list-style-type: none"> - Consistently demonstrate understanding of prior knowledge and be able to support colleagues, with more specific help for ECTs, in planning for learning based on prior experiences. 	<ul style="list-style-type: none"> - Support teachers across the year group/ team/phase/dept to monitor the use and understanding of prior learning in planning and teaching. - Moderate planning to ensure that targeted groups are being identified and supported appropriately. 	<ul style="list-style-type: none"> - Ensure all staff effectively use prior learning in their planning and teaching. - Be proactive in triangulating between assessments, book looks and planning to ensure there is consistency within year groups and across the school. - Where appropriate, make links with other key stages. 	<ul style="list-style-type: none"> - Ensure all staff effectively use prior learning in their planning and teaching. - Triangulate assessments, book looks and planning to ensure there is consistency within year groups and across the school. 	<ul style="list-style-type: none"> - Track pupil groups across the school, identifying any particular trends or patterns with gaps in knowledge and providing feedback to teachers and leaders accordingly so that curriculum adjustments can be made and any staff inset provided where necessary. - Support staff to liaise appropriately with other key stages.
Standard 2.3 Guide pupils to reflect on the progress they have made and their emerging needs.	<ul style="list-style-type: none"> - Demonstrate a basic/entry level understanding of Assessment for Learning (AfL) strategies with your own class, enabling pupils to know the progress they have made and identify any emerging needs. 	<ul style="list-style-type: none"> - Have a confident understanding of AfL strategies with your own class, enabling pupils to know the progress they have made and any emerging needs. 	<ul style="list-style-type: none"> - Consistently demonstrate effective AfL practice. 	<ul style="list-style-type: none"> - Monitor the use of AfL across year groups. - Support colleagues in developing AfL strategies and recording progress/needs of children. 	<ul style="list-style-type: none"> - Lead staff meetings, demonstrating effective AFL strategies, which positively impact across the school. 	<ul style="list-style-type: none"> - Monitor the use of AfL across the school. - Lead staff meetings, demonstrating effective AfL strategies, which positively impact across the school. 	<ul style="list-style-type: none"> - Carry out regular pupil conferencing activities to support pupils to identify their progress, and model this to other staff.

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Standard 2: Promote good progress and outcomes by pupils							
Standard 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	<ul style="list-style-type: none"> - Demonstrate a basic understanding of how all children learn and how to adapt the teaching according to individuals' needs (differentiation). - Evidence that differentiation strategies are positively impacting on learners. - Demonstrate the ability to reflect on taught lessons and to adjust teaching accordingly. 	<ul style="list-style-type: none"> - Have a confident understanding of how to adapt teaching to need (differentiation). 	<ul style="list-style-type: none"> - Consistently and proficiently incorporate differentiation in all lessons, enabling all pupils to learn effectively. - Develop a more advanced understanding and wide range of pedagogy skills and strategies and share good practice with colleagues. 	<ul style="list-style-type: none"> - Ensure colleagues have resources/support to develop teaching skills. - Support colleagues to make good use of national developments/ research to adapt teaching. - Demonstrate own skills, modelling proficient practice and impacting on the practice of others. 	<ul style="list-style-type: none"> - Have knowledge of professional development needs across the school and proactively support these in being met. - Deliver INSET to team or all staff, as needed, so that best practice is shared and new developments are explored across the school. 	<ul style="list-style-type: none"> - Have knowledge of professional development needs across the school and proactively support these in being met. - Deliver INSET so that best practice is shared and new developments are explored across the school. 	<ul style="list-style-type: none"> - Use staff performance management systems to address professional development needs across the school. - Deliver whole school INSET so that best practice is shared and new developments are explored across the school.
Standard 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.	<ul style="list-style-type: none"> - Establish a classroom environment where pupils are encouraged to take responsibility for, and be conscientious towards, their own learning. 	<ul style="list-style-type: none"> - Ensure that rules and rewards are consistent with the school behaviour policy. - Promote the school vision and values consistently within your own class, and during break and lunchtimes with other children. - Encourage a positive 'can do' ethos within your own class. 	<ul style="list-style-type: none"> - Support ECTs in writing behaviour plans, when appropriate. - Consistently model and embody the school ethos, vision and values across the school. - Support colleagues with any pupils with behavioural needs. - Around the school, remind children of their roles and responsibilities. 	<ul style="list-style-type: none"> - Conduct learning walks in the year group/ team/phase/dept, observing how effectively the school ethos, agreement, vision and values are promoted, and ensuring a consistent whole school approach. 	<ul style="list-style-type: none"> - Challenge staff who are not meeting expectations and, where appropriate, provide professional support to address any issues. 	<ul style="list-style-type: none"> - Conduct learning walks across the school to ensure a consistent approach to the school's ethos, vision and values. - Challenge staff who are not meeting expectations and, where appropriate, provide professional support to address any issues. 	<ul style="list-style-type: none"> - Conduct learning walks across the school to ensure a consistent approach to the school's ethos, vision and values.

Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 3: Demonstrate good subject and curriculum knowledge							
Standard 3.1: Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.	<ul style="list-style-type: none"> - With support initially, begin to be aware of the different techniques/ skills needed to foster and maintain pupils' interests, focus and concentration. - Demonstrate a good developing knowledge of the areas you are teaching at the appropriate level for the year group being taught. -Through reflective teaching, identify misunderstandings and use relevant support to address these. - Plan and deliver structured lessons, covering the required curriculum content, making or sourcing quality and accurate resources where necessary. 	<ul style="list-style-type: none"> - Demonstrate confident, and increasingly secure, subject knowledge across the curriculum for the year group that you are teaching in. - Have a good knowledge and understanding of progression in all subjects taught. - With support, develop an in-depth understanding and knowledge base in at least one subject area, and begin to share this with colleagues as the subject champion. - Investigate and use different approaches to lessons in own class teaching, drawing on a wide range of teaching ideas, resources and literature. -Through a variety of different skills/techniques, demonstrate the ability to maintain pupils' interest. 	<ul style="list-style-type: none"> - Demonstrate a secure knowledge of the curriculum. - Support and advise colleagues within the year group (and beyond). - Have a thorough knowledge of the curriculum content, coverage and progression. - Work independently to research and share latest developments in own subject area with colleagues. - Through a variety of different skills/techniques, demonstrate the ability to consistently maintain pupils' interest. 	<ul style="list-style-type: none"> - Securely and proficiently contribute to whole school progression documents, monitoring the impact of these, and identifying trends and areas for future development. - Lead INSET/CPD sessions on appropriate areas for development. 	<ul style="list-style-type: none"> - Address the needs of the whole school to ensure improvements are made and expectations are met, as identified through the School Improvement Plan. - Evaluate the impact of developments and new initiatives. 	<ul style="list-style-type: none"> - Address the needs of the whole school to ensure improvements are made and expectations are met, as identified through the School Improvement Plan. - Evaluate the impact of developments and new initiatives. 	<ul style="list-style-type: none"> - Research new curriculum wide initiatives, including own ideas and action research to ensure that the school is at the forefront of innovative and engaging subject and curriculum developments. - Evaluate the impact of developments and new initiatives.
Standard 3.2: Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.	<ul style="list-style-type: none"> - Have a basic awareness of the developments in the subjects and curriculum areas. - Through staff inset, develop a growing awareness of the latest developments, 	<ul style="list-style-type: none"> - Demonstrate an awareness of developments in subjects and curriculum areas. - Become increasingly aware of current developments in subject and 	<ul style="list-style-type: none"> - Develop a more critical understanding of the developments in the curriculum areas and be able to share understanding and support colleagues. 	<ul style="list-style-type: none"> - Identify needs of colleagues in delivering subjects across the curriculum and address them, in order to improve provision. 	<ul style="list-style-type: none"> -Research new curriculum wide initiatives, including own ideas and action research to ensure that the school is at the forefront of innovative and engaging subject and 	<ul style="list-style-type: none"> - Identify needs of colleagues in delivering subjects across the curriculum and address them, in order to improve provision. -Research new curriculum wide 	<ul style="list-style-type: none"> - Play a proactive role in ensuring improvements are made in the curriculum across the whole school.

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Standard 3: Demonstrate good subject and curriculum knowledge							
	adapting 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.	curriculum areas, researching developments in own subject area, and sharing information with colleagues, through team meetings. - Source relevant information and take advantage of opportunities to develop own practice in all primary areas.	- Independently research developments in own subject area. -Share developing ideas and good practice with colleagues, and monitor and evaluate any new initiatives in own subject area.	- Actively engage in enquiry and action research projects.	curriculum developments. - Actively engage in enquiry and action research projects.	initiatives, including own ideas and action research to ensure that the school is at the forefront of innovative and engaging subject and curriculum developments.	
Standard 3.3: Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject.	- Demonstrate and promote high standards of literacy, articulation and the correct use of standard English within the classroom. - Correct pupils' spoken English both orally and within their writing. - Teach, mark and assess literacy skills, in line with the curriculum for the age group taught, ensuring improvements promote accurate spelling, punctuation and grammar.	- Demonstrate and promote high standards of literacy, articulation and the correct use of standard English. - Use systematic and thorough methods for the effective teaching of literacy across English lessons and within the wider curriculum.	- Act as a role model to children and other staff. - Develop strategies, which embed high standards of literacy in teaching and learning, whilst strengthening technical accuracy in grammar, punctuation and spelling.	- Identify needs of staff to make further improvements in literacy across the school. -Take a lead in the professional learning of colleagues. - Remain up-to-date on any new initiatives/developments in literacy. - Contribute to the professional learning of colleagues in understanding and embedding high standards of literacy in lessons, through making effective contributions to staff training throughout the year.	- Identify needs of staff to make further improvements in literacy across the school. -Take a lead in the professional learning of colleagues. - Remain up-to-date on any new initiatives/developments in literacy. - Contribute to the professional learning of colleagues in understanding and embedding high standards of literacy in lessons, through making effective contributions to staff training throughout the year.	- Identify needs of staff to make further improvements in literacy across the school. -Take a lead in the professional learning of colleagues. - Remain up-to-date on any new initiatives/developments in literacy. - Contribute to the professional learning of colleagues in understanding and embedding high standards of literacy in lessons, through making effective contributions to staff training throughout the year.	- Evaluate and positively impact on the standards of literacy and standard English within the wider curriculum, through supporting and advising others.
Standard 3.4: If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	- Have an understanding of synthetic phonics and know how it is taught within the school. Be familiar with resources available to support	- Confident understanding of phonics and able to identify pupil's next steps for learning - Effectively track pupils' progress in	- Demonstrate a clear and consistent good understanding of synthetic phonics across year group or phase.	- Provide coaching and mentoring to secure the standard of teaching in early reading and phonics. - Remain up to date on any new initiative/	- Lead professional development of colleagues across the school.	- Provide coaching and mentoring to secure the standard of teaching in early reading and phonics. - Lead professional development of	- Monitor, observe and evaluate the standard of teaching in phonics across the school. - Identify needs of staff across the school

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Standard 3: Demonstrate good subject and curriculum knowledge							
	the teaching of phonics in the year group. - Understand and use resources and guidance to support effective phonics/spelling planning, teaching and assessment for the appropriate level for the age group being taught. - Ensure phonics phases are suited to the needs of the pupils in class.	phonics to maximise progress. - Embed reflective practice.	- Use knowledge to effectively teach children with different needs within the class to ensure the progress of all children. - Share knowledge and understanding to support other colleagues. - Support others in the development and teaching of synthetic phonics.	developments in the teaching of reading.		colleagues across the school.	to make further improvements.
Standard 3.5: If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	- Have an understanding of children's early mathematical development and how children learn. - Be familiar with resources in school which support the teaching of mathematics. - Enhance own subject knowledge and understanding in mathematics drawing on support, using ideas and suggestions from more experienced teachers. - With support; plan, teach and assess maths accurately using appropriate strategies to develop children's accurate understanding of	- Demonstrate a confident understanding of mathematics and identify pupil's next steps for learning. - Teach mathematics at a consistently good level - Share own good practice with colleagues in year group/team/phase/dept.	- Consistently demonstrate a good understanding of children's mathematical development across year group or phase. - Teach consistently good lessons which ensure the progress of all children. - Share good practice and ensure that all colleagues (ECTs) are supported.	- Provide coaching and mentoring to secure the standard of teaching in early mathematics. - Remain up to date on any new initiative/developments in the teaching of mathematics.	- Lead professional development of colleagues across the school.	- Provide coaching and mentoring to secure the standard of teaching in mathematics. - Lead professional development of colleagues across the school.	- Monitor, observe and evaluate the standard of teaching in mathematics across the school. - Identify needs of staff across the school to make further improvements.

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Standard 3: Demonstrate good subject and curriculum knowledge							
	mathematical concepts.						

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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 4: Plan and teach well-structured lessons							
Standard 4.1: Impart knowledge and develop understanding through effective use of lesson time.	<ul style="list-style-type: none"> - Build on prior learning in the classroom. - Demonstrate understanding of the lesson objective, which is shared and made explicit to the children, in addition to other adults working in the classroom. - Begin to show challenging but realistic expectations for lesson coverage and achievement. - Ensure the pace of lesson/s is improving, so that there is a positive impact on pupil outcomes. 	<ul style="list-style-type: none"> - Articulate what pupils are better at by the end of the session and what they need to do next. - Use lesson time effectively to support learning, e.g.. practical work, paired work, good use of questioning, less teacher talk etc. 	<ul style="list-style-type: none"> - Use time within lessons and over sequences of lessons, effectively to secure progress for all groups of learners. - Work with ECTs to help improve and develop practice. - Use knowledge of children's prior learning and interests to teach the next steps. - Work within the year group to ensure all teachers are building upon previous learning and consistently developing understanding through the effective use of lesson time. 	<ul style="list-style-type: none"> - Use time within lessons and over sequences of lessons, effectively to secure progress for all groups of learners, particularly for those pupils with additional needs or who are disadvantaged. - Support the development of planning and teaching of lessons across the key stage, and with consideration of pupils' prior curriculum experiences - Help identify and address needs of staff, to further and improve the quality of teaching across the school. 	<ul style="list-style-type: none"> - Use coaching to develop reflective practice and support the development of others' practice, improving and developing professional knowledge across the school. 	<ul style="list-style-type: none"> - Use time within lessons and over sequences of lessons, effectively to secure progress for all groups of learners, particularly for those pupils with additional needs or who are disadvantaged. - Support the development of planning and teaching of lessons across the key stage/dept, and with consideration of pupils' prior curriculum experiences - Identify and address needs of staff, to further and improve the quality of teaching across the school. - Use coaching to develop reflective practice and support the development of others' practice, improving and developing professional knowledge across the school. 	<ul style="list-style-type: none"> - Lead professional development of colleagues across the key stage and or stages.
Standard 4.2: Promote a love of learning and children's intellectual curiosity	<ul style="list-style-type: none"> - Follow the teaching and learning policy. - Show an awareness of how children learn, through effective lesson and project plans. - Be aware of the different interests of the children and design units of work effectively to address these. - Show a developing awareness of how to 	<ul style="list-style-type: none"> - Independently plan lessons that approach objectives in a way that is innovative and engaging. - Ensure challenge areas/opportunities are set up in the class to aid pupil independence and provide challenge for high attaining pupils. 	<ul style="list-style-type: none"> -Support ECTs to deliver engaging lessons, sharing techniques and resources. - Consistently teach lessons which interest, motivate and challenge children. - Lead the implementation of new techniques and 	<ul style="list-style-type: none"> - Promote, lead or organise key stage events that promote a love of learning eg curriculum weeks, reviewing with colleagues the impact of such events on pupil outcomes, involving parents when appropriate. - Lead the implementation of 	<ul style="list-style-type: none"> - Play a proactive role across the whole school, in fostering and promoting a love of learning. - Lead new technologies/ techniques and model to whole school through staff meetings, INSET days and year group meetings. 	<ul style="list-style-type: none"> - Play a proactive role across the whole school, in fostering and promoting a love of learning. - Lead new technologies/ techniques and model to whole school through staff meetings, INSET days and year group meetings. 	<ul style="list-style-type: none"> - Carry out regular monitoring activities, such as pupil interviews, to ensure that all children are engaged enjoy learning and are intellectually challenged.

Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 4: Plan and teach well-structured lessons							
	challenge and inspire children. - Show enthusiasm and enjoyment in your classroom.		technologies in own class (and beyond) - Support/advise colleagues within the phase/key stage/dept. - Plan and implement project outcomes, involving parents when appropriate.	new techniques and technologies in own year group, evaluating the impact and disseminating information accordingly to other staff across the school.			
Standard 4.3: Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have required	- Set regular homework as per school homework policy. - Participate in out of class learning activities. - Assist with the organisation of an enrichment opportunity/ visit to support pupils' learning.	- Plan structured out of class learning activities (trips/visitors) which support learning in the classroom.	- Provide enrichment tasks to support individualised pupils' learning. - Support other staff in developing learning activities which extend pupils' learning. - Lead trips/visitors and other learning activities across the key stage, subject and curriculum area.	- Consistently demonstrate the use and evaluation of enrichment tasks to support pupils' learning.	- Regularly review year group enrichment opportunities to ensure that they best meet the needs of all children and are strengthening cultural capital, particularly for those who are most disadvantaged.	- Consistently demonstrate the use and evaluation of enrichment tasks to support pupils' learning. - Regularly review year group enrichment opportunities to ensure that they best meet the needs of all children and are strengthening cultural capital, particularly for those who are most disadvantaged.	- Contribute to the review of the homework policy. - Monitor the impact of enrichment opportunities on pupil outcomes, ensuring effective use of school funding.
Standard 4.4: Reflect systematically on the effectiveness of lessons and approaches to teaching	- Follow the vision of the teaching and learning policy to ensure effective planning and delivery. - Act on next steps from monitoring with demonstrable positive impact on pupil outcomes, in partnership with your mentor. - Show a developing awareness of the importance of being a reflective practitioner in improving own practice.	- Demonstrate a growing knowledge of the importance of reflective practice in improving own teaching effectiveness. - Actively seek advice on how to further improve and develop the quality of teaching, reflecting on feedback from others and peer observation. - Identify and act on appropriate next steps to improve teaching so that there is demonstrable positive	- Actively seek advice on how to further improve and develop the quality of teaching, reflecting on feedback from others and peer observation. - Support ECTs across year group in reflective practice to improve effectiveness in planning and delivery aspects.	- Demonstrate consistently highly effective teaching and adaptive practice. - Through coaching and mentoring, promote and develop reflective practice across the school to improve the quality of teaching.	- Contribute to school policies regarding the effectiveness of lessons and approaches to teaching, helping to ensure consistency across the school.	- Demonstrate consistently highly effective teaching and adaptive practice. - Through coaching and mentoring, promote and develop reflective practice across the school to improve the quality of teaching.	- Carry out regular monitoring activities that support the consistency of teaching and learning across the school, promoting feedback to staff that promotes reflection.

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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 4: Plan and teach well-structured lessons							
		impact on pupil outcomes.					
Standard 4.5: Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	<ul style="list-style-type: none"> - Demonstrate an awareness of the school's curriculum and ensure a consistent approach, with support, within your own classroom. - Provide engaging curriculum opportunities in your own class, evaluating these at the end of units of work/projects, with a consideration for how they have impacted positively on end outcomes for pupils. 	<ul style="list-style-type: none"> - Implement and engage with ideas and strategies in the delivery of the curriculum, - Evaluate projects within year group, noting and addressing areas for future development and making the SLT aware of any adjustments required. -Take steps to address any gaps in learning/progress within identified curricular areas. 	-Share best practice through contributing to exemplar lessons in particular subjects and areas of strength.	- Reflect on the effectiveness of curriculum delivery for a subject and or subjects across the school, supporting others to maximise all opportunities for delivering an engaging curriculum.	- Evaluate the effectiveness of statutory and non-statutory curricular provision; ensuring consistent provision for all learners.	<ul style="list-style-type: none"> - Reflect on the effectiveness of curriculum delivery for a subject and or subjects across the school - Support subject leaders to design engaging curricula - Support others to maximise opportunities for delivering an engaging curriculum. 	<ul style="list-style-type: none"> - Evaluate the effectiveness and engagement of curriculum design and advise leaders within the school. - Support subject leaders to design engaging curricula

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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 5: Adapt teaching to respond to the strengths and needs of all pupils							
Standard 5.1: Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	<ul style="list-style-type: none"> - Use inclusive teaching strategies. - Through the daily outcomes, evidence differentiation for targeted pupils and challenge for high attaining pupils. - Evidence that lessons are inclusive for all abilities and needs. - Increasingly manage the class support staff effectively to support learning and progress in the classroom. 	<ul style="list-style-type: none"> - Ensure lessons are inclusive for all abilities and needs. - Maintain effective communication with other adults working in the class, keeping them well informed about pupil needs so that they can effectively support learning and progress. 	<ul style="list-style-type: none"> - Through planning and work outcomes in books, evidence varied differentiation for targeted pupils and challenge for the high attaining pupils, with a particular focus on those who are disadvantaged. - Be prepared to model a range of approaches to year group colleagues to enable inclusive teaching within the year group, - Monitor and support ECTs in effective planning /differentiation - Ensure that support staff in the year group are all informed about the needs of all pupils and particularly those who are most disadvantaged 	<ul style="list-style-type: none"> -Model a range of approaches to colleagues to enable inclusive teaching across the year. group/ team/phase/dept - Lead the implementation of new strategies and resources that support inclusive teaching. 	<ul style="list-style-type: none"> - Proactively evaluate the impact of new strategies across the year group/team/phase/ dept/school, supporting inclusive provision for all pupils. 	<ul style="list-style-type: none"> -Model a range of approaches to colleagues to enable inclusive teaching across the school. - Lead the implementation of new strategies and resources that support inclusive teaching and present them to school. 	<ul style="list-style-type: none"> - Monitor planning and work outcomes in books and ensure that differentiation is varied for targeted pupils and that there is sufficient challenge for the high attaining pupils, with a particular focus on those who are disadvantaged. - Evaluate the impact of new strategies across the year school, supporting inclusive provision for all pupils.
Standard 5.2: Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	<ul style="list-style-type: none"> -Ensure the classroom environment is conducive to learning for all identified groups of pupils. - Show an awareness of relevant policies within own practice, eg SEND, PP. - Contribute to the provision mapping for pupils identified on the SEND register. - With support from the SENDCO, take part in review meetings and contribute towards next steps for learning. 	<ul style="list-style-type: none"> - Identify pupils with learning needs and ensure prompt referral to the SENDCO. - Contribute to pupil progress meetings and provision mapping meetings. - Demonstrate an increasing awareness of the impact of additional factors on pupil outcomes within own class. - Demonstrate high expectations for the children in your class, despite any barriers and 	<ul style="list-style-type: none"> - Ensure that the classroom learning environment best supports inclusive practice. - Provide effective mentoring of less experienced colleagues on the effective implementation of school policies across the year group. - Ensure information about pupils' needs is disseminated to all relevant staff across the year group. 	<ul style="list-style-type: none"> - Demonstrate, through effective inclusive teaching, how children are enabled to overcome barriers to learning and to make good progress. - Ensure all staff across the year group/ team/phase/dept have sufficient information and support for improving standards of learning for all pupils. - Lead implementation of new strategies for teaching and learning that improve pupils' 	<ul style="list-style-type: none"> - Lead school team/s to ensure that all pupils are able to access learning and enabled to make good progress - Model new and innovative techniques and resources to the whole school and quantify the impact of these on pupil outcomes. - Ensure that all staff across the school are supported to achieve best practice and are fully aware of pupil needs. 	<ul style="list-style-type: none"> - Demonstrate, through highly effective inclusive teaching, how children are enabled to overcome barriers to learning and to make rapid progress. - Model new and innovative techniques and resources to the whole school and quantify the impact of these on pupil outcomes. 	<ul style="list-style-type: none"> - Ensure that all staff across the school are supported to achieve best practice and are fully aware of pupils' needs so that pupils are enabled to make good progress.

Career Stage:	ECT 1	ECT 2	MPR	UPR 1	UPR 2/3	Leading Practitioner	Assistant/ Deputy Head
	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 5: Adapt teaching to respond to the strengths and needs of all pupils							
		any environmental factors that they might face. - Review the classroom learning environment to ensure that any potential physical barriers to learning are removed.	- Take a lead in provision mapping meetings.	ability to learn across the year group/ team/phase/dept. - Ensure that learning environments across the year group/team/phase/dept best support inclusive practice.			
Standard 5.3: Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.	- Demonstrate that lessons are appropriately planned and developed and for the age group (based on physical, intellectual and social development).	- With a secure knowledge of the profile of the children in your class, recommend children for intervention/support according to their needs. - Confidently adapt teaching for children who are above or below the expected development, addressing any gaps in learning. - Independently liaise with relevant school coordinators and follow school systems for supporting children.	- Support ECTs with delivering lessons that effectively cater for developmental needs/stages. - Proactively support the transition of pupils from one year group to another.	- Model planning and teaching to staff within the year group/team/phase/dept.	- Support the whole school in revising policies linked to pupil development. - When required, ensure developmental needs of identified staff are met to secure pupils' needs are met.		- Monitor the progression from year group to year group and, where relevant, from key stage to key stage, ensuring that staff are aware of the different needs of children at different stages of their development, are making links with prior learning and equipping children sufficiently well for the next stage of their education.
Standard 5.4: Have a clear understanding of the needs of all pupils, including those with special educational 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	- Demonstrate a clear understanding of the profile of the children/groups in the class and the best approaches to support and engage them. - Work alongside outside agencies, contributing to planning meetings for pupils in your class and follow recommendations accordingly.	- Adapt teaching in class, based on advice given by colleagues and external agencies. - Start to contribute to the mapping of pupils' provision within the year group. - Maintain and update own class SEND records and actively contribute to provision mapping for pupil premium/EAL and those	- Ensure effective communication with SENDco/Inclusion Lead and year group/ team/phase/dept. - Demonstrate a clear understanding of the overview of all provision that is available and delivered within the year group/ team/phase/dept. - Help manage the distribution of support staff across the year	- Demonstrate a high degree of proficiency in modelling for colleagues across school the best ways of adapting learning and teaching to help ensure that all children enjoy a high level of engagement.	- Observe and advise other staff across the year group/ team/phase/dept in delivering SEND interventions, helping to ensure they are effective and have a positive impact on pupil engagement and progress.	- Demonstrate a high degree of proficiency in modelling for colleagues across school the best ways of adapting learning and teaching to help ensure that all children enjoy a high level of engagement. - Observe and advise other staff across the school in delivering SEND interventions, helping to ensure they	- Remain abreast of new and changed legislation regarding children with SEND.

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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 5: Adapt teaching to respond to the strengths and needs of all pupils							
to engage and support them.	- Maintain and update the class SEND records, actively contribute to provision mapping for pupil premium/EAL and those children with disabilities, in your class.	children with disabilities, in your class.	group/team/phase/dept, demonstrating knowledge of pupils needs.			are effective and have a positive impact on pupil engagement and progress.	

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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 6: Make accurate and productive use of assessment							
Standard 6.1: Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	- Follow the school policy for Assessment.	- Demonstrate that a secure use of assessment positively impacts on learning.	- Demonstrate that a secure use of assessment positively impacts on learning. - Support ECTs in assessment.	- Demonstrate that a secure use of assessment positively impacts on learning, particularly for those who are most disadvantaged. - Support staff, across the year group/team/phase/dept, in their use of assessment, taking a lead in moderation. - Where appropriate, take the lead in statutory assessments in the school. - Where relevant, work across key stages regarding assessment.	- Support colleagues in their use of Question Level Analysis to review and adjust the curriculum accordingly.	- Demonstrate that a secure use of assessment positively impacts on learning, particularly for those who are most disadvantaged. - Support staff, across the school in their use of assessment, taking a lead in moderation.	- Support others, across the school, in the implementation of assessment policies. - Work across the key stages regarding assessment. - Take a lead in moderating teacher assessments across the school.
Standard 6.2. Make use of formative and summative assessment to secure pupils' progress.	- Use assessment in class to evaluate planning and inform future teaching. - Use AfL strategies, with increasing confidence, to positively impact on outcomes for learners.	- Work in partnership with support staff to ensure that interventions are triangulated into classroom practice. - Use a variety of AfL strategies to positively impact on outcomes for groups of learners and individuals.	- Use a wide range of AfL strategies to inform pupil progress. - Adapt relevant assessments so that they suit the needs of the pupils. - Effectively evaluate the impact of interventions. - Lead the moderation of work across the year group, particularly for identified children.	- Use summative and formative assessments to track pupil progress and identify any needs, informing the SLT and other relevant staff of the findings and taking a lead in planning for improvements in outcomes. - Take a lead role in the moderation of work across the school.	- Ensure that staff across the year group/team/phase/dept are using assessment procedures effectively, proactively and proficiently, and provide support when required. - Take a lead role in moderating work across key stages and, where relevant, across the cluster.	- Ensure that staff across the school are using assessment procedures effectively, proactively and proficiently, and provide support when required. - Take a lead role in moderating work across key stages and, where relevant, across the cluster. - Monitor and evaluate whole school moderation and report to SLT.	- Monitor and evaluate whole school moderation and report to SLT.
Standard 6.3. Use relevant data to monitor progress, set targets, and plan subsequent lessons.	- Assess pupils' attainment; - Use data to evaluate planning and inform future lessons; - Set and monitor individual and class targets;	- Record data using the school's data system; - Analyse class data, showing comparisons between different groups of pupils and within different subjects;	- Demonstrate confident knowledge of the performance (attainment and progress) of different groups in own class and across the year group and an understanding of the	- Lead year group/team/phase/dept planning with a view on prior attainment and any particular focus areas. Demonstrate an awareness of relative attainment across the whole school, with an	- Contribute to school self-evaluation and help to make judgments on the quality of progress and attainment across the school to support the adaptation of future delivery.	- Evaluate school-wide data, comparing it with local and national achievements. - Contribute to school self-evaluation and help to make judgments on the quality of progress and attainment across	- Evaluate school-wide data, comparing it with local and national achievements. - Analyse data from ASP, Perspective and the IDSR, and understand the impact it has on school self-

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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 6: Make accurate and productive use of assessment							
	<ul style="list-style-type: none"> - Demonstrate an awareness of whole data outcomes and school performance targets; - Record data accurately, with a developing understanding of how to use the school's data tracking system. 	<ul style="list-style-type: none"> - With support, start to evaluate outcomes of pupils within the subject champion responsibility. 	<ul style="list-style-type: none"> year group's particular strengths and areas to develop. - Support setting of year group targets. - Support ECTs in target setting. - Evaluate outcomes of pupils within subject champion responsibility. - Compare pupil attainment and progress with national standards and expectations and use this to help to identify target groups. 	<ul style="list-style-type: none"> understanding of how this might impact in the year group/team/phase/dept - Contribute to the setting and evaluation of whole school targets. - Challenge staff to show that progress is being achieved for all groups of children within the year group/team/phase/dept. 	<ul style="list-style-type: none"> - Demonstrate confidence and proficiency in analysing data from ASP, Perspective and the IDSR, and understand the impact it has on school self-assessment, evaluation and future adaptation of the curriculum. 	<ul style="list-style-type: none"> the school to support the adaptation of future delivery. - Demonstrate confidence and proficiency in analysing data from ASP, Perspective and the IDSR, and understand the impact it has on school self-assessment, evaluation and future adaptation of the curriculum. 	<ul style="list-style-type: none"> assessment, evaluation and future adaptation of the curriculum.
Standard 6.4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	<ul style="list-style-type: none"> - Follow the school marking and feedback policy. - Meet with parents to communicate progress, identifying strengths and exploring, with the parent and child, areas for development. - Make some use of differentiated questioning and discussion to allow immediate feedback during lessons. 	<ul style="list-style-type: none"> - Use differentiated questioning and discussion to allow immediate feedback during lessons. - Have an overview of pupil progress within own class. 	<ul style="list-style-type: none"> - Model effective marking for colleagues. 	<ul style="list-style-type: none"> - Give advice to colleagues on effective marking and feedback, also giving feedback to parents and children. - Lead staff meetings, as required, on marking and assessment procedures so that best practice is shared. 	<ul style="list-style-type: none"> - Evaluate the impact of marking and feedback on pupil outcomes, reporting findings to the SLT. 	<ul style="list-style-type: none"> - Evaluate the impact of marking and feedback on pupil outcomes, reporting findings to the SLT. 	<ul style="list-style-type: none"> - Monitor the impact of marking and feedback on teacher workload.

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	<i>With support:</i>	<i>Independently fulfil the statements for ECT1. Additionally:</i>	<i>Confidently fulfil the statements for ECT 1 and 2. Additionally, be a role model to less experienced teachers and:</i>	<i>Confidently fulfil the statements for MPR. Additionally, support less experienced staff and:</i>	<i>Confidently fulfil the statements for UPR1. Additionally, support UPR 1 colleagues and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>	<i>Confidently and proficiently fulfil the statements for UPR. Additionally, support colleagues to do the same and:</i>
Standard 7: Manage behaviour effectively to ensure a good and safe learning environment							
Standard 7.1: Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.	<ul style="list-style-type: none"> - Promote the school behaviour policy, both within your own class and around the school, eg during break duties. - Know understand and implement the school behaviour policy, seeking out support from colleagues for any individual children who may struggle to consistently meet the school expectations regarding behaviour. - Contribute to behaviour action plans for individual children. 	<ul style="list-style-type: none"> - Demonstrate confident knowledge of the school's behaviour policy and implement it effectively, impacting actively and positively on pupils' progress socially and emotionally. 	<ul style="list-style-type: none"> - Be responsible for the behaviour of pupils within the year group or phase and implement sanctions within the school's behaviour policy. - Support ECTs and SUPPORT STAFFs in their implementation of effective strategies for behaviour. - Actively promote the school's expectations for behaviour across the school. 	<ul style="list-style-type: none"> - Be responsible for behaviour across the school, supporting colleagues as appropriate, and taking the lead with more challenging pupils. - Monitor any individual behaviour plans put in place within the year group or phase. - Promote the school's behaviour expectations and attributes to parents. 	<ul style="list-style-type: none"> - Monitor and evaluate the effectiveness of the school's behaviour policy, rewards and sanctions across the year group/phase/team/dept. 	<ul style="list-style-type: none"> - Monitor and evaluate the effectiveness of the school's behaviour policy, rewards and sanctions across the school and report to the SLT. 	<ul style="list-style-type: none"> - Carry out learning walks to evaluate the effectiveness of the school's behaviour policy, rewards and sanctions and feedback accordingly to staff, SLT and GB.
Standard 7.2 Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	<ul style="list-style-type: none"> - Implement the school policy for behaviour; - Track behaviour as required, ensuring that records are accurate, professional and informative; - Communicate any behaviour concerns to parents. 		<ul style="list-style-type: none"> - Support colleagues with challenging behaviour and be proactive in overcoming obstacles. - Have an overview of behaviour issues within the year group or phase and take shared responsibility for implementing effective behaviour strategies with other children from other classes. 	<ul style="list-style-type: none"> - Model highly effective behaviour management systems within the classroom and around school that promote the highest levels of positive behaviour from all pupils. 	<ul style="list-style-type: none"> - Be responsible for consistency of the behaviour policy across the whole school. 	<ul style="list-style-type: none"> - Contribute to policy reviews. - Be responsible for consistency of the behaviour policy across the whole school, monitoring and evaluating it and contributing effectively to the school's self-evaluation for behaviour and attitudes. 	<ul style="list-style-type: none"> - Contribute to policy reviews. - Be responsible for consistency of the behaviour policy across the whole school, monitoring and evaluating it and contributing effectively to the school's self-evaluation for behaviour and attitudes.
Standard 7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	<ul style="list-style-type: none"> - Use a growing range of strategies to support individual children with any particular behavioural needs. - Implement strategies provided by specialist teachers and outside agencies, eg SENDCO, EP, PBS; seeking advice and support when required. 	<ul style="list-style-type: none"> - Develop a wider bank of strategies for supporting children who struggle to regulate their behaviour. 	<ul style="list-style-type: none"> - Confidently adapt ideas and initiate own ideas to support children, to challenge, motivate and involve them in their learning. - Monitor and evaluate strategies within year group or phase. 	<ul style="list-style-type: none"> - Model and lead the implementation of new approaches to help motivate pupils, evaluating these and adapting them accordingly. 	<ul style="list-style-type: none"> - Take the lead in working across the school to ensure consistency for the most vulnerable pupils. 	<ul style="list-style-type: none"> - Take the lead in working across the school to ensure consistency for the most vulnerable pupils. - Model and lead the implementation of new approaches to help motivate pupils, evaluating these and adapting them accordingly. 	<ul style="list-style-type: none"> - Monitor and evaluate strategies and action plans in place across the whole school, challenge other staff and feed back to SLT.

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Standard 7: Manage behaviour effectively to ensure a good and safe learning environment							
Standard 7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	<ul style="list-style-type: none"> - Build positive relationships with the children in your class and their parents. - Consistently adhere to the school's behaviour policy, putting sanctions in place when required, and ensuring that the use of positive praise and reinforcement is consistent. - Use specific behaviour techniques for individual children, acting on advice when necessary. 	<ul style="list-style-type: none"> - Ensure that the behaviour policy is consistently used to manage behaviour in class. - Seek advice, where appropriate, from other staff 	<ul style="list-style-type: none"> - Build positive relationships with the children in the year group/team/phase/dept. - Provide support within the year group or phase. - Advise ECTs. - Act proactively and proficiently to ensure high standards of behaviour are maintained across the year group or phase. - Act as a role model for colleagues. 	<ul style="list-style-type: none"> - Act as a point of advice and support for other staff. - Challenge staff across the school where standards are not being upheld. - Act as a mentor for colleagues. 	<ul style="list-style-type: none"> - Monitor and evaluate effectiveness of behaviour plans and make appropriate next steps - Feedback to senior staff. 	<ul style="list-style-type: none"> - Build and sustain positive relationships with the children across the school and their families. 	<ul style="list-style-type: none"> - Build and sustain positive relationships with the children across the school and their families. - Remain abreast of any new or changed legislation regarding behaviour management, e.g. Physical Intervention, Exclusion

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Standard 8: Fulfil wider professional responsibilities							
Standard: 8.1 Make a positive contribution to the wider life and ethos of the school.	<ul style="list-style-type: none"> - Know, understand and model the school's vision and values. - Communicate with parents (with support as required) - Lead class assemblies. - Support with class trips. - When appropriate, attend and contribute to extra-curricular activities. 	<ul style="list-style-type: none"> - Lead trips for the year group - Be aware of the key school improvement areas, evidencing this within classroom practice. 	<ul style="list-style-type: none"> - Support ECTs in the year group or phase with communication, assemblies and school improvement areas. - Be a model for other staff with the school vision and values. - Evaluate the effectiveness of assemblies, trips and events. 	<ul style="list-style-type: none"> - Promote the school vision and values at a whole school level, eg through leading whole school assemblies. - Positively participate in and contribute to whole school extra-curricular events. 	<ul style="list-style-type: none"> - Promote and model the school vision and values beyond the school gates. - Lead whole school events that promote the vision and values of the school. - Initiate and lead whole school extra-curricular events that impact positively on school improvement areas. 	<ul style="list-style-type: none"> - Promote and model the school vision and values at a whole school level. - Lead whole school events that promote the vision and values of the school. - Initiate and lead whole school extra-curricular events that impact positively on school improvement areas. 	<ul style="list-style-type: none"> - Assist the headteacher and GB with marketing the school.
Standard 8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	<ul style="list-style-type: none"> - Work effectively with colleagues. - Liaise and work alongside your mentor, taking and seeking advice when required. - Establish and sustain appropriate and professional relationships with the year group SUPPORT STAFFs/TAs. - Implement strategies, advice and guidance from other professionals. 	<ul style="list-style-type: none"> - Continue to seek advice from colleagues, when appropriate, and demonstrate a willingness to learn from others. 	<ul style="list-style-type: none"> - Model best practice and provide support for colleagues. - Independently lead year group/team/phase/dept and staff meetings, demonstrating expertise within a given area. - Independently implement strategies, advice and guidance from other professionals, evaluating the impact and reviewing accordingly. 	<ul style="list-style-type: none"> - Identify any areas of concern in the year group and address them proficiently, proactively and with impact, working in partnership with external agencies, when appropriate. 		<ul style="list-style-type: none"> - Independently initiate and sustain relationships with colleagues external to the school, which impact positively on outcomes for learners. 	<ul style="list-style-type: none"> - Independently initiate and sustain relationships with colleagues external to the school, which impact positively on outcomes for learners.
Standard 8.3: Deploy support staff effectively.	<ul style="list-style-type: none"> - Plan and direct work for any support staff worked with directly, on a daily basis. - Through daily outcomes, evidence that staff are deployed effectively to impact on pupils' outcomes. 	<ul style="list-style-type: none"> - Communicate effectively with support staff, ensuring that they are fully informed of the needs of those most vulnerable and disadvantaged. 	<ul style="list-style-type: none"> - Model and support colleagues with planning for support staff. - Evaluate needs within the year group/team/phase/dept and help to deploy staff appropriately. 	<ul style="list-style-type: none"> - Monitor and evaluate needs of the year group/phase/team/dept and ensure that staff are deployed with impact. 	<ul style="list-style-type: none"> - Monitor and evaluate needs of the school and ensure that staff are deployed with impact. 	<ul style="list-style-type: none"> - Monitor and evaluate needs of the school and ensure that staff are deployed with impact. - Contribute to the setting of the staffing structure, based on a secure understanding of the needs of the school. 	<ul style="list-style-type: none"> - Contribute to the setting of the staffing structure, based on a secure understanding of the needs of the school.
Standard 8.4 Take responsibility for	<ul style="list-style-type: none"> - Analyse own class data, showing an 	<ul style="list-style-type: none"> - With support, analyse trends across your own 	<ul style="list-style-type: none"> - Analyse trends across the year group and 	<ul style="list-style-type: none"> - Mentor and coach colleagues. 	<ul style="list-style-type: none"> - Analyse trends across the school and develop 	<ul style="list-style-type: none"> - Keep abreast of new initiatives and 	<ul style="list-style-type: none"> - Keep abreast of new initiatives and

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Standard 8: Fulfil wider professional responsibilities							
improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	awareness of the different relevant groups within the class. - Adapt and demonstrate improvements in practice, which impact positively on pupil outcomes. - Demonstrate responsibility for the improvement and development of practice through self-directed observations of colleagues and work with others.	class and develop action plans according to the data.	contribute to any subsequent action plans according.	- Undertake observations with SLT across the whole school, taking an active lead in the identification of and support for any areas of development.	action plans according to a secure understanding of data (internal and external).	approaches to teaching and learning, sharing these with staff and monitoring the impact of any new school approaches. - Undertake observations with SLT across the whole school, taking an active lead in the identification of and support for any areas of development. - Analyse trends across the school and develop action plans according to a secure understanding of data (internal and external).	approaches to teaching and learning, sharing these with staff and monitoring the impact of any new school approaches. - Monitor the impact of relevant Teaching and Learning Policies across the school.
Standard 8.5 Communicate effectively with parents with regard to pupils' achievements and well-being.	- Make use of a range of ways to communicate effectively with parents and carers, eg parents' evenings, daily meetings, report writing, target setting, pupil rewards and certificates.	- Ensure that all pupil communications are accurate, informative and of high quality.	- Communicate with parents on behalf of the year group or phase and lead year group meetings and events with parents.	- Monitor and evaluate the effectiveness of communication across the school, making improvements where necessary. - Oversee the completion of end of year reports, ensuring that written communication with parents is consistent across the school and of high quality.	- Provide staff training where necessary. - Lead whole school open mornings.	- Provide staff training where necessary. - Lead whole school open mornings.	