



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*)

March 2022  
Spring 2023

This policy is adopted from the Hertfordshire model, 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.

The School follows 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 at the school
- support the recruitment and retention of a high quality workforce;
- recognise and reward staff for their contribution to school improvement;
- ensure that pay and performance appraisal arrangements enable the current and future delivery of the curriculum and school improvement plans;
- ensure that pay decisions are made in a fair and transparent way; and
- ensure that available financial resources are allocated appropriately and sustainably.

Pay decisions pertaining to the value of posts within the staffing structure, including leadership ranges, are usually made by the Governing Body with input from school leaders as required and where appropriate.

Decisions on progression within an established range or in the case of teachers, progression to the Upper Pay Range, are made by the Personnel and Remuneration Committee taking note of the recommendations of the Senior Leadership Team (SLT) or the School's external advisor in the case of the Headteacher.

A 2-year induction will have no adverse impact upon early career teachers' pay or career progression opportunities. Early career teachers will still be able to progress on the pay scale as current arrangements allow, both during and after induction.

## **2. Basic pay determination on appointment**

On appointment the Headteacher will determine the starting salary within the prescribed range, set in the structure by the school, to be offered to the successful candidate. In the case of support staff, the pay value of roles is determined by virtue of the Hay job evaluation scheme.

In making such determinations, a number of factors will be taken into account which may include:

- the nature of the post;
- the level of qualifications, skills and experience required;
- market conditions; and
- 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 by a different employer.

## **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, calculated in accordance with the School Teachers Pay and Conditions Document (STPCD and are set out in Appendix 1 of this policy.).

These will be reviewed when determining the pay range for a vacancy prior to it being advertised taking account the needs of the school and the 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**

Support staff 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 applied under the support staff terms and conditions. No increment will occur in circumstances where an individual is subject to formal capability proceedings.

Once the top of a range has been reached there is no further scope for incremental progression.

Awards will be applied as soon as reasonably practicable following the conclusion of pay negotiations and backdated accordingly.

### **5.2. Teaching staff**

The Governing Body will ensure that each teacher's salary is 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.

All teachers 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.

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**

Staff can expect to receive regular, constructive feedback on their performance and be 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.

Decisions regarding pay progression for 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.

### **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. Teachers**

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 falls 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.

We will seek to minimise the impact on workload for individual teachers, line managers and school leaders 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 Owen's Expectations overall during the assessment period
  - 2a. Upper Pay Range teachers will be expected to demonstrate increasing levels of outstanding teaching professional practice and engagement with the wider school, together with evidence that they lead professional conversations which can be used as an example to help develop others;
  - 2b. lead Practitioners will be expected to demonstrate exemplary teaching, professional practice and engagement with the wider school together with 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 need
6. 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

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. Decisions about whether or not to accept a pay recommendation will be made by the School, having regard to the appraisal report.

Judgements of performance will be made against objectives set, meeting relevant professional standards, and performance considerations set out in this policy.

There are no automatic annual incremental pay rises.

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

For those on the Main, Upper and Unqualified Pay Ranges, pay progression in this school 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 School where all criteria are met. These reference points should be considered unique to the school. Whilst the School may 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 the 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 this school by 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 the school's skills level descriptors and may require additional or more challenging objectives to be set for the appraisal period as set out in the appraisal policy.

The Governing Body may award one increment for sustained, high quality performance. It may equally award two or more increments where performance has been exceptional and exceeded the expectations as set out in relevant objectives and alike.

## **7. Movement to the Upper Pay Range**

### **7.1. Applications and evidence**

Any qualified teacher, having previously demonstrated competency to progress to the top of the Band 2 range, as set by the school, 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 in writing, addressed to the Headteacher, outlining a summary of performance, which can be evidenced and that demonstrates the required standards.
- be submitted not 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 School encourage 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 setting outside of the School it should be noted that the School will not be bound by any pay decision made by another organisation.

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

## **7.2. The assessment**

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

- the teacher is highly competent in all elements of the teaching standards
- 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.

This should mean 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 at least meeting Owen's expectations overall, and having demonstrated an increasing ability to use their teaching and professional conversations to help develop others over a sustained period
- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/achievement
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning
- the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include;
  - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice
  - contributing to policy and practice which has improved teaching and learning across the school

Sustained means maintained continuously over a period of at least two 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 Pay 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 Pay Committee will confirm the decision, usually 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 prompt verbal feedback. This will be followed by written feedback, as soon as is reasonably practicable, which may be used to inform the ongoing performance appraisal process to help develop their skills to work toward a future successful application.

## **8. Teaching and Learning Responsibility (TLR) payments**

TLR payments will be awarded to the holders of the 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 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 Teacher.

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.

The school 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 TLR3s to a classroom teacher for clearly time-limited school 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, and where that tutoring work is taking place outside of normal directed hours but during the school 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.

TLR1 and TLR2 payments may not 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 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 where they possess
- qualifications or experience which bring added value to the role they are undertaking.

## **11. Recruitment and retention allowance**

The Governing Body may, considering the advice of the Headteacher, consider the award of a recruitment and retention payment to a classroom 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 take into account salary levels within the structure. Allowances of this nature 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 allowances may never be seen as permanent and do not require advance notice be given when withdrawn.

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

## **12. 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, additional income received by the school is to be paid to the Headteacher. Payments of this nature are considered temporary with no entitlement to salary safeguarding on cessation.

## **13. Honoraria payments**

The Governing Body will not pay any honoraria to any member of teaching staff for carrying out their professional duties as a teacher. Such awards may, in exceptional circumstances, be made to support staff.

## **14. 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 ensure that they are provided with 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 timetabled teaching week for a full-time Teacher in an equivalent post, using the pro-rata principle as per the STPCD.

## **15. 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 school 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 Teacher will not usually be expected to meet the requirements of an upper pay range Teacher.

## **16. Pay increases arising from changes to the STPCD**

It is the intention of the School to continue to follow the STPCD as part of its terms of employment for Teacher. Accordingly it is important to set out, for the avoidance of doubt, that the 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 not automatically have their pay increased in accordance with uplifts to the STPCD; any individual increase will be on the basis of performance and in line with the criteria for pay progression set out in this policy.

## **17. 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 which carried forward upon conversion for. This provides protection of one H or M grade above the grade of the new post for the period of two years. The protected grade is frozen and not subject to cost of living awards however the substantive grade would continue to have awards applied.

## **18. Appeals**

### **18.1. 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. If the role has previously been Hay evaluated and no

significant change has occurred to responsibilities it is unlikely that there will be grounds to have the role re-evaluated.

In circumstances where it is appropriate to agree for the role to be evaluated it is important to note that pay will change to the result of the outcome (whether it increases or decreases). In circumstances where this results in the grade being reduced the provisions of the 2010 Collective Agreement covering pay protection will be applied.

### **18.2. 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 on behalf of the school.

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 evidence for their 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 terms and conditions
- Incorrectly applied 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 Governing Body's Pay Appeals Committee.

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

The decision of the appeal committee will be notified in writing. The decision of the 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 Governing Body's Pay Appeals Committee.

The role of the Pay Appeal Committee is not to make a 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.

#### **19. 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 Teacher to assess its effect and the school's continued compliance with equalities legislation.

## Appendix 1 - Teaching and support staff 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 Governing Body and only where there is evidence of significant additional accountability and responsibility attributed to the post.

### TEACHERS' PAY SCALES 2021 - 2022

UQ	
1	19613
2	21723
3	23836
4	25699
5	27811
6	29924

Main	
1	26948
2	28828
3	30883
4	32999
5	35307
6	38174

Upper	
1	39864
2	41295
3	42780

TLR	
3	1648
2a	2873
2b	4943
2c	7017
1a	8291
1b	10206
1c	12118
1d	14030

Lead Practitioners Range	
L1 - L9	43570 - 52828

Assistant Headteachers	
L13 - L17	57889 - 63745

Deputy Headteachers	
L19 - L24	66899 - 75466

Headteacher	
L35 - L39	98443 - 107328

**SUPPORT STAFF PAY SCALES  
2021 - 2022**

Grade	Point	01 Apr 2021	inc fringe
H2	3	18887	19685
H2	4	19264	20062
H2	5	19650	20448
H3	5	19650	20448
H3	6	20043	20841
H4	6	20043	20841
H4	7	20444	21242
H4	8	20852	21650
H4	9	21269	22067
H5	9	21269	22067
H5	10	21695	22493
H5	11	22129	22927
H5	12	22571	23369
H5	13	23023	23821
H5	14	23484	24282
H6	14	23484	24282
H6	15	23953	24751
H6	16	24432	25230
H6	17	24920	25718
H6	18	25418	26216
H6	19	25927	26725
H7	19	25927	26725
H7	20	26446	27244
H7	21	26975	27773
H7	22	27514	28312
H7	23	28226	29024
H8	23	28226	29024
H8	24	29174	29972

H8	25	30095	30893
H8	26	30984	31782
H9	28	32798	33596
H9	29	33486	34284
H9	30	34373	35171
H9	31	35336	36134
M1	32	36371	37169
M1	33	37568	38366
M1	34	38553	39351
M1	35	39571	40369
M1	36	40578	41376
M2	37	41591	42389
M2	38	42614	43412
M2	39	43570	44368
M2	40	44624	45422
M3	40	44624	45422
M3	41	45648	46446
M3	42	46662	47460
M3	43	47665	48463
M4	43	47665	48463
M4	44	48684	49482
M4	45	49705	50503
M4	46	50739	51537
M5	46	50739	51537
M5	47	51797	52595
M5	48	52867	53665
M5	49	53970	54768
DAOS	50	56917	57715
DAOS	51	58112	58910
DAOS	52	59332	60130
DAOS	53	60578	61376
DAOS	54	61851	62649

## Appendix 2 - Professional skills level descriptors

Professional Area	Relevant Standards	Band 1: Teacher			Band 2: Accomplished Teacher			Band 3: Expert Teacher* *Formal application required		
		Fringe: £26,948 - £30,883			Fringe: £32,999 - £38,174			Fringe: £39,864 - £42,780		
Professional Practice	1.1(1);1.2(2,3,5) 1.3(1,3); 1.4(1,2,3); 1.5 all; 1.6 (1); 1.7(1,2,3); 1.8 (3); 2.1 (2,4); Preamble	Many, but not all, aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
Professional Outcomes	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations		
Professional Relationships	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			As per Band 1 and 2 plus, 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 personal professional development, accessing advice and adapting practice			Proactively leads the professional development of others, as well as their own, 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		