



Sharps Copse Primary School
Prospect Lane
HAVANT
Hants
PO9 5PE

Model Pay Policy

2025 - 2026

Date:	October 2025
Review Date:	September 2026
Responsibility:	Headteacher
Statutory, recommended or additional:	Statutory
Checked against Equalities Policy:	Yes
Linked Documents: Child Protection Policy and Procedures, Supporting Children with Medical Needs, Code of Staff Conduct, Staff Handbook, SCR, Safeguarding Visitor Leaflet, Behaviour, Equalities, Protected Procedures (Whistleblowing), Low Level of Concern Policy, KCSiE 2025, Staff Acceptable Use of IT and School Social Media Policies and response to children who go missing from education (CMiE) procedures	
Chair of Governors: Mrs J. Towers	Date: 20/10/2025
Headteacher: Mr M. Elsen	Date: 20/10/2025

Model Pay Policy

Sharps Copse Primary School

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

General commitment

1. The governing body will seek to ensure that staff are rewarded in an open and transparent way for the level of responsibility they carry and the individual contributions and impact they make to the work of the school, subject only to the constraints of statutory documents, national and local pay structures. Budgetary provision will only be a consideration in respect of determining what posts are held in the school structure and not in respect of eligibility for pay progression.
2. This policy sets out the framework for making decisions on pay. The policy aims to:
 - maximise the quality of teaching and learning at the school;
 - support the school improvement plan;
 - support the recruitment and retention of a high quality workforce;
 - enable the school to recognise and reward all staff appropriately;
 - support equality, inclusion and diversity through ensuring that decisions on pay are managed in a fair, objective and transparent manner, complying with equalities legislation.
3. This policy operates in conjunction with the school's policy on [Managing Performance of Staff in Schools](#).
4. This pay policy will be reviewed annually by the governing body in consultation with staff.

Basic principles and governance

Terms and conditions

5. All teachers at the school are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document. A copy can be found online at: <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>.
6. The statutory pay arrangements give discretion on pay progression for classroom teachers and leaders as well as discretion on use of teaching and learning responsibility payments (TLRs) and other allowances. Decisions on the way these discretions are applied are the responsibility of the governing body, advised by the headteacher where appropriate, and are set out in this pay policy for the school.
7. Support staff at this school are paid in accordance with the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (the 'Green Book') and locally agreed conditions of service, as they apply to schools, under 'Employment in Hampshire County Council 2007' ('EHCC2007'). Their pay is set in accordance with Hampshire County Council's pay framework and pay progression is determined through use of Individual Performance Planning (IPP).
8. Teachers or support staff who transfer to the school as part of a TUPE transfer will be subject to alternative terms and conditions which will continue to apply unless through voluntary agreement or where a formal process has been followed to change terms and conditions.
9. All pay-related decisions are made taking full account of the school improvement plan and staff, together with their school union representatives, have been consulted as appropriate on the principles contained in this policy. Such decisions are also taken within the framework of current employment legislation, particularly those focused on equalities.
10. The governing body will actively promote equality, inclusion and diversity in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training, and staff development.
11. The governing body and headteacher will ensure that each member of staff is provided with a job description/list of duties in accordance with the agreed staffing structure. Job descriptions should be reviewed annually as part of the

appraisal process by the member of staff's line manager, senior leadership team or in the case of the headteacher, by the governing body, in consultation with the individual employee concerned in order to make any reasonable changes. This will form part of the **appraisal** discussions between the employee and their reviewer.

Pay reviews

12. The governing body will review every teacher's salary to apply with effect from 1 September by no later than 31 October every year (31 December for the headteacher). Within one month of the pay determination, the governing body will give all teachers a formal statement saying what their salary is and how it has been arrived at. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that affect the structure of a teacher's pay.
13. Likewise, the governing body will review the salary of all support staff to apply with effect from 1 April each year.
14. For information on pay progression, please refer to the section of this policy entitled pay progression.
15. If a pay decision results in salary safeguarding/protection, the governing body will notify the teacher, in writing, within a month of the decision.

The Pay Panel

16. School decisions on pay will be taken by the Pay Committee. The Panel will ordinarily consist of three governors, elected annually and is responsible for:
 - taking decisions on the headteacher's pay normally by 31st December based on recommendation from the Headteacher Performance Management Panel;
 - reviewing recommendations to ensure equality, inclusion and diversity matters have been considered and be assured that **appraisal** management has been appropriately applied
 - taking decisions on pay for other staff based on headteacher or line manager recommendations, normally by 31st October for teachers and 31st December for support staff;
 - considering the school's approach towards the exercising of pay discretions;
 - recommending fair, proportionate and justified leadership salaries;
 - keeping the school's pay policy up-to-date and under review;
 - ensuring that pay decisions for each member of staff in the school are communicated to them in writing;
 - approving the annual teachers' pay statements.
17. The headteacher will make all pay recommendations to the Pay Panel. The headteacher will have a right to provide professional advice in relation to the

recommendations made. The headteacher will withdraw during consideration of his/her pay. It may also be appropriate for him/her to withdraw whilst the pay of the deputy or assistant headteacher is discussed if, for example, a pecuniary interest arises from consideration of differentials.

18. Staff governors are not eligible to be members of the Pay Panel as they would need to withdraw from the panel during consideration of pay decisions.
19. The full governing body retains responsibility for endorsing any proposed changes to the school's pay policy. Any substantive changes should be discussed with and communicated to the staff in writing by the headteacher, to allow for consultation prior to a decision being taken by the governing body.

Complaints/appeals

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

Confidentiality

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

Basic Salary

Part-time teachers

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

determine the **pro-rata** proportion of directed time which applies to part-time teachers **and with the exception of TLRs, the salary and allowances of a part-time teacher.**

23. In this school the total weekly STTW is 26 hours and 26.25 for Year R. A detailed breakdown is attached as Appendix 1 to this pay policy.
24. In accordance with the School Teachers' Pay and Conditions Document, the STTW includes the school's session hours timetabled for teaching, including PPA time and non-contact time. The STTW excludes break times, registration and assemblies, although most of these elements remain part of directed time hours.
25. The school will consult on any changes to the STTW. If a part-time teacher suffers a financial loss as a result of these changes however, there is no entitlement to salary safeguarding/protection.
26. Part-time teachers who are employed on specific days of the week will not be required to work at the school on a day on which they are not normally employed.

Short notice/supply teachers

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

Salary safeguarding/salary protection

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

Pay portability

29. While Hampshire County Council encourages schools to consider pay portability, teachers on the unqualified, main and upper pay ranges who move to a new school need to check whether the new school will match their current range and salary. Pay portability is not applicable for leading practitioner and leadership posts where the range for each role is determined based on the context of the role and the size of its responsibilities. This school's approach to pay portability for new appointments for those on the unqualified, main and upper pay ranges is covered in the section of this policy document entitled pay on appointment including promotional posts.

Pay ranges

Leadership pay ranges

30. The governing body will set salary ranges for staff on the leadership pay ranges having regard to the content of the relevant School Teachers' Pay and Conditions Document. Progression through these ranges will be dependent on the factors described in the section of this policy entitled pay progression. Any salary determinations made are only permanent whilst the teacher remains employed at this school.
31. Differing arrangements apply to members of the leadership group appointed on or before 31 August 2014, and those appointed after this date:
32. Members of the leadership group who were appointed on or after 1 September 2014 are subject to the arrangements in the current School Teachers' Pay and Conditions Document
33. Members of the leadership group who were appointed on or before 31 August 2014 (regardless of their start date) are subject to the arrangements in the 2013 School Teachers' Pay and Conditions Document, or earlier, as adjusted for pay awards.
34. The governing body will review the pay of leadership pay range teachers paid under the 2013 School Teachers' Pay and Conditions Document where there is a significant change in responsibilities. Any re-determination of the pay range will be undertaken in accordance with the current School Teachers' Pay and Conditions Document.
35. Where the governing body has made a determination to pay any leadership pay range teachers under the current School Teachers' Pay and Conditions Document, the governing body will make a determination to review the pay of

all teachers paid on the leadership pay range to maintain consistency between leadership staff.

36. The full governing body must approve any changes to leadership pay arrangements and all determinations made in relation to setting the pay ranges of members of the leadership group will be formally recorded in minutes, along with the rationale for the determinations made.
37. The governing body will be mindful that they are using public money and that their decision-making must adhere to all relevant legislation, in the public interest, to high ethical standards and achieving value for money.
38. The pay of teachers on the leadership pay range, both those paid under the 2013 or earlier Document and those paid under the current document, will be set in accordance with the 43 point range as detailed in Table 1 below.

Point	Annual amount £	Headteacher group
L 1	51773	
L 2	53069	
L 3	54394	
L 4	55747	
L 5	57137	
L 6	58569	
L 7	60145	
L 8	61534	
L 9	63070	
L 10	64691	
L 11	66368	
L 12	67898	
L 13	69596	
L 14	71330	
L 15	73105	
L 16	75049	
L 17	76772	
L 18*	77924	Top of group 1
L18	78702	
L 19	80655	
L 20	82654	
L 21*	83860	Top of group 2
L 21	84699	
L 22	86803	
L 23	88951	

<i>L 24*</i>	90255	<i>Top of group 3</i>
L 24	91158	
L 25	93424	
L 26	95735	
<i>L 27*</i>	97136	<i>Top of group 4</i>
L 27	98106	
L 28	100540	
L 29	103030	
L 30	105595	
<i>L 31*</i>	107131	<i>Top of group 5</i>
L 31	108202	
L 32	110892	
L 33	113646	
L 34	116456	
<i>L 35*</i>	118169	<i>Top of group 6</i>
L 35	119350	
L 36	122306	
L 37	125345	
L 38	128447	
<i>L 39*</i>	130274	<i>Top of group 7</i>
L 39	131578	
L 40	134860	
L 41	138230	
L 42	141693	
L 43	143796	<i>Top of group 8</i>

Table 1: The 43 point leadership pay range

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

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

39. In this school, the headteacher was in post on 31 August 2015 and was:
 - on a pay range that was set at the top of the school's headteacher group, and
 - at that time paid at the top of their range.
40. At that time, headteachers were not entitled, due to national pay recommendations, to receive a cost of living award with effect from 1 September 2015. However, they have been entitled to the cost of living award for subsequent years. As a result headteachers in this situation will be paid on the values indicated with an asterisk in the table above.

Leadership pay arrangements

41. In making determinations on pay ranges, the governing body will already have ensured that:
- a. the school's headteacher group is calculated in accordance with the statutory School Teachers' Pay and Conditions Document 2013 or earlier;
 - b. the seven point headteacher pay range for the headteacher (where determined on or after 1 September 2011) falls within the headteacher group;
 - c. The requirements of the current School Teachers' Pay and Conditions Document are followed when determining the headteacher range and temporary allowances. This will include ensuring the minuting of the rationale for decisions regarding the salary range and allowances. The governing body will also ensure the commissioning of external independent advice should the full governing body be considering setting the range beyond 25% above the group size maximum, or be seeking to pay allowances beyond 25% of the headteacher's current basic salary.
 - d. the five point ranges for assistant headteachers are set in accordance with the provisions of the section entitled Headteacher group and leadership pay ranges within this school on pay differentials.

Leadership pay differentials

42. All teachers employed on the leadership pay ranges within this school remain on the pay arrangements as defined in the 2013 School Teachers' Pay and Conditions Document, or earlier. The governing body will therefore ensure:
- a. the maximum point of the deputy headteacher's range is at least one point less than the minimum of the headteacher's pay range;
 - b. the minimum point of the deputy headteacher's range is above that of the "notional" highest paid class teacher (as defined in the School Teachers' Pay and Conditions Document 2013);
 - c. assistant headteachers are paid more than the "notional" highest paid class teacher (as defined in the School Teachers' Pay and Conditions Document 2013) but have a salary range the maximum of which is at least one point lower than the top of the range of the deputy.
43. The school has teachers on the leadership pay ranges paid under arrangements as defined in both the current School Teachers' Pay and Conditions Document and the 2013 School Teachers' Pay and Conditions Document (or earlier). Pay has been reviewed and the governing body has determined not to exercise its discretion to bring all leaders onto the current School Teachers' Pay and Conditions Document.

Headteacher group and leadership pay ranges within this school

44. The school headteacher group is 2.
45. Within this school the leadership pay ranges are:
- headteacher – L15 to L 21. As the headteacher's range was set in accordance with the 2010 School Teachers' Pay and Conditions Document or earlier, the pay range sits outside of group size 2.
 - assistant headteacher – L5 to L9.
46. Progression along these ranges is as defined in the section of this policy entitled pay progression. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

Leading practitioner

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

Upper pay range

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

Point	Annual amount £
UPR 1	47472
UPR 2	49232
UPR 3	51048

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

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

49. Progression along this range is as defined in the two separate sections of this policy, entitled Appointments to the upper pay range and appraisal outcomes and pay recommendations for teachers. Any salary determinations made are only permanent whilst the teacher remains employed at this school.

Post-threshold teachers

50. A qualified teacher who crossed the threshold on or before 1 September 2012 in a maintained school in England or Wales is deemed to be a “post-threshold teacher”. The statutory document requires that a governing body pay them on the upper pay range if they have been employed in their school at any time as a post-threshold teacher.
51. Where post-threshold teachers have not previously been employed in this school as a post-threshold teacher, consideration will be given as to whether the teacher is employed on the upper pay range upon appointment. In all other cases, an assessment will be made which may require the individual to apply to be paid on the upper pay range against this school’s criteria.
52. The entitlement to be paid on the upper pay range for post-threshold teachers is valid only for salary within this school.

Upper pay range application process

53. Any qualified teacher who wishes to be assessed against the upper pay range in this school must complete an application form and submit this no later than 31 October in the year in which they wish to progress. If the teacher is successful, the teacher will be moved to the bottom of the upper pay range, backdated to 1 September of that same year. Full details of the application process and the application form can be found by visiting HCC’s website www.hants.gov.uk
54. A qualified teacher will be successful in moving to the upper pay range where the governing body is satisfied that:
 - (a) the teacher is highly competent in all elements of the relevant standards; and
 - (b) the teacher’s achievements and contribution to the school are substantial and sustained.
55. The relevant definitions for the purposes of this pay policy are:
 - i. highly competent - meaning performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.
 - ii. substantial - meaning playing a critical role in the life of the school and making a clear, distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development

and uses the outcomes effectively as evidenced by an improvement in pupils' learning.

- iii. sustained - meaning continuously maintained over a period of two school years.

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

Main pay range

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

Point	Annual amount £
MPR 1	32916
MPR 2	34823
MPR 3	37101
MPR 4	39556
MPR 5	42057
MPR 6	45352

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

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

58. Progression along this range is as defined in the two separate sections of this policy entitled Qualified classroom teachers and **Appraisal outcomes** and pay **recommendations** for teachers. Any salary determinations made are permanent while the teacher remains employed in this school.

Unqualified teacher

59. The governing body will decide, on a case-by-case basis, whether to pay an unqualified teacher on one of the employment-based routes into teaching (for example, School Direct salaried programme), on the unqualified or qualified teacher pay range.
60. In this school, the unqualified teacher pay range will consist of 6 points as set out in Table 5.

Point	Annual amount £
UQ 1	22601
UQ 2	25193
UQ 3	27785
UQ 4	30071
UQ 5	32667
UQ 6	35259

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

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

61. Progression along this range is as defined in the two separate sections of this policy entitled Unqualified teachers and **Appraisal outcomes** and pay **recommendations** for teachers. Any salary determinations made are only permanent while the teacher remains employed in this school.

Support staff

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

EHCC Salary ranges: April 2025

63. From 1 April 2025 the EHCC pay scales are as set out below.

	GRADE					
STEP	A	B	C	D	E	F
5			26,244	30,564	36,369	45,077
4			25,990	29,833	35,467	43,923
3	24,415	25,128	25,586	29,216	34,589	42,798
2	24,291	24,796*	25,392	28,410	33,972	41,704
1	24,225	24,796*	25,186	27,780	33,178	40,643

	GRADE				
STEP	G	H	I	J	K
5	54,423	63,080	73,902	92,410	106,647
4	52,995	61,307	71,808	89,779	103,603
3	51,605	59,583	69,778	87,226	100,646
2	50,254	57,909	67,807	84,744	97,774
1	48,948	56,285	65,895	82,339	94,988

Table 6: Support staff grades and salaries with effect from 1 April 2025

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

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

Part-time support staff

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

Pay on appointment including promotional posts

65. For all new appointments, the governing body will determine, within the ranges set, an appropriate pay range for the post and the salary to be offered to the person offered the position. In determining the range and salary, the governing body may take account of the factors listed below. This list is not exhaustive and may not apply to all appointments:
- the nature of the post
 - the level of skills, qualifications and experience required
 - the wider school and labour market context
 - their existing salary
 - the stage of their **appraisal** review cycle
66. Teaching posts should be advertised to include main pay range and upper pay range pay levels to ensure as wide a field of applicants as possible.
67. The governing body will pay a recruitment allowance to those paid under the statutory School Teachers' Pay and Conditions Document (excluding headteachers, deputy headteachers and assistant headteachers), when the governing body consider their basic salary is not adequate having regard to the factors outlined above. The criteria for the award of a recruitment allowance are detailed in the section of this policy entitled Recruitment allowances and/or benefits.

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

Headteacher

69. The governing body will advertise the minimum and maximum of the indicative range for the post. Once a preferred candidate has been selected, the governing body may, in exceptional circumstances, review the indicative range to ensure it is still appropriate before making a final determination on the salary range for the post. The starting salary offered will normally be one of the first 4 points of the Headteacher Pay Range.
70. The Headteacher Pay Range will be set in accordance with the section of this policy entitled Leadership pay ranges and Hampshire County Council's [Guidance on setting the pay range for the headteacher](#).

Deputy headteacher, assistant headteacher and head of school

71. The governing body will advertise the minimum and maximum of the range for the post. The governing body will allow appropriate room for progression within the range when offering a starting salary.
72. The pay range(s) will be set in accordance with the section of this policy entitled Leadership pay ranges and Hampshire County Council's [Guidance on setting the deputy/assistant headteacher pay range](#).
73. **[USE EITHER THIS PARAGRAPH:]** The governing body should advertise for teachers across the main pay range and upper pay range to ensure as wide a field of applicants as possible and an appropriate level of salary will be determined when the job is offered. There is no assumption that a teacher will be paid at the same rate they were being paid in the previous school. Where the advertisement states that the position was for a main pay range classroom teacher, appointments to the upper pay range will not normally be considered unless the criteria listed in the section entitled Upper pay range are met.

Appointments to the upper pay range

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

- If the teacher **has been employed** as a post-threshold / **Upper Pay Range** teacher in this school without a break in the continuity of their employment, the governing body will pay the individual as an upper pay range teacher.
 - If the teacher was previously employed as a post-threshold / **Upper Pay Range** teacher in another school, then this school will consider whether the individual should be offered employment on the upper pay range.
 - If the teacher was employed as a member of the leadership group in this school on or after 1 September 2000 for an aggregate period of one year or more and has not had a break in the continuity of their employment then this school will pay the individual as an upper pay range teacher.
 - If the teacher was previously employed as a leading practitioner in this school or any other school, this school will consider whether the individual should be offered employment on the upper pay range.
 - If the teacher was previously employed on the upper pay range under the revised criteria in place from 1 September 2013, then this school will consider whether the individual should be offered employment on the upper pay range.
75. If the teacher meets none of the above criteria or the school determines to appoint the teacher on the main pay range, then the teacher must apply to access the upper pay range in this school.

Unqualified teachers

76. An unqualified teacher may be appointed where a qualified teacher is unavailable or where they are undertaking a salaried teacher training route. Appointments for individuals without qualified teacher status will be on the unqualified teacher pay range.
77. There is no assumption that an individual who has previously worked as an unqualified teacher will be paid at the same rate on the unqualified teacher pay range that they were being paid in their previous school.
78. The governing body will consider payment of an unqualified teachers' allowance (above the top of the unqualified teacher range) to unqualified teachers where recommended by the headteacher, having considered their basic salary is not adequate. In doing so, the school will have regard to the factors outlined at the start of this section and the criteria for the award of an unqualified teacher allowance as detailed in the section of this policy entitled Allowances only payable to unqualified teachers – unqualified teacher allowance.

Support staff

79. For new employees (those who have not previously worked within a maintained school in Hampshire) it is the responsibility of the recruiting manager to decide the appropriate step within the salary range of the evaluated grade for the role on which to appoint a candidate (not exceeding Step 3 for grades A and B, and step 5 for grades C to K). This assessment is based on the skills and experience of the candidate, while also taking account of the wider market context and any impact on existing employees and future pay progression opportunities.
80. Existing employees promoted to a new post within the school will normally be appointed to the first step of the appropriate salary range. They may also be entitled to an increased annual leave allowance in line with Hampshire County Council (EHCC2007) annual leave entitlement.

Work hours and compensation

81. All teachers and support staff are expected to fulfil their working days/time as outlined in their employment contracts. It is not permitted for any teacher or support staff to work less time than they are paid for, unless this is as an agreed and temporary phased return to work under the Managing Sickness Absence Policy.
82. Schools retain the flexibility to pay additional hours to teachers and support staff when applicable.

Pay progression

83. The governing body expects the majority of staff to be meeting the expectations for their role and they will therefore be rewarded with pay progression as defined in this section. Progression will continue until the member of staff reaches the maximum of their pay range. Individuals will not progress beyond their pay range, with the exception of those teachers on the main pay range who are successful in their application to progress to the upper pay range.
84. The governing body expects members of staff to be provided with access to relevant development where that is required to support the achievement of their objectives and progression through the pay range. Where a member of staff is

not meeting the expectations of their role, the governing body expects that appropriate support and assistance will be provided, including training, coaching and other development activities as required and that the individual will be made aware of the potential consequence for their pay progression.

85. All teachers, including leaders will be subject to annual **appraisal** processes in line with the school's **appraisal** policy. In all instances this should lead to an **appraisal outcome** in line with that outlined in the section of this policy entitled **Appraisal outcomes** and pay **recommendations** for teachers. The school expects that the majority of teachers/leaders will meet the expectations for their role and will therefore be eligible for pay progression (where there is room on their range). Pay progression can only be withheld and the teacher **considered to be** 'not met expectations' if they have been subject to the formal capability policy during the **appraisal** cycle under review. Decisions about **pay recommendations for teachers who have been subject to the formal capability policy** -will be made on a case-by-case basis.
86. Due to the substantial and sustained requirement on the upper pay range, pay progression will normally only be considered every two years, however performance will be assessed annually.
87. The school will ensure that **appraisal processes** are fair and transparent and based on appropriate and proportionate evidence, in accordance with the school's policy on **appraisal**. Under the provisions of the Equality Act 2010, adjustments that are reasonable will be considered to enable staff with a disability to perform to the required standard. When setting objectives for an employee covered by these provisions, managers will ensure that the employee has the opportunity to discuss the impact, if any, that their disability could have on the objectives set. In this context the manager will consider whether any adjustments to those objectives, or support to achieve those objectives would be reasonable.
88. Pay recommendations are based on **appraisal outcomes** as specified in the section of this policy entitled **appraisal outcomes** and pay **recommendations for teachers**, subject to not exceeding the maximum of the pay range for the role.
89. In this school a framework sets out the expectations of headteachers, other senior leaders and qualified teachers, dependent on their career stage to support **understanding of what good performance may look like**. This can be found in Appendix 3.

90. Pay decisions are made via recommendation from the headteacher to the Governing Body Pay Panel or, in the case of the headteacher, from the Headteacher Performance Management Panel to the Governing Body Pay Panel.
91. In respect of teachers, where a determination is made by the Pay Panel, the individual will be notified of the outcome and basis of the decision, in writing, of the governing body Pay Panel within one month of the decision.
92. Any member of staff has the right to appeal against the pay decision of the governing body Pay Panel. Details of the appeal process are contained in the section of this policy entitled appeal arrangements.
93. In respect of teaching staff, the Governing Body Pay Panel will consider annually whether or not to increase the salary of teachers (including the headteacher) who have completed a year of employment since the previous annual pay determination. A year of employment is defined as 26 weeks service, which does not have to be continuous. The 26 weeks service includes periods of paid or unpaid absence, e.g. due to sickness or family friendly leave. A teacher who has not completed a year of employment will still have **an appraisal review** although **there will not be a pay recommendation**.
94. In respect of support staff, staff who are new employees (i.e. without [continuous previous service with the same employer](#)) and who join the school between January and March each year, will not be eligible to receive step progression in the following April, but will receive the value of the pay award. Performance will be assessed for progression for April of the following year.
95. The governing body recognises that funding cannot be used as a criterion to determine pay progression and the budgeting process will allow for the potential for pay progression for all staff where there is room on their range or grade, including progression to the upper pay range for experienced teachers on the main pay range. The governing body will ensure consistency and equitable treatment in the determination of performance pay decisions across all groups of staff in the school.

Appraisal outcomes and pay recommendations for teachers

96. **All teachers will be entitled to an appraisal process and be provided with an appraisal outcome.** Teaching staff will be **considered** as Achieved expectations unless they are subject to the formal capability policy during the **appraisal** year

under review, or evidence supports an Exceptional Performance **outcome**. All staff are entitled to **an appraisal outcome**, even if they are not eligible for pay progression (i.e. are at the top of their pay range).

97. The School Teachers' Pay and Conditions document requires the Governing Body to make a determination each year about pay. In practice, this is undertaken by the Pay Panel. Table 7 below provides the detail of what **appraisal outcomes** mean for pay progression.

An appraisal outcome of:	Will mean for teacher pay progression:
Exceptional performance	Two points salary progression
Achieved expectations	One point salary progression
Not met expectations*	No salary progression*

Table 7: Appraisal outcomes and impact on pay recommendations for teaching staff

*this **appraisal outcome** can only apply where the employee is on formal capability. Decisions about **what this means for pay progression** will be made on a case-by-case basis.

98. Exceptional performance is defined as:

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

of their areas of responsibility within the school as an organisation, including HR and budget management where appropriate

99. **Achieved expectations is the **outcome** that will apply unless there is evidence to support either of the other **outcomes**. It is expected that achieved expectations means:**

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

100. **Not met expectations can only be applied where a teacher/leader has been subject to formal capability procedures during the **appraisal** cycle under review. Decisions about **what this outcome means for pay progression** will be made on a case-by-case basis. **Teachers may be subject to management of performance concerns where:****

- The teacher is not meeting the requirements of the relevant standards in a manner appropriate for their teaching or leadership role and career stage
- Skills, knowledge and/or practice require development in a number of areas of the relevant standards
- Falls short of expected performance for their teaching or leadership role and career stage
- Requires advancement of skills to meet requirements of their role
- **Has not either met appraisal objectives or has not met appraisal objectives to an acceptable level**

- Does not sustain a consistent level of good performance (i.e. the level of performance described under achieved expectations)
- Requires professional support and guidance to support an acceptable level of performance
- Children in their class(es), or in the case of leaders, across the school or within their area(s) of responsibility, do not make sufficient progress

Support staff

101. Salary progression for support staff relates to the performance of the employee. Salary progression will only occur where the governing body is satisfied that the performance of the employee in that year meets the requirement for their role as defined by the objectives set as part of the **Appraisal**.
102. **Individual Performance Planning (IPP) processes are** completed annually and pay progression takes effect from 1 April each year. In this school, **IPP processes conclude** in September/October, and no later than December to take effect with pay progression the following April. New employees who joined between 1 January to 31 March are not eligible for pay progression in the April following their appointment, but will have **access to IPP discussions**.
103. The governing body Pay Panel will consider the recommendation of the headteacher or line manager in respect of the pay progression of each member of support staff, as an outcome of the Individual Performance Planning process, awarding (to take effect each April) one of the three **outcomes** outlined below:

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

104. **Exceptional performance** is defined as:

- All objectives/standards achieved and performance is exceptional against most or all of the objectives
- The job was delivered exceptionally well and the requirements of the role were exceeded
- Very positive behaviours are displayed, e.g.

- Expectations frequently exceeded and/or exceptional support or service provided even when expectations could not be met
- Proactively engaging and motivating others; providing significant support to others (including colleagues and pupils)
- Consistently leading by example and acting as a role model or champion
- Taking into account the implications of their activities on own initiative
- Willingly taking on additional responsibilities outside role requirement

105. **Achieved expectations** is defined as:

- Consistently met the majority of objectives/standards – in some areas, accomplishments may have exceeded expectations, whereas in others they may occasionally have fallen slightly short; however, the overall performance is acceptable for accomplishing objectives/standards
- The job was delivered and the requirements of the role met
- Behaviour and the way the role has been performed has met expectations e.g.
 - Good support and service to pupils and colleagues
 - Contributing to the team and supporting others in their role
 - Positive attitude to achieving objectives
 - Engaging in opportunities to learn and develop

106. **Improvement required** is defined as:

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

Absence

Teaching staff

107. For teaching staff special arrangements are in place for individuals who have been absent from work for more than nine months of the year **OR** 26 calendar weeks of the year. In these cases, assessment of performance within the academic year may be difficult. Where there is not enough evidence to support a **appraisal outcome** as detailed in the section of this policy entitled **appraisal outcomes** and pay **recommendations** for teachers due to absence, an 'achieved expectations' **outcome** will normally be applied. The exception to this is if the **appraisal outcome** for the preceding year was 'not met expectations', and the teacher remains on a formal capability process at the point the absence

commenced. Where the teacher remains on a formal capability process at the point the absence commenced, decisions about what this outcome means for pay progression will be made on a case by case basis.

Support staff

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

Allowances and other payments

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

Headteacher

110. The headteacher at this school is paid under the arrangements as outlined in the 2013 Document.
111. As at 1 September 2014, the headteacher of this school was not in receipt of any additional allowances and should this situation need to change, the governing body would consider this a substantial change and review the pay arrangements and bring the headteacher onto arrangements which apply under the current School Teachers' Pay and Conditions Document.
112. Salary determinations, including determinations regarding allowances, are made in the context of the section of this policy entitled Leadership pay ranges. This means that the permanent features of a headteacher's role are reflected in the pay range set by the governing body. When considering paying additional temporary allowances to the headteacher, the governing body will ensure that no 'double counting' occurs, i.e. that responsibilities already considered in setting the pay range for the headteacher are not remunerated again under a temporary allowance.

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

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

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

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

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

Continuing professional development

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

Initial Teacher Training activities

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

Out of school hours learning activities

118. For activities covered by teachers (excluding the headteacher if paid under the current document) who voluntarily undertake learning activities outside of the normal school hours and whose salary range does not take account of such

activity, a payment may be made in accordance with rates defined by the local authority.

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

Consultancy

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

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

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

Performance payments for teachers seconded to headship from another school

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

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

Acting allowance

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

Allowances/payments for classroom teachers

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

Recruitment allowances and/or benefits

126. The governing body does not currently award recruitment/relocation incentives and/or benefits. The governing body will regularly review whether this discretion should be applied.
127. The governing body will award recruitment incentives and/or benefits using the following criteria:

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

128. TLRs will be awarded to the holders of posts indicated in the attached staffing structure which has been consulted upon with staff. TLRs are not payable to leading practitioners or teachers on the unqualified pay range.
129. TLRs are awarded to classroom teachers paid on the qualified teacher pay ranges where they undertake a sustained additional responsibility in the context of the school's staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning for which they are responsible and accountable.
130. Before awarding a TLR, the governing body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers, and that

- a) is focused on teaching and learning; and
- b) requires the exercise of a teacher's professional skills and judgement; and
- c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum; and
- d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- e) involves leading, developing and enhancing the teaching practice of other staff.

131. In addition, payment of a TLR 1 will require the teacher's role to include line management responsibility for a significant number of people.

132. TLR 2s will be awarded to the following annual full-time equivalent values:

£3,214 to the holder of Teaching & Learning Manager (TLR2a)
 £3,214 to the holder of Science Manager (TLR2a)
 £3,214 to the holder of Mathematics Manager (TLR2a)
 £3,214 to the holder of Mathematics Manager (TLR2a)
 £3,214 to the holder of English Manager (TLR2a)
 £3,214 to the holder of English Manager (TLR2a)

133. The above amounts are full-time values and will normally be pro-rated in accordance with the section of this policy on part-time teachers and where teachers work part year. The governing body may determine the value of the TLR 1 or 2 payments on the proportion of the TLR that the individual is undertaking. The governing body will act fairly and appropriately in determining TLR 1 and 2 professional values where they operate outside of the pro-rata principle.

Teaching and learning responsibility payments (TLRs) – Level 3

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

Special educational needs allowances

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

Allowances only payable to unqualified teachers – unqualified teacher allowance

136. The governing body will pay an unqualified teachers' allowance to those on the unqualified pay range when the governing body considers their basic salary is not adequate having regard to their responsibilities, qualifications, experience and any recruitment difficulties. The value of the allowance will be determined according to the individual circumstances, in line with the statutory criteria below:

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

Allowances/payments available for support staff

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

Night working, weekend working and shift working

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

139. Weekend, night and shift working payments will only be paid to staff up to and including Grade E. These payments may also be paid to staff graded above Grade E in the following circumstances:

- where it is a critical business requirement that an essential service is delivered out of office hours; or
- where staff are required to participate in a regular and frequent standby rota and are called out whilst on standby.

140. The arrangements described below reflect the only arrangements for which the payments specified will be made. Where staff are entitled to receive an enhanced rate of pay, only ONE entitlement will be paid, namely shift allowance or weekend enhancement or night working, for the same hours worked.

Definitions

141. **Nights** are defined as those hours worked between 22.00 to 07.00 on Monday, Tuesday, Wednesday, Thursday and Friday.
142. **Weekend working** can take place on a Saturday which is taken as 00.00 to 24.00 (Saturday), or Sunday which is taken as 00.00 to 24.00 (Sunday).
143. **Rotating shifts** are defined as any work pattern where the total period covered by the shifts is 24 hours, e.g.:
- three shifts on a rota basis covering 24 hours including a night shift over 5 or 6 days a week, such as Monday to Friday or Tuesday to Sunday; or
 - three shifts on a rotating basis covering 24 hours including a night shift over 7 days a week, such as Sunday to Sunday earlies from 06.00 to 14.00, lates from 14.00 to 22.00, nights from 22.00 to 06.00.
144. **Alternating shifts** are defined as any work pattern where the total period covered by the shifts is 11 hours or more, in any 24 hour period, and there are at least 4 hours between the start time of the earliest and latest shift. This is a two shift rota where the span of the shift pattern can be between 11 and 14 hours or more than 14 hours but less than 18 hours.

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

145. Revised rates for weekend working and overtime were introduced in 2011, following an exercise to vary individual contracts of employment for those staff who might reasonably be expected to work hours covered by the changes. Those rates do not form part of a collective agreement with the trade unions.
146. For those staff who may be asked or required to work at weekends but have not been asked to vary their contract, the manager and the employee will need to discuss the arrangements on the basis of the post-2011 rates.
147. The rates of pay are shown in Table 8 below.

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

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

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

Table 8: Shift payments

Stand-by, sleeping in allowances and call out payments

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

Stand-by

150. The governing body does not currently have any posts which meet the criteria as set out in the EHCC 2007 agreement for the payment of stand-by allowances. The governing body will regularly review whether these criteria are met and if payments are due, these shall be made in accordance with the EHCC 2007 agreement.
151. Stand-by is defined as any period where the employee is formally required to be available for work and fit to fully undertake his/her duties. Stand-by arrangements must be agreed by the line manager in advance.

Call out – not on standby

152. There will be occasions when an employee is not on standby but nevertheless gets called out at short notice to attend work on site in response to an unplanned or emergency situation, for example a caretaker responding to the police with regard to a break-in on site.
153. When an employee NOT on standby is required to attend work this will be paid at the appropriate hourly rate for all hours worked, excluding normal travel time to standard place of work.
154. Call out rate for those not on standby rota: £25.00 per occasion

Sleeping In

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

Acting up allowances

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

First aid allowance

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

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

Working from home allowance

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

Overtime and additional hours

160. Table 10 sets out the rates for overtime and additional hours which apply since 2011. Additional hours are those hours worked which are above the employee's contracted hours in that contract, but which fall before 37 in anyone week. Overtime hours are those hours worked which are above 37 hours per week in that contract. Overtime rates will not be paid in conjunction with night, shift or weekend working payments for any grade of employee (only the higher rate of the two can be claimed).
161. These rates do not form part of the EHCC 2007 agreement as negotiations with recognised unions failed to reach agreement. Employees who were employed at the time of this change and who were claiming overtime were asked individually to vary their contract of employment.

Type	Days	Time	Additional Hours*	Overtime#
Days	Mon-Fri	07:00 – 22:00	Time	Time
Nights	Mon into Tue Tue into Wed Wed into Thu Thu into Fri	22:00 – 07:00 22:00 – 07:00 22:00 – 07:00 22:00 – 07:00	Time and a third	Time and a half
Nights	Fri	22:00 – 24:00	Time and a third	Time and a half
Weekend	Saturday	00:00 – 07:00	Time and a third	Time and a half
Weekend	Saturday	07:00 – 22:00	Time	Time and a half
Weekend	Saturday	22:00 – 24:00	Time and a third	Time and a half
Weekend	Sunday	00:00 – 24:00	Time and a half	Time and a half
Nights	Monday	00:00 – 07:00	Time and a third	Time and a half
Bank Holidays	There are normally 8 public holidays • Good Friday • Easter Monday • Early May Bank Holiday • Late May Bank Holiday • August Bank Holiday • Christmas Day • Boxing Day • New Years Day (Where a public holiday falls on a Saturday or Sunday then the Council will normally designate the next one or the following day as the designated 'public holiday'.)	00:00 – 24:00	Double time plus an entitlement to time off in lieu at a later date.	Double time plus an entitlement to time off in lieu at a later date.

Table 10: Rates of pay for additional hours, overtime hours and night and weekend working

Special recognition scheme

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

Market supplements

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

Holiday pay payments

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

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

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

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

Overpayments

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

167. Where a pay deduction is required to recover an overpayment of wages or expenses, there is no requirement for an employer to obtain a written mandate

from the employee, but in this situation the governing body will seek to obtain the employee's agreement.

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

Appeal arrangements

169. An employee can only appeal pay determinations i.e. pay progression decisions which are made by a Pay Panel. For clarity, this includes appeals in relation to Upper Pay Range applications. The arrangements for considering appeals in relation to pay determination decisions only are as follows:
170. A member of staff may appeal in relation to their pay on the grounds specified in (253) below.
171. The grounds for appeal are that the person or panel by whom the decision was made:
- a. incorrectly applied the pay policy or any provision of the relevant terms and conditions of service;
 - b. failed to have proper regard to statutory guidance, such as Teacher Standards;
 - c. failed to take proper account of relevant evidence;
 - d. failed to consistently apply the school's pay, or appraisal policy;
 - e. took account of irrelevant or inaccurate evidence;
 - f. was biased; or
 - g. otherwise unlawfully discriminated against the member of staff.
172. An appeal may be raised by writing to the clerk to the governing body (who can be contacted via the school office) within ten working days of either the notification of the original decision or of the outcome of the discussion with the headteacher, making clear the grounds for appeal.
173. Employees who are dissatisfied in relation to their pay have a statutory right to raise a formal complaint about that pay decision. An issue raised as a pay appeal cannot then be raised again under the school's formal Resolving

Workplace Issues Policy. Any complaints about pay that are submitted under the Resolving Workplace Issues Policy will be considered under this procedure rather than the Resolving Workplace Issues Policy.

174. When a pay appeal is received, the employee raising the appeal will be provided with a copy of the process that will be followed.

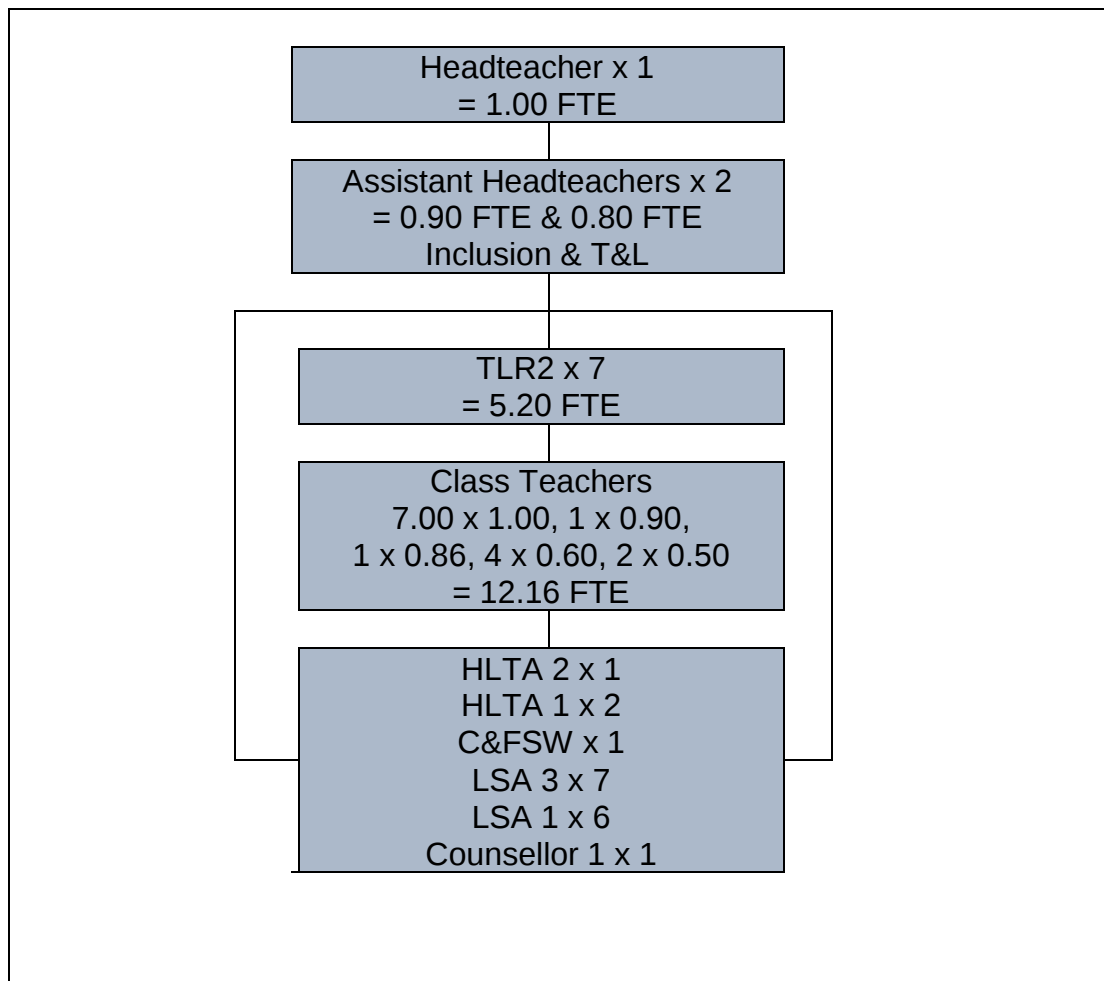
Sharepoint ID:	HRDOCID-561776108-124289
Version:	V3.2
Date of publication	August 2025
Owner:	Education Personnel Services

Appendix 1: School timetabled teaching week (STTW)

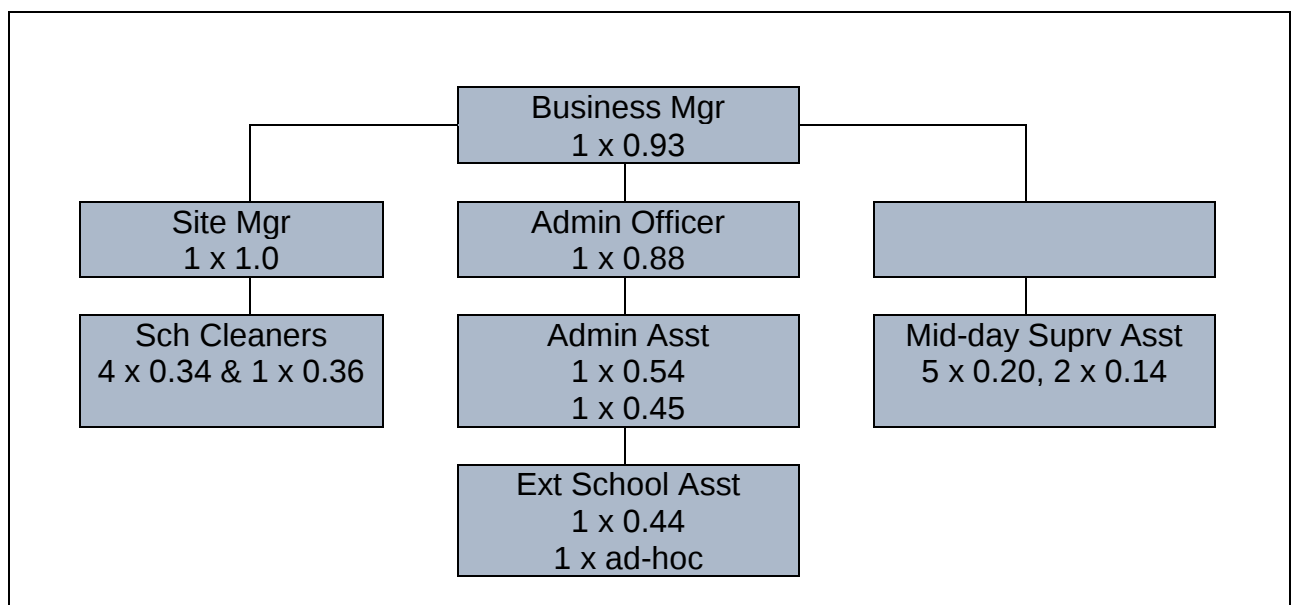
September 2025 School timings

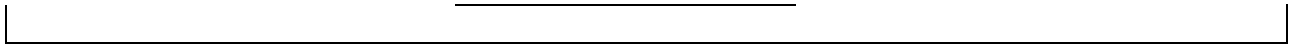
Year Group	Start	End	Drop off	Collection	Break	Lunch
R	8:50	3:10	Main Playground	Main Playground		11.45 – 12:45pm
1&2	8:50	3:10	Lower Playground	Lower Playground	10:30-10:45	12.00 - 12:45pm
3&4	8.50	3:10	Lower Playground	Lower Playground	10:50-11:05	12:25 -1:10pm
5&6	8:50	3:10	Lower Playground	Lower Playground	10:50-11:05	12.25- 1:10pm

Appendix 2: Staffing structure for the school



HLTA = Higher Level Teaching Assistant
 LSA = Teaching Assistant
 C&FSW = Children and Family Support Worker





Appendix 3: Career expectations framework for all teachers, including leadership

Performance rating assessment: Headteacher

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Headteacher Standard 1: Shaping the Future (Links to Teachers' Standard 8: Wider Professional Responsibilities)	Fails to ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all. Does not work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement. Does not demonstrate the vision and values in everyday work and practice. Does not motivate and work with others to create a shared culture and positive climate. Does not ensure creativity, innovation and the use of appropriate new technologies to achieve excellence. Does not ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.	Vision is developed but sharing, understanding and action as a result may not be consistent across the school community. Vision is translated into operational plans but may not consistently promote and sustain improvement. The vision and values whilst evidence may not consistently be demonstrated in everyday work and practice. Works with others but is not yet consistent in motivating others to achieve a shared culture and positive climate. Enables creativity, innovation and use of technology but has not effectively ensured others embrace this approach and/or that the approach has a consistent impact. Seeks to take account of diversity, values and experience of the community in strategic planning but does not consistently ensure this in practice.	Ensures the vision for the school is clearly articulated, shared, understood and acted upon effectively by all. Works within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement. Demonstrates the vision and values in everyday work and practice. Motivates and works with others to create a shared culture and positive climate. Ensures creativity, innovation and the use of appropriate new technologies to achieve excellence. Ensures that strategic planning takes account of the diversity, values and experience of the school and community at large.	Makes exceptional personal contribution to ensuring the vision for the school is clearly articulated, shared, understood and acted upon by whole school community including parents, pupils and wider community. Makes significant and sustained personal contribution to ensuring that the school vision is translated into highly effective operational plans which promote and sustain rapid improvement. Evidences outstanding leadership in role modelling and disseminating the vision and values of school through their own conduct and behaviour. Evidences significant motivation of whole school community, including staff, parents and pupils and exceptional ability to sustain a shared culture and climate. Is able to evidence substantial and sustained creativity and innovation across the school. Has ensured the school has made exceptional use of new technologies across the whole curriculum and can evidence a substantial impact as a result. Is able to evidence substantial and sustained consideration of school's diversity and values in creation of schools

				strategic plan and evidence of such and sustained consideration of school's diversity and values in creation of school's strategic plan and evidence of such substantial and sustained contribution consistently across all levels of planning within the school .
--	--	--	--	--

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Headteacher Standard 2: Leading Learning and Teaching (Links to Teachers' Standards: 1-7)	Does not implement school-wide focus on pupil's achievement and does not use data or benchmarks to monitor progress in children's learning. Is evident that learning is not at the centre of strategic planning and resource management. Established approaches to learning and teaching are not creative, responsive and/or effective. Does not ensure or model a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning. Does not articulate high expectations or demonstrate this across the whole school through the setting of stretching targets for all staff. Does not implement strategies which secure high standards of behaviour and attendance. A flexible and diverse curriculum and effective assessment framework is not organised or implemented. Does not incorporate the development of new and emerging technologies in school strategies to enhance and extend the learning experience of pupils. Does not effectively or sufficiently monitor, evaluate or review classroom practice or promote improvement strategies. Does not effectively challenge underperformance at all levels or ensure effective correcting action and follow-up.	Implements a focus on pupils' achievement using data and benchmarks to monitor progress in every child's learning but this may be inconsistently applied across the school. Although learning may be at the centre of strategic planning and resource management, the impact is not yet evidenced in outcomes. Whilst creative, responsive and effective approaches to learning and teaching are in place, these are not yet consistently and/or effectively applied across the school. A culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning, may not have been embedded. Articulates high expectations but this may not be demonstrated consistently across the whole school through the setting of stretching targets for all. Strategies are either implemented inconsistently or do not consistently secure sufficiently high standards of behaviour and attendance. The curriculum is flexible and diverse but may not be consistently organised and implemented alongside an effective assessment framework. Embraces new and emerging technologies however these may not be embedded in school strategy and/or are not impacting consistently on the learning experience of pupils. Monitors, evaluates and reviews	Ensures a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning. Ensures that learning is at the centre of strategic planning and resource management. Establishes creative, responsive and effective approaches to learning and teaching. Ensures a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning. Demonstrates and articulates high expectations and sets stretching targets for the whole school community. Implements strategies which secure high standards of behaviour and attendance. Determines, organises and implements a diverse, flexible curriculum and implements an effective assessment framework. Takes a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils. Monitors, evaluates and reviews classroom practice and promotes improvement strategies. Challenges underperformance at all levels and ensures effective corrective action and follow-up.	Consistently demonstrates an exceptional level of sustained school-wide focus on pupil's achievement. Is able to evidence regular and planned use and analysis of data and benchmarks, which clearly evidences sustained and rapid progress of targeted groups of pupils. Is able to evidence substantial and sustained consistency of focus on learning in the context of the school's strategic planning and evidence that this disseminates through all planning and resource management in the school. In addition to establishing creative, responsive and effective approaches to learning and teaching, standards of teaching are raised through the establishment of an accepted culture of whole school responsibility for effective teaching and learning. Embed a widely accepted culture and ethos of challenge, support and high expectations in which all parties (pupils, parents, and all staff) engage, articulate and demonstrate both a responsibility for pupil learning and an expectation of the need for stretching and aspirational targets. Evidences highly successful development and implementation of programmes and strategies to secure consistently high standards of behaviour and attendance. Enables development and implementation of an exceptional curriculum both in terms of diversity and flexibility and

		classroom practice however improvement strategies may not always be effectively implemented. Challenges underperformance at all levels however corrective action and follow-up may not be consistently secured.		also pupil engagement in its creation and evolution. Underpin this curriculum with a consistently applied and effective assessment framework. Consistently and actively ensures that all school strategies embrace new and emerging technologies and can evidence that this enhances and extends learning experiences. Embeds a culture in which, alongside personal responsibility and contribution, monitoring, evaluation and reviewing classroom practice and the promotion of improvement strategies is widely regarded to be a collective responsibility of the whole school community. Alongside personal responsibility, secures an environment in which underperformance is identified early, challenges and through corrective action and monitoring, significant improvements are secured.
--	--	--	--	--

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Headteacher Standard 3: Developing Self and Working with Others (Links to Teachers' Standard 8: Wider Professional Responsibilities)	Does not treat people fairly, equitably and with dignity and respect resulting in a negative school culture. Does not build a collaborative learning culture within the school and does not engage with other schools to build effective learning communities. Is not able to develop and maintain effective strategies and procedures for staff induction, professional development and performance review. Fails to ensure the planning, allocation, support and evaluation of work undertaken by teams and individuals. Does not acknowledge the responsibilities of others or celebrate individual and team achievements. Fails to develop and maintain a culture of high expectations for self and for others and fails to recognise or take action when performance is unsatisfactory. Does not plan for or regularly review own practice and does not take responsibility for own personal development. Is unable to manage own workload or that of others to allow an appropriate work/life balance.	Understands the need to treat people fairly, equitably with dignity and respect and pursues the creation and maintenance of a positive school culture, however this is not yet established across the school. A collaborative learning culture is established within the school, active engagement with other schools may need further development. Strives to develop and maintain effective strategies and procedures for staff induction, professional development and performance review but greater consistency in application may be needed. Endeavours to ensure the planning, allocation, support and evaluation of work undertaken by teams and individuals is in place however, the delegation of tasks and responsibilities may need further development. Acknowledges the responsibilities of others but the celebration of individual and team achievements may not be consistent across the whole school. Aims to develop and maintain a culture of high expectations for self and for others however actions taken may not have sufficient impact to improve practice. Reviews own practice, sets personal targets and takes responsibility for own personal development. Is aware of the need to manage own workload and that	Treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture. Builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities. Develops and maintains effective strategies and procedures for staff induction, professional development and performance review. Ensures effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities. Acknowledges the responsibilities and celebrates the achievements of individuals and teams. Develops and maintains a culture of high expectations for self and for others and takes appropriate action when performance is unsatisfactory. Regularly reviews own practice, sets personal targets and takes responsibility for own personal development. Manages own workload and that of others to allow an appropriate work/life balance.	Consistently treats people fairly, equitably and with dignity and respect and ensures this is embedded to create a positive school culture. Rigorously pursues the building of a highly collaborative learning culture within the school supported by active and regular engagement with other schools to build exceptionally effective learning partnerships and communities. Strategies and procedures for staff induction, professional development and performance review are securely embedded and as a result, a highly effective performance management system is evident, recognising, dealing with and rewarding, all levels of performance. Operational activity such planning, allocation, support and evaluation of work undertaken in the context of highly effective distributed leadership, enabling the Headteacher to effectively focus on high level strategic planning. Alongside personal responsibility, embeds and maintains a culture where the responsibility and achievements of individuals and teams are consistently, fairly and appropriately acknowledged by all. Embeds and maintains a widely accepted culture and ethos of high expectation for self and others in which all staff engage, articulate and demonstrate an expectation of high aspirations, intolerance of

		of others to allow an appropriate work/life balance.		underperformance and a desire to take action to support each other to be the best practitioners through mentoring, coaching and other professional support. Regularly reviews and critiques own practice, sets high and aspirational personal targets and takes active responsibility for own personal development. Acts as role model in efficiently managing own workload and that of others and actively supports an appropriate work/life balance, ensuring remedial action is discussed, supported where appropriate.
--	--	--	--	--

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Headteacher Standard 4: Managing the Organisation (Links to Teachers' Standard 8: Wider Professional Responsibilities)	Organisational structure does not reflect the school's values and management systems, structures and processes are ineffective. Improvement plans for the school are unclear and unfocussed. Policies and practices do not take account of national and local circumstances, policies and initiatives. The school's financial and human resources are ineffectively managed and do not effectively achieve the school's educational goals and priorities. Does not recruit, retain and deploy staff appropriately and/or manage staff workloads effectively. Performance management processes are inadequate and/or ineffective. The school environment is not managed or organised efficiently or effectively leaving the school curriculum and health and safety at risk. Resources are not monitored, evaluated or reviewed resulting in a lack of impact on the quality of pupil education and/or lack of value for money. Does not embrace or make use of technologies significantly impacting the efficiency and effectiveness of school management.	With governors, has created an organisational structure which reflects the school's values; management systems, structures and processes to work in line with legal requirements. Improvement plans and policies support school development with some improvement evident. Policies and practices take account of national and local circumstances, policies and initiatives. The school's educational goals and priorities may not be fully achieved due to potential lack of effectiveness and efficiency in managing the school's financial and human resources. Recruits, retains and deploys staff and is aware of the need to manage their workload to achieve the vision and goals of the school. Performance management is implemented but may not be fully effective across all staff groups. Management and organisation of the school environment may not fully support curriculum and/or health and safety needs. Monitoring, evaluation and reviews of the range, quality and use of all available resources is undertaken however, follow up actions may not always impact positively on the quality of pupil education and/or value for money. Whilst the need to embrace the use and range of technologies to support the management of the school is	Creates an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements. Produces and implements clear, evidence-based improvement plans and policies for the development of the school and its facilities. Ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives. Manages the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities. Recruits, retains and deploys staff appropriately and manages their workload to achieve the vision and goals of the school. Implements successful performance management processes with all staff. Manages and organises the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. Ensures that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money. Uses and integrates a range of technologies effectively and efficiently to manage the school.	Regularly reviews the organisational structure and takes action to ensure it constantly reflects the school's values and strategic goals, and works to ensure management systems, structures and processes work effectively in line with legal requirements and strategic plans. Maintains a constant drive to develop the school and its facilities as evidenced by the implementation of exceptionally high quality, evidence-based and evaluated improvement plans and policies which follow through into individual performance management targets and outcomes. Engages fully with the school community to set clear expectations supported by regular monitoring and remedial action which ensures that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives. Achieves exceptionally high educational goals and priorities for the school through high quality and rigorously effective management of the school's financial and human resources. Alongside effective recruitment and retention of staff, is highly exceptional in effective deployment of staff whilst demonstrating exceptional skill and ability to enable them to manage their workload, resulting in highly

		recognised, this may not be fully or effectively integrated into practice.		effective school performance and attainment of the school strategic plan. Role models and implements highly successful and motivational performance management processes with all staff. Is able to demonstrate an exceptional level of efficiency and effectiveness in managing and organising the school environment and can evidence that the school consistently meets or surpasses the needs of the curriculum and health and safety regulations. Is rigorous and relentlessly focussed on ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed and can evidence how this has improved the quality of education for all pupils and provided value for money. Is relentlessly proactive in seeking out, using and integrating a range of appropriate technologies to effectively and efficiently manage the school to an exceptionally high standard.
--	--	--	--	--

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Headteacher Standard 5: Securing Accountability (Links to Teachers' Standards 1-8)	Does not fulfill commitments arising from contractual accountability to the governing body. Does not develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes. Fails to ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation. Does not work with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities. Is unable to or does not develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers. Does not effectively reflect on personal contribution to school achievements and take account of feedback from others.	Broadly fulfills commitments arising from contractual accountability to the governing body, potentially with some inconsistency on occasion. Has developed a school ethos focussing on collaboration however, inconsistencies in the manner in which everyone works collaboratively, shares knowledge and understanding, celebrates success and/or accepts responsibility for outcomes may exist. Ensures individual staff accountabilities are defined, understood and agreed and are subject to review and evaluation. Works with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities. May develop and present an, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers but this may be at a superficial level at times. Reflects on personal contribution to school achievements and takes account of feedback from others.	Fulfills commitments arising from contractual accountability to the governing body. Develops a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes. Ensures individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation. Works with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities. Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers. Reflects on personal contribution to school achievements and takes account of feedback from others.	Exceptionally fulfills commitments arising from contractual accountability to the governing body. Has embedded and maintained a school ethos and accepted culture where everyone works collaboratively, sharing knowledge and understanding, celebrating success and shares and accepts joint responsibility for outcomes. Staff accountabilities have been very clearly defined, understood and agreed and are subject to rigorous review and evaluation, meaning that all staff are relentlessly focused on achievement of the school strategic plan. Works exceptionally well with the governing body (providing information, objective advice and support) whilst enabling the whole governing body to ensure it meet its responsibilities. Demonstrates an exceptional ability to develop and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers. Is exceptional in reflection on personal practice and contributions to school achievements and not only takes account of feedback from all members of the school community but develops a

				culture in which such feedback is expected and acted upon.
--	--	--	--	--

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Headteacher Standard 6: Strengthening community (Links to Teachers' Standard 8: Wider Professional Responsibilities)	Does not build a school culture and curriculum which takes account of the richness and diversity of the school's communities. Fails to create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment. Does not ensure learning experiences for pupils are linked into and integrated with the wider community. Does not ensure a range of community-based learning experiences. Fails to collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families. Does not create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development. Does not seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community. Does not contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives. Does not effectively co-operate and work	Builds a school culture and curriculum however this may not consistently take into account the richness and diversity of the school's communities. Creates and promotes positive strategies for challenging racial and other prejudice and dealing with racial harassment. Ensures learning experiences for pupils are linked into and integrated into the wider community but these may be at a superficial level. Whilst collaboration with other agencies is providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families, this may need further enhancement. Whilst some effective partnerships with parents and carers have been created, a greater focus on supporting and improving pupils' achievement and personal development may be required. Seeks opportunities to invite parents and carers, community figures, businesses or other organisations into the school, although this may not fully enhance the quality of provision. Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools although a more proactive approach may need to be developed. Co-operates and works with relevant agencies to protect children.	Builds a school culture and curriculum which takes account of the richness and diversity of the school's communities. Creates and promotes positive strategies for challenging racial and other prejudice and dealing with racial harassment. Ensures learning experiences for pupils are linked into and integrated with the wider community. Ensures a range of community-based learning experiences. Collaborates with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families. Creates and maintains an effective partnership with parents and carers to support and improve pupils' achievement and personal development. Seeks opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community. Contributes to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives. Co-operates and works with relevant agencies to protect children.	Builds a school culture and curriculum which takes exceptional account of the richness and diversity of the school's communities. Is exceptional in development and promotion of outstanding strategies for challenging racial and other prejudice and in dealing with racial harassment. Ensures outstanding learning experiences for pupils are linked into and fully integrated with the wider community. Ensures a range of exceptional community-based learning experiences. Leads collaboration with other agencies in outstanding provision for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families. Creates and maintains outstanding partnerships with parents and carers to support, improve and accelerate achievement and personal development of individual and targeted groups of pupils. Has developed a culture where all staff seek opportunities to invite parents and carers,

	with relevant agencies to protect children.			community figures, businesses or other organisations into the school to provide exceptional enhancement and enrichment to the school and to increase its value to the wider community. Is highly effective in contributing to the development of the education system, sharing effective and exceptional practice, working in partnership with other schools and organisations and promoting innovative initiatives. Co-operates and works with relevant agencies to protect children, sharing anonymised learning experiences with others agencies and schools where gained.
--	---	--	--	---

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	As a leader, role models proper and professional regard for the ethos, policies and practices of the workplace	As a leader, role models proper and strong professional regard for the ethos, policies and practices of the workplace	As a leader, actively role models consistent high regard, and has proper and professional regard for, the ethos, policies and practices of the workplace
Performance Management objectives	Has not met objectives.	Has not met all objectives fully to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level adding substantial value to the school.	Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school.
School performance	Pupil progress and attainment data evidences that the school has underperformed in the context of expected progression and attainment and outcomes are not reflecting an improving trend.	Pupil progress and attainment data may be consistently in line or very close to national expectations in all areas and above in some, but improvement rates are not fully established.	Pupil progress and attainment data may be above, in line or at least very close to national expectations in all areas and reflect a sustained improving trend.	Pupil progression and attainment data has remained high compared to national expectation over a sustained period in most, if not all areas. Accelerated progression of groups of pupils is evident where required. No evidence of variation in attainment or progress between groups.
Quality of leadership judgement	Where recent OfSted and/or Local Authority evidence is available from the performance management period, leadership and management of the school is assessed as inadequate	Where recent OfSted and/or Local Authority evidence is available from the performance management period, leadership and management of the school may be assessed as requiring improvement.	Where recent OfSted and/or Local Authority evidence is available from the performance management period, leadership and management of the school is assessed as good or better.	Where recent OfSted and/or Local Authority evidence is available from the performance management period, leadership and management of the school must at least be good but is likely to be assessed as outstanding

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Workplace specific requirement: Executive Headship (i.e. where leading more than one school)	Executive headship is defined for the purposes of this guidance as leadership of more than one school. Typically, in this scenario a highly experienced leader is overseeing more than one school, normally with the support of Senior Deputy Headteachers (often known as Heads of School) acting as operational leaders in the schools concerned on a day to day basis. Such Executive Headteachers will normally focus on the strategic leadership and development, supporting the development of the Heads of each school as operational leaders, to provide the capacity to enable a strategic focus on the schools involved. In exceptional circumstances there may be a Headteacher in post at a school within the partnership arrangement and in these circumstances, the Headteacher in post is accountable for this school and the Executive Headteacher is accountable for the other school(s) within the arrangements as well as the collaborative outcomes of the partnership. Such headships may cover schools of differing governance models, although most would normally be maintained schools within a federation or collaboration partnership. The nature of the governance arrangement will dictate the number of governing bodies that the Headteacher will need to report to – this may be one governing body (as in a federation) or one for each school.			
	Does not meet Headteacher Standards and objectives in the context of each school within the shared leadership arrangement. This will be demonstrated through: • Failure to ensure that the vision for each school is in effectively in place • Does not set, sustain and/or effectively communicate the core values of each school • Does not effectively set the strategic direction of the curriculum in each school • Does not ensure effective performance, in the context of each school's performance and attainment data profile • Fails to ensure effective monitoring and evaluation of the quality of teaching and quality of provision in each school and/or fails to deal adequately with performance concerns in any of the schools • Does not ensure contractual accountabilities are effectively fulfilled with all governing bodies involved in the shared leadership arrangement • Fails to provide effective leadership of human, financial and physical	Ensures Headteacher Standards and objectives are met in the context of each school within the shared leadership arrangement. This will be demonstrated through: • visions, direction and planning being in place for each school but may not be consistent in individual schools • sets core values for the school but may not consistently sustain and communicate these on behalf of each school • broadly sets the strategic direction of the curriculum in each school • each school's performance and attainment data profile may be consistently in line of very close to national expectations in all areas • ensures monitors and evaluation of the quality of teaching and quality of provision in each school, however, improvement strategies are not always evident • broadly ensure contractual accountabilities is fulfilled with all governing bodies involved in the shared leadership arrangement, potentially with some inconsistency on occasion	Ensures Headteacher Standards and objectives are met in the context of each school within the shared leadership arrangement. This will be demonstrated through: • developing effective strategic visions, direction and planning for each school and across the community of schools • setting, sustaining and communicating the core values of each school • effectively setting the strategic direction of the curriculum in each school • ensuring effective performance, in the context of each school's performance and attainment data profile • ensures effective monitoring and evaluation of the quality of teaching and quality of provision in each school, dealing with performance concerns, alongside the Head of School as appropriate • ensuring contractual accountabilities are effectively	Ensures Headteacher Standards and objectives are met in the context of each school within the shared leadership arrangement. This will be demonstrated through: • developing exceptional strategic visions, direction and planning for each school and across the community of schools • providing exceptional personal contribution to the setting, sustaining and communicating the core values of each school • is highly effective in setting the strategic direction of the curriculum in each school • ensures highly effective performance, in the context of each school's performance and attainment data profile • ensures highly effective monitoring and

	resources, and/or fails to ensure that all are developed within and across the schools • Does not ensure effective collaborative working across the partnership of schools • Does not effectively set strategic goals for each school and the partnership • Does not ensure the strategic development of each school as well as the partnership • Does not ensuring effective day to day operation of all schools within the shared leadership arrangement or effectively supporting the Head of School to deal with operational issues where appropriate	• broadly leads human, financial and physical resources, although the lack of consistency impacts their development within and across the schools • seeks to collaborate across the partnership of schools, however, a lack of consistent approach impacts effectiveness • sets the strategic goals for each school and the partnership, although they may not be evident in everyday practice • seeks to development each school as well as the partnership, although needs to be more consistent to impact strategically • the schools function on a day to day basis, although better efficacy could be achieved and/or the Head of School is broadly advised on approaches to deal with operational issues where appropriate, as opposed to active support	fulfilled with all governing bodies involved in the shared leadership arrangement • effective leadership of human, financial and physical resources, ensuring that all are developed within and across the schools • ensuring effective collaborative working, strengthening the partnership arrangement between the schools • sets the strategic goals for each school and the partnership • ensures the strategic development of each school as well as the partnership, including consideration of each school's ethos on policies and practice • ensuring effective day to day operation of all schools within the shared leadership arrangement supporting the Head of School to deal effectively with operational issues where appropriate	evaluation of the quality of teaching and quality of provision in each school, providing active and highly effective support to the Head of School to enable them to deal with issues as appropriate • ensuring contractual accountabilities are exceptionally fulfilled with all governing bodies involved in the shared leadership arrangement • provides high quality and rigorous leadership of human, financial and physical resources, leading to all being exceptionally developed within and across the schools • ensuring highly effective collaborative working, securing a high degree of cohesion across the partnership of schools • sets the strategic goals for each school and the partnership • ensures highly strategic development of each school as well as the partnership, • ensuring highly effective day to day operation of all schools within the shared leadership arrangement with the Head of School operating exceptionally in dealing with operational issues where appropriate
--	---	--	---	--

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Workplace specific requirements: Teaching School, Adult education, community provision, or other additional service or unit(s)	Fails to ensure that the vision for the service/unit/provision is clearly articulated, shared, understood and acted upon by all. Does not work effectively within the stakeholder group to translate the vision into agreed objectives and operational plans which will promote and sustain improvement. The quality of the provision is not effectively or sufficiently monitored, evaluated, or reviewed and/or improvement strategies are not promoted or implemented. The services' financial and human resources are ineffectively managed and do not effectively achieve the goals and priorities of the service/unit or additional provision. Commitments in terms of governance of the service/unit or additional provision are not fulfilled.	The vision for the additional provision/ service/unit(s) is/are developed but sharing, understanding and action as a result may not be consistent across the provision. Operational plans are in place but may not consistently promote and sustain improvement. The quality of provision is monitored, evaluated and reviewed, however, improvement strategies may not always be effectively implemented. The service/unit(s)/ provision's goals may not be fully achieved due to potential lack of effectiveness in managing the school's financial and human resources. Commitments in terms of governance of the service/unit(s) or additional provision are broadly met, potentially with some inconsistencies on occasion.	The vision for the additional provision/service/unit(s) is/are widely known across the school and effective plans are in place which meet the strategic aim of the provision. The quality of the provision is monitored, evaluated and reviewed to ensure high quality of provision, continual improvement and the achievement of strategic plans. The financial and human resources associated with the provision are managed and developed effectively to ensure the provision meets its requirements and development plans. The service/unit(s)/ additional provision is managed and organised effectively. Commitments in terms of governance of the service/unit(s) or additional provision are fully met.	Makes exceptional personal contribution to ensuring the vision for the service/unit/ provision is clearly articulated, shared, understood and acted upon by all stakeholders. Makes a significant and sustained personal contribution to ensure that the vision of the service is translated into highly effective operational plans which promote rapid and sustained improvement. Embeds a culture in which, alongside personal responsibility and contribution, monitoring, evaluation and reviewing and the promotion of improvement strategies is widely regarded as a collective responsibility of all stakeholders. Achieves exceptionally high goals through the high quality and rigorous effective management of the school's financial and human resources. Exceptionally fulfills commitments in terms of governance of the service/unit or additional provision.

Appendix 4: Career expectations framework for deputy headteachers and assistant headteachers

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching Teachers' Standards: 1-8: • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning environment and behaviour management • Wider professional responsibilities	At Deputy and Assistant Headteacher level, individuals are expected to be highly competent in all of the teachers' standards regardless of the percentage of teaching in the role. Highly competent is performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to support them meet the relevant standards and develop their teaching practice. Where Deputy and Assistant Headteachers have a class teaching commitment, it is appropriate to have the same expectations of their teaching practice, as would be expected of higher upper pay range teachers and schools may wish to utilise the framework for such teachers accordingly.			
	Performance against Teaching Standards is less than good. Will be rated here if failing to evidence enhanced practice (i.e. that is not highly competent against the Teachers' Standards).	Performance against Teaching Standards' is never less than good but is not regularly outstanding. Own practice does not evidence the sufficient application of recent research or consistency in enhanced practice or high competence against all of the standards.	Performance against Teaching Standards' is regularly outstanding and never less than good. Own teaching practice evidences learning from professional development, use of recent research and best practice. Is highly competent in all aspects of the teaching standards.	Performance against Teachers' Standards is always outstanding. Own teaching practice always evidences learning from professional development use of recent research and best practice and the significant impact of sharing own practice is evident. Is highly competent in all aspect of the teaching standards.
Leading the Quality of Teaching Teachers' Standard 8: Wider Professional Responsibilities The key focus of the Deputy and Assistant	At Deputy and Assistant Headteacher level, an individual's makes a substantial and sustained contribution to the whole school through their leadership of defined areas of activity and contribution to the wider life and ethos of the school. This means playing a critical role in the life of the school and making a clear and distinctive leadership contribution to the raising of standards. Deputy and Assistant Headteachers must take advantage of appropriate opportunities for professional development and use the outcomes effectively as evidenced by the modelling and dissemination of improved teaching practices and an improvement in pupils' learning.			
	Does not contribute effectively to the development of the school	Contributes to the development and delivery of the school improvement	Personal contribution to development and delivery of the	Makes significant, sustained and substantial

Headteacher role is to support the Headteacher to lead the quality of teaching in the school. The exact nature of the leadership support provided by Deputy and Assistant Headteachers will vary from role to role according to how areas of responsibility are distributed within the school. The advice provided here is indicative of the types of expectations that schools may have of such posts, albeit postholders may or may not carry all of these areas of responsibility.	improvement plan and/or contribution to the delivery of the plan is ineffective. This may be demonstrated through actions, behaviours and outcomes such as: • failing to promote and set high expectations of children • ineffectively monitoring and evaluation of progress made by individuals, groups, classes, year groups and the whole school • not ensuring that realistic challenging short and long-term targets are in place for individuals, groups, classes, year groups and the whole school • ineffectually monitoring and evaluating the quality of teaching and its effectiveness in securing school targets • failing to enhancing the quality of teaching through feedback, approach to the development of pedagogy and performance management practice • providing ineffective support to the Headteacher in recruitment, development and deployment of staff • failing to ensuring the development of a curriculum that meets the immediate and long term learning needs of pupils • not ensuring that the learning environment across the school is engaging, exciting and interactive • failing to ensure that all schemes of work are differentiated appropriately • not developing or supporting opportunities for collaborative	plan, but contribution needs to be more consistent to be seen as clear and distinctive. This may be demonstrated through actions, behaviours and outcomes such as: • evidencing that high expectations are set for children and staff, although these may be lacking in consistent promotion across the school • monitoring and evaluation of progress made by individuals, groups, classes, year groups, though this may lack consistency in application across the whole school • short and long term targets being in place for individuals, groups, classes, year groups and the whole school however, insufficient impact is evident in improved outcomes • ensuring the quality of teaching is monitored and evaluated, but not always evidencing that improvement strategies are effectively promoted and implemented • evidencing some enhancement of the quality of teaching but would benefit from development of a consistent approach to the development of pedagogy, ensuring effective performance management practice and/or more use of positive feedback • provides some support to the Headteacher in recruitment, development and deployment of staff but may benefit from self-development in this area • ensures that a curriculum that meets the immediate and long term learning needs of pupils is developed, but needs to ensure	school improvement plan is clear and distinctive. This may be demonstrated through actions, behaviours and outcomes such as: • promoting and setting high expectations of children and staff throughout the school in line with the school's ethos and improvement plan • effective monitoring and evaluation of progress made by individuals, groups, classes, year groups and the whole school • ensuring that realistic challenging short and long-term targets are in place for individuals, groups, classes, year groups and the whole school • effectively monitoring and evaluating the quality of teaching and its effectiveness in securing school targets, ensuring promotion and implementation of improvement strategies • enhancing the quality of teaching through provision of positive feedback, a consistent approach to the development of pedagogy and ensuring effective performance management practice • providing effective support to the Headteacher in recruitment, development and deployment of staff • ensuring the development of a creative, relevant and ambitious curriculum that	personal contribution to the development and delivery of the school improvement plan. This may be demonstrated through actions, behaviours and outcomes such as: • exceptional personal contribution to the promotion and setting high expectations of children and staff throughout the school in line with the school's ethos and improvement plan • consistently demonstration of an outstanding level of active and effective monitoring and evaluation of progress made by individuals, groups, classes, year groups and the whole school, always ensuring school-wide consistency • actively ensuring that realistic challenging short and long-term targets are in place for individuals, groups, classes, year groups and the whole school • evidencing highly successful monitoring and evaluating of the quality of teaching which makes a significant contribution to securing school targets, and evidences significant personal and active
---	--	--	---	---

	lesson planning and marking/assessment • failing to undertake pupil book reviews across the whole school/ departments to monitor colleague's marking and pupil responses to marking, or undertaking ineffective corrective action where necessary • not ensuring a close correlation between assessment data and final outcomes, and/or failing to support management of discrepancies between the two, leading to ineffective guidance to minimise such gaps • not sharing the corporate responsibility to wellbeing, safety and discipline or ensuring a positive ethos with high expectations of behaviour • not ensuring that pupil conduct in lessons and around the school is conducive for learning and wellbeing for all • failing to create and maintain effective working relationships • ineffectively utilising and spending any assigned budgets and/or failing to demonstrate best value and impacting on the quality of provision available to pupils • not supporting the Headteacher in meeting responsibilities, in the context of drafting and evaluation of policies, preparation of reports, collation of evidence and in supporting the drafting of self-evaluation documents, objectives and progress evaluation • not following agreed policies and procedures for safeguarding matters, involving both staff and	more creativity, relevance and/or ambition is built in • has sought to develop a learning environment that is engaging, exciting and interactive although this is not consistent across the school • has sought to ensure that all schemes of work are differentiated appropriately, although this is not consistent in all areas • developing and supporting opportunities for collaborative lesson planning and marking/assessment but has not been able to effectively support all staff to ensure that they assist capacity to differentiate • undertaking pupil book reviews to monitor colleague's marking and pupil responses to marking, although corrective action through appropriate support and direction where necessary could be more effective at times • ensuring a correlation between assessment data and final outcomes, yet not always providing effective guidance to minimise such gaps • sharing the corporate responsibility to wellbeing, safety and discipline, ensuring a positive ethos with high expectations of behaviour • ensuring that pupil conduct in lessons and around the school is conducive for learning and wellbeing for all • creating and maintaining good relationships although needing to develop a more effective balance between providing support and challenge	meets the immediate and long term learning needs of pupils • ensuring that the learning environment across the school is engaging, exciting and interactive • ensuring that all schemes of work are differentiated appropriately • developing and supporting effective opportunities for collaborative lesson planning and marking/assessment which assist colleague's capacity to differentiate • undertaking pupil book reviews across the whole school/ departments to monitor colleague's marking and pupil responses to marking, undertaking effective corrective action through appropriate support and direction where necessary • ensuring a close correlation between assessment data and final outcomes, supporting to manage discrepancies between the two and providing effective guidance to minimise such gaps • sharing the corporate responsibility to wellbeing, safety and discipline, ensuring a positive ethos with high expectations of behaviour • ensuring that pupil conduct in lessons and around the school is conducive for learning and wellbeing for all • creating and maintaining relationships that are positive and empathetic yet challenging	contribution to the promotion and implementation of improvement strategies • outstanding enhancement of the quality of teaching through demonstration of an exceptional management style which both places performance management and pedagogy at the centre, supporting staff development whilst challenging underperformance • alongside outstanding support to the Headteacher in recruitment and development of staff, is highly effective in the deployment of staff • ensuring the development of a creative, relevant and ambitious curriculum that both meets the immediate and long term learning needs of pupils, but also positively and actively engages them in its development and evolution • actively ensuring that the learning environment across the school is consistently engaging, exciting and interactive • actively ensuring that all schemes of work are
--	---	---	---	---

	pupils, including Designated Safeguarding Leadchild protection, health and safety (including not effectively undertaking the Designated Safeguarding Lead role where applicable)	• utilising and spending any assigned budgets, but not always demonstrating best value or the positive impact directly on the quality of provision available to pupils • supports the Headteacher in meeting responsibilities, in the context of drafting and evaluation of policies, preparation of reports, collation of evidence and in supporting the drafting of self-evaluation documents, objectives and progress evaluation, but may need to be more consistent in application • following agreed policies and procedures for safeguarding matters, involving both staff and pupils, including child protection, health and safety (including effectively undertaking the Designated Safeguarding Lead role where applicable)	• utilising and spending any assigned budgets effectively, demonstrating best value and positively impacting directly on the quality of provision available to pupils • supporting the Headteacher in meeting responsibilities, in the context of drafting and evaluation of policies, preparation of reports, collation of evidence and in supporting the drafting of self-evaluation documents, objectives and progress evaluation • acts as a role model in leading and following agreed policies and procedures for safeguarding matters, involving both staff and pupils, including child protection, health and safety (including effectively undertaking the Designated Lead Officer role where applicable)	differentiated appropriately • actively developing and supporting outstanding opportunities for collaborative lesson planning and marking/assessment which provide significant assistance to colleagues in differentiation • regularly and actively undertaking pupil book reviews across the whole school/ departments to monitor colleague's marking and pupil responses to marking, undertaking outstanding corrective action through highly effective support and direction where necessary • ensuring a close correlation between assessment data and final outcomes, providing exceptional support to manage discrepancies between the two and providing highly effective guidance to minimise such gaps • championing the shared corporate responsibility for wellbeing, safety and discipline, ensuring a positive ethos with high expectations of behaviour • evidences significant personal contribution to ensuring that pupil
--	---	---	--	--

				conduct in lessons and around the school is conducive for learning and wellbeing for all • is highly effective in creating and maintaining outstanding relationships that are positive and empathetic yet challenging • is highly effective in utilising and spending assigned budgets, always demonstrating best value and a highly positive impact directly on the quality of provision available to pupils • outstanding support for the Headteacher in meeting responsibilities, in the context of drafting and evaluation of policies, preparation of reports, collation of evidence and in supporting the drafting of self-evaluation documents, objectives and progress evaluation • acts as an exceptional role model in leading on and following agreed policies and procedures for safeguarding matters, involving both staff and pupils, including child protection, health and safety (including outstanding performance in the Designated Safeguarding Lead role where applicable)
--	--	--	--	---

Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	As a leader, role models proper and professional regard for the ethos, policies and practices of the workplace	As a leader, role models proper and professional regard for the ethos, policies and practices of the workplace	As a leader, actively role models consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
Leadership and Management	Leads a team that does not have sufficient impact on teaching and learning across the school. Best practice is not effectively demonstrated in many areas and/or relationships are not effectively developed and maintained.	Leads a team that impacts on teaching and learning across the school. Best practice may be demonstrated through role modelling in some areas and through developing and maintaining some effective relationship. Consistency is needed to have more significant impact.	Leads a team that makes a significant impact on teaching and learning across the school. Leadership is demonstrated through modelling best practice and developing and maintaining effective professional relationships.	Leads a team that has a significant and sustained impact on teaching and learning across the school. Exceptional leadership is demonstrated through a highly collaborative and supportive yet professional relationships supported by exceptional modelling of best practice.
	Modelling, demonstrating and coaching on best practice is not effectively demonstrated. This may be evidence through behaviours, actions and outcomes such as: • not adhering to school policies and failing to be a role model in doing so • producing ideas which fail to inspire, enthuse, motivate and challenge any staff to extend their thinking and practice. • Does not generate opportunities, events which support colleague's capacity to intervene with precision and impact • Provides ineffective support and development of colleagues • Does not regularly make effective contributions to meetings • producing clear oral and written strategic guidance to colleagues, which, upon monitoring and evaluation, is noted to influence behaviour	Modelling, demonstrating and coaching on best practice is demonstrated through behaviours, actions and outcomes such as: • adhering to school policies and seeking to be a role model in doing so • producing ideas which need to be more creative or innovative to effectively inspire, enthuse, motivate and challenge more staff to extend their thinking and practice. • generating opportunities, events and an environment which seeks to support colleague's capacity to intervene with precision and impact • provides support and development of colleagues but needs to add further rigour to be more effective • makes contributions in meetings which, to be more effective, need to be more rooted in detailed thought and evidence • producing oral and written guidance to colleagues, this now needs to be	Modelling, exemplifying, demonstrating and coaching on best practice is demonstrated through behaviours, actions and outcomes such as: • adhering to school policies and acting as a role model in doing so • producing creative, innovative ideas which inspire, enthuse, motivate and challenge staff to extend their thinking and practice. • generating effective opportunities, events and an environment which facilitates colleague's capacity to intervene with precision and impact • provides effective, consistent and focused support and development of colleagues • leading and making contributions to meetings which	Modelling, exemplifying, demonstrating and coaching on best practice is demonstrated through behaviours, actions and outcomes such as: • adhering to and positively promoting school policies and acting as an exceptional role model in doing so • producing exceptional ideas which are creative and innovative and effectively inspire, enthuse, motivate and challenge staff across the whole school to extend their thinking and practice. • Generating exceptional opportunities, events and a highly supportive yet challenging environment which facilitates

	• organising ineffective staff development sessions • does not always meeting deadlines and may impact on others where deadlines are not met • does not effectively support and/or role model effective communication with members of the school community • does not use all forms of written and oral communication effectively, whether with staff, parents, pupils or the wider community • does not work in classroom and office environments which set clear examples to others	clearer to ensure greater influence on behaviours • organising staff training sessions although these could be more precisely directed • often meets deadlines and always seeks to ensure others are never in a position where work is compromised • supports effective communication with members of the school community although may not consistently role model in this area • uses all forms of written and oral communication, whether with staff, parents, pupils or the wider community but may need to be more astute and strategic at times • working in classroom and office environments which may need to be neater, more organised and tidier, to set a clear example to others	are rooted in detailed thought and evidence • producing clear oral and written strategic guidance to colleagues, which, upon monitoring and evaluation, is noted to influence behaviour • organising staff development sessions which direct precise training • meeting deadlines and ensuring others are never in a position where work is compromised • supporting and role modelling effective communication with members of the school community • using all forms of written and oral communication effectively, whether with staff, parents, pupils or the wider community • working in classroom and office environments which are neat, organised and tidy, and which set clear examples to others	colleague's capacity to intervene with precision and impact • Provides exceptional support and development of colleagues through active, regular and sustained engagement which is underpinned by open and honest conversations about performance and an intolerance of underperformance • leading and making exceptional contributions to meetings which are rooted in detailed thought and evidence • producing outstanding oral and written strategic guidance to colleagues, which, upon monitoring and evaluation, is noted to have significant influence on behaviour • organising first rate staff development sessions which are evaluated to have impact on behaviours, actions and outcomes across the school • always meets deadlines and ensuring others are never in a position where work is compromised • role models highly effective communication with members of the school community and provides considerable
--	---	--	--	--

				support to others to develop in this area • is highly effective in using all forms of written and oral communication, whether with staff, parents, pupils or the wider community and acts as an exceptional role model to others • working in classroom and office environments which are neat, organised and tidy, and which set an exceptional example to others
	Relationships are not effectively developed and maintained with all colleagues and specialist support is not effectively utilised. This is demonstrated through behaviours, actions and outcomes such as: • does not balance the setting of high expectations and appropriate challenge with positive feedback to colleagues • does not challenge the performance of colleagues effectively • does not make effective judgements about what support and intervention is required to support colleagues in their development • does not supporting colleague's aspirations and/or a realistic assessment of skills • does not effectively motivate teams • not responding effectively and openly to colleague concerns	Developing and maintaining relationships with all colleagues, although these may need to be more effective. Specialist support and advice may be engaged to support development and improvement. This is demonstrated through behaviours, actions and outcomes such as: • may set clear expectations and provides challenge to staff, although would benefit from more consistent approach • may challenge the performance of colleagues although in doing so needs to be more accurate and to ensure a good understanding of context • makes judgements about what support and intervention is required to support colleagues in their development, but may not always identify 'best-fit' strategies to the individual • supporting colleague's aspirations although not always offering a realistic assessment of skills	Developing and maintaining effective professional relationships with all colleagues, utilising specialist support and advice where required to support development and improvement is demonstrated through behaviours, actions and outcomes such as: • effectively balancing the setting of high expectations and appropriate challenge with positive feedback to colleagues • effectively challenging the performance of colleagues and doing so with accuracy and a detailed understanding of context • making accurate and effective judgements about what support and intervention is required to support colleagues in their development • supporting colleague's aspirations and offering a realistic assessment of skills	Develops and maintains exceptional professional relationships with all colleagues, utilising specialist support and advice where required, securing substantial development and improvement. This is demonstrated through behaviours, actions and outcomes such as: • effective balancing the setting of high expectations and appropriate and highly considered challenge with positive feedback to colleagues • providing exceptional challenge in respect of the performance of colleagues and does so with a high degree of accuracy and a thorough understanding of context

		• may motivate teams but needs to focus more on finding solutions rather than confirming problems • may respond to colleague concerns	• effectively motivating teams minimising negativity and producing solutions • responding with integrity to colleague concerns • effectively motivating teams minimising negativity and producing solutions • responding with integrity to colleague concerns	• making very accurate and highly effective judgements about what support and intervention is required to support colleagues in their development • supporting colleague's aspirations and offering a highly realistic assessment of skills and using exceptional interpersonal skills to work with colleagues in securing their development • provides exceptional motivation to teams across the school with a focus on producing solutions • responding with a high degree of integrity to colleague concerns
Performance Management Objectives	Has not met objectives	May not have met all objectives fully due to matters outside of their control	Has met objectives to an appropriate and acceptable level adding substantial value to the school	Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school.
Workplace specific requirements: Head of School (i.e. where acting as day to day operational lead professional on the school site under an Executive Headteacher who is	Heads of School are Senior Deputy Headteachers who take a more active role in day to day operational management of the school. Heads of School will have a significant role in leading the quality of teaching, supporting the Executive Headteacher through the provision of day to day operational leadership. This section focuses predominantly on operational management as the detail of their role in leading the quality of teaching is provided above.			
	Although support and direction is provided by the Executive Headteacher, does not provide effective day to day operational leadership in the school. This may be evidenced through behaviours, actions and outcomes such as:	Under the support and direction of the Executive Headteacher, broadly covers the operational leadership role. This may be evidenced through behaviours, actions and outcomes such as: • ensures that school policies are implemented and adhered to,	Under the support and direction of the Executive Headteacher, provides effective day to day operational leadership. This may be evidenced through behaviours, actions and outcomes such as:	Under the support and direction of the Executive Headteacher, provides exceptional and highly successful day to day operational leadership. This may be evidenced through behaviours,

leading more than one school)	• not ensuring that school policies are implemented and adhered to and/or failing to dealing with operational issues as they arise • not ensuring that the strategic priorities for the school are implemented on a day to day basis through failure to provide effective operational leadership of staff within the school • does not effectively lead the daily operation of the school and/ or ensure that daily routines and duties effectively undertaken • does not ensure that agreed process for approval of correspondence with parents and the wider school community are followed and/or fails to ensure that communications are consistent and appropriate • does not ensure that the expectations and standards of the school are implemented consistently on a day to day basis in the context of pupil behaviour, standards of uniform, attendance and punctuality • does not effectively utilise and monitor the school budget as agreed with the Executive Headteacher and Governing Body • does not effectively manages human, financial and physical resources on a day to day basis or fails to deal appropriately with queries and issues that arise and/or does not refer more significant concerns to the Executive Headteacher as agreed • does not effectively ensuring the quality of the school environment on a day to day basis including	although, to be more effective, greater consistency in approach is may be needed in implementation and dealing with operational issues as they arise • may not consistently ensure that the strategic priorities for the school are implemented on a day to day basis or operational leadership of staff within the school may lack the consistency to be fully effective • leads the daily operation of the school, although a greater focus on ensuring that daily routines and duties are effectively undertaken may be needed • ensuring that agreed process for approval of correspondence with parents and the wider school community are followed although communications may not always be fully effective • expectations and standards of the school are implemented on a day to day basis in the context of pupil behaviour, standards of uniform, attendance and punctuality although the approach may lack rigour at times • utilises and monitors the school budget as agreed with the Executive Headteacher and Governing Body • manages human, financial and physical resources on a day to day basis, although does not consistently deal with queries and issues that arise and/or now needs to identify more accurately when a referral to the Executive Headteacher is required • broadly ensures the quality of the school environment on a day to day basis, dealing with health and safety	• ensuring that school policies are effectively implemented and adhered to, dealing with operational issues as they arise and referring any significant concerns to the Executive Headteacher • ensuring that the strategic priorities for the school are implemented on a day to day basis through effective operational leadership of staff within the school • effectively leading the daily operation of the school, ensuring that daily routines and duties are consistently and effectively undertaken • ensuring that agreed process for approval of correspondence with parents and the wider school community are followed and that communications are consistent and appropriate • ensures that the expectations and standards of the school are implemented consistently on a day to day basis in the context of pupil behaviour, standards of uniform, attendance and punctuality • effectively utilises and monitors the school budget as agreed with the Executive Headteacher and Governing Body • effectively manages human, financial and physical resources on a day to day basis, dealing appropriately with queries and issues that arise and referring more significant concerns to the	actions and outcomes such as: • ensures that school policies are exceptionally well implemented and adhered to, with operational issues being dealt with as they arise through referral and consultation with the Executive Headteacher as necessary • strategic priorities for the school are fully implemented on a day to day basis through highly effective operational leadership of staff within the school • demonstrates high efficacy in leading the daily operation of the school with daily routines and duties being undertaken consistently and effectively • is highly effective in ensuring appropriate and consistent communication with the wider school community and has ensure that agreed process for approval of correspondence with parents and the wider school community are followed • is highly proactive in ensuring that the expectations and standards of the school in the context of pupil
-------------------------------	---	---	--	---

	failure to deal with health and safety issues as they arise • does not follow agreed procedures for safeguarding matters, involving both staff and pupils, including child protection, health and safety and/or does not effectively undertake the Designated Safeguarding Lead role where applicable • does not provides appropriate reports to the Governing Body where requested by the Headteacher • attends Governing Body meetings as agreed, but fails to provide adequate information to governors and/or respond appropriately to questions and discussions • does not enables governors to effectively undertake their governance role	issues as they arise, but may need to add rigour to be fully effective • follows agreed procedures for safeguarding matters, involving both staff and pupils, including child protection, health and safety, including effectively undertaking the Designated Safeguarding Lead role where applicable • provides reports to the Governing Body where requested by the Headteacher although these would benefit from greater clarity and brevity • may attend Governing Body meetings as agreed, although may need to develop greater skill in providing strategic information to governors and responding to questions and discussions • enables governors to undertake their governance role, including supporting the organisation of governor visits to school	Executive Headteacher as agreed • effectively and consistently ensuring the quality of the school environment on a day to day basis, dealing with health and safety issues as they arise • manages, monitors and follows agreed procedures for safeguarding matters, involving both staff and pupils, including child protection, health and safety, including effectively undertaking the Designated Safeguarding Lead role where applicable • provides clear and concise reports to the Governing Body where requested by the Headteacher • attends Governing Body meetings as agreed, providing information to governors and responding appropriately to questions and discussions • enables governors to effectively undertake their governance role, including effectively supporting the organisation of governor visits to school	behaviour, standards of uniform, attendance and punctuality are fully implemented consistently across the school on a day to day basis • is highly effective and proactive in utilising and monitoring the school budget as agreed with the Executive Headteacher and Governing Body • is exceptional in management of human, financial and physical resources on a day to day basis, dealing highly effectively with queries and issues that arise and ensuring the Executive Headteacher is aware of significant concerns as agreed • is exceptional in ensuring a consistent approach to the quality of the school environment on a day to day basis and is highly effective in dealing with health and safety issues as they arise • is highly effective in managing, monitoring and following agreed procedures for safeguarding matters, involving both staff and pupils, including child protection, health and safety, including effectively undertaking the Designated
--	--	---	---	---

				Safeguarding Lead role where applicable • provides exceptional reports to the Governing Body where requested by the Headteacher • attends Governing Body meetings as agreed and through providing an exceptional contribution to discussions, supports governors to fulfil their accountability • is highly effective in enabling governors to effectively undertake their governance role, including effectively supporting the organisation of governor visits to school
--	--	--	--	---

Appendix 5: Career expectations framework for classroom teachers Appendix 5: Career expectations framework for Classroom Teachers

Performance rating assessment: Newly Qualified Teachers (teachers who are subject to induction year)

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching (Teachers' Standards 1-7): • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning environment and behaviour management	Overall performance against Teachers' Standards and quality of teaching is inadequate. Performance requires significant improvement in significant areas (e.g. behaviour management, progress of pupils and quality of teaching). Considerable support is required to develop practice and/or address progress of pupils.	Performance against Teachers' Standards and quality of teaching is broadly acceptable, although may require some improvement. Practice is not yet consistent. Support is required to develop practice, subject knowledge and/or to address progress of groups of pupils.	Performance against Teachers' Standards and quality of teaching is good. Practice is broadly consistent. Subject knowledge and practice has developed with a reasonable level of support. Is addressing progress of groups of pupils. Response to professional feedback is evident and positive.	Performance against Teachers' Standards and quality of teaching is consistently good or better and no standards are rated as requiring improvement or inadequate. Practice is consistent and good pedagogy is evident. Sustained progress of pupils is evident.
Wider Professional Responsibilities (Teachers' Standard 8):	No contribution outside of own classroom. Does not respond to feedback and advice of mentor. Does not communicate effectively.	Makes little contribution to wider life and ethos of the school. Responds to advice and feedback but does not take initiative in own development. Communication undertaken with advice and support provided.	Contributes appropriately to the wider life of the school. Responds well to advice and feedback and makes improvements. Independently communicating across school community. Works collaboratively with colleagues.	Contributes well to the wider life of the school. Responds positively to advice and feedback. Identifies own professional development needs. Communicates positively across school community. Works collaboratively.
Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Leadership and Management	Does not manage class (es) well. Poor working environment. Makes little or no contribution to the team. Does not deploy support staff or communicate with colleagues effectively.	Manages class (es) appropriately most of the time. Creates an acceptable working environment with advice and support. Works as part of a team. Does not always deploy support staff effectively.	Manages own class(es) well. Creates a positive working environment and contributes to a team. Deploys support staff appropriately and builds good working relationships.	Manages own class(es) well. Creates a positive learning focused environment and makes strong contribution to a team. Deploys support staff very well for maximum learning and builds good working relationships.
Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan,
Performance Management objectives	n/a	n/a	n/a	n/a
Workplace specific requirements	INSERT ANY LOCAL REQUIREMENTS	INSERT ANY LOCAL REQUIREMENTS	INSERT ANY LOCAL REQUIREMENTS	INSERT ANY LOCAL REQUIREMENTS

Performance rating assessment: Recently Qualified Teachers (normally second and third year of teaching) – MPR

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching (Teachers' Standards 1-7): • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning environment and behaviour management	Overall performance against Teachers' Standards is inadequate or requires considerable improvement. Is consistently inadequate in significant areas.	Performance against Teachers Standards and quality of teaching is broadly acceptable although some areas may require improvement. Practice is not always consistent. Some support is required to develop practice, subject knowledge and/or to address progress of groups of pupils.	Performance against Teachers' Standards and quality of teaching is good. Practice is consistent. Sustained progress of pupils is evident as is good subject knowledge.	Performance against Teachers' Standards and quality of teaching is good or better. Practice is embedded and good pedagogy is evident. Sustained progress of pupils is evident.
Wider Professional Responsibilities (Teachers' Standard 8)	Little or no contribution outside of own classroom. Does not improve after feedback and advice from colleagues. Does not communicate effectively.	Makes little contribution to wider life and ethos of the school. Makes effort to improve in response to feedback but is reactive in own development. Communicates with members of school community with advice and support.	Contributes appropriately to the wider life of the school. Responds well to advice and feedback and makes improvements. Independently communicates effectively members of school community. Works collaboratively with colleagues.	Contributes well to the wider life of the school. Responds positively to advice and feedback. Identifies own professional development needs. Communicates positively with all stakeholders. Works collaboratively.

Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
---	--	---	--	---

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Leadership and Management	Does not manage class(es) well. Creates a poor working environment. Makes little contribution to the team. Does not deploy support staff or communicate with colleagues effectively.	Manages class(es) appropriately most of the time. Creates an orderly working environment. Works as part of a team. Does not always deploy support staff effectively	Manages own class(es) well. Creates a positive working environment and contributes well to a team. Deploys support staff appropriately and builds good working relationships.	Manages own class(es) exceptionally well. Creates a stimulating learning focused environment and makes strong contribution to a team. Deploys support staff very well for maximum learning and builds good working relationships.
Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan,
Performance Management objectives	Has not met objectives.	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level	Has significantly exceeded performance management objectives

Workplace specific requirements	INSERT ANY LOCAL REQUIREMENTS	INSERT ANY LOCAL REQUIREMENTS	INSERT ANY LOCAL REQUIREMENTS	INSERT ANY LOCAL REQUIREMENTS
--	-------------------------------	-------------------------------	-------------------------------	-------------------------------

Performance rating assessment: Experienced Main Pay Range Teachers

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching (Teachers' Standards 1-7): • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning Environment and	Overall performance against Teachers' Standards is inadequate and requires improvement. Students are not making the required progress. Will be rated here if lesson observations are consistently graded less than good.	Performance against Teachers Standards and quality of teaching is acceptable. Practice is broadly consistent. Some support is required to sustain performance, embed practice and/or improve subject knowledge.	Performance against Teachers' Standards and quality of teaching is good. Practice is consistent. Sustained progress of pupils is evident as is good subject knowledge.	Performance against Teachers Standards and quality of teaching is good or better. Practice is embedded and good pedagogy is evident. Sustained progress of pupils is evident.

Behaviour Management				
Wider Professional Responsibilities (Teachers' Standard 8)	Little contribution outside of own classroom. Does not respond or improve after feedback from colleagues or take responsibility for own professional development to improve quality of teaching and learning. Does not communicate effectively with members of school community to support learning and wellbeing.	Makes some contribution to wider life and ethos of school. Occasionally supports an event or activity but does not take a lead or initiate input. Doesn't consistently respond to feedback from colleagues but makes effort to improve through professional development. Communicates with members of school community but does not always impact positively on pupil learning and wellbeing.	Contributes to the wider life of the school. Takes part in activities and events and sometimes initiates them. Takes responsibility for improving teaching, learning and behaviour management through professional dialogue, responding to feedback and own professional development. Communicates effectively with school community and others to support pupil learning and wellbeing	Contributes well to the wider life of the school. Initiates opportunities for events and activities. Responds very positively to feedback, creating a professional dialogue that improves teaching, learning and behaviour management. Seeks and plans own professional development. Communicates positively and effectively with school community and is able to evidence significant impact on pupil learning and wellbeing.
Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Leadership and Management	Does not manage class(es) well. Creates a poor working environment. Makes little contribution to the team. Does not deploy support staff in most effective way to support pupil learning.	Manages class(es) appropriately. Creates an orderly environment but it is not consistently stimulating. Works as part of a team but does not make a significant contribution. Deploys support staff, to support pupil	Manages own class(es) well. Creates a stimulating and positive working environment and makes a strong contribution to a team. Deploys support staff appropriately to improve teaching, learning and behaviour and builds good working relationships.	Manages own class(es) exceptionally well. Creates an exciting, stimulating and positive environment. Makes strong contribution to a school team. Initiates events and activities

		learning but not always in the most effective way.		including those focused on professional development of others. Deploys support staff very effectively to improve teaching, learning and behaviour and builds very positive relationships.
Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan.
Performance Management objectives	Has not met objectives.	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level	Has significantly exceeded performance management objectives
Workplace specific requirements	INSERT ANY LOCAL REQUIREMENTS	INSERT ANY LOCAL REQUIREMENTS	INSERT ANY LOCAL REQUIREMENTS	INSERT ANY LOCAL REQUIREMENTS

Performance rating assessment: Lower Upper Pay Range Teachers – UPR 1

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching	At upper pay range, teachers are expected to be highly competent in all of the teachers' standards. Highly competent is performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective			

(Teachers' Standards 1-7): • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning Environment and Behaviour Management	teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.			
	Overall performance against Teachers' Standards and quality of teaching is inadequate or requires improvement. Will be rated here if failing to evidence enhanced practice (i.e. that highly competent against the Teachers' Standards).	Performance against Teachers Standards and quality of teaching evidences inconsistency in enhanced practice/high levels of competence. Practice does not consistently evidence enhanced skills and ability to demonstrate and cascade best practice.	Performance against Teachers' Standards and quality of teaching is consistently good or outstanding. Best practice is embedded, consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained progress of pupils is evident.	Performance against Teachers Standards and quality of teaching is broadly outstanding and never less than good. Enhanced practice is embedded and outstanding pedagogy is evident. Best practice is consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained and rapid progress of target groups of pupils is evident.
Wider Professional Responsibilities (Teachers' Standard 8)	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	Little or no contribution to sharing good practice and developing the curriculum. Does not lead learning within own team or is ineffective in leading learning. Does not contribute to or have impact upon the professional development of others or coach or mentor colleagues. Little contribution to development and implementation of policies.	Makes some whole school contribution to sharing good practice and developing the curriculum. Leads learning within their own team but does not always impact on standards and improvement. Engages in own professional development but does not impact on development of others. Narrow range of contribution to development and implementation of policies.	Clear and effective substantial and sustained whole school contribution, sharing good practice, developing the curriculum and supporting the school improvement plan. Personal contribution to the school improvement plan is clear and distinctive. Takes responsibility for improving teaching, learning and behaviour management through effective professional dialogue, coaching and mentoring and supporting the development of others. Contributes to and implements whole school or workplace policies and supports others to uphold them.	Significant and sustained whole school contribution, sharing good practice and developing the curriculum and impacting significantly on pupil progress. Personal contribution to the school improvement plan is distinctive and exceptional. Has significant impact in improving teaching, learning and behaviour management through outstanding professional dialogue, coaching and mentoring. Is able to evidence significant impact on the development of others. Makes a significant contribution to development of policies and develops others to uphold them.

Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
---	--	---	--	---

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Leadership and Management	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	Does not impact on development of individuals and teams. Does not effectively lead or shows no evidence of focusing leadership on improving pupil outcomes. Does not support school leadership team in delivering its priorities.	Supports, but does not effectively lead others in improving pupil outcomes. Manages but does not lead in area of responsibility. Supports but does not contribute to delivering school leadership team priorities.	Leads a team concerned with pupil progress or improvement in teaching, learning or behaviour management. Personally impacts on improving pupil outcomes across the school and in developing school or workplace practices. Leads a team to uphold and develop school policies. Contributes to delivering school leadership priorities	Leads a team that makes significant impact on learning, pupil progress, learning or behaviour across school. Personally has a whole school or workplace impact on pupil outcomes and improved practice. Actively develops and leads others to develop school policies. Makes a significant contribution to delivering school leadership priorities.

Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan 9
Performance Management objectives	Has not met objectives	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level adding substantial value to the school	Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school and wider community
Workplace specific requirements	INSERT ANY LOCAL REQUIREMENTS	INSERT ANY LOCAL REQUIREMENTS	INSERT ANY LOCAL REQUIREMENTS	INSERT ANY LOCAL REQUIREMENTS

Performance rating assessment: Higher Upper Pay Range Teacher – UPR 2-3

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching (Teachers' Standards 1-7): • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning Environment and Behaviour Management	At upper pay range, teachers are expected to be highly competent in all of the teachers' standards. Highly competent is performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.			

	Overall performance against Teachers' Standards and quality of teaching is less than good. Will be rated here if failing to evidence enhanced practice (i.e. that highly competent against the Teachers' Standards).	Performance against Teachers Standards and quality of teaching evidences inconsistency in enhanced practice/high levels of competence. Practice does not evidence enhanced skills and ability to demonstrate and cascade best practice.	Performance against Teachers' Standards and quality of teaching is consistently good or outstanding. Best practice is embedded, consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained progress of pupils is evident.	Performance against Teachers' Standards and quality of teaching is regularly outstanding and never less than good. Enhanced practice is embedded and outstanding pedagogy is evident. Best practice is consistently demonstrated and cascaded. Learning from professional development is evident through pupil's learning. Sustained and rapid progress of pupils is evident.
Wider Professional Responsibilities (Teachers' Standard 8)	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	Makes some contribution to sharing good practice and developing the curriculum. Leads learning within their own team but does not always impact on standards and improvement. Engages in own professional development but does not impact on development of others. Narrow range of contribution to development and implementation of policies.	Clear but not always effective contribution to sharing good practice and developing the curriculum. Developing role in improving teaching, learning and behaviour management through professional dialogue, coaching and mentoring and beginning to support in the development of others. Contributes to and implements whole school or workplace policies and supports others to uphold them.	Makes a substantial and sustained significant whole school contribution, sharing good practice and developing the curriculum. Has a significant impact on pupil progress across school. Personal contribution to the school improvement plan is clear and distinctive. Takes responsibility for improving teaching, learning and behaviour management through effective professional dialogue, coaching and mentoring and supporting the development of others. Can evidence their impact on the development of others. Makes a significant contribution to development of whole school policies and develops others to uphold them. Takes responsibility for sharing initiatives and development across the local partnership of schools.	Leads teams to make a substantial and sustained significant whole school impact, sharing good practice and impacting significantly on curriculum development and pupil progress. Personal contribution to the school improvement plan is distinctive and exceptional. Has a significant impact in improving teaching, learning and behaviour management. As an experienced coach and/or mentor, is able to support others to develop coaching and mentoring skills. Drives pupil progress through deployment of these skills. Leads teams in developing policies and develops others to lead improvement. Personal contribution to the improvement plans across the local partnership of schools is distinctive and exceptional.

Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
---	--	---	--	---

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Leadership and Management	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	Does not lead effectively lead a team in sharing good practice or shows no evidence of focusing leadership on leading learning. Manages but does not lead in area of responsibility. Support does not contribute to delivering senior leadership team priorities.	Leads a team concerned with improvement and sharing good practice. Leads learning through their team but not yet showing evidence of whole school impact. Leads a team to uphold school policies. Not effectively contributing to the development and upholding of school policies.	Leads a team that makes significant impact on teaching, learning and behaviour management across the workplace. Has whole school or workplace impact and initiates and develops improved practice. Actively develops and leads others to develop school policies. Contributes to delivering senior leadership team priorities.	Leads teams that make a long term sustained impact on school improvement. Uses and demonstrates professional skills across the school and significantly develops and influences the practice of others. Initiates and innovates in areas of school policy and supports others to make a significant contribution. Makes a significant and sustained contribution to delivery of the senior leadership team priorities.

Teaching and Leadership Responsibilities (where in receipt of TLR 1 or 2)	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan.
Performance Management objectives	Has not met objectives	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level adding substantial value to the school	Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school and wider community
Workplace specific requirements	INSERT ANY LOCAL REQUIREMENTS	INSERT ANY LOCAL REQUIREMENTS	INSERT ANY LOCAL REQUIREMENTS	INSERT ANY LOCAL REQUIREMENTS