

Enterprise Learning Alliance Pay Policy



Date	Approval Date	Review Date
2 September 2022	8 December 2022	1 September 2023

Contents

Part A - Policy	4
1 Policy Statement	4
2 Scope 5	
3 Adoption Arrangements and Date	5
Part B – Framework for Pay Decisions	5
4 Delegation	5
5 Annual Pay Review	6
5.1 Teachers	6
5.2 Support Staff	6
6 Notification of pay determinations	7
7 Withholding Pay Progression	7
8 Appeals	7
9 Equality Considerations.....	8
Part C – Pay for Teachers	8
10 Teachers’ Pay Ranges.....	8
11 Pay on Appointment.....	8
11.1 Post Threshold Teachers.....	9
11.2 Newly Qualified Teachers.....	9
11.3 Leading Practitioners.....	9
11.4 Unqualified Teachers.....	9
12 Discretionary Allowances and Payments for Teachers.....	10
12.1 Teaching Learning and Responsibility Payments (TLR).....	10
12.2 Recruitment and Retention Payments.....	10
12.3 Special Educational Needs Payment (SEN)	11
12.4 Additional Payments	11
12.5 Additional Payments to Unqualified Teachers.....	11
13 Pay Progression for Classroom Teachers.....	11
14 Upper Pay Range Applications	12
14.1 Criteria for Progression to the Upper Pay Range	13
14.2 Procedure for assessing Upper Pay Range Applications	13
15 Absence during the pay review cycle.....	13
16 Other Pay Considerations for Teachers.....	14
16.1 Salary Safeguarding.....	14
Part D – Pay for Leadership Teachers	14
17 Leadership Pay Range	14
18 Pay on Appointment.....	15
18.1 Headteacher.....	15
18.2 Deputy and Assistant Headteachers	15

19 Pay Progression for Leadership Teachers.....	16
20 Absence during the pay review cycle.....	16
21 Other considerations regarding the pay of Leadership Teachers	16
21.1 Redetermination of Leadership Ranges	16
21.2 Temporary Payments to a Headteacher	17
21.3 Acting Allowances	17
21.4 Discretionary Allowances for Leadership Teachers.....	17
21.5 Salary Safeguarding.....	17
Part E – Pay for Support Staff	18
22 Support Staff Pay Range.....	18
23 Pay On Appointment	18
24 Pay Progression for Support Staff	18
25 Annual Pay Determination.....	19
26 Absence during the pay cycle	20
27 New Employees and staff changing roles during the pay cycle	20
28 Discretionary Allowances and Additional Payments for Support Staff	20
28.1 Allowances.....	20
28.2 Overtime.....	21
28.3 Cash Awards.....	21
29 Other Pay Considerations for Support Staff.....	21
29.1 Acting up arrangements	21
29.2 Redetermination of Grade.....	21
29.3 Salary Protection	22
Appendix 1: Terms of Reference	23
Appendix 2: Pay Framework for Teachers and Leadership Teachers	25
Appendix 3: Pay Progression Criteria for Teachers	26
Appendix 4: Criteria for Progression to the Upper Pay Range Error! Bookmark not defined.	
Appendix 5: Pay Progression Criteria for Leadership Teachers Error! Bookmark not defined.	
Appendix 6: Pay Framework for Support Staff.....	52
Appendix 7: Pay progression Criteria for Support Staff.....	53
Appendix 8: Pay Appeals.....	57

Part A - Policy

1 Policy Statement

This policy sets out the framework for making pay decisions for all Employees of THE ENTERPRISE LEARNING ALLIANCE School.

The School understands the importance of ensuring all Employees are appropriately recognised and rewarded for the contribution they make to the performance of the School and to outcomes for pupils. The School will endeavour to reward all staff appropriately within the budget available.

Pay determinations will be made within the framework set out in the School Teachers' Pay and Conditions Document for Teachers and the Kent Scheme Conditions of Service for Support Staff. The School may use the discretions and flexibilities available within these terms and conditions to recruit, reward and retain the highest quality Employees according to the needs of the School.

The School will ensure that all Employees are treated fairly and equitably and that pay determinations are managed in an objective and transparent manner.

Pay on appointment will be determined with reference to the accountabilities of the role and the skills / knowledge required to fulfill the responsibilities of the post.

The School will review the pay of all eligible Employees on an annual basis. In making pay decisions, careful consideration will be given to recommendations regarding pay progression made by the Headteacher / Appraiser. Annual pay progression within the pay framework for all Employees is not automatic and will be subject to a performance related assessment. Continued good performance as evidenced through the appraisal process should give an expectation of pay progression.

The criteria against which entitlement to pay progression will be assessed is set out in this policy. In applying these criteria the School will ensure there is a clear and robust link between evidence of performance, as demonstrated through appraisal, and pay determinations. Where an Employee is not meeting the performance expectations of the School, pay progression may be withheld.

All Employees have a responsibility to engage in the appraisal process and ensure there is appropriate evidence available from this on which pay decisions can be made.

The School will ensure that Employees are informed in a timely manner about any pay determination and will endeavour to ensure appeals against pay decisions are managed promptly, fairly and objectively.

This policy has been developed to comply with the provisions of the School Teachers' Pay and Conditions Documents (STPCD), Kent Scheme Conditions of Service*, The Education (School Teacher's Appraisal) (England) Regulations 2012 for Teachers and relevant equalities legislation (Employment Relations Act 1999, the Equality Act 2010, Part Time Workers (Prevention of Less Favourable Treatment Regulations) 2000 and the Fixed Term Employees (Prevention of Less Favourable Treatment Regulations) 2002).

This policy explains:

- The School's adopted pay framework for Teachers and Support Staff
- The criteria which will be considered when making pay decisions

- The process by which pay determinations / decisions will be made
- The role of Governors, the Headteacher / Line Manager with regards to pay decisions

2 Scope

This Policy applies to all current Employees of THE ENTERPRISE LEARNING ALLIANCE School.

3 Adoption Arrangements and Date

This policy was adopted by the Governing Body of THE ENTERPRISE LEARNING ALLIANCE on THE ENTERPRISE LEARNING ALLIANCE and supersedes any previous Pay Policy.

This policy will be reviewed by the Governing Body annually or earlier if there is a need. Where changes are proposed this will involve consultation with the recognised unions where there are material changes.

Part B – Framework for Pay Decisions

4 Delegation

In this School the Management Committee has delegated pay decisions for all Employees, with the exception of pay decisions for members of the Leadership team, to the Headteacher.

Pay recommendations will be made by the individual Employee's line manager for consideration by the Headteacher.

All pay decisions for members of the Leadership team / individuals paid on the Leadership pay range, including the Headteacher, will be made by the Resources Committee of the Management Committee. The Resources Committee will be comprised of one or more members of the Management Committee.

Pay appeals will be heard by a panel of one or more members of the Management Committee.

Staff Governors will not be appointed to serve on any Pay Committee or appeal panel.

The terms of Reference for the Governing Body, Pay Committee and Headteacher with regards to pay decisions are at Appendix 1 to this policy.

5 Annual Pay Review

5.1 Teachers

The Governing Body will determine annually the uplift to Teachers' salaries and allowances. Any increase will be made with reference to the minimum / maximum of each of the pay ranges published annually within the STPCD.

The pay of eligible Teachers will be reviewed annually *

Pay reviews will be completed in a timely manner and individuals notified not later than one month after their pay decision. In this school the pay decisions will be made for Leadership Teachers by 31st November and for all other teachers by the 31st October. Any pay determination will be backdated to 1st September.

(* Teachers are eligible for a pay review if they have completed a year of service. This is defined as having been employed for a minimum of one session per week during 26 term time weeks in the preceding academic year up to 1st September. Periods of sick / maternity / paternity leave also qualify towards this service)

5.2 Support Staff

The Governing Body will determine annually how any performance related uplift to Kent Scheme salaries will be applied in this School

The pay of eligible members of support staff will be reviewed annually.*

All Employees who are in post at the assessment date will be eligible for a pay review. In this School the assessment date is the 1st September

Any pay determination will take effect from 1st September

* for details of eligible staff please refer to paragraph 26/27

6 Notification of pay determinations

The Chair of the Pay Committee / Headteacher will confirm in writing the pay determination of all teaching and support staff and notify the School's payroll /personnel provider of any salary increase. In the case of pay decisions relating to the Leadership Team, this will be the responsibility of the Chair of the Pay Committee or their delegated representative.

As required by the STPCD the School will provide Teachers with a formal salary statement on an annual basis setting out the component elements of their salary.

7 Withholding Pay Progression

Pay progression may be withheld where performance, as evidenced through appraisal, does not meet the School's criteria to receive a pay increase.

Pay progression may be withheld even in cases where the Employee is not subject to the School's capability procedure.

Employees currently under the formal stages of the capability procedure will not receive pay progression.

To allow an Employee the opportunity to address performance concerns the School will endeavour to have early conversations during the assessment period where performance may not warrant pay progression.

8 Appeals

An Employee may seek a review of any pay determination.

Prior to making an appeal an Employee is encouraged to speak informally to their Head Teacher about any concerns they have with regard to the pay recommendation which has been made.

Pay appeals will be heard by a committee of the Governing Body. The arrangements for pay appeals are set out in Appendix 8.

9 Equality Considerations

The School is committed to ensuring consistency of treatment and fairness and will give due regard to equality and equal pay considerations when making pay determinations.

Part C – Pay for Teachers

10 Teachers' Pay Ranges

The Governing Body has determined the pay framework for Teachers. This is attached at Appendix 2.

The Governing Body will review the pay framework annually with effect from 1st September to reflect any changes to the national pay framework as set out in the STPCD.

11 Pay on Appointment

The Pay Committee / Headteacher will determine the appropriate pay range for a teaching post prior to advertising. When determining the pay range consideration will be given to the responsibilities of the post and the need to ensure pay is fairly differentiated between roles across the school with differing levels of accountability.

On appointment the Headteacher will determine the starting salary within the pay range to be offered to the successful candidate.

In determining the appropriate starting salary the following factors will be taken into consideration:

- The nature and responsibilities of the post
- The qualifications, skills and experience required
- The market conditions
- The wider School context

Consideration will be given to ensuring that Teachers returning to the profession following a career break / time out to care for a family are not placed at a disadvantage in terms of pay offered on appointment.

The School will give every regard to the current salary of a Teacher who is appointed from another School. A Teacher may be paid a rate equivalent to their current salary, however there is no assumption that a Teacher will automatically be paid at the same level or on the same pay range as they were in their previous School.

11.1 Post Threshold Teachers

Where a Teacher has been paid on the upper pay range in a previous school or made a successful threshold application in a previous post there is no obligation for the school to honour this assessment, however consideration may be given to this when determining the starting salary or range.

11.2 Newly Qualified Teachers

Newly Qualified Teachers in their first year of teaching will usually be appointed at the minimum of the main pay range, however the Headteacher has discretion to appoint at a higher salary in recognition of prior skills and experience.

Newly qualified Teachers who start employment with the School before receiving confirmation of their QTS status and completion of the basic skills test will initially be engaged as an Unqualified Teacher and paid within the unqualified Teacher salary range.

11.3 Leading Practitioners

The School may determine the need to appoint Leading Practitioner posts within the school. It is the School's policy to appoint leading practitioners at the bottom of the identified pay range

11.4 Unqualified Teachers

Unqualified Teachers may be appointed by the school as trainees working towards qualified teacher status; as instructors with a particular skill, specialist qualification or experience; or, for a maximum of 4 years only, as an overseas trained teacher (trained outside of the EEA).

An Unqualified Teacher who gains QTS within this School will be appointed on a starting salary that equals or exceeds any previous salary and allowances they received as an Unqualified Teacher.

11.5 Pay on appointment in particular circumstances

Where a Teacher is engaged in 2 schools simultaneously there is no requirement for them to receive the same rate of pay for each employment.

Where a Teacher is appointed on a part time basis their salary, allowances and working time will be calculated in accordance with the pro rata principle.

Teachers engaged on a supply basis will receive a daily rate equivalent to 1/195 of the annual pay they would be entitled to if they were engaged on a regular contract. Supply Teachers who work less than a full day will receive a proportion of the daily rate pro rata'd to the hours for which they have been engaged.

12 Discretionary Allowances and Payments for Teachers

Allowances and additional payments will be determined in accordance with the provisions of the STPCD. The Pay Committee / Headteacher may determine on appointment or at any point during employment whether any allowance or additional payment is to be made to a Teacher.

12.1 Teaching Learning and Responsibility Payments (TLR)

TLR payments may be awarded to identified posts which require a Teacher to undertake a sustained additional responsibility for which s/he is accountable.

The School will make reference to the current criteria and provisions within the STPCD in determining which posts will warrant a TLR.

TLR 1 and 2 will be awarded for additional responsibilities undertaken on a permanent basis. A TLR 3 payment may be awarded on a temporary basis for clearly time limited School improvement projects or externally driven responsibilities. No safeguarding will be paid when a TLR3 payment ends.

The current values of TLR payments in this School are specified in Appendix 2.

Where a TLR is awarded the reason, additional payment, and in the case of a temporary TLR3, duration / reason will be confirmed in writing to the Employee.

A Teacher cannot be in receipt of both a TLR1 and TLR2 but can receive a TLR1 or TLR2 in addition to a TLR3.

A member of the Leadership Group, Leading Practitioner or Unqualified Teacher cannot receive a TLR payment.

12.2 Recruitment and Retention Payments

Additional payments may be awarded as an incentive for the recruitment or retention of a Teacher in accordance with the criteria and provisions of the STPCD. Such payments may be made as a lump sum or as a periodic / recurring payment.

Other financial assistance may be awarded at the discretion of the School – for example full or partial reimbursement of travel / relocation costs.

When awarding such additional payments the reason / duration and end or review date will be confirmed in writing to the Employee.

School may wish to state any specific criteria for the award of RR payments / specify who has delegated authority to award these

Members of the Leadership Group and Unqualified Teachers may not receive a recruitment and retention payment with the exception of reasonable housing or relocation expenses incurred by the Leadership Group. See also paragraph 21.4

12.3 Special Educational Needs Payment (SEN)

SEN allowances will be awarded in accordance with the criteria and provisions set out in the STPCD.

The current value of SEN Payments in this School specified in Appendix 2.

A member of the Leadership Group, a Leading Practitioner or Unqualified Teacher cannot receive a SEN payment.

All payments will be made at the hourly or daily rate appropriate to their substantive salary.

12.4 Additional Payments

The School may make, at its discretion, additional payments to a Teacher in respect of the following activities:

- Continuing professional development undertaken outside of the School day
- Participation in out of School learning activities
- Additional responsibilities and activities related to the provision of services to raise the educational standards in other Schools
- Activities relating to the provision of initial Teacher training

12.5 Additional Payments to Unqualified Teachers

An Unqualified Teacher may receive an additional allowance where they have taken on sustained additional accountability focused on teaching and learning and requiring the application of a teacher's professional skills and judgement or possess qualifications or experience relevant to the role.

The value of any additional payment will be determined by the Headteacher / Pay Committee.

13 Pay Progression for Classroom Teachers

Decisions regarding pay progression will be made with reference to the Teacher's appraisal report and the pay recommendations it contains.

Continued good performance as evidenced through the appraisal process should give the Teacher an expectation of progression to the top of their current pay range.

The Governing Body has determined the criteria for pay progression for each of the pay ranges. The criteria reflect the Teaching Standards and expectations appropriate to the career stage and seniority of the Teacher.

The Schools criteria for pay progression for each of the pay ranges is at Appendix 3.

Where a Teacher paid on the main pay range is meeting the performance expectations in this school it is usual that they will receive pay progression annually.

In the case of Teachers paid on the upper pay range pay progression will usually be awarded every 2 years subject to meeting and sustaining the performance expectations for pay progression.

In the case of NQTs whose appraisal arrangements are different, pay decisions will be made with reference to evidence from the statutory induction process. It should be noted that NQTs have no automatic entitlement to pay progression on completion of their induction period.

The amount awarded in pay progression will be determined annually with reference to any pay uplift stated in the STPCD. The schools pay progression arrangements are at Appendix 2.

In circumstances where a teacher does not receive pay progression, appropriate feedback will be provided explaining the reasons for this decision and how any developmental issues can be addressed.

14 Upper Pay Range Applications

All qualified Teachers may apply to be paid on the upper pay range.

It is the responsibility of the Teacher to decide whether they wish to apply to be considered for progression to the upper pay range. All applications must be submitted to the Headteacher using the appropriate school process. (*Appendix 9*) All threshold applications will be assessed by the Headteacher.

A Teacher may only submit one application in each academic year for progression to the upper pay range. In this School the deadline for submitting an application is *10th October*.

In assessing the application the Headteacher will have regard to the outcome of the 2 most recent appraisal reviews. Teachers who have had significant period of absence from work may submit additional evidence from the 2 appraisal cycles immediately prior to their period of absence to demonstrate how they meet the criteria for progression.

Where a Teacher is simultaneously employed at another School(s), they are required to submit separate applications for each employment. The School will not be bound by any threshold progression decision made by another School.

14.1 Criteria for Progression to the Upper Pay Range

To progress to the Upper Pay Range a Teacher will be required to demonstrate that they have consistently made good progress towards their appraisal objectives over the 2 most recent appraisal cycles.

In addition they will need to demonstrate that:

- they are highly competent in all elements of the professional standards
- their achievements and contributions to the School are substantial and sustained
- Career Stage Expectations are fulfilled for UPR

Appendix 4 sets out how the school will interpret whether a Teacher meets the criteria to progress to the Upper Pay Range.

14.2 Procedure for assessing Upper Pay Range Applications

The Headteacher will assess the Teacher's application against the school's criteria and advise him / her in writing within 10 working days whether the application has been successful.

Where the application is successful the Teacher will progress to the minimum value of the upper pay range from 31st October

Where an application is unsuccessful the Teacher will receive feedback on the reasons for the decision from the Headteacher.

A Teacher may appeal against an unsuccessful application by following the School's pay appeal process detailed in Appendix 8.

15 Absence during the pay review cycle

Consideration will be given to adjusting the pay review process where a Teacher has had a significant period of absence due to maternity / family related leave, sick leave or disability related absence.

The length and impact of the absence on the Teacher's ability to achieve his/her objectives will be taken into consideration when making pay recommendations and determinations.

The end of year review meeting may be brought forward to enable performance to be reviewed prior to a planned period of absence. Any pay recommendation would still be considered in line with the School's usual timescales and pay progression awarded from 1st September.

Where a Teacher is not in work at the end of the appraisal cycle or has been absent for some or all of the assessment period, an assessment may be based on performance during any periods of attendance and/or prior performance. Evidence from the 2 appraisal cycles immediately prior to the period of absence may also be considered.

The precise nature of the adjustments will be determined on a case by case basis following discussion with the Teacher.

16 Other Pay Considerations for Teachers

16.1 Salary Safeguarding

Where a TLR 1 / TLR2 or other allowance is withdrawn as a result of organisational change, salary safeguarding will be paid for up to 3 years in accordance with the provisions of the STPCD.

The Headteacher may require a Teacher in receipt of safeguarding to undertake reasonable duties commensurate with the value of the safeguarded sum.

Part D – Pay for Leadership Teachers

17 Leadership Pay Range

The pay framework for Teachers paid on the Leadership Pay Range is attached at Appendix 2

The Governing Body will review the pay framework for Leadership Teachers annually with effect from 1st September to reflect any changes to the national pay framework as set out in the STPCD.

18 Pay on Appointment

18.1 Headteacher

The Governing Body will review the Headteacher group size whenever it proposes to appoint a new Headteacher.

The Headteacher group size will be calculated in accordance with the provisions of the STPCD.

The Governing Body / Headteacher Recruitment Panel will identify a pay range within the group size for the School taking into consideration the permanent accountabilities of the post to which the Headteacher will be appointed.

In determining the pay range consideration will be given to:

- The specific requirements of the post
- The School context and challenge
- The complexity of the post
- The requirement to recruit and retain appropriate candidates
- Affordability and comparable salary benchmarking

However, the governing body may consider using its discretion to determine a range up to 25% greater in value than the maximum group size for the School should the circumstances warrant.

Exceptionally the governing body may determine a pay range which exceeds the 25% ceiling but only after considering the full business case and seeking external independent advice.

In determining the salary range for the Headteacher, the pay and ranges of other staff will also be taken into account to ensure appropriate differentials are maintained between posts of differing responsibility.

On appointment the Governing Body / Headteacher Recruitment Panel will determine the appropriate starting salary to be offered to the successful candidate. Consideration will be given to ensuring there is appropriate scope within the range to allow for performance related pay progression over time.

18.2 Deputy and Assistant Headteachers

The Governing Body / Pay Committee will determine the appropriate pay range for other Leadership posts within the School prior to advertising.

Consideration will be given to the accountabilities of the role, challenges of the post and any potential recruitment issues when determining the pay range.

The maximum of the Deputy or Assistant's range will not exceed the maximum of the Headteacher range and will only overlap that of the Headteacher in exceptional circumstances.

When determining the pay ranges of Leadership posts, consideration will also be given to the respective levels of accountability and the need to ensure pay is fairly differentiated between Leadership roles across the School with differing levels of responsibility and between teaching and Leadership posts.

On appointment the Governing Body / Pay Committee will determine the starting salary to be offered within the identified pay range ensuring there is appropriate scope for performance related pay progression over time

19 Pay Progression for Leadership Teachers

Decisions regarding the pay progression of Leadership Teachers will be made with reference to their appraisal report and the recommendations it contains.

Sustained performance as evidenced through the appraisal process should give the Leadership Teacher the expectation of progression through the range.

The Governing Body has determined the criteria for pay progression for Teachers paid on the Leadership pay range. The criteria reflect expectations appropriate to the career stage and seniority of the Teacher.

The Schools criteria for pay progression are at Appendix 5.

The amount awarded in pay progression will be determined annually with reference to any pay uplift stated in the STPCD.

The schools pay progression arrangements for the Leadership pay range are at Appendix 2.

20 Absence during the pay review cycle

Please refer to paragraph 15 above.

21 Other considerations regarding the pay of Leadership Teachers

21.1 Redetermination of Leadership Ranges

The Governing Body may redetermine the pay range of any Leadership Teacher in post should it be considered necessary where there has been a significant change in the permanent accountabilities of the post.

This may include circumstances where post holders take on additional accountabilities for more than one School on a permanent basis.

21.2 Temporary Payments to a Headteacher

The Governing Body may determine that an additional temporary payment be made to a Headteacher for time limited responsibilities / duties additional to the substantive post for which their salary has been determined. This may include circumstances in which a Headteacher is temporarily accountable for the Leadership of another School.

Any such payment should not exceed 25% of the Headteacher's annual salary. The total of all discretionary payments in any one year should not be more than 25% above the ceiling of the Headteacher group size for the School.

21.3 Acting Allowances

An Acting Allowance may be payable to individuals who are assigned to carry out the duties of a Headteacher, Deputy or Assistant Headteacher on a temporary basis.

Payment of an acting allowance will be at the discretion of the Governing Body. Consideration as to whether to pay an acting allowance will be made within 4 weeks of the start of the additional duties.

Where it is determined that an acting allowance should be paid this will be at a rate no less than the minimum of the pay range of the substantive post holder and will be backdated to the start of the additional duties.

21.4 Discretionary Allowances for Leadership Teachers

Leadership Teachers may not receive a recruitment and retention payment – any payments with regards to recruitment and retention should be taken into consideration when determining the individual's substantive pay range and salary at the time of appointment.

The Governing Body may at its discretion consider reimbursing housing or relocation costs.

21.5 Salary Safeguarding

Where the pay range of a Leadership Teacher is reduced as a result of organisational change, salary safeguarding may be paid for up to 3 years in accordance with the provisions of the STPCD.

A Teacher in receipt of safeguarding is expected to undertake reasonable duties commensurate with the value of the safeguarded sum.

Part E – Pay for Support Staff

22 Support Staff Pay Range

Support staff will be appointed in accordance with the Kent Range Grade Framework. The Kent Range Grade Framework is attached at Appendix 6.

23 Pay On Appointment

The Pay Committee / Headteacher will determine the grade of a support staff post prior to advertising.

In determining the grade for the post consideration will be given to the scope and accountabilities of the role.

On appointment, the Headteacher will determine the starting salary to be offered within the pay range. New starters will normally be appointed at the minimum of the main pay range for the grade. However the Headteacher has discretion to pay above the minimum in recognition of prior skills, qualifications and experience.

Where a member of support staff joins the School from another School post – there is no obligation for the School to match their current grade or salary.

Where an Employee works part time (i.e. less than 37 hours per week / 52 weeks per year) their salary will be pro rata to the hours and weeks worked. Employees engaged on a term time only basis will receive a payment in respect of their annual leave entitlement incorporated within their annual salary.

24 Pay Progression for Support Staff

Annual pay progression will be determined with reference to the outcome of the Employee's appraisal and Total Contribution Pay Assessment.

Continued good performance as evidenced through appraisal should give the Employee the expectation of pay progression to the top of their grade.

In assessing an Employee's Total Contribution the following will be taken into consideration:

- Performance against the accountabilities of the job role and individual Appraisal Objectives
- Values and behaviours demonstrated

- Wider contribution to the School*
- Application and impact of any personal development undertaken
- Working Better – evidence of actions the Employee takes which leads to continuous improvement

*Employees on grade KR7 and above are expected to demonstrate evidence of wider contribution for an outstanding or above assessment. Where Employees on lower grades have had an opportunity to demonstrate wider contribution this will form part of their assessment. However where an Employee has not had the opportunity to demonstrate wider contribution their assessment will not be adversely affected.

Performance will be assessed against one of 4 contribution levels

- Outstanding: Performance exceeds expectations most of the time
- Excellent: Performance exceeds expectations some of the time
- Successful: Performance meets expectations all of the time
- Performance Improvement Required: Performance does not meet expectations all of the time

Descriptors for these different levels of performance are available at Appendix 7.

Further information regarding the TCP process is available at:

<https://www.kelsi.org.uk/hr-and-training-for-staff/working-in-kent/pay-conditions-and-benefits/total-contribution-pay>

25 Annual Pay Determination

The performance related TCP increase to be applied to the Employee's current salary will be determined annually in accordance with their assessed contribution level.

This School will award pay progression in accordance with the TCP percentage increase for each performance level determined annually by KCC.

Please refer to Appendix 6 for details of the current pay framework and Appendix 7 for progression arrangements for support staff in this school.

Employees who are at the top of their pay grade may receive a one-off payment consistent with the percentage increases applied for their assessed contribution level. Where staff are nearing the top of their pay grade a combination of salary increase and lump sum may be paid.

Performance related pay increases are effective from 1st September each year. The details of the pay award for the current year is at Appendix 6.

26 Absence during the pay cycle

Employees who have been absent for a period of time will be considered for salary progression.

A 'successful' rating will be given to any employee who is on maternity leave or who has been on maternity* leave during the period being reviewed unless there is evidence from before or after their period of absence which suggests an alternative rating might be more appropriate.

(*also includes employees on adoption / shared parental leave)

A 'successful' rating will be given to any employee who is on extended sick leave at the time the assessment is due/who has had several periods of sickness absence unless there is evidence which indicates a different rating is more appropriate.

In instances where performance before or after a period of absence has not met the expectations of the school pay progression may be withheld.

27 New Employees and staff changing roles during the pay cycle

New starters or those who changed roles during the pay cycle due to secondment or promotion will normally have a Total Contribution Assessment at the time the assessment is due.

The assessment may be deferred where there is insufficient evidence to make a judgement about an employee's performance. If an assessment is deferred the school will ensure that an assessment is carried out at such time they judge there to be evidence available. This will usually be within 6 months from the date of the deferral. Any increase in pay will be backdated to 1st September.

28 Discretionary Allowances and Additional Payments for Support Staff

28.1 Allowances

The following allowances may be paid to eligible staff:

- First Aid Allowance – payable to Employees undertaking first aid duties who have an appropriate recognised first aid at work qualification
- SENA Allowance – payable to Teaching Assistants working in Special School and Special Units only

School may specify other allowances in payment

28.2 Overtime

Overtime for Employees graded KR8 or less who work in excess of 37 hours in any week will be paid as follows:

Monday to Friday	Saturday / Sunday	Public Holidays
1.33	X 1.33	X 2

Overtime should only be worked with the prior approval of the Headteacher and all claims must be appropriately authorised.

Extra time of less than half an hour each day will not constitute overtime. Overtime is aggregated for each calendar month and paid in complete half hours. Where less than half an hour overtime is worked in a month this will be paid at plain time.

Overtime will not be paid to staff Graded KR9 or above. Time off with lieu may be granted with the prior agreement of the Headteacher.

28.3 Cash Awards

The Governing Body / Headteacher may at its discretion make a cash award to recognise members of support staff who have undertaken a specific task or project. In this School cash awards to an individual will not exceed £50 in any one year.

29 Other Pay Considerations for Support Staff

29.1 Acting up arrangements

Where a member of staff takes on additional accountabilities on a temporary basis the Headteacher / Pay Committee may determine whether they should move to a higher grade commensurate with the additional responsibilities for a time limited period.

An Employee may also be seconded to a higher graded post to cover the temporary absence of the substantive post holder.

Where an Employee is on secondment or acting up they will receive their TCP assessment and pay progression on their temporary role. When they revert to their substantive post any percentage increase received in their temporary role will be applied to their substantive pay.

29.2 Redetermination of Grade

Where the Headteacher determines that there has been a permanent change in the accountabilities of a post, a role may be regraded.

Written notification will be provided of any change in salary or grade.

Any redetermination will be made with reference to provisions of the Kent Scheme conditions of service for support staff

Salary changes as a result of a regrading will take effect from the beginning of the month in which the assessment took place. Where an individual is upgraded they will normally be placed at the bottom of the new grade.

29.3 Salary Protection

Employees who are engaged on Kent Scheme terms may be eligible to be paid salary protection for up to 18 months should the grade of their post be reduced or if they are redeployed to a lower graded post as a result of organisational change.

Where the redeployment is to a post which is more than two grades below the Employee's previous post, the Loss of Earnings compensation will only apply to a maximum of two grades above the grade of the new substantive post.

Changes in hours / weeks worked will not attract salary protection.

Appendix 1: Terms of Reference

Governing Body

It is the role of the Governing Body to:

- establish the School's pay policy, including the criteria and framework for pay decisions and review these provisions annually
- determine the annual budget for pay and any uplift to be applied to the School's pay scales for Teachers and support staff
- determine which functions are to be delegated to the Pay Committee / Headteacher
- monitor the application and effectiveness of the policy, ensuring pay decisions are linked to evidence of performance and the criteria for pay progression are applied consistently, fairly and objectively
- to ensure the School meets its statutory and contractual obligations with regards to pay

Pay Committee *(or Headteacher where the authority to make pay decisions has been delegated)*

It is the role of the Pay Committee to:

- determine the pay progression to be awarded to individual Employees
- apply the criteria set out in the School's Pay Policy and consider fully the recommendations made by the Headteacher *[Line Manager where pay decisions have been delegated to the Headteacher]* regarding an individual's pay
- ensure all Employees are made aware of the outcome of their individual pay review in writing
- record the reasons for the pay decisions taken
- report summary information regarding pay decisions to the full Governing Body as required

Where pay decisions are made by a pay committee – the Headteacher may provide professional advice and guidance to the panel to assist with decision making.

Headteacher

It is the role of the Headteacher to:

- ensure Employees are appraised in accordance with School policy
- make written recommendation to the Pay Committee *[Headteacher where pay recommendations have been delegated to the line manager / appraiser]* regarding an individual's pay with reference to the criteria for pay progression within the School
- ensure that appropriate written records are kept of appraisal discussions – including targets set and any progress / review meetings

- undertake moderation of pay recommendations to ensure consistency and fairness across staff groups

In the case of the Headteacher, where pay decisions are made by a Pay Committee – to provide professional advice and guidance to assist with decision making.

Appendix 2: Pay Framework for Teachers and Leadership Teachers

The annual pay for teachers is published yearly and can be accessed via the following link.

[School teachers' pay and conditions document 2022 and guidance on school teachers' pay and conditions \(publishing.service.gov.uk\)](#)

Appendix 3: Pay Progression Criteria for Teachers

ENTERPRISE LEARNING ALLIANCE



**Career Stage Expectations
For Use in Performance Management of Teaching Staff**

In this School the following criteria will be considered when assessing whether pay progression will be awarded to a Teacher paid on the Main Pay Range and the Upper Pay Range

General Standards :The range of activities, level of teaching and experience described on pages 2 and 3 are required to meet the career stage expectations in all standards

MS pt1 MS pt2	MS pt3 and MS pt4	MS pt 5 and MS pt 6	UPS pt 1 and UPS pt 2	UPS pt 3
<p>Reach standard with support or guidance. Teaching may require improvement initially but should be good by the end of the year. Progress should be at least in line with national expectations. Shows a good knowledge and understanding of the relevant subject and curriculum area. Monitors, analyses, evaluates and develops own class teaching. If not in the first year of teaching starts to take on a wider range of subject or key stage awareness and responsibility with appropriate support</p>	<p>Independently reach the standards, building experience and sharing good practice with others within own subject area where relevant, with support. Teaching is at least good and secures good average progress across own students. Have a secure knowledge and understanding of the relevant subjects and curriculum area. Monitors, analyses, evaluates and develops own subject area or key stage with appropriate guidance. Is actively involved with whole Enterprise</p>	<p>Has built a good range of practice and accumulated relevant experience. Shares good practice and latest developments in own subject with colleagues. Teaching is at least consistently good with examples of outstanding, average progress of students is good. Have well developed understanding of subject knowledge, curriculum content and coverage across the phase taught. Monitors, analyses, evaluates and develops own key stage or subject area independently. Is actively involved with whole Enterprise</p>	<p>Has built a good range of practice and accumulated relevant experience. Shares good practice and latest developments in own subject with colleagues. Teaching is at least consistently good with examples of outstanding, average progress of students is good. Have well developed understanding of subject knowledge, curriculum content and coverage across the phase taught. Monitors, analyses, evaluates and develops own key stage or subject area independently. Is actively involved with whole Enterprise</p>	<p>An extensive level of experience on which to draw, this is continuously used to develop others and inform own practice. Continues to build experience by extending own research and self-development to lead further initiatives in staff and Enterprise Learning Alliance development. Teaching is consistently outstanding with good or above progress across a series of cohorts and across all abilities. Continuing to develop a deeper knowledge and understanding of relevant subject and curriculum areas and related pedagogy through active</p>

Effectively takes on board whole Enterprise Learning Alliance developments and initiatives. If not in the first year of teaching takes an increasingly active involvement in whole Enterprise Learning Alliance developments.	Learning Alliance developments	Learning Alliance developments and may lead or initiate some areas.	Learning Alliance developments and may lead or initiate some areas.	involvement in CPD or research. A high level of Enterprise Learning Alliance wide and beyond, monitoring, analysing, evaluation and development across a range of areas over time. Continued active involvement, Enterprise Learning Alliance wide and beyond, in research and development which helps to keep the Enterprise Learning Alliance at the forefront of alternative education.
---	--------------------------------	---	---	---

General Standards: Related to Teacher Standards

Standard 1: Set high expectations which inspire, motivate and challenge students	<ul style="list-style-type: none"> • Establish a safe and stimulating environment for students, rooted in mutual respect • Set goals that stretch and challenge students of all backgrounds, abilities and dispositions • Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
Standard 2: Promote good progress and outcomes by students	<ul style="list-style-type: none"> • Be accountable for students attainment and progress by outcomes

	<ul style="list-style-type: none"> • Be aware of students' capabilities and their prior knowledge and plan teaching to build on these • Guide students to reflect on the progress they have made and their emerging needs • Demonstrate knowledge and understanding of how students learn and how this impacts on teaching • Encourage students to take a responsible and conscientious attitude to their own work and study
<p>Standard 3: Demonstrate good subject and curriculum knowledge</p>	<ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
<p>Standard 4: Plan and teach well structured lessons</p>	<ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and students' intellectual curiosity

	<ul style="list-style-type: none"> • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
<p>Standard 5: Adapt teaching to respond to the strengths and needs of all students</p>	<ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable students to be taught effectively • have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development • Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
<p>Standard 6: Make accurate and productive use of assessment</p>	<ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure students' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons

	<ul style="list-style-type: none"> • Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
<p>Standard 7: Manage behaviour effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Enterprise Learning Alliance, in accordance with the Enterprise Learning Alliance's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them • Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
<p>Standard 8: Fulfil wider professional responsibilities</p>	<ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the Enterprise Learning Alliance • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • Communicate effectively with parents with regard to students' achievements and well-being.

Career Stage Expectations:

	MS pt1 MS pt2	MS pt3 and MS pt4	MS pt 5 and MS pt 6	UPS pt 1 and UPS pt 2	UPS pt 3
<p>Standard 1: Set high expectations which inspire, motivate and challenge students</p> <p>Establish a safe and stimulating environment for students rooted in mutual respect</p> <p>Set goals that stretch and challenge students of all backgrounds, abilities and dispositions</p> <p>Demonstrate consistently the values and behaviour which</p>	<p>The expectations of all staff in the Enterprise Learning Alliance, regardless of career stage is to meet this standard in the following ways:</p> <ul style="list-style-type: none"> • Act as a role model for students demonstrating professionalism and consistent high expectations at all times which support the ethos of the Enterprise Learning Alliance • Establish and maintain consistent high expectations of all • Encourage individual and collective responsibility • Create a 'can do' culture to raise aspiration for all • Focus on equality and mutual respect • Foster positive relationships between staff and students and peers • The role of staff in achieving this is to • Deliver a curriculum which is inclusive and differentiated • Use a range of flexible and responsive learning styles which promote independent learning • Encourage collaboration and participation in lessons • Promote a full range of thinking and life skills which enable students to develop into mature and responsible adults • Provide opportunities for regular differentiated assessment and feedback <p>The Enterprise Learning Alliance will support staff in achieving this through the provision of:</p> <ul style="list-style-type: none"> • A supportive and inclusive working environment • Observation and feedback which is supportive and developmental • Annual performance management and professional review • Individual and collective professional development opportunities 				

are expected of all students	<ul style="list-style-type: none"> • Opportunities to innovate and participate in any aspect of the Enterprise Learning Alliance's broader work
------------------------------	--

	MS pt1 MS pt2	MS pt3 and MS pt4	MS pt 5 and MS pt 6	UPS pt 1 and UPS pt 2	UPS pt 3
<p>Standard 2: Promote good progress and outcomes by students: be accountable for students attainment, progress and outcomes (APO) be aware of students' capabilities and their prior knowledge and plan teaching to build on these</p>	Use of Data				
	Maintain accurate teaching records and data for individual classes. Understand the data relating to own teaching groups. Use data to inform planning	Target setting and benchmark data used to inform future planning and teaching.	Data used methodically to target teaching and learning of HAPs, MAPs and LAPs.	Centralised data and tracking information is analysed to determine intervention across department/subject.	Data is used accurately to predict progress and outcomes and provide interventions across department/subject.
	Target Setting For Independent Learning				
	Encourage student awareness of	Work collaboratively with students to	Encourage independent and aspirational target	Contribute to the review and development of SOW which encourage independence	Facilitate target setting for HAPs/MAPs and

<p>guide students to reflect on the progress they have made and their emerging needs</p> <p>demonstrate knowledge and understanding of how students learn and how this impacts on teaching</p> <p>encourage students to take a responsible and conscientious attitude to their own work and study.</p>	individual targets and how to progress.	set targets and motivate individual learning in lessons and in long term planning. Applies some strategies to foster independence of students.	setting in students to foster independent learning.	and aspiration in learning at all levels and for all groups.	LAPs and encourage students to develop strategies for achieving personal goals and targets.
	Differentiation				
	Awareness of a range of T&L strategies and key groups. Awareness of factors which may impact on student access to curriculum and have some strategies to address the issues.	Planning of T&L includes implementation of strategies to engage all key groups. Multi-level differentiation accounting for specific needs of students.	Differentiation is consistently incorporated in T&L to enable all students to progress.	Key groups which require specific intervention are provided with targeted and timely differentiation. Lead and develop strategies across subject area/year groups	Differentiation is consistently applied providing rich learning opportunities for all students.
	Assessment For Learning				
Awareness of AfL techniques	AfL used effectively to	A wide range of techniques	AfL is embedded in planning and is implemented across	AfL is consistently implemented across	

	and integration of these in lessons.	guide T&L in lessons.	including AfL are consistently incorporated to influence student learning and promote progress.	the department/subject/age/year group. Good practice is shared with colleagues. Take responsibility for facilitating sharing of practice.	department/subject. New and innovative practice is investigated and shared.
	Developing Professional Practice				
	Developing reflective practice ensures a variety of T&L methods are utilised in lessons to enable all students to progress.	Embedding reflective practice facilitates experimentation in T&L to maximise student progress.	Sharing good practice in T&L across department/subject facilitates improvements in T&L securing rapid and sustained progress for all students.	Established outstanding practice is developed/shared and its impact on securing rapid and sustained student progress is monitored and evaluated. Support, mentor or coach other teachers.	Outstanding and innovative practice in T&L in the wider context is investigated and leads to the implementation of new and relevant initiatives across the Enterprise Learning Alliance. Develop potential to share practice across Kent AP's.

	MS pt1 MS pt2	MS pt3 and MS pt4	MS pt 5 and MS pt 6	UPS pt 1 and UPS pt 2	UPS pt 3
<p>Standard 3: Demonstrate good subject and curriculum knowledge:</p> <p>Have a secure knowledge of relevant subjects & curriculum areas, foster & maintain students' interest in the subject & address misunderstandings</p> <p>Demonstrate critical understanding of developments in the subject & curriculum areas & promote the value of scholarship</p>	Subject Knowledge and Understanding				
	Have a good knowledge and understanding of the relevant subject and curriculum area. Plan and deliver structured lessons covering curriculum content.	Have a secure knowledge and understanding of the relevant subject and curriculum area. Be more selective about resources and their relevance to students.	Have well developed subject knowledge and understanding and contribute to developments in the subject and curriculum area.	Have an extensive knowledge and understanding of the subject and curriculum area and related pedagogy.	Lead developments in the provision of subject and curriculum training to develop knowledge and expertise across the Enterprise Learning Alliance/department.
	Student Engagement				
	Know and understand how to relate subject knowledge to students' experiences. Recognise the impact of T & L approaches on student engagement.	Be able to effectively foster and maintain students' interest in the subject. Be able to adapt teaching to ensure good learning and progress.	Be able to effectively foster students' interest in the subject and adapt lessons to maintain and develop it.	Have the foresight to be able to anticipate misconceptions to enable effective student engagement and interest.	Students' interest and engagement is maintained in a dynamic and interactive way which promotes independence in learning.
Developing a Culture of Enquiry					

Demonstrate an understanding of & take responsibility for promoting high standards of literacy articulation & the correct use of Standard English	Awareness of the relevance of developments in their subject and curriculum area.	Have a critical understanding of developments in their subject and curriculum area.	Evaluate and share knowledge and understanding of developments in their curriculum area.	Active involvement and engagement in enquiry and action research projects and promote the value of scholarship.	Actively identify the need for an investigative/enquiry approach to improve T&L. Influence and lead an enquiry based approach.
Securing high standards of literacy and articulation					
For early reading, demonstrate good understanding of SSP For early maths, demonstrate a clear understanding of appropriate teaching strategies	Promote high levels of literacy and articulation in lessons, through the marking of books, correction of errors and accurate SPAG. Understand how systematic synthetic phonics (SSP) supports the development of reading.	Incorporate opportunities in lessons to develop skills in literacy. Consistently, seek out opportunities to highlight good practice in literacy and high levels of technical accuracy. Incorporate elements of SSP to support weaker readers.	Develop strategies which embed high standards of literacy in T&L whilst strengthening technical accuracy in SPAG. SSP is embedded in lessons to support the development of reading.	Contribute to the professional development of colleagues in understanding and embedding high standards of literacy in lessons. Contribute to embedding SSP in SOW.	Promote consistency and collaboration across the Enterprise Learning Alliance in embedding high standards of literacy. Have a secure understanding of SSP and support others in its use.
Developing Professional Practice					
Developing reflective practice enhances subject	. Embedding reflective practice facilitates deepening of	Sharing good practice across department creates a	Established outstanding practice is utilised to enhance and	Developments in subject and curriculum knowledge are	

	knowledge and understanding. Work on tasks delegated by subject leader.	subject knowledge and understanding. Proactive involvement in development of curriculum and SoW.	professional dialogue about subject and curriculum knowledge.	develop subject knowledge across Enterprise Learning Alliance/department.	investigated and utilised to lead the implementation of new and relevant initiatives across the Enterprise Learning Alliance.
--	---	--	---	---	---

	MS pt1 MS pt2	MS pt3 and MS pt4	MS pt 5 and MS pt 6	UPS pt 1 and UPS pt 2	UPS pt 3
<p>Standard 4: Plan and teach well-structured lessons: Impart knowledge and develop understanding through the effective use of lesson time Promote a love of learning and children's intellectual curiosity Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding</p>	Planning and delivery				
	Plan and deliver a series of structured lessons.	Reflect on lesson planning and delivery and be able to modify future lessons in light of this.	Individual reflection on planning and delivery contributes to the evaluation and improvement of departmental SOW. Individual staff take responsibility to create and update SOW. Share good practice in the planning and delivery of lessons.	Take responsibility for the evaluation and development of SOW for the subject/curriculum areas. Model outstanding practice in the planning and delivery of lessons.	Lead initiatives in the department and subject area which promote effective planning and delivery in the subject and curriculum area. Share good practice across the Enterprise Learning Alliance.
	Student Engagement				
	Students are engaged in learning in lessons.	Students are motivated and want to deepen their learning in lessons.	Students are encouraged to take responsibility for developing intellectual curiosity.	Independent learning enables students to be experimental in their learning.	Levels of student engagement are evaluated and used to inform the implementation of innovative strategies to motivate and engage students.
Homework and out-of-class learning					

<p>students have acquired</p> <p>Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>Contribute to the design and provision of an engaging curriculum within the relevant subject areas</p>	<p>Set and assess regular homework. Participate in out-of-class learning activities.</p>	<p>Set and assess a series of structured homework activities. Plan structured out-of-class learning activities which support learning in the classroom.</p>	<p>Enrich students' learning through individualised homework and assessments. Develop a range of out-of-class learning activities which extend students' learning beyond the classroom eg: in after school clubs and trips.</p>	<p>Evaluate homework activities and utilise as a tool to target and secure individual improvement and progress. Lead out-of-class learning activities across the subject and curriculum area.</p>	<p>Influence and lead policies for homework across the Enterprise Learning Alliance/department. Investigate and implement best practice in out-of-class activities to secure student engagement.</p>
	Curriculum Design				
	<p>Awareness of a variety of approaches in the design and delivery of the curriculum to support student engagement. Contribute to planning of SoW.</p>	<p>Implement and experiment with ideas and strategies in the delivery of the curriculum, including those that are more adventurous in promoting curiosity.</p>	<p>Contribute to the development of exemplar lessons and sharing of best practice. Meetings records will show evidence of the quality and extent of this contribution</p>	<p>Reflect and evaluate the effectiveness of the curriculum delivery model for the department/subject.</p>	<p>Lead developments and innovation in curriculum design for the Enterprise Learning Alliance/department.</p>
Developing Professional Practice					

	Developing reflective practice ensures effective planning and delivery.	Embedding reflective practice facilitates experimentation in planning and delivery.	Sharing good practice in planning and delivery across department/subject facilitates improvements in student engagement.	Established outstanding practice in planning and delivery is shared across Enterprise Learning Alliance/department and its impact on student engagement is monitored.	Developments in outstanding and innovative practice in models of planning and delivery are investigated and lead to the implementation of new and relevant initiatives across the Enterprise Learning Alliance.
--	---	---	--	---	---

	MS pt1 MS pt2	MS pt3 and MS pt4	MS pt 5 and MS pt 6	UPS pt 1 and UPS pt 2	UPS pt 3
<p>Standard 5: Adapt teaching to respond to the strengths and needs of all students.</p> <p>Know when & how to differentiate appropriately using approaches which enable students to be taught effectively</p> <p>Have a secure understanding of how a range of factors can inhibit students' ability to learn & how best to overcome these</p> <p>Demonstrate an awareness of the physical, social,</p>	Key Groups				
	Awareness of the range of key groups of students and their individual needs. Implementation of strategies to support students.	Understand and implement a range of strategies to effectively support key groups.	Develop a range of strategies to support key groups achieving their targets. Support colleagues through coaching and mentoring.	Develop highly effective strategies for supporting key groups. Implement a range of intervention strategies across the department/subject.	Investigate latest thinking and develop innovative strategies to support key groups across the Enterprise Learning Alliance/department.
	Use of Data				
	Use data to understand the starting points of all students and be aware of National, Enterprise Learning Alliance and departmental targets.	Use data effectively to track and monitor progress of key groups in classes.	Interrogate data to identify issues for key groups and implement appropriate intervention across the department/subject.	Comprehensive interrogation of data and subsequent interventions ensures that all groups of students progress and achieve their targets.	Analysis and evaluation of data leads to a range of interventions at student/teacher/Enterprise Learning Alliance/department level to secure rapid and sustained progress for all.
	Differentiation				
	Utilise a range of strategies to differentiate T&L	Consistent and highly effective differentiation ensures that all key	Evaluate the effectiveness of differentiation and other strategies	Monitor and track progress of key groups across department/subject.	Monitor and track progress of key groups across Enterprise Learning

<p>intellectual development of children & know how to adapt teaching to support students' education at different stages of development</p> <p>Have a clear understanding of the needs of all students, (SEN, EAL, high ability; disability & be able to use & evaluate distinctive teaching approaches to engage them.</p>	<p>to meet the needs of all groups.</p>	<p>groups are able to access the learning opportunities and make good progress. Clear understanding of a range of needs, and know how to address the impact on planning and progress.</p>	<p>used to support key groups and individual students. Share good practice across department/subject.</p>	<p>Active involvement in the development of resources to support others.</p>	<p>Alliance/department. Lead the development of CPD and other initiatives to support the provision for key groups.</p>
	<p>SMSC</p>				
	<p>Be aware of opportunities to develop students understanding and appreciation of SMSC.</p>	<p>Have a more developed understanding of SMSC and be able to incorporate opportunities for the development of skills in lessons.</p>	<p>Experiment with a range of opportunities to support the development of SMSC skills. Share good practice across the department/subject.</p>	<p>Evaluate the effectiveness of SMSC development opportunities across the department/subject. Implement a range of opportunities to secure the development of SMSC skills</p>	<p>Lead on the developing innovative opportunities to support the development of SMSC across the Enterprise Learning Alliance/department and that will provide challenge and stimulation. Support the development of colleagues.</p>
<p>Developing Professional Practice</p>					

	<p>Developing reflective practice ensures effective and consistent support for key groups. Successful completion of NQT training where applicable.</p>	<p>Embedding reflective practice facilitates the development of a range of strategies to support key groups.</p>	<p>Sharing good practice in the planning and implementation of strategies to support key groups across department/subject facilitates good or outstanding support for all.</p>	<p>Implementation and impact of strategies across Enterprise Learning Alliance/department to support key groups is monitored and evaluated to determine impact on securing outstanding support/progress for all.</p>	<p>Innovative and outstanding practice in strategies to support the learning and progress of key groups is investigated and leads to the implementation of new and relevant initiatives across the Enterprise Learning Alliance.</p>
--	--	--	--	--	--

	MS pt1 MS pt2	MS pt3 and MS pt4	MS pt 5 and MS pt 6	UPS pt 1 and UPS pt 2	UPS pt 3
<p>Standard 6: Make accurate and productive use of assessment</p> <p>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>Make use of formative and summative assessment to secure students' progress</p> <p>Use relevant data to monitor progress, set targets and plan subsequent lessons</p>	<p>The expectations of all staff in the Enterprise Learning Alliance, regardless of career stage is to meet this standard in the following ways:</p> <ul style="list-style-type: none"> • Ensure that all students, regardless of their starting points make rapid and sustained progress • Effectively monitor the progress of students in lessons • Utilise data to inform planning and delivery • Provide challenge, pace and support to encourage students to achieve at the highest level • Create a culture of aspiration in all students • Use a range of assessment techniques to secure rapid and sustained progress and good or outstanding achievement for all students <p>The role of staff in achieving this is to:</p> <ul style="list-style-type: none"> • Utilise data effectively to inform planning, delivery and assessment • Provide a range of assessment opportunities which are inclusive and differentiated • Utilise a range of questioning and discussion techniques which promote learning and progress for all • Use a range of formative and summative assessment techniques which promote independence and encourage active participation in assessment • Encourage peer assessment and review in lessons • Provide regular feedback both orally and in writing • Ensure that all students understand how to improve their work and have the opportunity to do so to secure progress • Produce accurate and timely reports as required <p>The Enterprise Learning Alliance will support staff in achieving this through the provision of:</p> <ul style="list-style-type: none"> • Regular and comprehensive benchmark, progress and target setting data • Observation and feedback which is supportive and developmental 				

Give students regular feedback, both orally and through accurate marking and encourage students to respond to the feedback

- Work scrutiny and feedback on marking and assessment, the level of challenge and the impact of feedback on students' progress and work completion
- Relevant and targeted CPD opportunities at individual, departmental and Enterprise Learning Alliance level according to need

	MS pt1 MS pt2	MS pt3 and MS pt4	MS pt 5 and MS pt 6	UPS pt 1 and UPS pt 2	UPS pt 3
Standard 7: Manage behaviour effectively to ensure a safe learning environment. Have clear rules & routines for behaviour in classrooms, take responsibility for promoting good & courteous behaviour both in classrooms around the school, in line with the behaviour policy	Role Model				
	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times.				
	Behaviour Management Strategies				
	Know, understand and apply the Enterprise Learning Alliance's behaviour management policy. Implement strategies to manage behaviour of students in your groups.	Develop and implement a broad range of personal behaviour management strategies which promote good and outstanding behaviour in and out of the classroom, consistent with the Enterprise Learning Alliance's policy.	Anticipate and plan for potential behaviour management scenarios. Provide guidance and support for colleagues in developing strategies to manage behaviour.	Have an extensive knowledge and (understanding) and proven ability to apply a range of strategies to manage behaviour. Be able to tailor them to specific needs and develop the skills in others.	Support others in the drive to secure good and outstanding behaviour in classes and across the Enterprise Learning Alliance. Act as a coach and mentor to staff who need support and development in this area.
High expectations of behaviour, establish a framework for	Behaviour to support learning				
	Establish and maintain consistent high expectations of behaviour which	Promote an ethos in the classroom which motivates students and	Implement a range of strategies which encourage students to take individual	Be a presence and take responsibility for enforcing high expectations of	Take a leading role in taking decisive and effective actions in

discipline with a range of strategies, using praise, sanctions & rewards fairly & consistently	promote effective learning in the classroom.	makes the link between good behaviour and effective learning.	responsibility for their behaviour, learning and progress.	behaviour within the classroom and throughout the Enterprise Learning Alliance.	promoting high expectations of behaviour within the classroom and throughout the Enterprise Learning Alliance.
Manage classes effectively using approaches appropriate to students needs in order to involve & motivate them Maintain good relationships with students, exercise appropriate authority & act decisively.	Creating Positive Relationships				
	Create a classroom environment which promotes positive relationships. Use praise and sanctions consistently.	Establish a rapport with all students and implement a range of strategies which promotes good behaviour and effective learning.	Positive relationships are embedded and an in-depth knowledge of students and their needs enables all students to participate effectively in learning.	Support colleagues in encouraging the creation of positive relationships, effective behaviour management strategies to enable effective learning.	Act as a role model in strategies which encourage positive relationships and a climate for learning throughout the Enterprise Learning Alliance.
	Developing Professional Practice				
Developing reflective practice ensures increasingly effective management of behaviour in class.	Embedding reflective practice facilitates highly effective behaviour management strategies and developing confidence	Sharing good practice in the implementation of a range of behaviour management strategies across department/subject	Established outstanding practice in behaviour management is shared across Enterprise Learning Alliance/department	Outstanding and innovative practice in behaviour management strategies which promote effective learning is investigate and	

		enabling experimentation in a range of different contexts.	facilitates consistency and promotes effective behaviour for learning.	and its impact on students' attitudes to learning is monitored and evaluated.	leads to the implementation of new and relevant initiatives across the Enterprise Learning Alliance.
--	--	--	--	---	--

Unqualified Pay Range

In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher on the Unqualified Pay Range:

- Good progress towards their appraisal objectives
- Development of the effectiveness and impact of their teaching practice
- An increasing positive impact on outcomes for students
- An increasing contribution to the work of the school

Sources of Evidence

The range of evidence which may be considered is listed below.

- Assessment against Appraisal Objectives
- Assessment against Teachers Standards
- Classroom Observations
- Self-Assessment & Peer Review
- Relevant Pupil Progress Data

Appendix 5: Pay Progression Criteria for Lead Practitioners & Leadership Teachers

Headteacher

In this School the following criteria will be considered when assessing whether pay progression should be awarded to the Headteacher:

- The Headteacher must have met or made good progress towards their appraisal objectives
- The Headteacher must be able to evidence that they are highly competent in the Teachers' Standards to a level consistent with their Leadership responsibilities
- The Headteacher must be able to demonstrate sustained high quality performance with particular regard to strategic Leadership and management practice and their positive impact on whole School standards, pupil progress and outcomes.

Leadership Teachers

In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Leadership teacher, other than the Headteacher:

- The Leadership Teacher must have met or made good progress towards their appraisal objectives
- The Leadership Teacher must be able to evidence that they are highly competent in the Teachers' Standards to a level consistent with their Leadership responsibilities

The Leadership Teacher must be able to demonstrate sustained high quality performance with particular regard to strategic Leadership and management practice and their positive impact on whole School standards, pupil progress and outcomes or operational areas in the school for which they have responsibility.

Leading Practitioner Pay Range

In this School the following criteria will be considered when assessing whether pay progression should be awarded to a Teacher paid on the Leading Practitioner pay range:

- The Leading Practitioner must have made good progress towards their appraisal objectives
- The Leading Practitioner must be able to demonstrate that they are highly competent in the professional standards
- The Leading Practitioner must be an exemplar of the highest level teaching skills and professional practice with a demonstrable impact on the wider school
- The Leading Practitioner must have made a measurable impact on the effectiveness of colleague's practice or those areas of pupil outcomes identified for improvement
- The Leading Practitioner must have demonstrated strong Leadership in developing, implementing and evaluating policies and practices which contribute to School improvement

Sources of Evidence

Schools may wish to set out examples of the range of evidence which may be considered

- Assessment against Appraisal Objectives
- Assessment against relevant standards – e.g. Ofsted Inspections
- SIP / SEF
- Classroom Observations (where relevant)
- Relevant Pupil Progress Data
- Self-Assessment

Appendix 6: Pay Framework for Support Staff

From THE ENTERPRISE LEARNING ALLIANCE where a member of support staff is eligible for a pay review and evidence of performance meets the School's criteria for pay progression as set out in this policy; the Employee will progress in line with the annual pay award for Kent County Council Staff.

The annual pay award can be accessed via the link below:

[Kent Scheme Pay Award 2022 - KELSI](#)

Appendix 7: Pay progression Criteria for Support Staff

Contribution Level	Summary of Definition
Not Assessed	<p>Assessment was not made because of</p> <ul style="list-style-type: none"> • the employee’s performance is being monitored and reviewed within the School’s formal capability procedure or • there is insufficient evidence of performance and the TCP assessment will be deferred
Performance Improvement Required	<p>Employee did not achieve the standards expected in the job. This may be due to one or a combination of:</p> <ul style="list-style-type: none"> • one or more performance management objectives not being met without adequate explanation • evidence of behaviour or conduct contrary to that expected in the role • a less than satisfactory attendance or punctuality record compared to the normal standards across the School <p>overall standards of performance in the job are less than expected</p>
Successful - Performance meets expectations all of the time	<p>The Employee has achieved all the performance objectives or if this is not the case there is an understandable and acceptable reason for this.</p> <p>Additionally performance generally is consistently sound across all key areas of the role and the behaviours demonstrated by the Employee are consistently positive.</p> <p>In common terms an Employee with this assessment would be regarded as sound, positive, reliable and doing a ‘good job’ all round and there will be a range of evidence to substantiate this.</p>

<p>Excellent: Performance exceeds expectations some of the time</p>	<p>Employees at this level will be those whose performance clearly stands out as above the norm. Their work will be seen to be consistently of a high calibre with a sense of pride in the quality of their work. Performance objectives will have been met and exceeded in some way unless the objectives were regarded as 'stretch' targets or particularly challenging in some way.</p> <p>There will be evidence of using own initiative and taking personal responsibility to seek out new tasks or responsibilities that are desirable, appropriate and have a positive impact on children and/or colleagues.</p> <p>Typically attendance would be expected to be very high.</p> <p>The Employee will also consistently demonstrate very positive behaviours towards their work, children and colleagues with clear evidence of effective outcomes.</p>
<p>Outstanding: Performance exceeds expectations most of the time</p>	<p>Performance objectives will be delivered to an exceptionally high standard. The quality of work throughout the year will be regarded as first class and impressive in terms of what is achieved and how it is delivered.</p> <p>Employees at this level will be regarded by others as 'exceptional' in their role and they demonstrate exceptionally positive behaviours towards children, parents (if appropriate to role) and colleagues.</p> <p>There will be clear evidence of often going the 'extra mile', of doing things over and above expectation on a regular basis and constantly demonstrating behaviours consistent with the values, principles and ethos of this School.</p>

Sources of Evidence

- Appraisal Objectives
- Lesson Observations (where relevant)
- Training / CPD Records
- For Teaching Assistant posts the Professional Standards for Teaching Assistants (Below)

Professional standards for teaching assistants

Personal and professional conduct

Teaching assistants should uphold public trust in the education profession by:

- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Having regard for the need to safeguard pupils' well-being by following relevant statutory guidance along with school policies and practice.
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
- Committing to improve their own practice through self-evaluation and awareness.

Knowledge and understanding

Teaching assistants are expected to:

- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school/employer.
- Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
- Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and learning

Teaching assistants are expected to:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others

Teaching assistants are expected to:

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

Appendix 8: Pay Appeals

Prior to making an appeal an Employee is encouraged to speak informally to their appraiser / Headteacher about any concerns they have about their pay recommendation which has been made.

An Employee may register a formal appeal against a decision regarding their pay. Appeals should be made in writing to the Headteacher / Chair of the Pay Committee within 10 working days of receipt of written confirmation of the pay decision.

An appeal may be made on the following grounds – that the School has:

- incorrectly applied the School's pay policy
- incorrectly applied any provision of the national or local terms and conditions of service
- failed to have proper regard for statutory guidance
- failed to take proper account of relevant evidence
- taken account of irrelevant or inaccurate evidence
- failed to act objectively or fairly in making the pay assessment

The letter of appeal should include full details of the reasons why the Employee is making an appeal on the stated grounds.

The Employee must submit to the Chair of the Appeal Committee any documentation in support of their appeal together with a summary of their case at least five working days prior to the Appeal Hearing.

Appeals will be considered by a panel of one or more governors within 20 working days of the receipt of the appeal.

The role of the panel is to review the original pay decision on the basis of the grounds of appeal presented by the Employee.

The outcome may be to:

- To uphold the original pay decision
- To uphold the Employee's appeal

- To refer the matter for reassessment by the Headteacher / Pay Committee who made the original decision or to seek the advice of an additional independent advisor

The Employee will be advised of the outcome of the appeal hearing, including reasons for the decision, usually within 5 working days of the Committee's decision being made. There is no further right of appeal.

The Employee is entitled to be accompanied at the Appeal Hearing by a workplace colleague or trade union / professional association representative. A postponement of up to 5 working days may be requested to allow the Employee's trade union or workplace colleague of choice to attend.

Procedure for an Appeal Meeting

- The chair of the appeal panel will introduce those present and their roles, explain the case to be considered, the procedure to be followed and the format of the meeting.
- The Employee or their representative shall put the case in support of the grounds for appeal. This may include referring to written submissions and evidence. The School's representative and panel and their respective advisors may ask questions of the Employee and their representative.
- The School's representative (Headteacher / Chair of the Pay Committee) presents the case for upholding the original pay decision and refers to written documentation. The Employee, their representative and the panel may ask questions of the School's representative.
- The panel will invite both parties to sum up their cases, with the Employee or his/her representative having the final word. The hearing will then be adjourned whilst the panel deliberates over the evidence
- Adjournments may be requested by both parties or by the panel during the appeal hearing. If new evidence is presented the appeal may need to be adjourned while this is investigated.
- The appeal hearing will then be adjourned whilst the panel deliberates over the evidence. If further clarity is required both parties may be recalled and the hearing reconvened so that all parties may hear any additional evidence.
- The appeal hearing is reconvened and the outcome is communicated verbally to the Employee. This should also be confirmed in writing. On occasion it may not be possible

for the panel to reach a decision on the day of the hearing in which case the panel will reconvene at the earliest opportunity to make a decision and the outcome communicated in writing within 5 working days of the decision being made.

Appendix 9: Pay UPS Application

Enterprise Learning Alliance Upper Pay Scale Application Feedback



This form is used to give feedback on applications to move to the Upper Pay Scale.

The criteria used to make decisions regarding moving to the UPS is set out in the schools pay policy and is outlined below.

14.1 Criteria for Progression to the Upper Pay Range

To progress to the Upper Pay Range a Teacher will be required to demonstrate that they have consistently made good progress towards their appraisal objectives over the 2 most recent appraisal cycles.

In addition they will need to demonstrate that:

- they are highly competent in all elements of the professional standards
- their achievements and contributions to the School are substantial and sustained
- Career Stage Expectations are fulfilled

Appendix 4 sets out how the school will interpret whether a Teacher meets the criteria to progress to the Upper Pay Range.

14.2 Procedure for assessing Upper Pay Range Applications

The Headteacher will assess the Teacher's application against the school's criteria and advise him / her in writing within 10 working days whether the application has been successful.

Where the application is successful the Teacher will progress to the minimum value of the upper pay range from 31st October

Where an application is unsuccessful the Teacher will receive feedback on the reasons for the decision from the Headteacher.

Staff member applying for consideration to move to UPS:
Date:
Headteacher:

This section outlines the teacher’s standards and career expectations required to move to the UPS. Teachers do not have to meet all criteria to move to UPS but criteria met must evidence that they are highly competent in all elements of the professional standards and their achievements and contributions to the School are substantial and sustained.

Teachers should complete the evidence sections referencing material from appraisal documents and other documents that have been submitted to support the application. There are response comments relating to each of the standards then a summary as to whether the applicant has successfully met the standard to move to UPS.

	MS pt1 MS pt2	MS pt3 and MS pt4	MS pt 5 and MS pt 6	UPS pt 1 and UPS pt 2	UPS pt 3
<p>Standard 1: Set high expectations which inspire, motivate and challenge students</p> <p>Establish a safe and stimulating environment for students rooted in mutual respect</p> <p>Set goals that stretch and challenge students of all backgrounds, abilities and dispositions</p> <p>Demonstrate consistently the values and behaviour which are expected of all students</p>	<p>The expectations of all staff in the Enterprise Learning Alliance, regardless of career stage is to meet this standard in the following ways:</p> <ul style="list-style-type: none"> Act as a role model for students demonstrating professionalism and consistent high expectations at all times which support the ethos of the Enterprise Learning Alliance Establish and maintain consistent high expectations of all Encourage individual and collective responsibility Create a ‘can do’ culture to raise aspiration for all Focus on equality and mutual respect Foster positive relationships between staff and students and peers The role of staff in achieving this is to Deliver a curriculum which is inclusive and differentiated Use a range of flexible and responsive learning styles which promote independent learning Encourage collaboration and participation in lessons Promote a full range of thinking and life skills which enable students to develop into mature and responsible adults Provide opportunities for regular differentiated assessment and feedback 				

	<p>The Enterprise Learning Alliance will support staff in achieving this through the provision of:</p> <ul style="list-style-type: none"> • A supportive and inclusive working environment • Observation and feedback which is supportive and developmental • Annual performance management and professional review • Individual and collective professional development opportunities • Opportunities to innovate and participate in any aspect of the Enterprise Learning Alliance's broader work
<p>Teachers Supporting Evidence</p>	
<p>HT Response</p>	

	UPS pt 1 and UPS pt 2	Teachers Supporting Evidence
<p>Standard 2: Promote good progress and outcomes by students: be accountable for students attainment, progress and outcomes (APO)</p> <p>be aware of students' capabilities and their prior knowledge and plan teaching to build on these</p> <p>guide students to reflect on the progress they have made and their emerging needs</p> <p>demonstrate knowledge and understanding of how students learn and how this impacts on teaching</p> <p>encourage students to take a responsible and conscientious attitude to their own work and study.</p>		
	Centralised data and tracking information is analysed to determine intervention across department/subject.	
	Contribute to the review and development of SOW which encourage independence and aspiration in learning at all levels and for all groups.	
	Key groups which require specific intervention are provided with targeted and timely differentiation. Lead and develop strategies across subject area/year groups	
	AfL is embedded in planning and is implemented across the department/subject/age /year group. Good practice is shared with colleagues. Take responsibility for facilitating sharing of practice.	
Established outstanding practice is developed/shared and its impact on securing rapid and sustained student progress is		

	monitored and evaluated. Support, mentor or coach other teachers.	
HT Response		
	UPS pt 1 and UPS pt 2	Teachers Supporting Evidence
<p>Standard 3: Demonstrate good subject and curriculum knowledge:</p> <p>Have a secure knowledge of relevant subjects & curriculum areas, foster & maintain students' interest in the subject & address misunderstandings</p> <p>Demonstrate critical understanding of developments in the subject & curriculum areas & promote the value of scholarship</p> <p>Demonstrate an understanding of & take responsibility for promoting high standards of literacy articulation & the correct use of Standard English</p> <p>For early reading, demonstrate good understanding of SSP</p> <p>For early maths, demonstrate a clear understanding of appropriate teaching strategies</p>		
	Have an extensive knowledge and understanding of the subject and curriculum area and related pedagogy.	
	Have the foresight to be able to anticipate misconceptions to enable effective student engagement and interest.	
	Active involvement and engagement in enquiry and action research projects and promote the value of scholarship.	
	Contribute to the professional development of colleagues in understanding and embedding high standards of literacy in lessons. Contribute to embedding SSP in SOW.	
	Established outstanding practice is utilised to	

	enhance and develop subject knowledge across Enterprise Learning Alliance/department.	
HT Response		

	UPS pt 1 and UPS pt 2	Teachers Supporting Evidence
<p>Standard 4: Plan and teach well-structured lessons:</p> <p>Impart knowledge and develop understanding through the effective use of lesson time</p> <p>Promote a love of learning and children's intellectual curiosity</p> <p>Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired</p> <p>Reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>Contribute to the design and provision of an engaging curriculum within the relevant subject areas</p>		
	Take responsibility for the evaluation and development of SOW for the subject/curriculum areas. Model outstanding practice in the planning and delivery of lessons.	
	Independent learning enables students to be experimental in their learning.	
	Evaluate homework activities and utilise as a tool to target and secure individual improvement and progress. Lead out-of-class learning activities across the subject and curriculum area.	
	Reflect and evaluate the effectiveness of the curriculum delivery model for the department/subject.	
	Established outstanding practice in planning and delivery is shared across Enterprise Learning Alliance/department and	

	its impact on student engagement is monitored.	
HT Response		

	UPS pt 1 and UPS pt 2	Teachers Supporting Evidence
<p>Standard 5: Adapt teaching to respond to the strengths and needs of all students.</p> <p>Know when & how to differentiate appropriately using approaches which enable students to be taught effectively</p> <p>Have a secure understanding of how a range of factors can inhibit students' ability to learn & how best to overcome these</p> <p>Demonstrate an awareness of the physical, social, intellectual development of children & know how to adapt teaching to support students' education at different stages of development</p> <p>Have a clear understanding of the needs of all students, (SEN, EAL, high ability; disability & be able to use & evaluate distinctive teaching approaches to engage them.</p>		
	Develop highly effective strategies for supporting key groups. Implement a range of intervention strategies across the department/subject.	
	Comprehensive interrogation of data and subsequent interventions ensures that all groups of students progress and achieve their targets.	
	Monitor and track progress of key groups across department/subject. Active involvement in the development of resources to support others.	
	Evaluate the effectiveness of SMSC development opportunities across the department/subject. Implement a range of opportunities to secure the development of SMSC skills	
	Implementation and impact of strategies	

	<p>across Enterprise Learning Alliance/department to support key groups is monitored and evaluated to determine impact on securing outstanding support/progress for all.</p>	
HT Response		

<p>Standard 6:</p> <p>Make accurate and productive use of assessment</p> <p>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p> <p>Make use of formative and summative assessment to secure students' progress</p> <p>Use relevant data to monitor</p>	<p>The expectations of all staff in the Enterprise Learning Alliance, regardless of career stage is to meet this standard in the following ways:</p> <ul style="list-style-type: none"> • Ensure that all students, regardless of their starting points make rapid and sustained progress • Effectively monitor the progress of students in lessons • Utilise data to inform planning and delivery • Provide challenge, pace and support to encourage students to achieve at the highest level • Create a culture of aspiration in all students • Use a range of assessment techniques to secure rapid and sustained progress and good or outstanding achievement for all students <p>The role of staff in achieving this is to:</p> <ul style="list-style-type: none"> • Utilise data effectively to inform planning, delivery and assessment • Provide a range of assessment opportunities which are inclusive and differentiated • Utilise a range of questioning and discussion techniques which promote learning and progress for all
---	---

progress, set targets and plan subsequent lessons

Give students regular feedback, both orally and through accurate marking and encourage students to respond to the feedback

- Use a range of formative and summative assessment techniques which promote independence and encourage active participation in assessment
- Encourage peer assessment and review in lessons
- Provide regular feedback both orally and in writing
- Ensure that all students understand how to improve their work and have the opportunity to do so to secure progress
- Produce accurate and timely reports as required

The Enterprise Learning Alliance will support staff in achieving this through the provision of:

- Regular and comprehensive benchmark, progress and target setting data
- Observation and feedback which is supportive and developmental
- Work scrutiny and feedback on marking and assessment, the level of challenge and the impact of feedback on students' progress and work completion
- Relevant and targeted CPD opportunities at individual, departmental and Enterprise Learning Alliance level according to need

HT Response

<p>Standard 7: Manage behaviour effectively to ensure a safe learning environment</p> <p>Have clear rules & routines for behaviour in classrooms, take responsibility for promoting good & courteous behaviour both in classrooms around the school, in line with the behaviour policy</p> <p>High expectations of behaviour, establish a framework for discipline with a range of strategies, using praise, sanctions & rewards fairly & consistently</p>	Role Model					
	Act as a role model promoting consistently high expectations of behaviour in a professional and courteous manner at all times.					
	Behaviour Management Strategies					
		MS pt1 MS pt2	MS pt3 and MS pt4	MS pt 5 and MS pt 6	UPS pt 1 and UPS pt 2	UPS pt 3
	Know, understand and apply the Enterprise Learning Alliance's behaviour management policy. Implement strategies to manage behaviour of students in your groups.	Develop and implement a broad range of personal behaviour management strategies which promote good and outstanding behaviour in and out of the classroom, consistent with the Enterprise Learning Alliance's policy.	Anticipate and plan for potential behaviour management scenarios. Provide guidance and support for colleagues in developing strategies to manage behaviour.	Have an extensive knowledge and (understanding) and proven ability to apply a range of strategies to manage behaviour. Be able to tailor them to specific needs and develop the skills in others.	Support others in the drive to secure good and outstanding behaviour in classes and across the Enterprise Learning Alliance. Act as a coach and mentor to staff who need support and development in this area.	
	Behaviour to support learning					
		MS pt1 MS pt2	MS pt3 and MS pt4	MS pt 5 and MS pt 6	UPS pt 1 and UPS pt 2	UPS pt 3
	Establish and maintain consistent high expectations of behaviour which promote effective learning in the classroom.	Promote an ethos in the classroom which motivates students and makes the link between good behaviour and effective learning.	Implement a range of strategies which encourage students to take individual responsibility for their behaviour, learning and progress.	Be a presence and take responsibility for enforcing high expectations of behaviour within the classroom and throughout the Enterprise Learning Alliance.	Take a leading role in taking decisive and effective actions in promoting high expectations of behaviour within the classroom and throughout the Enterprise Learning Alliance.	
	Creating Positive Relationships					
		MS pt1 MS pt2	MS pt3 and MS pt4	MS pt 5 and MS pt 6	UPS pt 1 and UPS pt 2	UPS pt 3
Create a classroom	Establish a rapport with all	Positive relationships are	Support colleagues in encouraging the	Act as a role model in		

<p>Manage classes effectively using approaches appropriate to students needs in order to involve & motivate them</p>	<p>environment which promotes positive relationships. Use praise and sanctions consistently.</p>	<p>students and implement a range of strategies which promotes good behaviour and effective learning.</p>	<p>embedded and an in-depth knowledge of students and their needs enables all students to participate effectively in learning.</p>	<p>creation of positive relationships, effective behaviour management strategies to enable effective learning.</p>	<p>strategies which encourage positive relationships and a climate for learning throughout the Enterprise Learning Alliance.</p>
<p>Maintain good relationships with students, exercise appropriate authority & act decisively.</p>	<p>Developing Professional Practice</p>				
		<p>MS pt1 MS pt2</p>	<p>MS pt3 and MS pt4</p>	<p>MS pt 5 and MS pt 6</p>	<p>UPS pt 1 and UPS pt 2</p>
	<p>Developing reflective practice ensures increasingly effective management of behaviour in class.</p>	<p>Embedding reflective practice facilitates highly effective behaviour management strategies and developing confidence enabling experimentation in a range of different contexts.</p>	<p>Sharing good practice in the implementation of a range of behaviour management strategies across department/subject facilitates consistency and promotes effective behaviour for learning.</p>	<p>Established outstanding practice in behaviour management is shared across Enterprise Learning Alliance/department and its impact on students' attitudes to learning is monitored and evaluated.</p>	<p>Outstanding and innovative practice in behaviour management strategies which promote effective learning is investigated and leads to the implementation of new and relevant initiatives across the Enterprise Learning Alliance.</p>
<p>HT Response</p>					

Feedback Summary and Application Decision	
Demonstrate that they have consistently made good progress towards their appraisal objectives over the two most recent appraisal cycles.	
Staff member is highly competent in all elements of the professional standards	
Teacher's achievements and contributions to the School are substantial and sustained	
Career Stage Expectations are fulfilled	
Recommendation to Move to UPS	
Headteacher Signature	Date