



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*)

February 2020
Spring 2022

This policy is adopted from the Hertfordshire model verbatim, subject only to changes identifying the policy as specifically relating to Dame Alice Owen's School.

This policy has been negotiated with the Professional Associations/Trade Unions and is recommended for adoption.

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

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1. Introduction

This policy sets out the framework for how decisions on pay are made in this school. It has been developed to comply with current legislation and take account of the requirements of each of the terms and conditions in use at the school. For pay the relevant documents to be cross referenced are 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 non-teaching posts.

In adopting this pay policy the aim is to:

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

Pay decisions at this school are made by the Governing Body where the value of a post is set in the structure (school leadership ranges, TLR and SEN allowances). Decisions on progression within an established range or in the case of teachers, progression to the Upper Pay Range where appropriate, are made by the Personnel and Remuneration Committee taking note of the recommendations of the Senior Leadership Team (SLT).

2. Basic Pay Determination on Appointment

The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate. In the case of Support staff the pay value of roles is determined by virtue of a job evaluation scheme, the scheme currently in use is Hay.

In making such determinations, the Governing Board may take into account a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context.

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.

The Governing Body may, at their discretion, award an additional payment in respect of housing or relocation costs. For teachers in the leadership group this will not be included in the calculation of the Individual School Range (ISR) or the 25% of basic salary restriction on temporary payments.

3. 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.

4. Leadership Pay Group

The Governing body has assigned individual pay ranges for each leadership group 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 skills and experience of a new appointment.

These ranges will only change:

1. Where the accountability and responsibility of the post significantly increase since it was last reviewed.
2. In order to reflect a change in value of a post following a recruitment exercise which warrants a review of the leadership group ranges in order to maintain a suitable pay differential.

The pay range for the Headteacher will be kept within the range attributed to the school group size in the STPCD. The Governing body will have regard for the position of the school within the group range when determining the individual range for the Headteacher. This will in turn inform limitations of other leadership group posts which will not overlap with the pay range of the Headteacher.

The amount paid to a previous post holder will not influence the range that may be set for a new appointment.

Temporary payments to the Headteacher will be determined in accordance with the provisions of the STPCD and will be reviewed annually.

The Governing Body may at their discretion increase the Head's pay within the STPCD criteria in respect of

- Teaching school status
- The Dame Alice Owen Foundation.

5. Pay Reviews

5.1. Support staff

For Support staff the terms and conditions allow for an automatic increment up the spinal column points within each H or M grade band. These will occur automatically on 01 April. Cost of living awards are still applied to under the non-teaching terms and conditions. No increment will occur in circumstances where an individual is the subject of formal capability proceedings.

For Support staff cost of living awards will be applied as soon as reasonably practicable, in accordance with national pay settlements, usually but not always in April, and only once settled.

5.2. Teaching staff

The Governing body will ensure that each teacher's salary is reviewed annually, any changes in pay will take effect from 1 September. Reviews will be undertaken in the Autumn term and will be completed no later than 31 December each year, it may on occasion be later than this date for the Headteacher. All teachers will be given a written statement setting out their salary and any other financial benefits to which they are entitled.

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

Where a pay determination leads or may lead to the start of a period of salary safeguarding, the Governing body will give the required notification as soon as possible and no later than one month after the date of the determination.

6. Pay Progression Based on Performance

In this school staff can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for appraisal are set out in the school's appraisal policy.

6.1. Support staff

The application of pay increases will occur automatically due to the nature of the terms and conditions save where an individual is subject to formal capability proceedings.

6.2. Teaching staff

Decisions regarding pay progression for teachers will be made with reference to the teachers' appraisal reports and the pay recommendations that they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

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 for teachers is maintained within the ranges set out in the STPCD.

In this school we will ensure fairness by annually sampling anonymised appraisal reports to moderate the process to ensure reviews and associated pay recommendations are consistent.

We will seek to minimise the impact on workload for individual teachers, line managers and Headteacher throughout the process.

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

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

1. Have been assessed as meeting all of the teaching standards, throughout the assessment period;
2. Have had their teaching assessed as at least meeting Owens Expectations during the assessment period;
 - 2a. Upper Pay Range teachers will be expected to demonstrate increasing levels of teaching and professional conversations which can be used as an example to help develop others;
 - 2b. Lead Practitioners will be expected to demonstrate exemplary teaching and the ability to hold impactful coaching and mentoring conversations which help develop other teachers;
3. Have been assessed as meeting the requirements of their job description/job role;
4. Meet their individual performance appraisal objectives (consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives);
5. Have demonstrated a personal responsibility for identifying and meeting their CPD needs;
6. Are performing in line with the skill level/behaviour descriptors/career grade expectations.

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

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

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

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing body, having regard to

the appraisal report and taking into account advice from the senior leadership team. The Governing body will consider its approach in the light of the school's budgetary position.

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

The Governing Body may award one increment for sustained high quality performance against the criteria in section 8.2 above or may award two or more increments where performance has been exceptional and exceeded the expectations set out in section 8.2.

Where performance has not been of a sustained high quality the Governing Body may decide that there should be no pay progression.

The Governing Body has determined that a member of the teaching staff appointed to Band 1 on their range would, other than in exceptional circumstances, be expected to have progressed to Band 2 within 2 to 3 years of taking up their post. In circumstances where the staff member's performance is not at that level this will be addressed through the schools' appraisal, and possibly capability procedure.

Decisions regarding annual pay progression within the relevant ranges will be made with reference to teachers' performance appraisal statements and the pay recommendation they contain. In the case of Newly Qualified Teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

The Governing Body expects all teachers to perform at the highest possible level and to continue to improve their professional practice year on year. Performance Appraisal objectives will be progressive and developmental, thereby ensuring that good performance is rewarded and that good teachers have the opportunity over a number of years, to progress to the maximum of their respective pay range.

7. Movement to the Upper Pay Range

7.1. Applications and Evidence

Any qualified teacher, having previously demonstrated competency to progress to Band 2 of the schools' 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. Applications must:

- be made on the appropriate application and submitted to the Headteacher;
- be submitted by 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 individual circumstances e.g. absence prevent this deadline being met).

The application should be addressed to the Headteacher or other assigned member of the senior leadership team (SLT). If unsure these should go to the Headteacher in the first instance who may then request for a member of SLT to review.

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

All applications should include the results of reviews or appraisals, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from the last 2 academic years.

Adjustments will be considered, to allow teachers who have had absence due to maternity, adoption, shared parental leave or disability related ill health during the review period, to submit a wider range of evidence to allow the school to consider whether they would likely have progressed had they been in work for the relevant period.

7.2. The Assessment

An application will be successful, if the Headteacher and 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 contribution to the school are substantial and sustained
- the teacher has fulfilled the schools' skills level descriptors/career grade expectations for Band 3.

In this school, this means that the teacher has consistently:

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

and in addition that:

- teaching has been rated as 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 2 school years.

7.3. 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 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 Headteacher or assigned member of the SLT will discuss their recommendation with the teacher and the Personnel and Remuneration Committee will confirm the decision by 31 December.

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 feedback which may be used to inform the ongoing performance appraisal process to help develop their skills to work toward a future successful application.

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

8. Teaching and Learning Responsibility Payments

TLR payments will be awarded to the holders of the posts indicated in the schools' staffing structure - where a teacher is required to undertake a sustained additional responsibility for ensuring the continued delivery of high quality teaching and learning for which they are accountable. This structure will be reviewed annually by the Personnel and Remuneration committee.

i.e. where a post:

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

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 Governing body will award TLR payments within the range prescribed in the School Teachers' Pay and Conditions Document. In this school the Governing body has determined the value of TLR posts as set out in Appendix 1.

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

The Governing body may award a fixed-term TLR3 to a classroom teacher for clearly time-limited school improvements, or one-off externally driven responsibilities. The annual value of a TLR3 will fall within the range set by the STPCD applicable at the time. The duration of the fixed term will be established at the outset.

Where a TLR3 is awarded to a part-time teacher, the pro-rata principle will not apply as per STPCD if the project completion is not delayed due to the part time nature of the staff member.

TLR1 and TLR2 payments may not be temporarily be added to the structure so will only be applied on a temporary basis to those acting up in the absence of a colleague. There will be no salary safeguarding of any fixed term/temporary TLR payments.

9. 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.

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

10. Unqualified Teacher Allowance

The Headteacher on behalf of the Governing body may determine that an allowance be paid to a 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.

11. Acting allowances

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

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

12. Recruitment and Retention Allowance

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

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

The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account 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.

Members of the leadership group are not entitled to a recruitment and retention payment, save where it relates to reasonably incurred housing or relocation cost on recruitment.

13. Provision of service to another school(s)

The Governing body may authorise the Headteacher to provide services relating to the raising of standards in another school. Where such an agreement is authorised, the Governing body will determine, what, if any, proportion of additional income received by the school will be paid to the Headteacher and/or other staff, as part of the agreement. 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.

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

14. Honoraria payments

The Governing body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria.

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 4 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 4 weeks or more. The Governing body will take into account the difference in monthly salary of the post holder and the level of work they are undertaking. In such circumstances the payment would not normally

exceed the value of the difference of a staff member's monthly salary and one or two incremental points higher, this relates to spinal column points not pay grades.

Where duties of a higher grade are not carried out in full, the difference in salary between the two posts should be paid in relation to the percentage of duties of the higher post being undertaken i.e. if taking on 50% of higher graded post duties, post will usually be paid 50% of the difference between the two posts.

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

15. Part-time teachers

Teachers employed on an ongoing basis at the school 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.

16. 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.

Agency Workers Regulations Provide for an agency Teacher who has worked in the same school for more than 12 weeks to have the right to be paid in accordance with the normal terms and conditions applied by the school for the post undertaken. This will normally be limited to payment within the main pay range as agency teachers will not usually be expected to meet the requirements of an upper pay range teacher.

17. Pay increases arising from changes to the STPCD

All teachers are paid in accordance with the statutory provisions of the document as updated from time to time. The Governing Body will ensure that all teachers are paid within the statutory ranges set out in the STPCD.

The Governing Body will annually determine the extent of any uplift to teachers within the minimum and maximum amounts of their pay ranges and TLR and SEN allowances. This may see the school apply the uplift that applies to the ranges within the STPCD to each point or set its own percentage increase, or do nothing. There is no obligation on the Governing Body to uplift, or if performance is below expectations, to progress. The application of any uplift to teachers will be linked to performance appraisal. The exception to this is those staff at the bottom of a range who will as a minimum be uplifted to ensure their pay does not fall outside the relevant range contained within the STPCD.

For Support staff employed on NJC Local Government terms and conditions of service any uplift will be applied in accordance with any nationally agreed award. [To be read alongside the Terms and Conditions for support staff document.](#)

18. Salary Safeguarding/Protection

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

Changes in pay for those covered by Local Government Terms and Conditions are covered by a Collective Agreement with Unison. This provides protection of one H or M grade above the grade of the new post for the period of 2 years. The protected grade is frozen and not subject to cost of living awards however the substantive grade would continue to have awards applied.

19. Appeals

19.1. Support staff

As pay progression is automatic save for where a staff member is subject to formal capability proceedings there is limited 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 of the 2010 Collective Agreement covering pay protection will be applied.

19.2. 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 7 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
- 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 Pay Appeals Committee.

The Appeals will be heard at a meeting, normally within 20 working 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 3 working days prior to the meeting.

The decision of the appeal committee will be notified in writing and, where the appeal is rejected, this will include a note of the evidence considered and the reasons for the decision. 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.

20. Monitoring the Impact of this Policy

The Governing body will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

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

Appendix 1

Teaching Reference Points/Salary Bands

Appendix 1: Teaching Reference Points/Salary Bands

The Governing Body agreed to use the leadership pay reference points published to support the School Teachers' Pay and Conditions Document. The specific pay ranges and bands for leadership posts in this school are:

TEACHERS' PAY SCALES 2019 - 2020

UQ	
1	18844
2	20898
3	22955
4	25011
5	27067
6	29123

Main	
1	25543
2	27468
3	29581
4	31775
5	34179
6	37152

Upper	
1	38797
2	40189
3	41635

TLR	
3	555 - 2757
2a	2796
2b	4811
2c	6829
1a	8069
1b	9933
1c	11794
1d	13654

Lead Practitioners Range	
L1 - L17	42403 - 62344

Assistant Headteachers	
L13 - L17	56340 - 62039

Deputy Headteachers	
L19 - L24	65109 - 73446

Headteacher	
L35 - L39	95808 - 105500

Appendix 2: Professional Skills Level Descriptors

Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER	
		M1 M3	M2	M4	M5	M6	U1 U3	U2	
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Many - but not all - aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding	
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most students progress in line with school expectations			Most students (more than 70%) achieve their target grades or above without additional support			Significant numbers (more than 75%) achieve their target grades or above without additional support	
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 students, colleagues and parents			These working relationships result in good progress by all groups of students 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) 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 students	
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							

