



Pay Policy for Teaching Staff in Langley Park Learning Trust

Owner (job role):	Director of HR
Approval Body:	Trust Board
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Version	Approval Date	Summary of Changes
1.0	19th September 2019	New policy
1.1	22 nd October 2020	2020/2021 Pay scales updated

Langley Park Learning Trust – Pay Policy for teaching staff

1. Objectives

- 1.1 Langley Park Learning Trust’s vision is to provide Excellence in Education. Langley Park Learning Trust aims to attract, retain, develop and reward outstanding teachers. Teachers will have access to pay progression, high quality professional development and career pathways irrespective of race, gender, disability, belief or socio-economic background.
- 1.2 Langley Park Learning Trust expects its teachers to:
 - act with integrity, professionalism and in the best interests of the children and young people.
 - To support quality initiatives to improve teaching and learning and to help make the learning experience challenging and exciting.
 - To enable successful student progress.
 - To contribute to the wider life of the school and fulfil wider professional responsibilities.
 - To commit to own and other’s continuing professional development.

2. Basic Pay Determination on Appointment

- 2.1 Pay Determination on Appointment will be based on the teacher’s service and most recent salary grade.

3. Pay Reviews

- 3.1 Pay awards for teachers have two components being a general pay award and an individual pay award. The general pay award is determined by the School Teachers’ Pay and Conditions Document and applies equally to all teachers employed on the School Teachers’ Pay and Conditions Document.
- 3.2 The individual pay award (i.e. the rate of pay progression within each of the pay ranges) is determined by the school governing body following recommendations by the headteacher and the process for this is covered in this document. The Trust Board will moderate the recommendations to ensure consistency and equality.
- 3.3 The Trust Board will determine the individual pay award for headteachers and the CEO.
- 3.4 The Governing Body will ensure that teachers’ salaries are reviewed annually, with effect from 1st September and that each teacher is notified of the outcome by no later than 31st November each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
- 3.5 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that may lead to a change in the basis for calculating an individual’s pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
- 3.6 Where a pay determination leads or may lead to the start of a period of pay 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.

4. Individual pay progression based on performance

4.1 All teachers can expect to receive regular, constructive feedback on their performance and are subject to annual Performance and Development Review (Appraisal) that recognises their strengths, informs plans for their future development, and helps enhance their professional practice. The arrangements are set out in the schools’ Langley Park Learning Trust Teachers’ Appraisal policy, The Langley Park Learning Trust Capability Procedure and associated guidelines. This section sets out the framework for assessing individual performance for pay review purposes.

4.2 The purpose of performance based pay within schools is to:

- Encourage the skills and attitudes which will underpin the success of individuals and Langley Park Learning Trust
- Enhance the impact of teaching on pupils’ achievements and their personal development;
- Clearly align the individual teacher’s objectives with the development of the school
- Encourage continuous performance development of all teachers
- Provide a basis for considering an individual’s performance and reviewing their pay

4.3 Contribution Based Pay, and subsequent individual pay progression, recognises the contribution a teacher makes to school performance both through the achievement of objectives and through the development and application of skills, attitudes, abilities and knowledge required to perform effectively as a teacher, as set out in the Teachers’ Standards. Objectives for teachers must show an appropriate balance between:

- Improving the impact of teaching on pupils’ achievement and personal development, where relevant, including examination outcomes.
- Improving the professional skills and/or achieving the aspirations of the individual.

Appraisal Cycle	Objective linked to student/pupil progress	Pay Decision
	Objective linked to Leadership (including TLR) where appropriate	
	Objective linked to professional skills and development	
	Development and Application of the Teacher Standards	
Continuing Professional Development		

4.4 It is not envisaged that teachers are assessed in a tick-list fashion against each individual Standard, but instead they should be used as a basis for dialogue to highlight strengths and achievements, identify areas for development and possible objectives.

4.5 For further details about objective setting and reviewing performance in line with the Teachers’ Standards, please refer to the Langley Park Learning Trust Teachers’ Appraisal Policy and associated guidance.

- 4.6 Once the Performance and Appraisal review has been completed and signed off, it will be submitted to the Head Teacher who will review and follow up if necessary, some or all aspects contained therein.
- 4.7 Teachers' reviews will contain pay recommendations made by the line manager/reviewer. Final decisions about whether or not to accept a pay recommendation will be made by the school governing body (trust board in the case of headteachers) following recommendations by the Head Teacher (except in the case of the Head Teacher where the recommendation will be made by the CEO to trust board). Pay progression will be the norm following a successful Performance and Development Review where the teacher is not at the top of the relevant pay scale.
- 4.8 In making recommendations for pay awards, the Head Teacher will consider the pay recommendations made by the line manager/reviewer, contribution in all the Objectives and with reference to the behaviours set out in the Teachers' Standards. The Teachers' Standards should not be used in a tick-list fashion and the review of an individual's performance should start from the premise that all the standards are being met unless clear evidence to the contrary is provided. The Head Teacher will make pay recommendations according to the criteria for progression set out in this policy and with reference to the three overall levels of contribution assessment as set out in Annex A.
- 4.9 In making recommendations for pay awards, the Head Teacher is expected to exercise judgement as is necessary and to show leadership in moderating the management of the appraisal system within the school. He or she will take into account additional significant evidence as may be necessary to ensure completeness, consistency and fairness of the pay review process across the school.
- 4.10 It will be possible for a 'no progression' determination to be made without recourse to the separate Langley Park Learning Trust Capability Procedure.
- 4.11 Failure to meet a single objective will not automatically result in no pay progression if significant progress has been made and/or failure to meet Objectives were due to reasons beyond the teacher's control.
- 4.12 The funding of salary progression for teachers will be made available in all cases where the teacher has met the requirements set out in this policy.
- 4.13 Appraisal review meetings should be completed by October half term and school governing bodies should review recommendations by mid-November. Pay progression decisions should be notified to payroll by the beginning of December and paid in December pay run backdated to 1 September.
- 4.14 The Trust reserves the right to carry out pay review moderation to ensure consistency of application across the trust.
- 5. Classroom Teachers on the Main Pay Range (without teaching and learning responsibilities)**
- 5.1 Progression through the main pay scale will be recommended by the reviewer following a successful Appraisal Review.
- 5.2 Subject to progress against targets, meeting the teacher standards and undertaking recommended continuing professional development, progression to the next pay reference point will be recommended.
- 5.3 Increments may be withheld or delayed where support interventions have failed, or a teacher is the subject of a formal capability procedure.

5.4 Increments may be withheld or delayed for teachers in receipt of a Teaching and Learning Responsibility where the specific target relating this payment has not been met.

5.5 Teachers in their Induction year will be awarded pay progression upon successful completion of their Induction.

6. Classroom Teachers on the Upper Pay Range

6.1 Progression through the upper pay scale will be recommended by the reviewer following two successful appraisal reviews (over a two year period).

6.2 Subject to 'year on year improvement', as defined in Annex A, progression to the next pay reference point will be recommended.

6.3 Increments will be withheld or delayed where support interventions have failed or a teacher is the subject of a formal capability procedure.

7. Leading Practitioner Teachers

7.1 Progression through the Leading Practitioner scale will be recommended by the reviewer following a successful Performance and Development Review. The criteria for a successful review are outlined in Annex A.

7.2 Increments will be withheld or delayed where support interventions have failed or a teacher is the subject of a formal capability procedure.

8. Unqualified Classroom Teachers

8.1 Unqualified classroom teachers will be awarded pay progression based on their achievement against their objectives.

8.2 Subject to progress against targets, meeting the teacher standards and undertaking recommended continuing professional development, progression to the next pay reference point will be recommended.

8.3 Increments may be withheld or delayed where support interventions have failed or a teacher is the subject of a formal capability procedure.

8.4 Unqualified classroom teachers who are on employment based routes may, at the discretion of the school governing body and following a recommendation by the Head Teacher, be paid in accordance with qualified teacher pay scales.

9. Leadership Teachers

9.1 The Head Teacher, Deputy Head Teacher(s) and Assistant Head Teacher(s) will be recommended progression by the reviewer following a successful Performance and Development Review. The criteria for a successful review are outlined in Annex A

9.2 Increments will be withheld or delayed where support interventions have failed and a teacher is the subject of a formal capability procedure.

10. Movement to the Upper Range

10.1 Applications and Evidence:

Any qualified teacher may apply to be paid on the Upper Pay Range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range.

- 10.2. Applications may be made once a year (before 31st October) following the appraisal review. Where teachers wish to be assessed they should notify their reviewer in writing of this request and with their request they should submit evidence from their most recent performance reviews, using the LPLT template. This may include the previous academic years' appraisal review which will be considered together with their performance in the current academic year. (Teachers are not required to submit more than two years' worth of performance reviews). The application should outline how the performance reviews and their own professional practice shows that they meet the LPLT standards for Upper Pay Range teachers. The application form for applying to move onto the upper pay range is contained in Annex G.
- 10.3 For teachers with an attendance gap in the previous academic year (e.g. due to maternity/long term sickness absence) evidence should be submitted from the most recent appraisal review.
- 10.4 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school or schools. This school will not be bound by any pay decision made by another school.

11. The Assessment

- 11.1 An application from a qualified teacher will be successful where the headteacher is satisfied that:
- 11.2 The Teacher is highly competent in all elements of the relevant standards; *and*
- 11.3 The Teacher's achievements and contribution to the school are substantial and sustained.
- 11.4 For the purposes of this pay policy:
- 'Highly competent' means that the Teacher is assessed this year as meeting all of the Teachers' Standards and exceeds at least half of them;
 - 'Substantial contribution' means that the Teacher has played a critical role in the overall success of the school and has made a significant contribution to the raising of pupil standards; *and*
 - 'Sustained achievement/contribution' means that the teacher has maintained a good/excellent performance rating over the two year period of the assessment.
- 11.5 The Head Teacher will review the applications and then submit all of the applications they decide to approve to the school governing body for final sign-off.

12. Processes and Procedures

- 12.1 The assessment will be made by the conclusion of the Appraisal process and received by the Head Teacher no later than the 31st October. The Head Teacher will acknowledge receipt of all applications.
- 12.2 If successful, applicants will move to the minimum of the Upper Pay Range from 1st September the following September.
- 12.3 See also table below:

Applying to go from UPS from:	Apply by:	Payable from:
September 2020	31 st October 2019	If successful will be paid from September 2020
September 2021	31 st October 2020	If successful will be paid from September 2021
September 2022	31 st October 2021	If successful will be paid from September 2022

12.4 If unsuccessful, feedback will be provided by the Head Teacher as soon as possible and within 10 working days of the decision, and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal will be heard in accordance with the appeals process attached in Annex 2 and the Langley Park Learning Trust Grievance Procedure.

13. Part-time Teachers

13.1 Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time and as such, any salary will be paid on a pro rata basis. The Trust will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. Pay progression for teachers employed on a part time contract of employment are the same as those teachers employed on a full time basis.

14. Short Notice/Supply Teachers

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

15. Discretionary Allowances and Payments

15.1 Discretionary allowances will not normally be paid.

16. Teaching and Learning Responsibility Payments (TLRs)

16.1 Teachers will receive payment of an appropriate TLR1 or TLR2 for undertaking permanent additional responsibilities.

16.2 The Head Teacher may award a TLR1 or TLR2 to a classroom teacher, with agreement from the Governors for undertaking sustained additional responsibility. The Head Teacher may award a TLR3 for clearly time-limited school improvement projects or one off externally driven projects. Criteria for such an award should be agreed in advance by both parties.

16.3 Although a teacher cannot hold a TLR1 and TLR2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3. The salary and any allowances, except for TLR3s of a part time teacher, should be paid on a pro rata basis.

16.4 Before making an award, the Head Teacher must be satisfied that the teachers duties include a significant responsibility that is not required of all classroom teachers and that:

- Is focussed on teaching and learning;
- Requires the exercise of a teacher's professional skills and judgement;
- Requires a teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum (does not apply to TLR3);
- Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and involves leading, developing and enhancing the teaching practice of other staff (does not apply to TLR3).

16.5 Before awarding a TLR1, the Head Teacher must also be satisfied that the significant responsibility above includes line management responsibility for a significant number of people.

16.6 Each school will have a published TLR structure. New TLR 1 and 2s will not be awarded without the authorisation of the CEO.

17. TLR Payments with effect from 1st September 2020

	TLR 3 Fixed Term £	TLR 2 £	TR 1 £
Minimum	£571	£2,873	£8,291
Maximum	£2,833	£7,017	£14,030

18. Special Educational Needs (SEN) Allowances

18.1 The Head Teacher may award a SEN allowance to a classroom teacher where:

- The SEN post requires a mandatory SEN qualification;
- It is in a special school;
- They teach pupils in one or more designated special classes or units.

18.2 Where an SEN allowance is to be paid, mandatory qualifications, qualifications and experience of the teacher relevant to the post and demands of the post must be considered.

19. SEN Allowance with effect from 1st September 2020

SEN Allowance	£
Minimum	£2,270
Maximum	£4,479

19.1 Acting Allowances

Where a teacher is assigning and carries out the duties of a Head Teacher, Deputy Head Teacher or Assistant Head Teacher but has not been appointed as an acting Head Teacher, Deputy Head Teacher or Assistant Head Teacher, the school governing body will, within four weeks of the duties being assigned, determine whether or not an allowance must be paid ('acting allowance') in line with guidance in the School Teachers' Pay and Conditions Document.

20. Continuing professional development outside directed time; Initial Teacher Training activities; and out-of-school learning activities

20.1 The Head Teacher, with agreement from the Governing Body, may make payments to a teacher, including a Head Teacher (where the Governing Body must make the decision) in respect of:

- CPD activities undertaken outside of the school day (over and above the 30-hours limit)
- Activities in relation to the provision of initial teacher training;
- Participation in out-of-school hours learning activity.
- Additional responsibilities and activities relating to the raising of educational standards to one or more schools.

21. Recruitment and Retention Incentives and Benefits

- 21.1 Where the Head Teacher or school governing body considers it necessary as an incentive for the recruitment of new teachers or the retention of existing teachers, a payment may be agreed. Any such payment should be subject to the following:
- Criteria agreed in advance by both parties;
 - Annual formal reviews; *and*
 - Clarification given at the outset of the expected duration of the incentive/benefit and the review date after which they may be withdrawn.
- 21.2 The maximum benefit that a Head Teacher shall award is £2,500.

22. Honoraria

- 22.1 The Trust will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the School Teachers' Pay and Conditions Document for the payment of bonuses or honoraria in any circumstances.

23. Pay Protection

- 23.1 The Trust will operate salary safeguarding arrangements in line with the provisions of the School Teachers' Pay and Conditions Document.

24. Appeals

- 24.1 The arrangements for considering appeals on pay determination are set out in the Appeals Policy (see Annex 2)

25. Monitoring the Impact of the Policy

- 25.1 The Trust Board will monitor and review, with Trade Union involvement, the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of teachers to assess its effect and the Trust's continued compliance with equalities legislation.

Annex A – Criteria for Pay Progression

Overall Langley Park Learning Trust will assess teachers' contribution at one of the three performance levels described in the table below and as detailed in the Pay Policy for Langley Park Learning Trust Teachers. Please refer to Annex F or the relevant teacher standards.

	Main Scale Teachers	Upper Pay spine and Leading practitioner	Leadership
Objectives	<ul style="list-style-type: none"> • Progress has been made against objectives. Most objectives have been met. • Recommended continuing professional development has been completed. 	<ul style="list-style-type: none"> • The objectives set are more challenging than those of the year before <i>and</i> • The objectives set have been achieved and some have been exceeded • The teacher contributes regularly to whole school initiatives • Recommended continuing professional development has been completed 	<ul style="list-style-type: none"> • The objectives set are more challenging than those of the year before <i>and</i> • The objectives set have been achieved and some have been exceeded • The teacher is proactive in seeking continuing professional development opportunities
Skills and Behaviours	<ul style="list-style-type: none"> • The performance of the teacher consistently meets the Teachers' Standards 	<ul style="list-style-type: none"> • The performance of the teacher consistently meets the Teachers' • The performance of the teacher consistently meets the LPLT Standards for Teachers on the Upper Pay Spine 	<ul style="list-style-type: none"> • The performance of the teacher is consistently outstanding when reviewed against the Teachers' Standards • The performance of the teacher consistently meets the LPLT standards for senior leaders

Annex B – Appeals Procedure

A teacher may have an objection to any aspect of their pay award or performance review. Some examples are given below but this list is not exhaustive:

- a) The way in which the Appraisal Review was conducted;
- b) The assessments arrived at as a result of the Review meeting;
- c) The pay award/no pay award given to which the teacher feels s/he was due.

Informal

The teacher should initially raise the matter with their line manager who will make every effort to reach an agreement informally.

If the matter is not resolved to the teacher's satisfaction, the objection should be pursued in accordance with the following formal Appeals Procedure.

Formal

The objection should be put in writing to the Head Teacher within 10 working days of being notified of the decision against which they have an objection(s). The letter should outline the reason for the objection(s).

The Head Teacher will review the objection(s) within 10 working days of receipt of the objection letter with a member of the school governing body, who will not have been involved in the initial decision.

Following the review, the Head Teacher will confirm the decision within 10 working days. The decision will be final.

If the result of the Appeals Procedure is an increase in pay, the increase will be backdated to the date on which the increase would have been otherwise paid.

If the matter is not resolved to the teacher's satisfaction, the objection should be pursued in accordance with the Langley Park Learning Trust Grievance Procedure.

Annex C – Pay Ranges with effect from 1st September 2020 (the minimum and maximum will be in line with the School Teachers Pay and Conditions Document and points are evenly spread between this).

Classroom Teachers

MAIN PAY SCALE	Outer London £
1	29915
2	31604
3	33383
4	35264
5	38052
6	41136

UPPER PAY SCALE	Outer London £
1	42559
2	44133
3	45766

Leading Practitioner Teacher Posts

PAY SCALE	Outer London £
Min	Max
45766	67828

Unqualified Teachers

PAY SCALE	Outer London £
1	21582
2	23695
3	25809
4	27925
5	30037
6	32151

Annex D – Leadership Pay Range with effect from 1st September 2020. (the minimum and maximum will be in line with the School Teachers Pay and Conditions Document and points are evenly spread between this).

Leadership Spine	Outer London £
L1	45542
L2	46600
L3	47676
L4	48785
L5	49918
L6	51081
L7	52371
L8	53499
L9	54749
L10	56072
L11	57435
L12	58688
L13	60073
L14	61478
L15	62925
L16	64514
L17	65920
L18	67495
L19	69086
L20	70713
L21	72382
L22	74090
L23	75842
L24	77642
L25	79488
L26	81372
L27	83305
L28	85290
L29	87316
L30	89406
L31	91539
L32	93723
L33	95975
L34	98263
L35	100620
L36	103025
L37	105509
L38	108036
L39	110584
L40	113265
L41	116010
L42	118827
L43	120513

Annex E – Pay Progression Recommendation – to be completed by line manager/reviewer following a teacher’s Appraisal Review

Name of Teacher:

Current Position in the Salary Structure:

Recommendation (tick box)		Details (include reasons for recommendation and insert number of increments where appropriate)
<input type="checkbox"/>	I recommend that the employee should receive an increase in pay in accordance with the school’s pay policy	
<input type="checkbox"/>	I recommend that the employee should not receive an increase in pay in accordance with the school’s pay policy	

Signed (Reviewer):

Print Name:

Date:

Annex F - LEADERSHIP AND TEACHER STANDARDS

TEACHERS' STANDARDS

Part 1 - Teaching

Set high expectations which inspire, motivate and challenge pupils

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

Promote good progress and outcomes by pupils

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

Demonstrate good subject and curriculum knowledge

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

Plan and teach well-structured lessons

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

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

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

Make accurate and productive use of assessment

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

Manage behaviour effectively to ensure a good and safe learning environment

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

Fulfil wider professional responsibilities

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

Part 2 - Personal & Professional Conduct

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

POST THRESHOLD TEACHERS' STANDARDS

Post Threshold Teachers are role models to all members of LPLT and so must lead by example at all times. They should meet all core teaching standards plus the following standards. In doing so their impact will be whole school, not just in their immediate area of responsibility.

Professional attributes

a) Frameworks

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Professional knowledge and understanding

a) Teaching and learning

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

b) Assessment and monitoring

- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

c) Subjects and curriculum

- Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.

d) Health and well-being

- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Professional skills

a) Planning

- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

b) Teaching

- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

c) Team working and collaboration

- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

MIDDLE LEADERS' STANDARDS

Middle Leaders should meet all prior teaching standards plus the following standards.

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.

Pupils and staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

Systems and Process

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

The Self-Improving School System

- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

ASSISTANT HEAD TEACHERS' STANDARDS

Assistant Head Teachers should meet all prior teaching standards plus the following standards.

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

Systems and Process

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

The Self-Improving School System

- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

DEPUTY HEAD TEACHERS' STANDARDS

Deputy Head Teachers should meet all prior teaching standards plus the following standards.

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

Systems and Process

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The Self-Improving School System

- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

HEAD TEACHERS' STANDARDS

Head Teachers should meet all prior teaching standards plus the following standards.

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

Systems and Process

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The Self-Improving School System

- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.

- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Annex G – Application to be paid on the Upper Pay Range

Application to be Paid on the Upper Pay Range

Please outline below (in no more than 2 sides of A4) your application to be paid on the Upper Pay Range. This application should be received by 31st October, to become effective from the following September.

Your application should outline the substantial and sustained contribution you have made in your role as evidence for progressing to the Upper Ray Range.

N.B. It may be helpful to refer to the Teacher Standards document and the Post Threshold Teacher Standards document but there is no expectation of providing a portfolio of evidence in this application.

Please complete the below:

Current Role (this does not include Teaching & Learning Responsibilities):

Current Pay Scale: