

Teachers' Pay Policy

Signhills Academy



Approved by: Full Governing Board

Date: Spring 2024

Next review due by: Spring 2025



Teachers' Pay Policy

This pay policy is based on one that has been created by North East Lincolnshire Council following advice from the Department for Education.

Statement of Intent

The prime statutory duty of governing bodies in England, as set out in paragraph 21(2) of the Education Act 2002 is to "...conduct the school with a view to promoting high standards of educational achievement at the school." The pay policy is intended to support that statutory duty. The governing body of Signhills Academy will act with integrity, confidentiality, objectivity and honesty in the best interests of the school; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons. Its procedures for determining pay will be consistent with the principles of public life: objectivity, openness and accountability.

INTRODUCTION

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and the recognised trade unions. A copy of this policy and all relevant documents on pay and conditions will be made available to staff by the school.

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 teacher workforce
- Enable the school to recognise and reward teachers appropriately for their contribution to the school
- Help to ensure that decisions on pay are managed in a fair, just and transparent way.

Pay decisions at this school are made by the Pay and Performance Management Committee of the Governing Body, however they may delegate decisions regarding pay (except the headteacher's pay) to the headteacher.

This policy is based on a whole school approach to pay issues. Pay decisions will take account of the resources available to the academy.

PAY REVIEWS

The Pay and Performance Management Committee will ensure that each teacher's salary is reviewed annually, between 1 September and no later than 31 December each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

A mid-year review will also be offered to support teachers to effectively meet the expectations of their pay point. 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 safeguarding, the Pay and Performance Management Committee will give the required notification as soon as possible and no later than one month after the date of the determination.

BASIC PAY DETERMINATION ON APPOINTMENT

The Pay and Performance Management Committee will determine the pay range for a vacancy prior to advertising it and on appointment it will determine the starting salary within that range to be offered to the successful candidate, having regard to the standards framework and pay reference matrix.

In making such determinations, the Pay and Performance Management Committee may take into account the nature of the post, the level of qualifications, skills and experience required, market conditions and the wider school context.

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

Leading Practitioner Teacher Posts

Signhills Academy staffing structure does not currently contain **Leading Practitioner Teacher Posts**. If a decision is made to introduce these posts then pay scale(s) for Leading Practitioner teacher posts paid on the Leading Practitioner Pay Range will be developed in keeping with the STPC 2023.

Leading Practitioner posts will only be established for qualified teachers whose primary purpose is modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure.

When determining the pay scales for such posts, the Pay and Performance Management Committee will do this by reference to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.

PAY PROGRESSION BASED ON PERFORMANCE

In this school, all teachers 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 teacher appraisal are set out in the school's appraisal policy.

Decisions regarding pay progression will be supported by the teachers' appraisal reports. In the case of ECTs, 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. In this school we will ensure fairness by annual monitoring of the application of the pay policy and pay decisions.

The evidence we will use will include thorough application of the performance management/appraisal process, self-assessment, tracking pupil progress, lesson observations etc.

Final decisions about whether or not to accept a pay recommendation will be made by the Headteacher, having regard to the appraisal report and taking into account advice from the senior leadership team.

The Headteacher will consider their approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

In this school judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant teachers' standards.

Leadership Teachers (Head teacher, deputy and assistant head teachers)

The head teacher, deputy head teacher(s) and assistant head teacher(s) will be awarded additional scale points in accordance with the provisions of the 2023 STPCD i.e. they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress.

In the event that the headteacher has reached the maximum point on the relevant pay range under the STPCD, then the Pay and Performance Management Committee has discretion to award a pay increase which results in the headteacher being paid in excess of the maximum pay point. The Pay and Performance Management Committee is only entitled to exercise its discretion if it considers that the headteacher's performance has been sustained at a significant level and he/she has achieved their performance objectives.

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range. Where teachers wish to be assessed, they should notify their appraiser in writing using the application form (as at Appendix A) which should be submitted by the teacher to the appraiser at the performance management/appraisal planning meeting. The teacher's application will be appended to their performance management/appraisal planning statement.

One application may be submitted annually at the end of the Academic Year before they apply or at the start of the Academic Year in which they become eligible having reached the top of the Main Scale.

Exceptions to closing dates for applications will be made in particular circumstances, eg maternity leave or those currently on sick leave.

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 under the 2023 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). Applications should contain evidence from the two years prior to application and with reference to appropriate evidence, eg previous two Performance Management Reviews and be made on the academy's application form.

The Assessment

An application from a qualified teacher will be successful where the Governing Body is satisfied that:

- (a) The teacher is highly competent in all elements of the relevant standards; and
- (b) The teacher's achievements and contribution to the school are substantial and sustained.

For the purposes of this pay policy:

- 'highly competent' means

performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

- 'substantial' means

of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; and

- 'sustained' means

maintained continuously over a long period e.g. 2 school years.

The application will be assessed by the headteacher. The Governing Body will be made aware of the decision and may ask any questions of the decision as they fit.

Processes and procedures

The assessment will be made by 31 December and a response provided within 20 working days of the decision.

If successful, applicants will move to the upper pay range from the previous 1st September. The head teacher will decide where on the upper pay range a successful teacher is placed, based on a consideration of the level of qualifications, skills, wider impact and experience of the teacher.

If unsuccessful, feedback will be provided by the head teacher within 20 days of the decision.

Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school's general appeals arrangements.

PART-TIME TEACHERS

Teachers employed on an on-going 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.

Any agreed additional hours worked by a part time teacher will be paid at the same rate of pay, the hourly rate will be determined by dividing their annual salary rate by 1265.

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.

Teachers who are employed to teach for the full pupil day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full pupil day which they teach to arrive at the hourly rate. The Head Teacher will determine the rate of pay with the supply/short notice Teacher by the beginning of their engagement, or when any duties change. If covering a specific Teacher's post, the rate should be the same as the rate paid to the post being covered in order to ensure equality of pay. If the short notice/supply Teacher is not covering a specific post, or is only covering part of the duties of the post, this will be reflected in the rate of pay offered.

PAY INCREASES ARISING FROM CHANGES TO THE STPCD

All teachers are paid in accordance with the statutory provisions of the STPCD as updated.

LEADERSHIP PAY

Headteacher Pay

The Pay and Performance Management Committee will assign a seven point Individual School Range based on the school group size, as determined by the STPCD. The Pay and Performance Management Committee will ensure that there is no overlap of salary bands between the headteacher and other leadership posts.

As stated above, in the event that the headteacher has reached the maximum point on the relevant pay range under the STPCD, then the Pay and Performance Management Committee has discretion to award a pay increase which results in the headteacher being paid in excess of the maximum pay point. The Pay and Performance Management Committee is only entitled to exercise its discretion if it considers that the headteacher's performance has been sustained at a significant level and he/she has achieved their performance objectives.

ACTING ALLOWANCES

Acting allowances are payable to teachers who are assigned and carrying out the duties of head, deputy head or assistant head. The Personnel and Performance Management Committee will, within a four week period of the commencement of acting duties, determine whether or not the acting postholder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Any teacher who carries out the duties of head, deputy head, or assistant head, for a period of four weeks or more, will be paid at an appropriate point of the head's ISR, deputy head range or assistant head range, as determined by the Personnel and Performance Management Committee. Payment will be backdated to the commencement of the duties

DISCRETIONARY ALLOWANCES AND PAYMENTS Teaching & Learning Responsibility Payments (TLRs)

Before awarding any TLR 1 or 2 payments, the Pay and Performance Management Committee must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:

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

In addition, the award of TLR1 will only be given where the governing body is satisfied that significant responsibility includes line management responsibility for a significant number of people.

The Pay and Performance Management Committee pays TLR1 and TLR2 payments to teachers as indicated in the attached staffing structure, in accordance with the 2023 STPCD as updated from time to time.

The Pay and Performance Management Committee will award TLR3 for clearly time limited school improvement projects or one- off externally driven responsibilities; and these responsibilities are not a permanent or structural requirement. TLR3s will not be used to replace or otherwise limit teachers' pay progression on the main, upper or leading practitioner pay ranges.

Special Educational Needs (SEN) Allowance

Signhills Academy does not currently use these payments. If a decision is made to do so then it will be in keeping with the STPC 2023.

Recruitment and Retention Incentives and Benefits

Signhills Academy does not currently use these payments. Should the Governing Body elect to award a recruitment or retention payment, the level, duration, review date, the nature of the award, how it will be paid and the criteria used will be clearly set out and reviewed annually, in line with STPC.

Unqualified Teachers' Allowance

Signhills Academy does not currently use these payments. If a decision is made to do so then it will be in keeping with the STPC 2023.

Continuing Professional Development

Teachers (including the Head Teacher) who undertake significant voluntary continuing professional development which directly meets the identified needs of the academy may be entitled to an additional payment or time in lieu. Such arrangements will be considered on a case by case basis by the Personnel Committee.

SAFEGUARDING

The Governing Body will operate salary safeguarding arrangements according to the provisions of the 2023 STPCD.

MONITORING THE IMPACT OF THE POLICY

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

Governor Team:

Staff Team:

Last Reviewed:

Next Review:

Pay and Performance Management Committee

Senior Leadership Team

Spring 2024

Spring 2025

Signed

Date

APPENDIX A

UPPER PAY RANGE APPLICATION FORM

Teacher's Details:

Name _____

Post _____

PM/Appraisal Details:

Years covered by planning/review statements:

Schools covered by planning/review statements:

Declaration:

I confirm that at the date of this request for assessment to cross the threshold I meet the eligibility criteria and I submit performance management/appraisal planning and review statements covering the relevant period.

**Applicant's
Date**

signature _____

	M1/2	M3/4	M5/M6	UPS 1	UPS 2	UPS 3
	Own Practice			LEADING TEACHING / LEADING TEACHERS / LEADING BEHAVIOUR		
School Culture	Demonstrate consistently high behavioural expectations Communicate a belief in the academic potential of all pupils	Demonstrate consistently high behavioural expectations Communicate a belief in the academic potential of all pupils Contribute to the creation of a culture of high expectations across the school.	Demonstrate consistently high behavioural expectations Communicate a belief in the academic potential of all pupils Contribute to the creation of a culture of high expectations across the school. Contribute to the creation of a culture of professional learning and continuous improvement for colleagues	Implementing and monitoring the effects of school policies (particularly in your area of responsibility) to create an environment for pupils and colleagues where everyone feels welcome, safe, and able to learn from mistakes.	Understanding and promoting the strategic priorities direction of the school. (SIP) Implementing and monitoring the effects of school policies (particularly in your area of responsibility) to create an environment for pupils and colleagues where everyone feels welcome, safe, and able to learn from mistakes.	Understanding and promoting the strategic priorities direction of the school. (SIP) Implementing and monitoring the effects of school policies (particularly in your area of responsibility) to create an environment for pupils and colleagues where everyone feels welcome, safe, and able to learn from mistakes. Using of intentional and consistent language that promotes challenge, aspiration and high expectations for pupils; and_high_professional standards for all colleagues

	M1/2	M3/4	M5/M6	UPS 1	UPS 2	UPS 3	UPS 1	UPS 2	UPS 3	UPS 1	UPS 2	UPS 3
	Own Practice			LEADING TEACHING (NPQ – Middle)			LEADING TEACHERS (NPQ – Middle)			LEADING BEHAVIOUR (NPQ – Middle)		
Best Practice - Teaching	With support from a ‘Leading Teachers’ UPS colleague:	To continue be effective teachers who apply a range of knowledge and skills to teaching, including those set out in the Early Career Framework.										
	How Pupils Learn:	With support from a ‘Leading Teachers’ UPS colleague:	In partnership with a ‘Leading Teachers’ UPS colleague:	Support colleagues to plan effective lessons	Support colleagues to plan effective lessons	Support colleagues to plan effective lessons	To be a reflective teacher who is able to identify their own CPD needs based on their current class.	To be a reflective teacher who is able to identify their own CPD needs based on their current class.	To be a reflective teacher who is able to identify their own CPD needs based on their current class.	Support the development of a positive, predictable and safe environment for pupils across school	Support the development of a positive, predictable and safe environment for pupils	Support the development of a positive, predictable and safe environment for pupils
	Avoid overloading working memory. Build on pupils’ prior knowledge. Increase likelihood of material being retained.	To further research and keep up to date with how children learn	To further research and keep up to date with how children learn	Support colleagues to explain and model effectively.	Support colleagues to explain and model effectively.	Support colleagues to explain and model effectively.						
	To effectively use learning time and TA’s to meet children’s needs	To develop strategies to maximise time for effective learning and intervention within the school day	To develop strategies to maximise time for effective learning and intervention within the school day	Encourage colleagues to stimulate pupil thinking and check for understanding.	Encourage colleagues to stimulate pupil thinking and check for understanding.	Encourage colleagues to stimulate pupil thinking and check for understanding.				To keep up to date with educational research and best practice within an area of interest.	Actively research best practice in teaching and learning for children who struggle to self-regulate. Share with appropriate colleagues	Actively research best practice in teaching and learning for children who struggle to self-regulate. Share with appropriate colleagues.
	To further research and keep up to date with how children learn	To develop high quality professional relationships with TA’s.	To develop high quality professional relationships with TA’s.	Support colleagues to help pupils learn.	Support colleagues to help pupils learn	Support colleagues to help pupils learn						Contribute fully in the review of school policies regarding behaviour
		To develop high quality professional relationships with TA’s.	To develop high quality professional relationships with TA’s.		Explain important ideas about how pupils learn to colleagues	Explain important ideas about how pupils learn to colleagues						
		To access appropriate CPD on effective modelling	To access appropriate CPD on effective modelling									
		To access appropriate CPD on effective modelling	To access appropriate CPD on effective modelling									
		Develop modelling strategies for TA’s to use when teaching in small groups	Develop modelling strategies for TA’s to use when teaching in small groups									
		Provide TA’s with questions to check for understanding.	Provide TA’s with questions to check for understanding.									

[illegible]

	M1/2	M3/4	M5/M6	UPS 1	UPS 2	UPS 3	UPS 1	UPS 2	UPS 3	UPS 1	UPS 2	UPS 3
	Own Practice			LEADING TEACHING (NPQ – Middle)			LEADING TEACHERS (NPQ – Middle)			LEADING BEHAVIOUR (NPQ – Middle)		
	With support from a ‘Leading Teaching’ UPS colleague:	To continue to be effective teachers who apply a range of knowledge and skills to teaching, including those set out in the Early Career Framework.										
		With support from a ‘Leading Teaching’ UPS colleague:	In partnership with a ‘Leading Teaching’ UPS colleague:	To be a reflective teacher who is able to identify their own CPD needs based on their current class.	To be a reflective teacher who is able to identify their own CPD needs based on their current class.	To be a reflective teacher who is able to identify their own CPD needs based on their current class.	To be a reflective teacher who is able to identify their own CPD needs based on their current class.	To be a reflective teacher who is able to identify their own CPD needs based on their current class.	To be a reflective teacher who is able to identify their own CPD needs based on their current class.	To be a reflective teacher who is able to identify their own CPD needs based on their current class.	To be a reflective teacher who is able to identify their own CPD needs based on their current class.	To be a reflective teacher who is able to identify their own CPD needs based on their current class.
Classroom Practice	Plan effective lessons.											
	Model effectively.	Begin to develop awareness of expectations across school. (Mini Class swap projects/peer classroom invitations)	Demonstrate a clear understanding of the schools’ priorities for improving teaching and learning and contribute towards these in own practice.									
	Stimulate pupil thinking and check for understanding .				To keep up to date with educational research and best practice within an area of interest.	To keep up to date with educational research and best practice within an area of interest.			To keep up to date with educational research and best practice within an area of interest.			To keep up to date with educational research and best practice within an area of interest.
	Develop effective time management strategies to ensure work / life balance	Begin to understand the School Improvement Plan and consider own role within it.	Identify own areas of interest within ‘education’ and attend CPD to develop skills and expertise.			To actively seek out external partners to further own Professional Development .			To actively seek out external partners to further own Professional Development .			To actively seek out external partners to further own Professional Development .

	M1/2	M3/4	M5/M6	UPS 1	UPS 2	UPS 3	UPS 1	UPS 2	UPS 3	UPS 1	UPS 2	UPS 3
	Own Practice			LEADING TEACHING (NPQ – Middle)			LEADING TEACHERS (NPQ – Middle)			LEADING BEHAVIOUR (NPQ – Middle)		
SEND/Additional Needs	With support from a ‘Leading Behaviour’ UPS colleague:	To continue to be effective teachers who apply a range of knowledge and skills to teaching, including those set out in the Early Career Framework.										
	Develop an understanding of different pupil needs.	With support from a ‘Leading Behaviour’ UPS colleague:	In partnership with a ‘Leading Behaviour’ UPS colleague:	Support colleagues to adapt their teaching to different pupil needs.	Support colleagues to adapt their teaching to different pupil needs.	Support colleagues to adapt their teaching to different pupil needs	To attend specific training for development of own skills and practice in relation to best practice in assessment and feedback	To attend specific training for development of own skills and practice in relation to best practice in assessment and feedback	To attend specific training for development of own skills and practice in relation to best practice in assessment and feedback	Prevent and respond to bullying through the creation and implementation of whole school policies	Prevent and respond to bullying through the creation and implementation of whole school policies	Prevent and respond to bullying through the creation and implementation of whole school policies
	Provide opportunity for all pupils to experience success.	Attend CPD that has been identified for your on-going development in SEND/Additional Needs	Identify own CPD needs to ensure on-going development in SEND/Additional Needs		Support colleagues to assess if pupils are grouped effectively , across subjects and within individual classrooms	Support colleagues to assess if pupils are grouped effectively , across subjects and within individual classrooms		To support colleagues to deliver best practice	To support colleagues to deliver best practice	Support pupils who need more intensive support with their behaviour	Support pupils who need more intensive support with their behaviour	Support pupils who need more intensive support with their behaviour
	Meet individual needs	Prevent and respond to bullying through the implementation of whole school policies.	Prevent and respond to bullying through the implementation of whole school policies.							Share strategies with colleagues who may be dealing with similar behaviours	Deliver whole school CPD to ensure a consistent whole-school approach to managing behaviour	
	Group pupils effectively	Develop awareness of the range of pastoral needs experienced by children with support from ‘Leading Teachers’ UPS colleague	Respond to the range of pastoral needs experienced by children in partnership with a ‘Leading Teachers’ UPS colleague						To influence the whole school policy on assessment and feedback			

	M1/2	M3/4	M5/M6	UPS 1	UPS 2	UPS 3	UPS 1	UPS 2	UPS 3	UPS 1	UPS 2	UPS 3
	Own Practice			LEADING TEACHING (NPQ – Middle)			LEADING TEACHERS (NPQ – Middle)			LEADING BEHAVIOUR (NPQ – Middle)		
Assessment and Feedback	With support from a ‘Leading Teachers’ UPS colleague: Avoid common assessment pitfalls. Check prior knowledge and understanding during lessons. Make marking manageable and effective.	To continue to be effective teachers who apply a range of knowledge and skills to teaching, including those set out in the Early Career Framework.										
		With support from a ‘Leading Teachers’ UPS colleague: Develop awareness of how data analysis can be used to impact on effective grouping and intervention. Develop strategies to enable effective feedback. Attend CPD that has been identified for your on-going development in Assessment and Feedback With UPS teacher, write and maintain effective profiles for the children within own class	In partnership with a ‘Leading Teachers’ UPS colleague: Use assessment to lead teaching and group children effectively. Provide high quality feedback. Identify own CPD needs to ensure on-going development in Assessment and Feedback. Write and maintain effective profiles for the children within own class.	Support colleagues to provide high-quality feedback.	Support colleagues to provide high-quality feedback. Contributing to the design of school assessment and feedback systems	Support colleagues to provide high-quality feedback. Contributing to the design of school assessment and feedback systems To actively seek out new research and best practice on how to use assessment and feedback to impact on learning	To attend specific training for development of own skills and practice in relation to best practice in assessment and feedback	To attend specific training for development of own skills and practice in relation to best practice in assessment and feedback To support colleagues to deliver best practice in assessment and feedback	To attend specific training for development of own skills and practice in relation to best practice in assessment and feedback To support colleagues to deliver best practice in assessment and feedback To influence the whole school policy on assessment and feedback	To ensure that the learning of children in year group with is accurately assessed through up to date profiles.	To ensure that the learning of children in year group with is accurately assessed through up to date profiles. To contribute to reviewing profiles of colleagues each term.	To ensure that the learning of children in year group with is accurately assessed through up to date profiles. To contribute to reviewing profiles of colleagues each term. To take an active role in assessing the impact of profiles on learning across school.

	M1/2	M3/4	M5/M6	UPS 1	UPS 2	UPS 3	UPS 1	UPS 2	UPS 3	UPS 1	UPS 2	UPS 3
--	------	------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

	Own Practice		LEADING TEACHING (NPQ – Middle)			LEADING TEACHERS (NPQ – Middle)			LEADING BEHAVIOUR (NPQ – Middle)			
Behaviour	With support from a ‘Leading Teachers’ UPS colleague:	To continue to be effective teachers who apply a range of knowledge and skills to teaching, including those set out in the Early Career Framework.										
	Develop a positive, predictable and safe environment for pupils.	With support from a ‘Leading Teachers’ UPS colleague:	In partnership with a ‘Leading Teachers’ UPS colleague:	Support colleagues to explain and model effectively, including how to modify teaching input for children with challenging behaviour.	Support colleagues to explain and model effectively, including how to modify teaching input for children with challenging behaviour.	Support colleagues to explain and model effectively, including how to modify teaching input for children with challenging behaviour.	<i>Support</i> colleagues to engage in meaningful and regular conversations about behaviour.	<i>Lead</i> meaningful conversations with colleagues about behaviour.	<i>Plan, conduct, and support</i> colleagues to conduct, regular, expert-led conversations (which could be referred to as mentoring or coaching) about behaviour.	Motivate pupils Work in partnership with parents and carers Ensure colleagues are able to create a positive, predictable and safe environment in their classrooms	Motivate pupils Work in partnership with parents and carers Ensure colleagues are able to create a positive, predictable and safe environment in their classrooms Provide relevant CPD for staff.	Motivate pupils Work in partnership with parents and carers Ensure colleagues are able to create a positive, predictable and safe environment in their classrooms Provide relevant CPD for staff. Review and influence annual policy reviews regarding behaviour.
	Establish effective routines and expectations.	Develop range of effective strategies to model new learning for children with challenging behaviour.	Consistently demonstrate a range of effective strategies to model new learning for children with challenging behaviour.	Encourage colleagues to stimulate pupil thinking and check for understanding.	Encourage colleagues to stimulate pupil thinking and check for understanding.	Encourage colleagues to stimulate pupil thinking and check for understanding.						
	Motivate pupils.	Develop questioning skills to check or understanding.	Consistently demonstrate effective questioning skills to check or understanding.		Actively research learning styles and how to engage children who struggle to self-regulate their behaviour.	Engage colleagues in recent research regarding learning styles and how to engage children who struggle to self-regulate their behaviour.						
		Utilise the experience and support of colleagues to discuss behavioural strategies for children within own class	Approach colleagues to discuss behavioural strategies.									
		Develop strategies for dealing issues raised by parents and carers.	Consistently deal with issues raised by parents/carers in a professional manner.									
		Develop a classroom environment that is positive, predictable and safe.	Consistently provide a positive, predictable and safe classroom environment.									

	M1/2	M3/4	M5/M6	UPS 1	UPS 2	UPS 3	UPS 1	UPS 2	UPS 3	UPS 1	UPS 2	UPS 3
--	------	------	-------	-------	-------	-------	-------	-------	-------	-------	-------	-------

	Own Practice		LEADING TEACHING (NPQ – Middle)			LEADING TEACHERS (NPQ – Middle)			LEADING BEHAVIOUR (NPQ – Middle)			
Professional Behaviours	With support from ‘Leading Teachers’ UPS colleague:	To continue to be effective teachers who apply a range of knowledge and skills to teaching, including those set out in the Early Career Framework.										
	Engage in professional development with clear intentions for impact on pupil outcomes. Build effective working relationships. Manage workload and wellbeing.	With support from a ‘Leading Teachers’ UPS colleague: Maintain a professional curiosity regarding all aspects of educational research – with UPS support discuss how these may or may not be relevant to your teaching.	Maintain a professional curiosity regarding all aspects of educational research – with UPS support discuss how these may or may not be relevant to your teaching.	<i>Encourage</i> colleagues to engage in meaningful and regular conversations about teaching and learning.	<i>Lead</i> meaningful conversations with colleagues about teaching and learning.	<i>Plan, conduct, and support</i> colleagues to conduct, regular conversations (which could be referred to as mentoring or coaching) about teaching and learning.	Play a formal role for trainee and early career teachers.	Play a formal role for trainee and early career teachers or any other teacher who would welcome peer support	Play a formal role for trainee and early career teachers or any other teacher who would either welcome support or benefit from peer support as identified by SLT.	<i>Encourage</i> colleagues to engage in meaningful and regular conversations about behaviour.	<i>Lead</i> meaningful conversations with colleagues about behaviour.	<i>Plan, conduct, and support</i> colleagues to conduct, regular conversations (which could be referred to as mentoring or coaching) about behaviour.

