



STAFF PAY & PERFORMANCE APPRAISAL POLICY

.....
Signed – Governor

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Print Name

Date:

Review:

Preamble (to be deleted upon adoption)

This policy is set out to reflect the position that most schools currently have in place with regard to their pay framework. There are alternatives in some cases which Governing Body's may wish to periodically review, which is encouraged. Where additional advice is required, schools can seek advice from the Schools' HR Advisory Team or Governance team as appropriate.

Whilst this policy makes reference to 5 and 7 point ranges for leadership group posts and a 6 point main range and 3 point upper pay range it should be noted that there is no longer a statutory requirement to have such incremental points. Schools may work to a broad salary range or a bespoke number of reference points within a range of their choosing. There remains the requirement that any pay framework does not fall below or exceed the ranges set out in the School Teachers Pay and Conditions Document which is a legal framework when following those terms and conditions.

In section 4.3 Academy Schools should carefully consider what they stated in their TUPE measures letter and said to staff at the TUPE meeting. Regard should also be given to the content of the Academy's employment contracts. Where schools believe they have given themselves the flexibility they should check that their payroll provider is aware of this and able to accommodate the flexibilities that the school may wish to apply.

In section 5.1.4, this will inevitably be the case in smaller primary schools where there are enough subjects to distribute across all teachers however will be less likely to apply in larger primary schools such as those that are 3 or 4 forms of entry.

PART A

1. Objective, Scope and Principles

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

2. Basic Pay Determination on Appointment

- 2.1 The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.
- 2.2 In making such determinations, the Governing Body will take into account a range of factors, including:
 - the nature of the post
 - the level of qualifications, skills and experience required
 - market conditions
 - the wider school context
 - (for teachers) any specific restrictions set out in the School Teachers' Pay & Conditions Document
- 2.3 There is no assumption that any employee, including teachers, will be paid at the same rate as they were being paid in a previous school.

- 2.4 A teacher transferring roles internally within the school will continue to be paid the same salary on the main pay range (Bands 1 and 2) or the upper pay range (Band 3) as paid in the previous role.
- 2.5 The Governing Body may, at their discretion, award an additional payment in respect of housing or relocation costs. For teachers in the leadership group this will not be included in the calculation of the Individual School Range (ISR) or the 25% of basic salary restriction on temporary payments.
- 2.6 **Lead Practitioners**
- 2.6.1 Where a Lead Practitioner post(s) are included in the Staffing Structure, each Lead Practitioner will be paid within the Pay Range for Lead Practitioners.
- 2.6.2 In setting the specified Range, the Pay Committee will determine the number and value of performance pay progression stages within that range.
- 2.6.3 Different Lead Practitioner posts may have a different specified range, having regard to the challenge of the individual post.
- 2.7 **Leadership teacher posts (Headteacher, Deputy & Assistant Headteacher)**
- 2.7.1 The pay ranges for the Headteacher, Deputy Headteacher(s) and Assistant Headteacher(s) will be determined in accordance with the criteria specified in the current STPCD.
- 2.7.2 The Governing Body will assign a seven point ISR, for the Headteacher and a five point ISR for other leadership group posts. The current ranges are set out in Appendix 1.
- 2.7.3 The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. The amount paid to a previous post holder will not influence the range that may be set for a new appointment.
- 2.7.4 Temporary payments to the Headteacher will be determined in accordance with the provisions of the STPCD and will be reviewed annually.
- 2.7.5 On appointment the salary of the Headteacher will be within the agreed ISR. Governors reserve the right to make an offer at any point on the range for an exceptional candidate.
- 2.7.6 Other than in exceptional circumstances, the Governing Body will ensure that there is no overlap of pay points between the Headteacher and any other leadership post.
- 2.7.7 On appointment a teacher paid within the leadership range will be appointed according to skills and experience at any point below the maximum of the range.

2.7.8 The pay range for teachers paid on the leadership spine will be reviewed where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to maintain consistency across the leadership group.

3. Short Notice/Supply Teachers

- 3.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.
- 3.2 Agency Workers Regulations Provide for an agency Teacher who has worked in the same school for more than 12 weeks to have the right to be paid in accordance with the normal terms and conditions applied by the school for the post undertaken. This will normally be limited to payment within the main pay range as agency teachers will not usually be expected to meet the requirements of an upper pay range teacher.

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

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

5. Discretionary Allowances and Payments

5.1 Teaching and Learning Responsibility Payments (TLRs)

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

i.e. where a post:

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

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

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

5.1.4 TLRs will not generally be awarded in a primary setting for subject coordination, as all teachers, where not otherwise restricted from doing such work, will have the same responsibility and are not therefore eligible for a TLR.

5.1.5 The Governing Body will award TLR payments within the range prescribed in the School Teachers' Pay and Conditions Document. In this school the Governing Body has determined that TLR payments will be as set out in Appendix 1.

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

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

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

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

5.2 **Special educational needs (SEN) allowances**

5.2.1 The Governing Body will award SEN allowances in accordance with the criteria and provisions set out in the current STPCD.

5.2.2 The value of SEN allowances to be paid at the school are set out in Appendix 1.

5.3 **Unqualified Teacher Allowance**

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

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

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

5.4 Acting allowances

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

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

5.5 Provision of service to another school(s)

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

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

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

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

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

- 5.6.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future and would normally be within the range £500 - £3,000.
- 5.6.3 The duration of the payment will be determined according to the circumstances of the payment. Such payments will be subject to annual review which may extend the period if appropriate.
- 5.6.4 Members of the leadership group will not be entitled to a separate recruitment and retention payment, save where it relates to reasonably incurred housing or relocation cost on recruitment.

5.7 Residential duties

The Governing Body will make payments in respect of residential duties in accordance with the Joint National Council for Teachers in Residential Establishments national agreement.

5.8 Honoraria payments

- 5.8.1 The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.
- 5.8.2 Such awards may however be made to non-teaching staff, such payments will be exceptional in their use rather than the norm. Honoraria payments can be used when an individual is undertaking work that is part but not all of a higher graded position for a period of 4 weeks or more.
- 5.8.3 Honoraria payments can also be used to reward additional or onerous tasks or a specific piece of project work at the same grade or lower, for a specific period over 4 weeks or more. In such circumstances the payment would not normally exceed the value of the difference of an employee's monthly salary and one or two incremental points higher, this relates to spinal column points not hay grades.
- 5.8.4 Where the full duties of a higher grade are undertaken this will be treated as acting up. The difference in salary between the two posts should be paid in relation to the percentage of duties of the higher post being undertaken i.e. if taking on 50% of higher graded post duties, post will usually be paid 50% of the difference between the two posts.

5.9 Safeguarding

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

6. Staff Appraisal

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

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

6.3 The appraisal period

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

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

6.4 Appointment of Appraisers

6.4.1 The Headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

6.4.2 At Falconer School the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three members of the Governing Body.

6.4.3 The Headteacher will decide who will appraise other employees.

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

6.5 Setting objectives

6.5.1 The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the relevant national standards.

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

6.5.3 The objectives set will be linked to the relevant occupational standards for the role undertaken, where applicable, and take account of the individual's job description,

person specification for the role and the schools' definition of PRI ratings (for non-teaching staff) where appropriate.

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

6.6 Reviewing performance

6.6.1 Observation

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

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

6.6.2 Development and support

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

6.6.3 Feedback

- 6.6.3.1 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after formal observation has taken place or other evidence has come to light. Feedback will include discussion with the employee, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.
- 6.6.3.2 If during the review cycle, there are concerns about any aspects of an employee’s performance these will be addressed in accordance with section 6.6.
- 6.6.3.3 When progress is reviewed mid cycle, if the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

6.7 Transition to Capability

- 6.7.1 Where standards (such as the national standards for teachers) in line with the schools’ expectations, are found not to be met at the appropriate professional skills level/behaviour descriptors, special arrangements will be made to ensure that the appropriate support can be provided. These may include:
 - the appointment of an appraiser from the senior leadership team;
 - the setting of an appropriate number of additional performance management objectives above the school norm;
 - further lesson observations, many or all of which may be unannounced.
- 6.7.2 Where information comes to light during the course of an appraisal cycle that leads the Headteacher to conclude that national standards are not met at the appropriate professional skills level/behaviour descriptors, these new arrangements (as outlined in 6.6.1 above), which may include a change of appraiser, will come into force as soon as possible after the decision has been made.
- 6.7.3 Where national standards are identified as not being met at the appropriate career stage expectation level/ behaviour descriptors, performance objectives will be action planned to a much shorter timescale, typically between half a term and a term as the Headteacher decides the situation warrants. At the end of each such period, progress will be reviewed, and a decision made on whether:

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

6.8 Annual Assessment

- 6.8.1 Where the appraiser indicates that performance is unsatisfactory, they will be able to present evidence previously shared with the member of staff.
- 6.8.2 Employees and their appraiser will as a minimum annually attend a formal appraisal meeting, where their performance will be formally assessed in respect of each appraisal period. The aim of the meeting will be to determine PRI ratings/appraisal review outcomes or performance related pay (PRP) outcomes where appropriate, to set objectives for the coming year and to determine any professional development requirements. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.
- 6.8.3 Where appraisee and appraiser cannot reach agreement as to PRI ratings/ appraisal review outcomes or PRP outcomes, the matter will be referred to the Headteacher (or to the member of senior staff with delegated responsibility for the process) who will meet with the appraisee, consider all available evidence, and inform the appraisee of their decision
- 6.8.4 Disputes concerning PRI ratings/ appraisal review outcomes or PRP outcomes will be dealt with through the schools' pay appeal process in section 10.
- 6.8.5 This assessment is the end point of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:
- Professional dialogue
 - Lesson or task observations;
 - Planning and work scrutiny;
 - Termly meeting with appraiser;
 - Mid-cycle review meeting with appraiser;
 - Observation / scrutiny of leadership and management activities where appropriate;
 - Other feedback obtained during the cycle relevant to the employee's overall performance.
- 6.8.6 As soon as practicable following the end of each appraisal period, the employee will receive, and have the opportunity to comment in writing on, a written appraisal report. The appraisal report will include:
- details of the employee's objectives for the appraisal period in question;

- an assessment of the employee's performance of their role and responsibilities against their objectives, the relevant standards, and their job description and person specification;
- an assessment of the employee's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay progression where that is relevant and in keeping with the relevant terms and conditions of employment, and PRI requirements.

6.8.7 The assessment of performance and of training and development needs will inform the planning process for the following appraisal and training period.

6.8.8 Recommendations on pay will be referred to the Headteacher before being referred on to the Governing Body.

6.9 Confidentiality

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

6.10 Equality and consistency

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

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

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

6.11 Retention of statements

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

7. Pay Reviews

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

- 7.2 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
- 7.3 Where a pay determination leads or may lead to the start of a period of salary safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.
- 7.4 Non-teaching staff will have their reviews undertaken annually in line with the academic year; notification of the outcome will be given by no later than 31 October each year. Pay determinations will take effect from 01 June in each year.
- 7.5 It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
- 7.6 To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.
- 7.7 Decisions regarding pay progression will be made with reference to performance appraisal reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.
- 7.8 Teachers' performance appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the performance appraisal report and taking into account advice from the senior leadership team. The Governing Body will consider its approach in the light of the schools' strategic priorities and ensure that appropriate funding is allocated for pay progression at all levels.
- 7.9 In Falconer School, judgements of performance will be made against objectives met, any relevant standards which apply to the role, and for teachers the schools' skill level/behaviour descriptors/career grade expectations.

8. Pay progression based on performance

Non-teaching Staff

- a) See PART B

Teaching Staff

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

- 8.2 The Governing Body may award one increment for sustained high quality performance against the criteria in section 8.2 above or may award two or more increments where performance has been exceptional and exceeded the expectations set out in section 8.2. Incremental rises will not exceed progression beyond one band above that in which a teacher is currently remunerated.
- 8.3 Where performance has not been of a sustained high quality the Governing Body may decide that there should be no pay progression.
- 8.4 The Governing Body has determined that a member of the teaching staff appointed to Band 1 on the their range would, other than in exceptional circumstances, be expected to have progressed to Band 2 within 2 to 3 years of taking up their post. In circumstances where the employees' performance is not at that level this will be addressed through the schools' appraisal, and possibly capability procedure.
- 8.5 Decisions regarding annual pay progression within the relevant ranges will be made with reference to teachers' performance appraisal statements and the pay recommendation they contain. In the case of Newly Qualified Teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.
- 8.6 The Governing Body expects all teachers to perform at the highest possible level and to continue to improve their professional practice year on year. Performance Appraisal objectives will be progressive and developmental, thereby ensuring that good performance is rewarded and that good teachers have the opportunity over a number of years, to progress to the maximum of their respective pay range.
- 8.7 Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher.
- 8.8 A teacher will be eligible for annual performance pay progression where they:
- 1) have been assessed as meeting all of the teaching standards, throughout the assessment period;
 - 2) have had their teaching assessed as at least good overall during the assessment period;
 - 2a) Upper Pay Range teachers will be expected to demonstrate increasing levels of outstanding teaching overall
 - 2b) Lead Practitioners will be expected to demonstrate outstanding teaching overall
 - 3) have been assessed as meeting the requirements of their job description/job role;
 - 4) meet their individual performance appraisal objectives;
Consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives;
 - 5) have demonstrated a personal responsibility for identifying and meeting their CPD needs;
 - 6) Are performing in line with the skill level/behaviour descriptors/career grade expectations.
- 8.9 The evidence which will be considered in assessing performance will include:
- pupil progress data;
 - quality of teaching against the Teaching Standards, including observed practice;

- self-assessment;
- professional dialogue;
- received feedback;
- performance appraisal statements;
- CPD records.

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

- 8.10 Where a teacher has been absent for some or all of the assessment period, an assessment will be based on performance during any periods of attendance and/or prior performance.
- 8.11 Where the performance pay progression criteria are **not** met, the teacher will not receive any performance pay progression. A decision not to award performance pay progression may be made without recourse to capability procedures. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.
- 8.12 Where a decision not to progress is made, the teacher will be supported through the performance appraisal process to improve their performance.

9. Movement to the Upper Pay Range

9.1 Applications and Evidence

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

9.1.2 Applications must:

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

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

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

At Falconer School, this means that the teacher has consistently:

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

and in addition that;

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

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

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

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

9.2 **The application will be assessed: processes and procedures**

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

9.2.2 The Headteacher or another assigned member of the SLT will use the evidence contained in the teachers' performance appraisal review paperwork to make their assessment.

9.2.3 A teacher may, if they wish, provide additional evidence to support their application, but is not obliged to do so.

9.2.4 The Headteacher or assigned member of the SLT will discuss their recommendation with the teacher and the Pay Committee will confirm the decision by 31 October.

9.2.5 Where the application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1 September (this will in effect be the beginning of the new appraisal year following the submission in the previous appraisal year).

9.2.6 Where the application is not successful, the Headteacher will provide feedback and the teacher will be provided with advice and support though the performance

appraisal process to develop their skills with a view to them making a future successful application.

9.2.7 Teachers have the right to appeal any decision not to move them onto the Upper Pay Range.

10. Appeals

- 10.1 Pay recommendations will be contained within Performance Appraisal Review Statements and these will be discussed with employees at the review meeting. Where an employee has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.
- 10.2 An employee may make a formal appeal against a decision on pay, which must be submitted in writing within 7 calendar days of receipt of written notification of that decision.
- 10.3 The grounds of appeals are that the decision maker(s):
 - incorrectly applied the provisions of the Teachers' Pay & Conditions Document / national / local terms and conditions
 - failed to have proper regard for statutory guidance;
 - failed to take proper account of relevant evidence and/or took account irrelevant or inaccurate evidence;
 - were biased; or
 - otherwise unlawfully discriminated against the employee.
- 10.4 Appeals will be heard by the Pay Appeals Committee.
- 10.5 The Appeals will be heard at a meeting, normally within 20 working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or a member of a Professional Association or Trade Union.
- 10.6 Any written submissions relevant to the appeal must be circulated to all parties at least 3 working days prior to the meeting.
- 10.7 The decision of the appeal committee will be notified in writing and, where the appeal is rejected, this will include a note of the evidence considered and the reasons for the decision.
- 10.8 The decision of the Governing Body's Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.
- 10.9 The Headteacher shall be entitled to attend, for the purposes of providing information and advice (except in the case of his/her own salary), all proceedings of the Pay Appeals Committee.
- 10.10 The role of the Pay Appeal Committee is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been

made on the basis of evidence and has been made taking proper account of equal opportunities and that correct procedures have been followed.

11. Monitoring the impact of the policy

11.1 The Governing Body will monitor the outcome and impact of this policy annually assess its effect and continued compliance with equalities legislation. The effect of the policy will be assessed particularly with reference to trends in progression across specific groups of teachers and the correlation between this and performance appraisal reviews and outcomes for pupils.

11.2 The pay of individual staff will remain confidential, shared only with those responsible for making pay decisions and managing administrative matters.

Appendix 1: Teaching Reference Points/Salary Bands

The Governing Body agreed to use the leadership pay reference points published to support the School Teachers' Pay and Conditions Document.

The specific pay ranges and bands for leadership posts in this school are:

Headteacher Leadership Range

Leadership	23	£67,383
Leadership	24	£69,033
Leadership	25	£70,716
Leadership	26	£72,447
Leadership	27	£74,208
Leadership	28	£76,023
Leadership	29	£77,884
Leadership	30	£79,788

Deputy Headteacher

Leadership	14	£54,246
Leadership	15	£55,566
Leadership	16	£57,021
Leadership	17	£58,311
Leadership	18	£59,151

Assistant Headteacher

Leadership	6	£44,733
Leadership	7	£45,912
Leadership	8	£46,938
Leadership	9	£48,087
Leadership	10	£49,293

Teaching and Learning Responsibility Payments

TLR 2a	£2,616	TLR 1a	£7,548	TLR3 range	£517 to £2,577
TLR 2b	£4,500	TLR 1b	£9,291		
TLR 2c	£6,387	TLR 1c	£11,031		
		TLR 1d	£12,771		

SEN Allowance

1	£2,064	2	£4,077
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Band 1 Teacher

Point 1	£23,313
Point 2	£25,068
Point 3	£27,000

Band 2 – Accomplished Teacher

Point 4	£29,001
Point 5	£31,197
Point 6	£33,577

Band 3 – Expert Teacher (UPR)

Point 7	£36,285
Point 8	£37,590
Point 9	£28,940

Unqualified Teacher Pay Range

Point 1	£17,368
Point 2	£19,262
Point 3	£21,158
Point 4	£23,053
Point 5	£24,949
Point 6	£26,843

Leading Practitioner Range

£39,660 to £59,743

Appendix 2: Professional Skills Level Descriptors

Professional Area	Relevant Standards	Band 1: Teacher			Band 2: Accomplished Teacher			Band 3: Expert Teacher		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
Professional Practice	1.1(1);1.2(2,3,5) 1.3(1,3); 1.4(1,2,3); 1.5 all; 1.6 (1); 1.7(1,2,3); 1.8 (3); 2.1 (2,4); Preamble	Many, but not all, aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
Professional Outcomes	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations		
Professional Relationships	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		
Professional Development	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
Professional Conduct	1.1(3); 1.7(1); 1.8(1); 2.1(all); 2.2; 2.3; Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		

APPENDIX 3 – Classroom Observation Protocol

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained

The total period for classroom observation arranged for most teachers for Performance Management purposes is unlikely to exceed three hours per cycle having regard to the individual circumstances of the teacher. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

In this school ‘proportionate to need’ will be determined by the Headteacher.

The arrangements for classroom observation will be included in the planning and review statement and will specify: the number of observations; the observations’ primary purposes; any particular aspects of the teacher’s performance which will be assessed; the duration of the observations; when during the performance management cycle the observations will take place and who will conduct the observations.

Where, during the performance management cycle, evidence emerges about the reviewee’s teaching performance which gives rise to concern, classroom observations may be arranged in addition to those recorded at the beginning of the cycle. Such decisions are subject to a revision meeting being held in accordance with the regulations (see the School’s Capability Policy).

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies and in accordance with the school’s commitment to streamlining data collection, minimising bureaucracy and staff workload.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, classroom observations will only be undertaken by those who have had adequate preparation and have the appropriate professional skills, including the ability to provide constructive, supportive verbal and written feedback, in the context of professional dialogue between colleagues.

Verbal feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerge from an observation that were not part of the initial focus, as recorded in the planning and review statement, these should also be covered in the written feedback and appropriate action taken in accordance with the regulations and guidance.

The written record of feedback must also include the date on which the observation takes place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No additional written notes will be kept.

A Headteacher has a duty to evaluate standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The Headteacher has the right to observe a lesson at any time to monitor the quality of learning. The Headteacher may choose to discharge his responsibility for monitoring the quality of teaching and learning primarily through planned classroom observations. Should the Headteacher consider ‘poppins’ to be necessary they will be carried out by himself and allocated members of the SLT. There will usually be no more than four ‘poppins’ per teacher per academic year.

APPENDIX 4 FALCONER TEACHER MATRIX

Teacher Standard Description	M1, M2, M3	M4, M5, M6	UPS1, UPS2	UPS3
	Support may be needed	→ Without support	→ Supporting others	→ Leading others
	At standard	Consistent and effective evidence	Working beyond standard	Working well beyond
1. Sets high expectations which inspires, motivates and challenges all pupils	1.1 Demonstrates <u>positive personal relationships</u> with all pupils and uses this to convey high expectations to them.	• Demonstrates <u>consistently positive personal relationships</u> with all pupils and uses this to convey high expectations to them.	• Demonstrates <u>outstanding personal relationships</u> with the pupils and uses these to convey high expectations to them.	• Demonstrates <u>outstanding personal relationships</u> with <u>all</u> pupils and uses these to convey high expectations to them.
	1.2 Recognises and demonstrates teaching behaviours that show there are strengths and abilities in all pupils. (<i>Falconer's 'can-do' culture</i>)	• Demonstrates teaching behaviours that show all pupils have the potential to succeed (<i>Falconer's no barriers to success culture</i>).	• Consistently demonstrates teaching behaviours that shows all pupils have the potential to succeed and that there are no barriers to success. (<i>Falconer's 'pupils come first' culture</i>)	• Demonstrates teaching behaviours that fully embrace Falconer's mission statement that: <i>'everybody can be somebody.'</i>
	1.3 <u>Consistently</u> uses the school's rewards and consequences policy to motivate and reward pupils.	• <u>Consistently and effectively</u> uses the school's rewards and consequences policy to motivate and reward pupils.	• <u>Supports others in the department</u> with using the school's rewards and consequences policy effectively to motivate and reward pupils.	• <u>Leads across the school</u> with using the school's rewards and consequences policy effectively to motivate and reward pupils.
	1.4 Plans, shares and reviews differentiated learning outcomes which inspire, motivate and challenge all pupils.	• <u>Consistently</u> plans, shares and reviews differentiated learning outcomes which motivate and challenge all pupils.	• <u>Supports others</u> in the faculty with planning differentiated learning outcomes which inspire, motivate and challenge all pupils.	• <u>Leads others across the school</u> with planning differentiated learning outcomes which inspire, motivate and challenge all pupils.
	1.5 Promotes and models positive attitudes, values and behaviour which are expected of all pupils (Falconer's Respect, Responsibility, Relationship)	• Promotes and models <u>consistently</u> positive attitudes, values and behaviour which are expected of all pupils and staff (Falconer's Respect, Responsibility, Relationship)	• <u>Supports other staff</u> with demonstrating positive attitudes, values and behaviour which are expected of all pupils (Falconer's Respect, Responsibility, Relationship)	• <u>Leads colleagues</u> across the school with demonstrating positive attitudes, values and behaviour which are expected of all pupils. (Falconer's Respect, Responsibility, Relationship)
	1.6 Has established a safe and stimulating working environment, with support (i.e. where pupils are given the opportunity to make a positive contribution to the lesson).	• Has established a safe and stimulating environment in every lesson, <u>without support</u> (i.e. where pupils are given the opportunity to make a positive contribution to the lesson).	• <u>Supports others in the department</u> by establishing a safe and stimulating environment .	• <u>Leads others</u> across the school by establishing a safe and stimulating environment .
Example of evidence:	→ Lesson planning record → Lesson observation feedback → Student feedback → NQT mentor feedback	→ Lesson planning record → Lesson observation feedback → Student feedback → 360° appraisal feedback	→ Lesson planning record → Lesson observation feedback → Student feedback → 360° appraisal feedback → Peer feedback from support	→ Lesson planning record → Lesson observation feedback → Student feedback → 360° appraisal feedback → Peer feedback from support → INSET feedback

Teacher Standard Description	M1, M2, M3	M4, M5, M6	UPS1, UPS2	UPS3
	Support may be needed	→ Without support	→ Supporting others	→ Leading others
	At standard	Consistent and effective evidence	Working beyond standard	Working well beyond
2. Promote good progress and outcomes by pupils	2.1 Demonstrates a <u>secure</u> understanding of implementing A4L strategies (i.e. sharing LOs, questioning, peer and self-assessment, and timely and useful feedback) to promote and signpost good progress.	• <u>Consistently</u> demonstrates a secure understanding of implementing A4L strategies (i.e. sharing LOs, questioning, peer and self-assessment and timely and useful feedback) to promote and signpost <i>exceptionally</i> good progress.	• <u>Supports the department</u> with embedding effective A4L strategies (i.e. sharing LOs, questioning, peer and self-assessment and timely and useful feedback) into Schemes of Learning in order to promote and signpost exceptional progress.	• <u>Leads other department</u> with effective and innovative A4L strategies (i.e. sharing LOs, questioning, peer and self-assessment and timely and useful feedback) to promote and signpost exceptional progress.
	2.2 Demonstrates <u>good written feedback</u> (in accordance with school marking policy) in order to help promote good progress.	• Demonstrates <u>consistently effective written feedback</u> (in accordance with school marking policy) to help promote good progress.	• <u>Supports the department</u> with ensuring effective written feedback (department policy, work scrutiny etc)	• <u>Leads others</u> across the school with ensuring effective written feedback .
	2.3 Uses pupils' target grades and prior attainment to plan challenging lessons.	• <u>Consistently and effectively</u> uses pupils' target grades and prior attainment to plan challenging lessons.	• <u>Supports the department</u> with setting and establishing target grades/tracking sheets/reviewing internal data .	• <u>Leads others</u> across the school with target setting and establishing target grades/tracking sheets/reviewing internal data .
	2.4 Demonstrates evidence of analysing class progress data to measure impact and can put in the necessary intervention (i.e. can identify the barriers to progress), <u>with support</u>	• Demonstrates evidence of analysing class progress data to measure impact and can put in the necessary intervention (i.e. can identify the barriers to progress), <u>without support</u> .	• <u>Pro-actively supports other staff</u> within the department by analysing progress data and providing appropriate intervention in order to maximise student progress.	• Supports an aspect of <u>whole school progress data</u> and intervention such as working with a small cohort of pupils to promote their progress.
	2.5 Guides pupils in lessons to reflect and act upon their targets and progress in order to establish their emerging needs.	• <u>Consistently and effectively</u> guides pupils in lessons to reflect and act upon targets and progress in order to establish their emerging needs.	• <u>Consistently and effectively</u> encourages pupils <u>across the department</u> to take a responsible and conscientious attitude towards reflecting on their progress and acting upon targets.	• <u>Consistently and effectively</u> encourages pupils <u>across a range of lessons</u> to take a responsible and conscientious attitude towards reflecting on their progress and acting upon targets..
	2.6 Demonstrates the use of Falconer's learning tools , e.g. Falconer's questioning wheel to ask effective questions in order to promote good progress.	• Demonstrates <u>consistent and effective</u> use of Falconer's learning tools , e.g. use of Falconer's 5Rs in class	• <u>Supports others</u> with using Falconer's learning tools , e.g. use of thinking skills on the RealSmart T&L site	• <u>Leads others</u> with using Falconer's learning tools , e.g. use of effective hooks and starters on the RealSmart T&L site
	2.7 Assesses pupils' progress regularly and uses up to date tracking sheets to feedback to student and parents/carers regularly.	• <u>Effectively and consistently</u> assesses pupils' regularly and uses up to date tracking sheets to feedback to student and parents/carers regularly.	• <u>Supports staff/department</u> with establishing effective assessment , recording and reporting procedures	• <u>Supports whole school</u> with establishing effective assessment , recording and reporting procedures across all faculty areas.
Example of evidence:	→ VA Graphs → Interim data assessments → Lesson observations/lesson plans	→ VA Graphs (2 year trend) → Interim data assessments → Lesson observations/progress	→ VA Graphs (3 year trend) → Interim data assessments → Lesson observations	→ VA Graphs (4 year trend) → Interim data assessments → Lesson observations

Teacher Standard Description	M1, M2, M3	M4, M5, M6	UPS1, UPS2	UPS3
	Support may be needed	→ Without support	→ Supporting others	→ Leading others
	At standard	Consistent and effective evidence	Working beyond standard	Working well beyond
	<ul style="list-style-type: none"> → Pupils' books/outcomes → Target grades and tracking evident → Work scrutiny feedback → Use of Falconer Questioning snail → Self and peer assessment activities → Teaching is good and leads to good progress 	<ul style="list-style-type: none"> → Target grades and tracking evident → Work scrutiny feedback → Use of Falconer Questioning snail → Self and peer assessment activities → Teaching is good and some is outstanding leading to good to outstanding progress 	<ul style="list-style-type: none"> → Target grades and tracking evident → Work scrutiny feedback → Use of Falconer Questioning snail → Self and peer assessment activities → Feedback from supporting colleagues → Teaching is good and much is outstanding leading to outstanding progress 	<ul style="list-style-type: none"> → Target grades and tracking evident → Work scrutiny feedback → Use of Falconer Questioning snail → Self and peer assessment activities → Feedback from supporting colleagues → Teaching is good and most is outstanding leading to outstanding progress
3. Demonstrates good subject and curriculum knowledge	3.1 Demonstrates <u>secure</u> subject knowledge related to subject area through planning, marking, questioning and use of key words in lessons (reference to NC Levels and GCSE/A-Level grades).	• Demonstrates <u>excellent</u> subject knowledge related to subject area through the level of challenge shown in planning, marking, questioning and use of key words in lessons (<u>consistent</u> reference to NC Levels and GCSE/A-Level grades).	• <u>Supports department</u> with effectively adapting and modifying Schemes of Learning in order to ensure the schemes reinforce excellent and up to date subject knowledge and use of key words.	• <u>Leads faculty/whole school</u> with researching and disseminating new subject knowledge and where necessary implementing new specifications/pathways.
	3.2 <u>Securely and consistently</u> corrects subject related literacy and numeracy errors through adhering to whole school policies.	• Demonstrates <u>wider assessment of literacy and numeracy</u> errors/mistakes in line with whole school policy.	• <u>Supporting colleagues</u> throughout the department in assessing literacy and numeracy skills . Adapting/modification of Schemes of Learning to address recurrent literacy errors.	• Supporting <u>whole school</u> developments with developing and accessing whole school literacy and numeracy resources to share, thus ensuring high standards across the department.
	3.3 Demonstrates an awareness of existing and any new curriculum/specification changes/developments. Implementation <u>with support</u> of colleagues.	• Demonstrates good understanding of existing and any new curriculum/specification changes/developments. Implementation <u>without support</u> of colleagues.	• <u>Supports the department</u> with implementing new curriculum/specification changes in light of examiner's feedback	• Supports <u>whole school curriculum/specification</u> developments in light of central government initiatives/developments.
Example of evidence:	<ul style="list-style-type: none"> → Lesson observations → Student feedback → Work scrutiny feedback → Uses a range of learning styles/resources 	<ul style="list-style-type: none"> → Lesson observations → Student feedback → Work scrutiny feedback → Attend/acts on INSET (exam board) → Uses a range of learning styles/resources 	<ul style="list-style-type: none"> → Lesson observations → Student feedback → Work scrutiny feedback → Attend/acts on INSET (exam board Lesson observations) → Attendance to curriculum/exam based INSET 	<ul style="list-style-type: none"> → Lesson observations → Student feedback → Work scrutiny feedback → Attend/acts on INSET (exam board Lesson observations) → Attendance to curriculum/exam based INSET

Teacher Standard Description	M1, M2, M3	M4, M5, M6	UPS1, UPS2	UPS3
	Support may be needed	→ Without support	→ Supporting others	→ Leading others
	At standard	Consistent and effective evidence	Working beyond standard	Working well beyond
			→ Feedback from LM → Evidence of sharing of resources	→ Feedback from LM → Attend curriculum working party → Liaising with other schools
4. Plan and teach well-structured lessons	4.1 Demonstrates effective knowledge of using Falconer’s Learning Cycle when planning and teaching lessons, <u>with support</u> .	• Demonstrates effective knowledge of using Falconer’s Learning Cycle when planning and teaching lessons, <u>without support</u> .	• Demonstrates knowledge of using Falconer’s Learning Cycle to <u>support the department</u> with planning lessons/ schemes of learning.	• Demonstrates knowledge of using Falconer’s Learning Cycle to support others <u>across the whole school and partner schools (BSV)</u> with planning lessons/ schemes of learning.
	4.2 Demonstrates a clear understanding of pupils’ prior knowledge, learning needs, challenge and pace, and the need to scaffold when planning and teaching lessons, <u>with support</u> .	• Demonstrates a clear understanding of pupils’ prior knowledge, learning needs, challenge and pace, and the need to scaffold when planning and teaching lessons, <u>without support</u> .	• Demonstrates a clear understanding of pupils’ prior knowledge, learning needs, challenge and pace, and the need to scaffold when planning and teaching a scheme of lesson <u>within a department</u> .	• Demonstrates a clear understanding of pupils’ prior knowledge, learning needs, challenge and pace, and the need to scaffold when planning and teaching a scheme of lesson when supporting others <u>across the whole school</u> .
	4.3 Demonstrates enthusiasm and passion which leads to inspirational teaching.	• <u>Consistently</u> demonstrates enthusiasm and passion which leads to inspirational teaching.	• <u>Supports others</u> in the department to demonstrate enthusiasm, and passion which leads to inspirational teaching.	• Supports others <u>across the whole school (or partner schools)</u> to demonstrate enthusiasm, inspiration and passion when teaching.
	4.4 Sets regular appropriate Home Learning to extend skills, knowledge and understanding (in adherence with school and department policy).	• Sets a <u>range</u> of appropriate Home Learning to extend skills, knowledge and understanding (in adherence with school and department policy).	• <u>Supports the department</u> with setting a range of appropriate Home Learning to extend skills, knowledge and understanding (in adherence with school and department policy).	• Provides appropriate Home Learning strategies <u>across the school</u> to extend skills, knowledge and understanding (in adherence with school and department policy).
	4.5 Demonstrates the ability to plan and implement a variety of learning styles in order to promote Falconer’s 5Rs.	• Demonstrates <u>consistently</u> the ability to plan and implement a variety of learning styles in order to promote Falconer’s 5Rs	• <u>Supports the department</u> with planning and implementing a variety of learning styles into Schemes of Learning.	• Supports others <u>across the whole school</u> with planning and implementing a variety of learning styles into Schemes of Learning. •
Example of evidence:	→ Lesson plans from observations	→ Lesson plans from observations	→ Lesson plans from observations	→ Lesson plans from observations

Teacher Standard Description	M1, M2, M3	M4, M5, M6	UPS1, UPS2	UPS3
	Support may be needed	→ Without support	→ Supporting others	→ Leading others
	At standard	Consistent and effective evidence	Working beyond standard	Working well beyond
	→ Lesson observation feedback → Work scrutiny	→ Lesson observation feedback → Work scrutiny → Evidence of applying and creating SoL	→ Lesson observation feedback → Work scrutiny → Evidence of sharing SoL	→ Lesson observation feedback → Work scrutiny
5. Adapt teaching to respond to the strengths and needs of all pupils	5.1 Demonstrates evidence that they can appropriately adjust their teaching during the lessons in response to pupils' learning (thus ensuring all pupils make at least good progress).	Demonstrates evidence that they <u>consistently</u> and appropriately adjust their teaching in response to pupils' learning (thus ensuring all pupils make at least good progress)	• <u>Supports others</u> within the department with appropriately adjusting their teaching in response to pupils' learning.	• Leads others <u>across the school</u> with appropriately adjusting their teaching in response to pupils' learning.
	5.2 Demonstrates evidence that they can reflect systematically on the effectiveness of a lesson and plan accordingly for the next lesson in the scheme of learning.	Demonstrates evidence that they can <u>effectively reflect systematically</u> on the effectiveness of sequences of lessons and plan accordingly for the next lesson(s) in the scheme of learning.	• <u>Supports others within the department</u> with reflecting systematically on the effectiveness of sequences of lessons and planning accordingly for the next lesson(s) in the scheme of learning.	• Leads others <u>across the school</u> with reflecting systematically on the effectiveness of sequences of lessons and planning accordingly for the next lesson(s) in the scheme of learning.
	5.3 Demonstrates evidence of Falconer's philosophy of taking risks and teaching to the top and then differentiating down accordingly .	Demonstrates <u>consistent and effective</u> evidence of Falconer's philosophy of taking risks teaching to the top and then differentiating down accordingly.	• <u>Supports others</u> within the department with taking risks and teaching to the top and then differentiating down accordingly.	• Leads others <u>across the school</u> with taking risks and teaching to the top and then differentiating down accordingly.
Example of evidence:	→ Lesson plans from observations → Lesson observation feedback → Work scrutiny → Using strategies identified on IEPs	→ Lesson plans from observations → Lesson observation feedback → Work scrutiny → Using strategies identified on IEPs	→ Lesson plans from observations → Lesson observation feedback → Work scrutiny → Using strategies identified on IEPs	→ Lesson plans from observations → Lesson observation feedback → Work scrutiny → Using strategies identified on IEPs

Teacher Standard Description	M1, M2, M3	M4, M5, M6	UPS1, UPS2	UPS3
	Support may be needed	→ Without support	→ Supporting others	→ Leading others
	At standard	Consistent and effective evidence	Working beyond standard	Working well beyond
6. Make accurate and productive use of assessment	6.1 Demonstrates knowledge of specifications (particularly those related to public examinations) in order to use a range of valid and reliable assessment methods - at least once per half term - to accurately record pupils' progress.	6.1 Demonstrates <u>consistent and effective</u> knowledge of specifications (particularly those related to public examinations) in order to use a range of valid and reliable assessment methods at least once per half term to accurately record pupils' progress.	6.1 <u>Supports others within the department to use a range of assessment methods</u> in order to foster consistency of assessment across department.	6.1 <u>Supports the whole school</u> with reviewing and developing the school policy on assessment, record keeping and reporting .
	6.2, 6.3 Maintains accurate and up to date record keeping of pupils' assessment grades and uses these to report back progress to all stakeholders.	6.2, 6.3 Maintains <u>consistent and accurate</u> up to date record keeping of pupils' assessment grades and uses these to report back progress to all stakeholders.	6.2, 6.3 <u>Supports others</u> within the department to maintain consistent and accurate up to date record keeping of pupils' assessment grades and to report back progress to all stakeholders.	6.2, 6.3 <u>Supports the whole school</u> with maintaining consistent and accurate up to date record keeping of pupils' assessment grades and to report back progress to all stakeholders.
Example of evidence:	→ Assessment records → Evidence of pupils acting on good feedback → Good use of trackers in books	→ Evidence of designing new assessment tools → Feedback from LM	→ Analysis of assessment grades across classes → Supporting with moderation/role of examiner	→ Supporting partner schools with assessment, record keeping and reporting → Supporting assessment working party → Sharing of assessment tools with other departments
7. Manage behaviour effectively to ensure a good and safe learning environment	7.1 Establishing positive relationships with all pupils by modelling Falconer's school values of respect, relationships and responsibility.	<u>Demonstrates positive relationships</u> with all pupils through modelling themselves Falconer's school values of respect, relationships and responsibility.	<u>Supports others</u> with developing effective relationships with all pupils through modelling Falconer's school values of respect, relationships and responsibility.	<u>Leads others</u> with developing effective relationships with all pupils through modelling Falconer's school values of respect, relationships and responsibility.
	7.2 Uses Falconer's Rewards & Consequences framework in class to support and promote good learning behaviour (adhering to standard school operating procedures and polices) – <u>with support</u> .	Demonstrates <u>consistent and effective</u> use of Falconer's Rewards & Consequences framework in class to support and promote good learning behaviour (adhering to standard school operating procedures and polices) – <u>without support</u> .	<u>Supports other colleagues</u> in their effective implementation/use of Falconer's Reward & Consequence framework in class to support and promote good learning behaviour.	Supports the whole school with reviewing and improving the school's Rewards and Consequences framework in class to support and promote good learning behaviour.

Teacher Standard Description	M1, M2, M3	M4, M5, M6	UPS1, UPS2	UPS3
	Support may be needed	→ Without support	→ Supporting others	→ Leading others
	At standard	Consistent and effective evidence	Working beyond standard	Working well beyond
	7.3 Maintains up to date seating plan (according to school policy) and demonstrates evidence of regularly reviewing seating in light of pupils' progress, <u>with support</u> .	Maintains up to date seating plan (according to school policy) and demonstrates evidence of regularly reviewing seating in light of pupils' progress, <u>without support</u> .	<u>Supports others</u> in Department with establishing and reviewing effective seating plans (according to school policy) regularly in light of pupils' progress.	<u>Leads others</u> with establishing and reviewing effective seating plans (according to school policy) regularly in light of pupils' progress.
	7.4 Demonstrates confidence and skills to take personal ownership for pupils who continually disrupt learning (either through liaising with Subject Leaders and /or contacting parents/carers) – <u>with support</u> .	Demonstrates confidence and skills to consistently take personal responsibility for pupils who continually disrupt learning (either through liaising with Subject Leaders and /or contacting parents/carers), <u>without support</u> .	Demonstrates confidence and skills to take personal responsibility for pupils who continually misbehave <u>within the Department</u> .	Demonstrates confidence and skills to take personal responsibility for pupils who continually misbehave <u>across the school</u> .
Example of evidence:	→ Lesson observations → Seating plans → Student feedback	→ Lesson observations → Seating plans → Student feedback	→ Lesson observations → Seating plans → Student feedback → PM feedback	→ Lesson observations → Seating plans → Student feedback → PM feedback
8. Fulfill wider professional responsibilities	8.1 Demonstrates evidence of: being committed to Falconer's Performance Management process and evaluating and improving their practice by attending appropriate professional continuous professional development.	Demonstrates <u>consistent</u> evidence of: being committed to Falconer's Performance Management process and evaluating and improving their practice through coaching and attending appropriate professional continuous professional development	<u>Supports others</u> within the Department in effectively implementing Falconer's Performance Management process.	<u>Supports others</u> across the school with effectively implementing Falconer's Performance Management process. 2)
	8.2 Demonstrates evidence of providing pupils and parents/carers positive pastoral information, advice and guidance	Demonstrates <u>consistent</u> evidence of providing pupils and parents/carers positive pastoral information, advice and guidance .	<u>Supports others</u> with providing pupils and parents/carers positive pastoral information, advice and guidance .	<u>Leads others</u> with providing pupils and parents/carers positive pastoral information, advice and guidance .
	8.3 Demonstrates ability to meet deadlines and fulfil statutory duties (such as effective report writing).	Demonstrates <u>consistent and effective</u> ability to meet deadlines and fulfil statutory duties (such as effective report writing).	<u>Supports other colleagues</u> with meeting deadlines and fulfilling statutory duties	<u>Leading other colleagues</u> with meeting deadlines and fulfilling statutory duties

Teacher Standard Description	M1, M2, M3	M4, M5, M6	UPS1, UPS2	UPS3
	Support may be needed	→ Without support	→ Supporting others	→ Leading others
	At standard	Consistent and effective evidence	Working beyond standard	Working well beyond
	8.4 Demonstrates evidence of being committed to supporting extra-curricular clubs or school events .	Demonstrates evidence of running <u>regular and popular extra-curricular clubs</u> .	Demonstrates evidence of supporting a range of extra-curricular clubs <u>within the Department</u> .	Demonstrates evidence of leading on a range of extra-curricular clubs and <u>across the school</u> e.g. E-Learning Days, Activity Week etc)
	8.5 Demonstrates evidence of maintaining up-to-date knowledge of school's policies (particularly those designed to promote effective safeguarding and enabling 'everybody can be somebody').	Demonstrates <u>consistent</u> and effective evidence of up-to-date knowledge of school's policies (particularly those designed to promote effective safeguarding and enabling 'everybody can be somebody').	Demonstrates evidence of <u>contributing</u> to the development, implementation and evaluation of school policies and practices .	Demonstrates evidence of <u>leading</u> the development, implementation and evaluation of school policies and practices .
	8.6 Demonstrates evidence of holding positive values and attitudes towards pupils, staff and parents/carers and adopting high standards of behaviour in their professional role.	Demonstrates <u>consistent</u> evidence of holding positive values and attitudes towards pupils, staff and parents/carers and adopting high standards of behaviour in their professional role.	<u>Consistently holds and models positive values and attitudes</u> towards all pupils, staff and parents/carers and always adopts high standards of behaviour in their professional role.	<u>Consistently holds and models positive values and attitudes</u> towards all pupils, staff and parents/carers and always adopts high standards of behaviour in their professional role.
Example of evidence:	<ul style="list-style-type: none"> → Involved in supporting extra-curricular clubs → Good feedback on report writing → Feedback on 360 degree appraisal 	<ul style="list-style-type: none"> → Feedback on mentoring pupils → Involved in leading extra-curricular clubs/ whole school performances/ fixtures/events → Feedback on 360 degree appraisal 	<ul style="list-style-type: none"> → Leads whole school training e.g. toolkits → Leads teams of staff in extra-curricular events → Attends and contributes effectively to working parties → Leads on the PM of other staff → Feedback on 360 degree appraisal 	<ul style="list-style-type: none"> → Promotes extra-curricular in the wider community → Leads on training of stakeholders e.g. parent support evenings → Feedback on 360 degree appraisal → Involved in writing new school policies → Trains other staff in PM proces

