



ST JOSEPH'S CATHOLIC HIGH **SCHOOL**

STAFF PAY POLICY

2019 - 2020

Date of Review: September 2019
Date for Next Review: September 2020

INTRODUCTION

1. St Joseph's Catholic High School, as a Catholic school, values all members of staff for whom they are and we recognise that the salary paid is part of that recognition for the work undertaken.
2. In this policy we outline the mechanisms by which we decide the salary paid to each member of staff. In doing so we hope to acknowledge the experience built up over time and the contribution each member of staff makes to the teaching and learning within their department, but also their contribution to the school as a whole.
3. It is intended that this policy is clear and fair, and that members of staff can make accurate predictions about their future pay so that concerns about pay progression can be minimized and the school can continue to work in harmony to achieve its goal of supporting students in a cohesive community.
4. This policy sets out the framework for making decisions on teachers' and support staff pay. It has been developed to comply with current legislation, the requirements of the School Teachers' Pay and Conditions Document (STPCD), the School Staffing (England) Regulations 2009 and in consultation with the recognised trade unions. A copy of this policy is available to all staff alongside all relevant documents on pay and conditions.
5. In adopting this pay policy the aim is to:
 - a. assure the quality of teaching and learning at the school;
 - b. support recruitment and retention and reward members of staff appropriately; and
 - c. ensure accountability, transparency, objectivity and equality of opportunity.
6. Pay decisions at this school are made by the Academy Committee which has delegated certain responsibilities and decision making powers to the Salary Review Committee as set out in Appendix One. The Salary Review Committee shall be responsible for the establishment and review of the pay policy, subject to the approval of the Academy Committee, and shall have full authority to take pay decisions on behalf of the Academy Committee in accordance with this policy. The Head of School shall be responsible for advising the Salary Review Committee on its decisions.

PAY REVIEWS

7. The Academy Committee will ensure that each teacher's salary is reviewed annually with effect from 1 September and that each teacher is notified of the outcome by no later than 31 October each year, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.
8. The Academy Committee will ensure that each member of the support staffs' salary is reviewed annually with effect from 1 April and that each support staff member is notified of the outcome by no later than 31 October each year, and that all members of the support staff are given a written statement setting out their salary and any other financial benefits to which they are entitled.
9. Where circumstances cause a delay to pay reviews, these will be completed as soon as reasonably possible after the deadline, ensuring affected staff are regularly updated.
10. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

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

BASIC PAY DETERMINATION ON APPOINTMENT

12. The Academy Committee will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.
13. In making such determinations, the Academy Committee will apply the following policy:

Classroom Teacher Posts

14. The Academy Committee has established the following pay scales for classroom teacher posts paid on the Main Pay Range and Upper Pay Range:

Main Scale	Fringe Area
M1	25,543
M2	27,468
M3	29,581
M4	31,775
M5	34,179
M6	37,152
Upper Pay Scale	
U1	38,797
U2	40,189
U3	41,635

15. The Academy Committee undertakes that it will not restrict the pay range advertised for or starting salary and pay progression prospects available for classroom teacher posts, other than the minimum of the Main Pay Range and the maximum of the Upper Pay Range.
16. The Academy Committee will apply the principle of pay portability in making pay determinations for all new appointees as follows:
 - one point for each one year of service as a qualified teacher in a maintained school, Academy, City Technology College or independent school;
 - one point for each one year of service as a qualified teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;
 - The Academy Committee members will consider other relevant past experience in consideration of the starting pay.
 - The Academy Committee will also pay classroom teachers who are “post-threshold teachers” as defined by the 2012 STPCD on the Upper Pay Range.

Unqualified Teachers

17. The Academy Committee has established the following pay scale for unqualified teachers employed in classroom teacher posts:

Staff Pay Policy 2019 – 2020

Unqualified Scale	Fringe Area
1	18,844
2	20,898
3	22,955
4	25,011
5	27,067
6	29,123

Leadership Teacher Posts (Head of School, Deputy & Assistant Headteachers)

18. The pay ranges for the Head of School, Deputy Headteacher[s] and Assistant Headteacher[s] will be determined in accordance with the criteria specified in the 2014 STPCD and ensuring fair pay relativities.
19. Discretionary payments to the Head of School will be determined in accordance with the provisions of the 2014 STPCD and will be reviewed annually.
20. The Academy Committee will normally appoint new leadership teachers at the bottom point of the relevant pay range.
21. The Academy Committee will pay teachers as deputy or assistant Headteachers only where the Academy Committee is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role –
 - (a) is focused on teaching and learning;
 - (b) requires the exercise of a teacher's professional skills and judgment;
 - (c) requires the teacher to lead and manage the school through:
 - development of teaching and learning priorities across the school;
 - accountability for the standards of achievement and behaviour of pupils across the school;
 - accountability for the planning and deployment of the school's resources;
 - leading policy development and implementation across the school in accordance with statutory provisions;
 - managing whole school operational activity;
 - working with external bodies and agencies; and
 - securing pupils' access to their educational entitlements;
 - (d) has an impact on the educational progress of the school's pupils;
 - (e) involves leading, developing and enhancing the teaching practice of the school's staff; and
 - (f) includes line management responsibility for a significant number of people and/or the line management of other line managers.
22. In the case of a deputy Headteacher post, the Academy Committee must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an assistant Headteacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the Head of School.

23. Support Staff

The Salary Review committee notes its powers to determine the pay of support staff in accordance with paragraph 17 and 19 of the School Staffing (England) Regulations 2009

and Chapter 7 of the associated guidance. The salary Review committee will determine the pay grade of support staff on appointment in accordance with the scale of grades, currently applied in relation to employment with the LA, which the Salary Review Committee consider appropriate for the post. In reaching its determination, the pay committee will consider the advice of the LA, but will not consider itself bound by that advice. The appeals process is set out in the appendix to this policy.

PAY PROGRESSION BASED ON PERFORMANCE

24. The arrangements for teacher Performance Management Review are set out in the school's Performance Management policy.
22. Decisions regarding pay progression will be made with reference to the performance management reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.
23. To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.
24. The evidence used will be only that available through the performance management process.
25. Where teachers have joined the school part way through a performance management cycle, the Academy Committee will, where necessary, seek evidence from the previous schools to assist pay decisions and will only, where necessary, seek evidence from the teachers themselves.
26. Teachers' Performance Management reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Academy Committee, having regard to the performance management report and taking into account advice from the senior leadership team.
27. The Academy Committee will ensure that appropriate funding is allocated for pay progression for all eligible teachers.
28. All teachers can expect incremental progression to the top of their pay range as a result of successful performance management reviews.
29. The Academy Committee will make pay decisions according to the criteria for progression set out in paragraphs 34 to 39.

Classroom Teachers on the Main Pay Range

30. Classroom teachers will be awarded pay progression on the Main Pay Range following each successful performance management review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.
31. Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction.
32. Pay progression will involve the teacher moving up to the next point on the main scale.

Classroom Teachers on the Upper Pay Range

33. Classroom teachers will be considered for pay progression on the Upper Pay Range following two consecutive successful performance management reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.
34. Once a teacher has been on the same upper pay point for two complete years, they become eligible to apply to move to the next point. It is the responsibility of the teacher to make this application.
35. Applications can be made only once per year and should be handed in after the most recent performance management review and before the 31st December in the year when uplift is being sought. If successful, pay will be backdated to September of that Academic Year.
36. Applications will consist of the two most recent Performance Management Reviews (with associated evidence) and a letter of application which must state the desire to be considered for pay progression. Additional evidence can be included in the letter if the applicant wishes.
37. The application will be judged against the Teachers' and Post-Threshold standards.
38. An application from a qualified teacher will be successful where the Academy Committee is satisfied that:
 - (a) the teacher is highly competent in all elements of the teacher standards and Threshold Standards (Appendix 5) and
 - (b) the teacher's achievements and contribution to the school are substantial and sustained over a significant period of time.
39. Progression will involve moving up to the next point in the Upper Pay Scale.

Unqualified Classroom Teachers

40. Unqualified classroom teachers will be awarded pay progression on their pay scale following each successful performance management review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Leadership Teachers (Head of School, Deputy & Assistant Headteachers)

41. The Head of School, deputy Headteacher(s) and assistant Headteacher(s) will be awarded additional scale points in accordance with the provisions of the 2014 STPCD i.e. they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress.

MOVEMENT TO THE UPPER PAY RANGE

Applications and Evidence

42. All applications for the Upper Pay Scale will be considered; teachers will be eligible for progression to the Upper Pay Range having reached M6 on the Main Pay Range. It is the responsibility of the teacher to decide whether to apply for the Upper Pay Scale.

43. Applications may be made once a year. Where teachers wish to be assessed, they should notify the Head of School in writing together with their two most recent Performance Management Reviews and all documentation relevant to those reviews (such as lesson observations and pupil performance data)
44. The application will be judged against the Teachers' and Post-Threshold standards.
45. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the Upper Pay Range in that school or schools. This school will not be bound by any pay decision made by another school.

The Assessment

46. An application from a qualified teacher will be successful where the Academy Committee is satisfied that:
 - (a) the teacher is highly competent in all elements of the teacher standards and Threshold Standards (Appendix 5) and
 - (b) the teacher's achievements and contribution to the school are substantial and sustained over a significant period of time.
47. In deciding whether an application is successful the two most recent performance management reviews (and associated evidence such as lesson observations and student performance data) will be used as evidence.
48. In making its decision, the Academy Committee will have regard to the two most recent performance management reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual performance management cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Processes and Procedures

49. The application to move to the Upper Pay Scale must be handed in to the Head of School by 31st December in the academic year in which the move is intended to take place, but after the Performance Management Review of the previous academic year has been concluded (so that this forms part of the evidence). For the vast majority of applicants, this will be the autumn term after they have spent a full year on Point 6 of the Main Scale.
50. The assessment will be made within 10 working days of the receipt of the application. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale. If unsuccessful, feedback will be provided by the Head of School as soon as possible and at least within 5 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's pay appeals procedure. (Appendix 2)

PART-TIME TEACHERS

51. Teachers employed on an ongoing basis at the school but who work less than a full working week are deemed to be part-time. The Academy Committee will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full-time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

SHORT NOTICE/SUPPLY TEACHERS

52. New supply teachers will normally be paid a flat rate of £25 per hour.

DISCRETIONARY ALLOWANCES AND PAYMENTS

Teaching & Learning Responsibility Payments (TLRs)

53. The Academy Committee pays TLR 1, 2 and 3 payments to teachers as indicated in the attached staffing structure, in accordance with the pay ranges specified in the 2014 STPCD as updated from time to time and the following levels and values will apply:

TLR	£
3A	555
3B	1,572
2A	2,795
2B	4,454
2C	6,288
1A	8,069
1B	9,432
1C	11,005

54. The criteria for the award of TLR 1 and 2 payments are as follows:

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

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

55. In addition, before awarding a TLR1 payment, the Academy Committee must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

56. Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1, TLR2 or TLR3 payment.

57. Before making any TLR3 payment, the Academy Committee must be satisfied that the responsibilities meet a, b and d of the above criteria; that they are being awarded for clearly time limited school improvement projects or externally driven responsibilities; and that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR payment.

58. Where the Academy Committee wishes to make TLR3 payments, the proposed responsibilities, level of payment (within the published range of £511 and £2,550) and the duration of payment will be set out clearly.

59. The Academy Committee will ensure that the use of TLR3 applies only to clearly time-limited school improvement projects or one-off externally driven responsibilities and

where there is a genuine development or operational need. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

Acting Allowances

60. Where any teacher is required to act as Head of School, Deputy Headteacher or Assistant Headteacher for a period in excess of four weeks, s/he will receive an additional allowance in order that the total pay received is equal to that of the substantive post holder.
61. Payments will be backdated to the day on which the teacher assumed those duties. No pressure, direct or indirect, will be placed on teachers to act up where such acting up is voluntary on their part.

SAFEGUARDING

62. The Academy Committee will operate salary safeguarding arrangements in line with the provisions of the 2014 STPCD and the School Staffing (England Regulations 2009).

APPEALS

63. The arrangements for considering appeals on pay determination are set out in Appendix 2 of this policy.

MONITORING THE IMPACT OF THE POLICY

64. The Academy Committee will monitor the outcomes and impact of this policy on a regular basis.

APPENDIX ONE

REMIT FOR THE SALARY REVIEW COMMITTEE OF THE ACADEMY COMMITTEE

The Salary Review Committee will comprise at least two members of the Academy Committee.

All Academy Committee members will be eligible for membership of the Salary Review Committee with the exception of staff members..

Establishment of the Policy

The Salary Review Committee is responsible for:

- establishing the policy, in consultation with the Head of School, staff and trade union representatives, and submitting it to the Academy Committee for approval.

The Academy Committee is responsible for:

- formal approval of the policy.

Monitoring and Review of the Policy

The Salary Review Committee is responsible for:

- reviewing the policy annually, in consultation with the Head of School, staff and trade union representatives; and submitting it to the Academy Committee for approval.

The Academy Committee is responsible for:

- considering an annual report, including statistical information, on decisions taken in accordance with the terms of the policy;

Application of the Policy

The Head of School is responsible for:

- ensuring that pay recommendations for the deputy and assistant Headteacher(s), classroom teachers and support staff are made and submitted to the Salary Review Committee in accordance with the terms of the policy;
- advising the Salary Review Committee on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Salary Review Committee and of the right of appeal.

The Salary Review Committee is responsible for:

- taking decisions regarding the pay of the deputy and assistant Headteacher(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the Head of School.
- the St Peter Academy Trust Head of School Pay Panel makes the decision regarding the pay of the Head of School, submitting reports of these decisions to the Academy Committee; and
- ensuring that the Head of School is informed of the outcome of the decision of the Salary Review Committee and of the right of appeal.

The Appeals Committee of the Academy Committee is responsible for:

- taking decisions on appeals against the decisions of the Salary Review Committee in accordance with the terms of the appeals procedure of the policy.

APPENDIX TWO

PAY APPEALS PROCEDURE

The Academy Committee is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by the school as the means by which appeals against pay decisions are considered.

Teachers may seek a review of any determination in relation to their pay or any other decision taken by the Academy Committee (or a committee or individual acting with delegated authority) that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or committee by whom the decision was made:

- a) incorrectly applied any provision of the STPCD;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) otherwise unlawfully discriminated against the member of staff.

The order of proceedings is as follows:

1. The member of staff receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the member of staff is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within ten working days of the decision.
3. Where this is not possible, or where the member of staff continues to be dissatisfied, he/she may follow a formal appeal process.
4. The member of staff should set down in writing the grounds for questioning the pay decision and send it to the person (or committee) who made the determination, within ten working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.
5. The committee or person who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the member of staff an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. Any appeal should be heard by a panel of three Academy Committee members who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The member of staff will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal meeting the member of staff is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows.

Introductions

Chair introduces everyone and what their role is:

- Self as Chair
- other panel member(s) (if applicable)
- employee
- employee representative
- any witnesses for the employee side
- management representative who will state the management case
- any witnesses for the management side
- person who will clerk the meeting
- HR manager to give advice to the panel

Goes over the order of the hearing:

- Employee will state their case
- Chair asks questions of the employee/employee representative
- Chair invites panel (if applicable) to ask questions
- Management will state their case
- Chair asks questions of the management
- Chair invites panel (if applicable) to ask questions
- Chair to sum up both sides
- Chair to adjourn hearing to deliberate

The Employee Case

Employee/representative presents employee case:

- what is the evidence that supports their case
- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

The Management Case

Management representative presents management case:

- what is the evidence that supports the disputed pay decision
- introduces any witnesses

Chair asks questions

Chair opens the discussion to the panel (if applicable).

Summing Up

If appropriate, the Chair can sum up the key points on both sides.

End of Hearing

Chair ends the hearing and advises employee that will let him/her have the panel's decision in writing within timescale

Chair advises employee that he/she will have a right of appeal and that the letter will contain full details

Decision-making

HR clerk notes main points of panel discussion and their decision

Panel obtains HR advice if required to inform their decision-making

Communication of Decision

Employee is notified of decision

Decision and reason for the decision confirmed in writing,

APPENDIX THREE

UPPER PAY RANGE APPLICATION FORM

Teacher's Details:

Name _____

Post _____

Performance Management Details:

Years covered by planning/review statements

Schools covered by planning/review statements

Declaration:

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

Applicant's signature _____

Date _____

APPENDIX FOUR

TEACHERS' STANDARDS

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' 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.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through 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 pupils 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).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, 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.

6. Make accurate and productive use of assessment

- 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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school'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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- 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 pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

APPENDIX FIVE

POST THRESHOLD STANDARDS

(1) Professional attributes

1.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

2.1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

2.2 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

2.3 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

(3) Professional skills

3.1 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

3.2 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

3.3 Promote collaboration and work effectively as a team member.

3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback