



Dame Alice Owen's School
The Dame Alice Owen Foundation - 1613

STAFF PAY POLICY

(Statutory Policy)

Agreed by the
Governing Body Personnel & Remuneration Committee
To be reviewed
(reviewed yearly)

Spring 2024
Spring 2025

To be monitored by the Governing Body Personnel & Remuneration Committee.

1. INTRODUCTION AND SCOPE

This policy sets out the framework for how decisions on pay are made across the School in relation to Leadership, Teaching and Support Staff posts.

The School has opted to continue to follow the School Teachers' Pay and Conditions Document (STPCD) for Teachers, and the National Joint Council for local government services National Agreement on Pay and Conditions of Service', commonly known as the 'Green Book' for Support Staff.

In adopting this pay policy, the aim is to:

- maximise the quality of teaching and learning within the school.
- support the recruitment and retention of a high-quality workforce.
- recognise and reward staff for their contribution.
- ensure that pay and performance appraisal arrangements enable the current and future delivery of the curriculum and school improvement plans.
- ensure that pay decisions are made in a fair and transparent way.
- ensure that available financial resources are allocated appropriately and sustainably.
- ensure all staff are aware of the criteria used to determine pay.

Pay decisions pertaining to Leadership, Teaching and Support Staff posts are usually delegated to a sub-committee of the Personnel and Remuneration Committee of the Governing Body.

Where a member of staff has contractual entitlement to enhanced terms to those provided in this policy owing to rights carried with them under a TUPE transfer, the staff member's contractual terms will apply.

Reference in this policy to Teachers includes Early Career Teachers (ECTs). ECT induction will have no adverse impact upon pay or career progression opportunities. ECTs will be subject to pay progression in line with the provisions of this policy.

This policy does not form part of any staff member's contract of employment, and it may be amended at any time.

2. BASIC PAY DETERMINATION ON APPOINTMENT

The Headteacher, on behalf of the Governing Body, will determine the starting salary to be offered to the successful candidate. All salaries will be within the prescribed range for the post, set in the structure by the School.

In the case of Support Staff, the pay value of posts is determined by virtue of the Hay Job Evaluation Scheme.

In making such determinations, a number of factors will be considered which may include:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the specific characteristics of the School (including location, number of pupils and the range and quality of provision)
- Financial performance of the School
- Academic performance of the School (including pupil outcomes and the level of required improvement)

Pay will be set in line with any specific restrictions set out in the relevant terms and conditions and this policy.

There is no assumption that staff will be paid at the same rate as they were being paid in a previous school.

Lead Practitioners

Where a Lead Practitioner post(s) are included in the Staffing Structure, each Lead Practitioner will be paid within the Pay Range for Lead Practitioners.

In setting the specified Range, the Personnel and Remuneration Committee will determine the number and value of performance pay progression stages within that range.

Different Lead Practitioner posts may have a different specified range, having regard to the challenge of the individual post.

Leadership pay

The Governing body has assigned individual pay ranges for each Leadership post which have been calculated in accordance with the STPCD and are set out in Appendix 1 of this policy. These will be reviewed on determining the pay range for a vacancy prior to it being advertised taking account the needs of the school and, and the skills and experience of a new appointment.

These ranges will only change:

- Where the accountability and responsibility of the post significantly increase since it was last reviewed.
- To reflect a change in value of a post following a recruitment exercise which warrants a review of the pay range in order to maintain a suitable pay differential with Leadership posts.

3. COST OF LIVING PAY AWARDS

3.1. Leadership and Teaching Staff

Any increase to the national framework as set out in the STPCD will only apply to the minima and maxima of individual pay ranges and allowances.

Teachers on the minima of the pay range, who are not due to receive performance-related progression, will have their salary uplifted by the relevant percentage to ensure compliance with the framework set out in the STPCD.

Teachers will automatically have their pay increased in accordance with uplifts to the STPCD; any individual increase will be based on performance and in line with the criteria for pay progression set out in this policy.

3.2. Support Staff

Support staff cost of living pay awards are granted in accordance with the NJC terms and conditions of employment for Support Staff. Any cost of living pay award will be applied as soon as reasonably practicable, and only once annual national pay negotiations are settled. This is usually, but not always, in April

4. Pay reviews

All staff can expect to receive regular, constructive feedback on their performance and be subject to an annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for annual performance appraisals are set out in the School's Staff Development Policy.

The specific arrangements for pay reviews for each family of posts are set out below:

4.1.1. Support staff

In this School, the terms and conditions for support staff allow for automatic increment up the spinal column points within the grade band. These will occur automatically on 1st April each year.

The application of pay increases will occur automatically save where an individual is subject to formal capability proceedings.

4.1.2. Leadership and Teaching staff

The School will ensure that each postholder will have their salary reviewed annually and any changes in pay will take effect from 1 September each year. Reviews will be undertaken in the autumn term and will usually be completed by 31 December each year. Headteacher reviews may be later than this date.

Reviews may take place at other times of the year to reflect any significant change in circumstance or job description that leads to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

All Leadership and Teaching staff, whose grade changes, will be given a written statement setting out their salary and any other financial benefits to which they are entitled as soon as reasonably practicable following each pay determination and no later than one month after the date of the determination.

Decisions regarding pay progression for Leadership and Teaching Staff will be made with reference to their appraisal reports and the pay recommendations that they contain. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. Pay decisions will always be clearly attributable to the performance of the individual, there should be no expectation of automatic pay progression for any reason other than to ensure pay is within the applicable range set out in the STPCD.

The Governing Body will ensure fairness by annually sampling anonymised appraisal reports to moderate the process to ensure reviews and associated pay recommendations are consistent.

The School will seek to minimise the impact on workload for individual Leaders and Teachers throughout the process.

Decisions on pay progression will be based on an assessment of the overall performance of the individual.

A teacher will be eligible for annual pay progression where they:

- have been assessed as meeting all of the teaching standards, throughout the assessment period
- have had their teaching assessed as at least meeting Owens Expectations during the assessment period
- Upper Pay Range teachers will be expected to demonstrate some areas of practice that can be used as an exemplar to other teachers. Upper Pay Range teachers will also be expected to demonstrate evidence of their own contribution beyond their own classroom and their impact on the wider school.
- Lead Practitioners will be expected to demonstrate practice that can be used as an exemplar to other teachers
- have been assessed as meeting the requirements of their job description/job role
- meet their individual performance appraisal objectives (consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives)
- have demonstrated a personal responsibility for identifying and meeting their CPD need

- are performing in line with the skill level/behaviour descriptors/career grade expectations.

The evidence which will be considered in assessing performance may include:

- quality of teaching against the Teaching Standards, including formally observed practice
- professional dialogue
- received feedback
- performance appraisal statements
- pupil progress data
- CPD records
- self-assessment

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Pay Committee which is the team designated by the Personnel and Remuneration Committee to carry out this task, having regard to the appraisal report and considering advice from the senior leadership team.

Judgements of performance will be made against objectives set, meeting relevant professional standards, performance considerations set out in this policy and for Teachers relevant career level expectations linked to pay value within ranges.

For those on the Main, Upper and Unqualified Pay Ranges, pay progression will follow incremental progression up the Advisory Pay Points contained with the STPCD, where all criteria are met.

Those on the Leadership Pay Range, and Leading Practitioner Pay Ranges will follow incremental progression up reference points determined by the relevant sub-committee of the Governing Body where all criteria are met. These reference points should be considered unique to this School. Whilst the School, on occasion have reference points which mirror those published by other organisations there is no requirement to do so and annual reviews will consider the circumstances of this School including, but not limited to, affordability.

Progression is usually limited to one reference point per annum, biennially in the case of the Upper Pay Range. The pay points and values used in the School are set out in Appendix 1.

Accelerated Progression

A teacher may, as part of their annual appraisal meeting, request to be considered for accelerated pay progression either within the pay band or to the next pay band at the end of that review cycle. This will be subject to review of performance against skills level descriptors and may require additional or more challenging objectives to be set for the appraisal period as set out in the School's Performance Management Policy.

5. TEACHERS PAY

5.1. Movement to the Upper Pay Range

5.1.1. Applications and evidence

Any qualified teacher, having previously demonstrated competency to progress to Band 2 of the school's pay range as an accomplished Teacher, may apply to be paid on the upper pay range. Any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay range.

Applications may be made once per year and must:

- be made on the appropriate application and submitted to the Headteacher, outlining a summary of performance, which can be evidenced if required, that demonstrates the required standards
- be submitted no later than the end of the summer term (July) in each year for consideration to move to the Upper Pay Range in the subsequent Autumn term (consideration will be given to accepting late applications where exceptional circumstances exist). The relevant sub-committee of the Governing Body will encourage an early indication be given at the objective setting stage so that teachers may be supported to look at progress toward the standards during the appraisal cycle prior to the application being reviewed.

If a teacher is simultaneously employed at another school they may submit separate applications to each employer. The School will not be bound by any pay decision made by another school.

Where evidence is reduced due to maternity or disability related absence(s) the relevant sub-committee of the Governing Body will consider the evidence available and base a determination on what would have been the outcome following appraisal assuming that performance continued.

5.1.2. The assessment

An application will be successful, if the delegates from the Personnel and Remuneration Committee are satisfied that:

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

This means that the teacher has consistently:

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

and in addition that:

- teaching has been rated as meeting Owen's expectations overall, and having demonstrated an increasing ability to use their teaching and professional

conversations to help develop others the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/achievement

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

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

5.1.3. Processes and procedures

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

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

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

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

The teacher will be informed of the Pay Committee's decision by 31 December, at the latest. Where the application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1 September (this will in effect be the beginning of the new appraisal year following the submission in the previous appraisal year).

Where the application is not successful, the Headteacher or an assigned member of the SLT will provide verbal and written feedback which may be used to inform the ongoing performance appraisal process to help develop their skills to work toward a future successful application.

5.2. Teaching and Learning Responsibility (TLR) payments

TLR payments will be awarded to the holders of the relevant posts included in the approved staffing structure. TLR1 and TLR2 payments will be paid pro-rata to part-time staff, but a TLR3 allowance awarded will be paid in full.

TLR payments will be awarded to a teacher on the main range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the School staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable i.e. where a post:

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

5.3. How and what level of TLR to qualify for:

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

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

The relevant sub-committee of the Governing Body will award TLR payments within the range prescribed in the STPCD. The value of TLR posts in the School is set out in Appendix 1.

Teachers may not hold more than one TLR1 or TLR2 payments at the same time, however in some circumstances teachers can hold one or more TLR3 payments in addition to a TLR1 or TLR2 payment.

The relevant sub-committee of the Governing Body may award a fixed-term TLR3 to a classroom teacher for clearly time-limited improvement projects, one-off externally driven responsibilities, or where teachers are undertaking planning, preparation, coordination of, or delivery of tutoring to provide catch-up support to pupils on learning lost to the pandemic or alike, and where that tutoring work is taking place outside of normal directed hours but during the working day. The fixed term for which they are to be awarded must be established at the outset of the award. Consecutive TLR3s for the same responsibility will not be awarded unless that responsibility relates to tutoring, as set out above. TLR3s are not subject to salary safeguarding.

TLR payments will be awarded to the holders of the relevant posts included in the approved staffing structure. TLR1 and TLR2 payments will be paid pro-rata to part-time teachers, but a TLR3 allowance awarded will be paid in full.

5.4. How long is a TLR applied for?

TLR1 and TLR2 payments are linked to the post and therefore will usually only cease when changes to the post are implemented in the school structure or when the employee resigns for the post.

TLR 3 payments are for a fixed, time-limited period, for example a teacher could be awarded for a specific time-limited improvement project or one off externally driven responsibility.

With reference to safeguarding please refer to section 6 of the policy, there will be no salary safeguarding of any fixed term/temporary TLR payments.

5.5. Special Educational Needs (SEN) allowances

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

5.6. Unqualified teacher allowance

The Governing body may determine that an allowance be paid to an unqualified teacher where, in the context of the staffing structure, the teacher has taken on a sustained additional responsibility which is:

- focussed on teaching and learning; and
- requires the exercise of a teachers' professional skills and judgement: or
- qualifications or experience which bring added value to the role they are undertaking.

5.7. Recruitment and retention allowance (R&R)

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

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

The value of any recruitment or retention payment will be determined according to the circumstances of each case but will consider salary levels within the structure. Allowances of this nature in this school typically fall within the range £500 - £3,000.

The duration of the payment will be determined according to the circumstances of the payment. Such payments will be reviewed annually at which time the allowance may be withdrawn. Such allowance may never be seen as permanent and does not require advance notice be given when withdrawn.

Recruitment and retention payments are not payable to any member of staff on the leadership pay range.

5.8. Provision of service to another school(s)

The relevant sub-committee of the Governing Body may authorise members of the Leadership Team to provide services relating to the raising of standards in another school. Where such an agreement is authorised, the relevant sub-committee of the Governing Body will determine, what, if any, proportion of additional income received by us as part of the agreement will be paid to the Leader and/or other staff. Any such payments will be made in accordance with the terms of the STPCD and will be temporary with no entitlement to safeguarding on cessation.

5.9. Part-time teachers

Teachers employed on an ongoing basis but who work less than a full working week are deemed to be part-time. The Governing body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post, using the pro-rata principle as per the STPCD.

5.10. Short notice/supply teachers

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

The Agency Workers Regulations Provide for an agency Teacher who has worked in the same setting for more than twelve weeks to have the right to be paid in accordance with the normal terms and conditions applied by the school for the post undertaken. This will normally be limited to payment within the main pay range as agency teachers will not usually be expected to meet the requirements of an upper pay range teacher.

6. HONORARIA PAYMENTS

No honoraria payments will be made to any member of the Teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria.

Such awards may, in exceptional circumstances, be made to support staff. Honoraria payments can be used when an individual is undertaking work that is part, but not all, of a higher graded position for a period of four weeks or more.

Honoraria payments may also be used to reward additional or onerous tasks or a specific piece of project work at the same grade or lower, for a specific period over four weeks or more. The relevant sub-committee of the Board will consider the difference in monthly salary of the post holder and the level of work they are undertaking.

Where the full duties of a higher grade are undertaken this will be treated as acting up.

7. SALARY SAFEGUARDING/PROTECTION

7.1. Leadership and Teaching Staff

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

7.2. Support Staff

Arrangements for salary protection were altered from those set out in Local Government Terms and Conditions following a Collective Agreement with Unison in 2010.

If a member of staff is re-graded or deployed to a lower graded post the following salary protection will apply from the date they start the lower graded post:

- Protection applies for a maximum of one grade above the postholders grade at the time of safeguarding commencing.
- Protection applies for two years for all grades.
- The protected grade is 'frozen' at the rate of pay when safeguarding commences, with no eligibility for increments or cost of living increases for the duration of the protected period.
- At the end of the two-year period the employee will be paid at the maximum of the new (lower) grade.
- If the maximum of the new (lower) grade catches up before the end of the protected period, through national pay increases, the protection will cease, and from that date onwards the new (lower) grade will be paid.

8. APPEALS

8.1. Support Staff

As pay progression is automatic save for where a staff member is subject to formal capability proceedings there is little scope to require a pay appeal.

Disputes relating to the pay grade of a member of support staff should be brought to the attention of the Governing body.

Where informal discussion does not allow for a satisfactory conclusion to be reached, the Governing body will agree for the role to be re-evaluated. At the conclusion of the evaluation process the outcome will be final and the pay determination applied. In circumstances where this results in the grade being reduced the provisions covering pay protection set out in section 7 above will be applied.

8.2. Leadership and Teaching Staff

Pay recommendations will be contained within Performance Appraisal Review Statements and these will be discussed with staff at the review meeting. Where a staff member has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.

A staff member may make a formal appeal against a decision on pay, which must be submitted in writing within seven calendar days of receipt of written notification of that decision setting out the grounds for their appeal in full.

The grounds of appeals will likely be based on one or more of the following; the decision maker(s):

- incorrectly applied the provisions of the Teachers' Pay & Conditions Document / national / local terms and conditions
- incorrectly applied the provisions of the School's pay policy
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence and/or took account irrelevant or inaccurate evidence
- were biased
- otherwise unlawfully discriminated against the staff member.

Appeals will be heard by the relevant Pay Appeals Committee of the Governing Body.

The Appeals will be heard at a meeting, normally within twenty school days of receipt of the written appeal. The staff member will be entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or a member of a Professional Association or Trade Union.

Any written submissions relevant to the appeal must be circulated to all parties at least three school days prior to the meeting.

The decision of the appeal committee will be notified in writing. The decision of the Governing body's Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.

The Headteacher shall be entitled to attend, for the purposes of providing information and advice (except in the case of their own salary), all proceedings of the Pay Appeals Committee.

The role of the Pay Appeal Committee is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and has been made taking proper account of equal opportunities.

9. MONITORING THE IMPACT OF THIS POLICY

The Governing body will comply with relevant equalities legislation and will promote equality in all aspects of the organisation, particularly as regards all decisions on advertising of posts, appointing, promoting, and paying staff, training, and staff development.

The Governing Body will ensure that its processes are open, transparent, and fair. All decisions will be objectively justified. Adjustments to the application of this policy will be considered on a case-by-case bases, where an employee has been absent from work for an extended period of time including maternity and sickness absence.

APPENDIX 1 - LEADERSHIP AND TEACHING SALARY RANGES AND VALUES

The Governing Body has determined that the following ranges and values be used. Values set may only be amended by the relevant sub-committee of the Governing Body and will only be applied where there is evidence of significant additional accountability and responsibility attributed to the post.

TEACHING STAFF PAY SCALES 2023-2024

UQ	2022	2023
1	20594	21933
2	22810	24293
3	25029	26656
4	26984	28738
5	29203	31101
6	31421	33463

Main	2022	2023
1	29344	31339
2	31126	33149
3	33055	35204
4	35151	37436
5	37264	39686
6	40083	42688

Upper	2022	2023
1	41858	44579
2	43360	46178
3	44919	47839

TLR	2022	2023
3a	1730	1842
2a	3017	3213
2b	5190	5527
2c	7368	7847
1a	8706	9272
1b	10716	11413
1c	12724	13551
1d	14732	15690

LEADERSHIP PAY SCALES 2023 - 2024

LEAD PRACTITIONERS RANGE	
L1 - L9	£48,723 - £59,075

ASSISTANT HEADTEACHERS	
L13 - L17	£64,737 - £71,285

DEPUTY HEADTEACHERS	
L19 - L24	£74,811 - £84,391

HEADTEACHER	
L35 - L39	£110,085 - £135,000

SUPPORT STAFF PAY SCALES 2023-2024

Grade	Point	01 Apr 2023	inc fringe
H2	3	22737	23535
H2	4	23114	23912
H2	5	23500	24298
H3	5	23500	24298
H3	6	23893	24691
H4	6	23893	24691
H4	7	24294	25092
H4	8	24702	25500
H4	9	25119	25917
H5	9	25119	25917
H5	10	25545	26343
H5	11	25979	26777
H5	12	26421	27219
H5	13	26873	27671
H5	14	27334	28132
H6	14	27334	28132
H6	15	27803	28601
H6	16	28282	29080
H6	17	28770	29568
H6	18	29269	30067
H6	19	29777	30575
H7	19	29777	30575
H7	20	30296	31094
H7	21	30825	31623
H7	22	31364	32162
H7	23	32076	32874
H8	23	32076	32874
H8	24	33024	33822
H8	25	33945	34743
H8	26	34834	35632
H9	28	36648	37446
H9	29	37336	38134
H9	30	38223	39021
H9	31	39186	39984

Grade	Point	01 Apr 2023	inc fringe
M1	32	40221	41019
M1	33	41418	42216
M1	34	42403	43201
M1	35	43421	44219
M1	36	44428	45226
M2	37	45441	46239
M2	38	46464	47262
M2	39	47420	48218
M2	40	48474	49272
M3	40	48474	49272
M3	41	49498	50296
M3	42	50512	51310
M3	43	51515	52313
M4	43	51515	52313
M4	44	52573	53371
M4	45	53633	54431
M4	46	54707	55505
M5	46	54707	55505
M5	47	55806	56604
M5	48	56918	57716
M5	49	58064	58862
DAOS	50	61125	61923
DAOS	51	62366	63164
DAOS	52	63634	64432
DAOS	53	64928	65726
DAOS	54	66251	67049
DAOS	55	67871	N/A
DAOS	56	69531	N/A
DAOS	57	71232	N/A
DAOS	58	72975	N/A
DAOS	59	74811	N/A
DAOS	60	76641	N/A
DAOS	61	78506	N/A
DAOS	62	80418	N/A
DAOS	63	82372	N/A
DAOS	64	84391	N/A

APPENDIX 2 - PROFESSIONAL SKILLS LEVEL DESCRIPTORS

Professional Area	Relevant Standards	Band 1: Teacher			Band 2: Accomplished Teacher			Band 3: Expert Teacher* *Formal application required		
		Main pay scale 1-3			Main pay scale 4-6			Upper Pay range 1-3		
Professional Practice	1.1(1);1.2(2,3,5) 1.3(1,3); 1.4(1,2,3); 1.5 all; 1.6 (1); 1.7(1,2,3); 1.8 (3); 2.1 (2,4); Preamble	Many, but not all, aspects of teaching over time are strong			All aspects of teaching over time are strong			Consistent teaching to a high standard that could be used to demonstrate great practice to others.		
Professional Outcomes	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with expectations			Most pupils progress in line with expectations without additional support			Significant numbers of pupils exceed expectations		
Professional Relationships	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive working relationships established with pupils, colleagues, and parents			These working relationships result in positive progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		
Professional Development	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice, and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
Professional Conduct	1.1(3); 1.7(1); 1.8(1); 2.1(all); 2.2; 2.3; Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		