**Upper Pay Range**

**Application (With Example Targets)**

In accordance with the STPCD any qualified teacher can apply to be on the upper pay range. Only one application can be made each year. A separate application should be made if the teacher works at another school.

This form may be used as a method of providing evidence. However, for a teacher on point 5 of the main pay scale, the appraiser and appraise should select objectives (in line with the [Appraisal Policy](http://www.learningtrust.co.uk/hr)) that provide the evidence needed to move to UPS1. The appraiser should share a copy of this application with the teacher and set post threshold targets accordingly.

Applications must:

* Be submitted to the Headteacher.
* Include two successful performance management reviews (there may be exceptional circumstances where two cannot be provided e.g. sick leave, disability, maternity leave or contingency measures due to COVID-19).
* Involve a written request to the headteacher that is submitted by 31st October each year. This can be done by email. Schools can specify a later deadline should they wish and consideration will be given to accepting late applications after the closing date where individual circumstances e.g. absence prevent this deadline being met.

**The** **criteria**

Teachers who want to apply to be paid on the upper pay range should apply to the Headteacher. The Headteacher will consider each application against the standards as set out under section 15.2 of the School Teachers’ Pay and Conditions Document.

1. that the teacher is highly competent in all elements of the relevant standards; and
2. that the teacher’s achievements and contribution to an educational setting or settings are substantial and sustained.

Teachers who make successful applications will be placed on point 1 of the upper pay range, and this will be back dated to 1 September in that year. Teachers appointed to the school who have previously become entitled to be paid on the upper pay range will retain their entitlement to any points already awarded on this scale.

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Teachers whose application is unsuccessful should be given written reasons, detailing which standards have been met and those which have not. Normally, it is expected that any concerns will have already been shared with the teacher during the last 2 years. Written reasons should be given within 20 working days of the decision being notified to the Governing Body by the Headteacher. They are also entitled to receive clear advice on how they need to develop in order to reach the post threshold teacher standards. If they wish to appeal against this decision they should refer to the schools pay policy for the Pay Appeals Procedure.

The entitlement of a teacher to be paid on the upper pay range is retained when moving to another school covered by the School Teachers’ Pay and Conditions Document.

**Definition** **of** **terms**

**‘Highly competent’**: the teacher’s performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers’ Standards in the particular role they are fulfilling and the context in which they are working.

**‘Substantial’** means the teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their classroom, or with their groups of children, but also in making a considerable wider contribution to school improvement, which impacts on pupils’ progress and the effectiveness of staff and colleagues. (This does not imply that the teacher needs to hold a whole school responsibility).

**‘Sustained’** means the teacher must have two successive appraisal reports and have made good progress towards their objectives during this period (see exceptional circumstances e.g. maternity/sick leave). They will have been expected to have shown the quality of teaching, learning and assessment are good to outstanding.

**Moving** **up** **the** **upper** **pay** **range**

Progression through the upper pay range is not automatic. Teachers can only progress if their performance has been reviewed and they are highly competent and have made a substantial and sustained contribution to the school. Those wishing to move up the upper pay range should also use this application process.

Teachers should normally spend two years on each upper pay scale point before being considered for pay progression. Progression to the next point on the upper pay range will be based on two successful consecutive annual performance management reviews. In exceptional circumstances the Pay Committee can award progression to the next point on the upper pay range faster than this.

All teachers will have their pay reviewed annually in accordance with the [Appraisal Policy](http://www.learningtrust.co.uk/hr).

**Pay** **Appeals** **procedure**

An employee may seek a review of any decision taken in relation to their pay. The following list includes the usual reasons for seeking a review of a pay determination:

* incorrectly applied any provision of the [School’s Pay Policy](https://www.hackneyservicesforschools.co.uk/system/files/extranet/Pay%20Policy%20for%20Schools.pdf);
* failed to have proper regard for statutory guidance;
* failed to take proper account of relevant evidence;
* took account of irrelevant or inaccurate evidence;
* was biased, or
* otherwise unlawfully discriminated against the employee.

The pay appeals procedure is detailed on page 14 of the [Pay Policy](http://www.learningtrust.co.uk/hr).

**Confidential**

This page should be completed for all requests to move to the upper range. Only one application can be made each year. Separate applications should be made if the teacher works at another school.

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| **Section A –** **Your details** | | | |
| Name of teacher : |  | |
| Name of school : |  | |
| Teacher reference no: | |  |
| Current payscale: | |  |

Please provide details below if you are submitting Appraisal Statements from another school/Local Authority:

|  |  |  |
| --- | --- | --- |
| **Name and Address of School/LA** | **Date(s) of Employment** | **Headteacher/Service Manager** |
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| **Section B – Declaration by teacher** | | | |
| I confirm that I have read the guidance notes relating to the submission of this application and understand the governing body’s policy and arrangements for dealing with applications to be paid on the upper pay range. I attach my two most recent appraisal statements in accordance with the governing body’s requirements. | | | |
| Signature: |  | Date: |  |

This application and attachments must be submitted to the Headteacher, or other person designated by the Headteacher to receive applications, by the stated deadline of 31st October.

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| **Section C – Evidence** | |
| Prior to providing your evidence on the subsequent pages, please note:   * You will need to provide written evidence in support of each of the eight Teachers’ Standards, as requested below and overleaf (a guide of the requirements you must meet is provided at the end of this document); * Your written evidence will need to address the requirement that you are highly competent in all elements of the Standards; * Your written evidence in addressing each of the Standards will also need to show that your achievements and contribution to the school, PRU or Service, as appropriate (and/or your previous school(s)/PRU(s)/Service(s) where relevant) have been substantial and sustained over the relevant period of your application; * You may attach any additional information and/or evidence in support of your application if you consider that it would be helpful to do so; * If you cite specific examples of work in your evidence this must be available for inspection, if required by the assessor of your application. | |
| **1** | **Set high expectations, which inspire, motivate and challenge pupils:** |
|  | Example targets:   * To show how work has been suitably differentiated in next book scrutiny * To show in next book check how you have identified areas of improvement and to develop strategies to move pupils on. * Lesson observation and professional discussion: to show how the lesson was planned with high expectations for all students and the tasks/strategies employed to achieve this. * To develop strategies to combat underachieving students that can be used across the dept or school. * To demonstrate how initiatives and support have impacted on the effectiveness of colleagues |
| **2** | **Promote good progress and outcomes from pupils:** |
|  | Example targets:   * To be able to explain the progress each child in your class is making (primary) * To show how your class seating plans addresses and promotes good progress for all students * Developing strategies that support the progress of SEND students in your class that can be shared with other teachers * To develop strategies to combat underachieving students that can be used across the dept or school. * To mentor a student who is underachieving. |
| **3** | **Demonstrate good subject and curriculum knowledge:** |
|  | Example targets:   * To attend an inset and report back on an aspect of the curriculum. * To deliver an inset (or part of dept meeting) on an aspect of the curriculum. * To develop a scheme of work (series of lesson plans) for the school/dept. |

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| **4** | **Plan and teach well-structured lessons:** |
|  | Example targets:   * To develop a scheme of work for the department. * To show during a lesson observation and professional discussion how you have planned and taught a well structured lesson in a highly competent way. * To help mentor a BT/NQT by jointly planning a lesson or a series of lessons and modelling a well structured lesson. |
| **5** | **Adapt teaching to respond to the strengths and needs of all pupils:** |
|  | Example targets:   * To show in the feedback/professional discussion after a lesson observation how you have used AfL in highly competent way to inform your planning of the next lesson. * To show the use of AfL techniques during a lesson observation. * To show in a lesson plan how you differentiate for all students in your class. * To show use of differentiation during a lesson observation and to be able to explain during the feedback/professional discussion how you used the student progress data to inform that differentiation. * To show how work has been suitably differentiated in next book scrutiny * To show how best practice has been shared with colleagues e.g. through book sharing, planning support |

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| **6** | **Make accurate and productive use of assessment:** |
|  | Example targets:   * To show use of differentiation during a lesson observation and to be able to explain during the feedback/professional discussion how you used the student progress data to inform that differentiation * To show the use of AfL techniques during a lesson observation. * To show after a whole class/school assessment how you have adapted your planning to match the needs of the students. * To be able to accurately predict assessment outcomes and to develop strategies to support students who are |
| **7** | **Manage behaviour effectively to ensure a safe learning environment:** |
|  | Example targets:   * To be able to show that you are aware of and have consistently followed school behaviour policies ie behaviour points/issuing detentions etc * Liaise with parents regularly and be able to cite instances where this has resulted in improved behaviour for leaning. * To be able to show during a lesson observation and the subsequent feedback how you have managed behaviour to ensure a safe learning environment. * To show how you have supported colleagues or the development of behaviour initiatives that support whole school policy. |

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| **8** | **Fulfil wider professional responsibilities and demonstrate consistently high standards of personal and professional conduct:** |
|  | Example targets:   * Mentor a BT from: meet each week; observe their lessons and liaise with other teachers. * Attend inset and report back to department * As form tutor supported Y11 weekend away * Liaise with parents in tutor group and classes regularly * Lead/co lead a working party across the whole school. * Deliver a whole school or department inset * Develop whole school resources/lesson plans/scheme of work. |
|  | **Other** |
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**Teachers’** **Standards**

Below taken from the [Teacher Standards](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf):

**Preamble**

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

**PART ONE: TEACHING**

**A teacher must:**

**1 Set high expectations which inspire, motivate and challenge pupils**

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

**2 Promote good progress and outcomes by pupils**

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

**3 Demonstrate good subject and curriculum knowledge**

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

**4 Plan and teach well-structured lessons**

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

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

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

**6 Make accurate and productive use of assessment**

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

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

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

**8 Fulfil wider professional responsibilities**

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

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

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

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