

Grobby Community College

Achieving Excellence Together



Pay Policy for Teachers 2014-15

Reviewed: Robert Coles and Pam Hollingshead: September 2014
Agreed: Full Governing Body: September 2014
Next review: Autumn 2015

Signed:.....Helen Brown Chair of Governors:..... Date: 2.9.14



Pay Policy for Teachers

The Governing Body of Grobby Community College (Academy) adopted this policy on September 2014. It will be reviewed in 12 months.

Scope

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) and has been consulted on with staff and/or the recognised trade unions.

In adopting this pay policy the aim is to:

- maximise the quality of teaching and learning at the college
- promote a professional environment through a deep understanding of the Teaching Standards.
- support the recruitment and retention of a high quality teacher workforce
- enable the school to recognise and reward teachers appropriately for their contribution to the school
- help to ensure that decisions on pay are managed in a fair, just and transparent way

Performance Management

A scheme of Performance Management will be used in accordance with the requirements of the Education (School Teachers' Appraisal) (England) Regulations 2012.

The scheme will be used across the whole college teaching staff establishment.

Equal Opportunities

All pay-related decisions will be taken in compliance with relevant legislation. The Governing Body will promote equality of opportunity in all areas, particularly in respect of the appointment process, promotion, payment and retention of staff as well as in training and development.

Pay Committee

It is the responsibility of the Governing Body to establish a Pay Committee in order to monitor pay decisions. The terms of reference for the Pay Committee are attached as an appendix to this document. The Pay Committee should have fully delegated powers.

Membership of the Pay Committee must be determined by the Governing Body and membership of the Pay Committee should not include employee Governors.

Any appeals against pay decisions should be heard by the Appeal Committee.

Pay Decisions

Pay decisions for teaching staff other than the Principal are made to the Pay Committee of the Governing Body by the Principal following the Performance Management Review Cycle which ends on 31st October, each year.

Pay Reviews

The Governing Body will ensure that each teacher's salary is reviewed annually, with effect from 1 September and no later than 30 November 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.

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

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

Appeals

The Governing Body is committed to ensuring the appeals against pay decisions meet the requirements of the dispute resolution provisions of employment law.

A teacher may seek a review of any determination in relation to their pay or any other decision taken (including performance management) by Appeal Committee, a committee acting with delegated authority of the Governing Body.

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:

- incorrectly applied any provision of the STPCD;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the teacher.

The order of proceedings is as follows:

- i) The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
- ii) If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the decision-maker within 10 working days of the decision.
- iii) Where this is not possible or where the teacher continues to be dissatisfied, they may follow a formal appeal process.
- iv) The teacher should set down in writing the grounds for questioning the pay decision and send it to committee who made the determination, within 10 working days of the notification of the decision being appealed against or of the outcome of the discussion referred to above.

The appeal will be considered in accordance with the college's Appeal Procedures.

Pay Range for the Principal

The Governors will identify an ISR of 7 consecutive points, which will be used as the pay range for the Principal. As at 1 September 2013, the range is L29 to L35.

Pay progression within the range for this post is not automatic and is subject to annual review of performance.

The Governing Body will award one progression point every two years for the successful completion of performance management review.

Pay Range for the Deputy Principal and Assistant Principals

A range of 5 consecutive points on the leadership group pay spine will be agreed for Deputy Principal and Assistant Principals. The maximum of the range will be at least one point lower than the minimum of the Principal's range.

The minimum point on the Deputy Principal / Assistant Principal range must be a minimum of one point above the highest paid classroom teacher defined as the sum of:

- a) the value of point 1 on the upper pay range;
- b) the value of any TLR awarded to the highest paid classroom teacher at the school; and
- c) the value of any SEN allowance awarded to the highest paid classroom teacher at the school.

The Governing Body will identify a pay range of 5 consecutive points on the leadership group pay spine which will be used as the pay range for each Deputy Principal. As at 1 September 2013, the range is L16 to L20.

The Governing Body will identify a pay range of 5 consecutive points on the leadership group pay spine which will be used as the pay range for each Assistant Principal. As at 1 September 2013, the range is L10 to L14.

Pay progression within the range for this post is not automatic and is subject to annual review of performance.

The Governing Body will award one progression point every two years for the successful completion of performance management review.

Leadership Posts: Pay Progression

The Governing Body agree the college budget and will ensure that appropriate funding is allocated for pay progression at all levels. The Governing Body recognise that funding cannot be used as a criterion to determine progression.

Principal

The Principal must demonstrate sustained high quality of performance, with particular regard to leadership, management, quality of teaching and student progress at the college and will be subject to a review of performance against performance objectives before any performance points will be awarded. "Application of Leadership Group Pay Progression Criteria - Clarification" can be found in the box following paragraph 55 in Section 3 of the STPCD and this will be taken fully into account when considering progression.

Pay progression within the range for this post is not automatic and is subject to annual review of performance.

The Governing Body will award one progression point every two years for the successful completion of performance management review.

Deputy Principal and Assistant Principal

Deputy Principal and Assistant Principals must demonstrate sustained high quality of performance in respect college leadership and management and pupil progress and will be subject to a review of performance against performance objectives before any performance points will be awarded. "Application of Leadership Group Pay

Progression Criteria - Clarification" can be found in the box following paragraph 55 in Section 3 of the STPCD and this will be taken fully into account when considering progression.

Pay progression within the range for this post is not automatic and is subject to annual review of performance.

The Governing Body will award one progression point every two years for the successful completion of performance management review.

Teaching Posts: Pay Range

The pay range for teaching posts, for the academic year 2013/14, are listed below. These are subject to change annually in line with the School Teachers' Pay and Conditions Document.

Main Point	Salary	Upper Points	Salary
M1	£21,804	UPS1	£34,523
M2	£23,528	UPS2	£35,802
M3	£25,420	UPS3	£37,124
M4	£27,376		
M5	£29,533		
M6	£31,868		

Teaching Posts: Basic Pay Determination on Appointment

The Governing Body will not exercise its right to determine pay on appointment in 2013-14.

Teaching Posts: Pay Progression based on Performance

In this college all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual review that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher performance management are set out in the college's Performance Management policy.

Decisions regarding pay progression will be made with reference to the teachers' Performance Management evaluations and the pay recommendations they contain. In the case of NQTs, whose performance review arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this college we will ensure fairness by:

- providing a clear and transparent set of skill level expectations linked to the career stage
- providing guidance which supports all performance reviewers in judging whether objectives have not been met or met
- ensuring that objectives and assessments are consistent, including quality assurance and moderation of all targets by the Principal
- all performance management reviews will be conducted by the Principal or through delegated Performance Management reviewers as delegated by the Principal.
- thorough annual training of all performance management reviewers.
- the Principal's judgements will be moderated by the Chair of Governors using anonymous performance management data.

The evidence we will use will include:

- Performance Management Reviews
- Self Assessment against the Teaching Standards
- Student Achievement (Progress and Attainment)
- Lesson observations and Learning Walks by Senior Leaders and External Moderators
- Work samples
- Student interviews
- Quality Assurance evidence
- Line Manager monitoring
- Line Manager testimonial (substantiated by evidence)

All teachers will be expected to demonstrate increasing proficiency as a classroom teacher in relation to the teacher standards and the level descriptors shown appendix F in order to progress through the pay ranges. Primarily this will be demonstrated through systematic observation and the progress of students in their classes / subject area.

Teachers' Performance Management reviews will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the Performance Management review and taking into account advice from the Principal / Senior Leadership Team. The Governing Body will consider its approach in the light of the college's budget and ensure that appropriate funding is allocated for pay progression at all levels.

At Grobby Community College judgements of performance will be made against the Teacher Standards relative to career stage, as expressed by Performance Management objectives and informed by the skill level descriptors (Appendix F).

Career Stages

The Teacher Standards (September 2012) apply to all teachers, regardless of the career stage. They define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status. The standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. A qualified teacher is assessed against the standards to a level which is consistent with what could reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (NQT, mid-career teacher, or more experienced practitioners).

Within this college, the teacher standards have been expanded to establish what we expect for teachers at 3 different stages of their career:

- Qualified Professional (Reflecting those paid on the M1-M3 pay scale)
- Accomplished Professional (Reflecting those paid on the M4-M6 pay scale)
- Expert Professional (Reflecting those paid on the UPS pay scale)

A teacher would need to demonstrate that they are meeting all the standards at the Qualified Professional Band in order to move to the Accomplished Professional level. Likewise they will need to show that they are meeting all standards at the Accomplished Professional level when applying for the Upper Pay Scale (Expert Professional). At both of the key pay band moves the applicant must show that this has been 'sustained' (i.e. at least 2 full years performing consistently at this level), if they are to be successful.

Objectives set during the Performance Management Cycle can also reflect the 3 career stages, either through the objective itself, or through the success criteria for measuring achievement of the objective.

Main Pay Scale (MPS) – Qualified and Accomplished Professional Pay Band

In order to be considered for any pay progression, the teacher would need to fully meet the teacher standards at the lowest career stage applicable to their new pay point.

As a minimum, teacher’s objectives will reflect the minimum standards needed for the career stage they would move to if they were awarded a pay progression.

In this college judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards and how their work has had an impact on:

- quality of teaching;
- student progress;
- impact on wider outcomes for young people;
- improvements in specific elements of practice, such as behaviour management or lesson planning;
- impact on effectiveness of teachers or other staff;
- wider contribution to the work of the college.

Upper Pay Scale (UPS) – Expert Professional Pay Band

The teacher’s objectives and performance against the standards must fully reflect the requirements of the top of the ‘Accomplished Teacher’ career stage (see Appendix D) for a sustained 2 year period before they progress onto the UPS. If they can demonstrate this then they can apply for the UPS from the end of M5 (throughout M4 and 5) or the end of M6 (throughout M5 and 6).

Pay progression from one pay band to another is subject to a separate application which will be judged alongside successful Performance Management documents.

Pay progression within the UPS range is not automatic and is subject to annual review of performance.

The Governing Body will award one progression point every two years for the successful completion of performance management review.

Judging Performance Management Objectives across the pay scales

Not met	A teacher will not be eligible for a pay increase if: <ul style="list-style-type: none"> • they are not fully meeting teacher standards to required level (see Skill Level Descriptors linked to each career stage); or • they have not fully met all objectives (unless there is evidence to show that the shortfall was beyond the control of the teacher <u>and</u> they have done everything within their power to counter this)
Met	A teacher will be eligible for a pay increase if: <ul style="list-style-type: none"> • they fully meet teacher standards to the required level for their career stage; and • they fully meet all objectives; or • they are able to demonstrate that the shortfall was beyond the control of the teacher <u>and</u> they have done everything within their power to counter this.

In this school, judgements of performance will be made against the ‘Teachers’ Standards’ published in May 2012. The following standards may also be used if relevant:

- National Head Teacher Standards (2004);
- National Standards for Subject Leaders (1998);
- Senco Standards;
- Draft National Standards for School Leaders;
- School Leadership Standards;

Staff should be made aware of the standards and at which level they should be performing (see also the college’s Performance Management Policy).

The links between the Teacher Standards and the Pay Ranges are made explicit in the Skill Level Descriptors (See Appendix F) which are used to support the performance management process and to ensure transparency of expectations for all teachers.

Movement to the Accomplished and Expert Professional Pay Bands

Applications and Evidence

Any qualified teacher may apply to be paid on the next pay band (end of M3 and M6) and any such application must be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid at the next pay band. At Grobby Community College applications will only be considered from teachers who are being paid on M3 for the Accomplished Professional Band and M5 or M6 for the Expert Professional Band. At both stages the applicant must be able to demonstrate that they have achieved at the top of the last pay band for two years.

Applications to be paid on the Accomplished and Expert Pay Bands may be made once a year. Applications should be made in writing using the application form (Appendix A) by **30 September** of the year in which the applicant wishes to be considered.

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

All applications should include the results of reviews under the 2011 or 2012 regulations, including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria). Applications must be accompanied by:

- The previous two year's performance management reviews
- In the case of staff where there has been a break in service, the most recent two full years performance management reviews.
- In the case of staff who have moved to Grobby from another school during the 2 years before they are eligible to apply, there will need to be at least one full year's evidence of meeting our criteria in our college before an application will be considered, supported by another year's evidence from the previous school's headteacher.

The Assessment

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

- the teacher is **highly competent** in **all** elements of the relevant standards; and
- the teacher's achievements and contribution to the college are **substantial** and **sustained**.

For the purposes of this pay policy:

- **'highly competent'** means that teaching is consistently judged to be good / good with many outstanding features. Students make good / very good progress and if not there are specific reasons and a well evidence trail showing how the teacher has tried to ensure that all students make good progress. At the Expert Professional band teachers are able to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the college, in order to help them meet the relevant standards and develop their teaching practice (as evidenced in the improving progress of students in the relevant classes).

- **'substantial'** means practice and professional behaviours which are of real importance, validity or value to the college; play a critical role in the life of the college; provide a role model for teaching and learning; make a distinctive contribution to the raising of student and college standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning and outcomes.
- **'sustained'** means: that good/outstanding standards of teaching and very good progress are maintained continuously over at least 2 school years without support or intervention.

A rigorous assessment of the application will be made by the Principal, in consultation with other senior leaders. Consideration will be made as to extent to which the applicant meets the teacher standards. Evidence can also be drawn by the applicant from the relevant leadership standards. The Principal will make the final decision as to whether to propose progression to the Accomplished or Expert Pay Band to the Governing Body Pay Committee.

This committee will decide make one of the following decisions:

- The evidence, from the applicant, presented by the Principal is sufficient to satisfy the Governors that the applicant has met the expectations required to progress to the next pay band, or
- The evidence presented by the Principal is insufficient to make a determination and they would seek further information or clarification on specific aspects of the application (a deadline of by 31st October would be set for reconsideration), or
- The evidence presented by the Principal is insufficient to satisfy the Governors that the applicant has met the expectations required to progress to the next pay band and therefore the staff member will remain at their current pay point.

Processes and procedures

The assessment will be made by the Principal by 31 October. The Pay Committee will make the final decision in enough time to inform the applicant of the decision by 30 November, each year.

If successful, all applicants will move to the next pay band from 1 September each year so pay will be backdated if necessary). There will be a single date for all moves to the next pay band. All successful applicants will be placed on the minimum of the next pay band.

If unsuccessful, feedback will be provided by the Principal as soon as possible and at least within 10 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 next pay band will be heard under the College's Appeals Procedure.

Movement through the Upper Pay Spine (Expert Professional)

Movement from UPS1 to UPS2 will be dependent upon meeting the UPS1-3 criteria over a consecutive two year period.

Movement from UPS2 to UPS3 will be dependent upon meeting the UPS1-3 criteria over a further two year period.

Leading Practitioners

The Governing Body have determined that there are to be no leading practitioner posts. This provision will be reviewed annually.

Part-time Teachers

Teachers employed on an ongoing basis at the college but who work less than a full working week are deemed to be part-time. The Governing Body will give them a written statement detailing their working time obligations and the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the college's timetabled teaching week for a full-time teacher in an equivalent post.

Supply Teachers

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata. Agency supply staff are paid on a rate agreed with their individual agency. Any other supply staff employed for day to day supply will be paid on a daily rate equivalent to £.....

Unqualified Teachers

The Governing Body will determine the pay range for an unqualified teacher vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

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

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

The Governing Body will pay an unqualified teacher on one of the employment- based routes into teaching as stated in the STPCD 2013 (£15,976 - £25,267).

Teaching and Learning Responsibility Payments

The Governing Body pays TLR1 and 2 payments to teacher as indicated in the attached staffing structure (Appendix D), in accordance with the pay ranges specified in the 2013 STPCD

Teaching and Learning Responsibility Payments (TLRs) are awarded to the holders of posts indicated in the attached staffing structure.

The values of the TLRs to be awarded are set out below.

The values of the TLRs awarded are set out below:

- £2561 to the holder of TLR2a posts
- £4269 to the holder of TLR2b posts
- £6259 to the holder of TLR2c posts

TLR1s will be awarded to the following value:

- £7397 to the holder of TLR 1a posts
- £9102 to the holder of TLR 1b posts

Before awarding any TLR 1 or 2 payment, the Governing Body 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 student development across the curriculum;
- d. has an impact on the educational progress of students other than the teacher's assigned classes or groups of students; and
- e. involves leading, developing and enhancing the teaching practice of other staff.

TLR3s will be awarded to the following value(s) £505 to £2525 for a fixed period of one academic year for the following purposes:

- for significant leadership responsibility over specific members of staff that will take place for a fixed period of time e.g. specific project-management over a fixed period of time.

A TLR3 can be awarded to run concurrently with a TLR 1 or 2.

Special Educational Needs Allowance

Groby Community College Governing Body does not use the SEN allowance as we do not have classroom teachers who meet the criteria for allocation.

Our SENCo holds a TLR, as indicated in the staffing structure.

Discretionary Allowances and Payments

The Governing Body have determined that they will **not** award any discretionary allowances or payments.

Recruitment and Retention Incentives and Benefits

The governing body will pay retention awards to subject leaders and other post-holders with whole school responsibility of £500.

The governing body will review the level of payment/benefits annually.

Residential duties

The Governing Body have determined that they will **not** award any payments for residential duties.

Honoraria

Under the terms of the STPCD, it is illegal for the Governing Body to pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher.

Additional Information

Pay increases arising from changes to the Document

All teachers are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document (STPCD) as updated from time to time.

Pay changes by mutual consent

Any member of staff wishing to request a reduction in responsibility and pay should do so in writing. This request will be considered by the Pay Committee and a decision will be made taking into account the request from the teacher and the operational requirements of the College.

Monitoring the impact of the Policy

The Governing Body (Pay Committee) will monitor the outcomes and impact of this policy on an annual basis, including trends in progression across specific groups of teachers to assess its effect and college's continued compliance with equalities

Signed:

Date:

Policy	<i>Pay Policy</i>
Reviewing Committee	<i>Finance & Premises Committee</i>
Last Reviewed	<i>September 2014</i>
Ratified by Governing Body	<i>September 2014</i>

Appendix A – Application for Payment to the Accomplished or Expert Pay Band

This form should be handled in confidence at all times

Applications and Evidence

Any qualified teacher may apply to be paid on the Accomplished or Expert Pay Band and any such application must be assessed in line with Teacher Pay Policy 2014 and the STPCD 2013. It is the responsibility of the individual teacher to decide whether or not they wish to apply to be paid on the next pay band.

Applications to be paid on the next pay band may be made once a year by 30 September, in the year preceding the year in which they wish to be considered for payment on the next pay band.

The Assessment

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

- the teacher is **highly competent** in **all** elements of the relevant standards; and
- the teacher's achievements and contribution to the college are **substantial** and **sustained**.

For the purposes of this pay policy:

- **'highly competent'** means that teaching is consistently judged to be good / good with many outstanding features. Students make good / very good progress and if not there are specific reasons and a well evidenced trail showing how the teacher has tried to ensure that all students make good progress. At the Expert Band Teachers are able to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice (as evidenced in the improving progress of students in the relevant classes).
- **'substantial'** means practice and professional behaviours which are of real importance, validity or value to the curriculum area and/or college; play a critical role in the life of the college; provide a role model for teaching and learning; make a distinctive contribution to the raising of student and college standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning and outcomes.
- **'sustained'** means: that good/outstanding standards of teaching and very good progress are maintained continuously over at least 2 school years without support or intervention.

The college will ensure that applications are assessed robustly, transparently and equitably, by the Principal who will then make a recommendation to the Pay Committee who will make the final determination.

Processes and procedures

- Applications must be submitted by 30 September each year and applicants be assessed by the Governor Pay Committee by 30 November each year.
- If successful, all applicants will move to the next pay band from 1 September of that year. All successful applicants will be placed on the minimum of the next pay band.
- If unsuccessful, feedback will be provided by the Principal at a formal feedback meeting within 10 working days of the decision.
- Any appeal against a decision not to move the teacher to the next pay band will be heard under the College's Appeals Procedure (See Appendix C)

Application for Payment on the Accomplished and Expert Professional Pay Bands

Teacher details

Personal details

To be completed by the teacher

Surname

First name(s)

Previous surname (if applicable)

DfE or GTC (Wales) teacher reference number
(this must be seven digits including zeros)

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Please include outcome reports from the last two consecutive years of your performance management reviews.

Please provide details of how your competence in all elements of the relevant standards; and your teacher's achievements and contribution to the college which are both **substantial and **sustained** over a period of at least two years and can be referenced by evidence.**

Declaration by the teacher

I confirm that this application is a true reflection of my self-assessment and the judgements of my line manager of the standards of my professional performance in the school. I wish to submit this application to move to the accomplished / expert pay band from the beginning of the academic year _____ (year).

Signed (Applicant) _____ Date: _____

Name _____

I confirm that _____ has /has not met the Teachers' standards consistent with his/her career stage and meets all of the career stage descriptors relating to the next pay band.

Signed (Line Manager) _____ Date: _____

Name _____

Outcome of Application for Payment on the Accomplished or Expert Pay Bands

I confirm that _____ has /has not met the Teachers' standards consistent with his/her career stage and meets all of the career stage descriptors relating to the next pay band.

Signed (Principal) _____ Date: _____

Name _____

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 up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. (1, 2, 3, 4, 5, 6, 7, 8, 9)			
PART 1 – TEACHING			
1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS	Self Audit	Principal's Assessment	Std Met
1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect			
1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions			
1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils			
Comment/Evidence/Lesson observation/work scrutiny/subject file/memo			
2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS	Self Audit	Principal's Assessment	Std Met
2(a) be accountable for pupils' attainment, progress and outcomes			
2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these			
2(c) guide pupils to reflect on the progress they have made and their emerging needs			
2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching			
2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study			
Comment/Evidence/Lesson observation/work scrutiny/subject file/memo			
3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE	Self Audit	Principal's Assessment	Std Met
3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings			
3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship			
3.3 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			
3.4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics			
3.5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies			
Comment/Evidence/Lesson observation/work scrutiny/subject file/memo			
4. PLAN AND TEACH WELL STRUCTURED LESSONS	Self Audit	HT Assessment	Std Met
4(a) impart knowledge and develop understanding through effective use of lesson time			
4(b) promote a love of learning and children's intellectual curiosity			
4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired			
4(d) reflect systematically on the effectiveness of lessons and approaches to teaching			
4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).			
Comment/Evidence/Lesson observation/work scrutiny/subject file/memo			

5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS	Self Audit	Principal's Assessment	Std Met
5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively			
5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these			
5(c) 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			
5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.			
Comment/Evidence/Lesson observation/work scrutiny/subject file/memo			
6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT	Self Audit	Principal's Assessment	Std Met
6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements			
6.2 make use of formative and summative assessment to secure pupils' progress			
6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons			
6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback			
Comment/Evidence/Lesson observation/work scrutiny/subject file/memo			
7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT	Self Audit	Principal's Assessment	Std Met
7.1 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			
7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly			
7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them			
7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary			
Comment/Evidence/Lesson observation/work scrutiny/subject file/memo			
8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES	Self Audit	Principal's Assessment	Std Met
8.1 make a positive contribution to the wider life and ethos of the school			
8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support			
8.3 deploy support staff effectively			
8.4 take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues			
8.5 communicate effectively with parents with regard to pupils' achievements and well-being			
Comment/Evidence/Lesson observation/work scrutiny/subject file/memo			
PART 2: PERSONAL & PROFESSIONAL CONDUCT			

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school	Self Audit	Principal's Assessment	Std Met
2.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position			
2.2 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions			
2.3 showing tolerance of and respect for the rights of others			
2.4 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			
2.5 ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law			
Comment/Evidence/Lesson observation/work scrutiny/subject file/memo			
	Self Audit	Principal's Assessment	Std Met
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			
Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.			
Comment/Evidence/Lesson observation/work scrutiny/subject file/memo			

Line Manager's Commentary –

O – Outstanding Standards G – Good Standards RI –Standards Require Improvement IA - Inadequate Standards

<u>Descriptor</u>	<u>Evidence</u>	<u>Principal's Judgement</u>
All teaching good, outstanding elements are frequent		
Almost all students (in relevant taught groups) achieve and make progress in line with college expectations; some exceed them		
Plays a proactive role in building subject / faculty teams to improve standards, provision and outcomes		
Plays a proactive role in leading the professional development of colleagues (through significant subject leadership) and/or beyond.		

Appendix B – Terms of reference for Pay Committee.

Composition

The Staff Pay Committee shall consist of at least three named members of the governing body, none of whom shall be teaching staff governors.

The Principal may attend all proceedings of the Pay Committee for the purpose of providing information and advice.

Delegation of Function

The governing body shall establish a Staff Pay Committee to deal with all pay matters relating to teaching staff other than the Principal and to implement the approved Pay Policy in respect of staff pay.

Quorum

No business can be conducted unless at least 3 governor members of the committee are present.

Terms of Reference

To determine the salary of each staff (with the exception of the Principal's salary), taking account of any recommendations made by the Principal, in accordance with approved pay policy.

Establishment of the policy

The Pay Committee is responsible for:

- establishing the policy, in consultation with the principal, staff and trade union representatives, and submitting it to the Governing Body for approval.

The Governing Body is responsible for:

- formal approval of the policy.

Monitoring and review of the policy

The Pay Committee is responsible for:

- reviewing the policy annually, in consultation with the head teacher, staff and trade union representatives; and submitting it to the Governing Body for approval.

The Governing Body 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 Principal is responsible for:

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

The Pay Committee is responsible for:

- taking decisions regarding the pay of the deputy and assistant principal(s), classroom teachers and support staff following consideration of the recommendations of pay reviewers and the advice of the head teacher;
- taking decisions regarding the pay of the Principal following consideration of the recommendations of the governors responsible for the head teacher's performance review;
- submitting reports of these decisions to the Governing Body; and
- ensuring that the Principal is informed of the outcome of the decision of the Pay Committee and of the right of appeal.

The Appeals Committee of the Governing Body is responsible for:

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

Appendix C – School / College / Academy’s Appeals Procedure

See Appeals Policy

Appendix D – Performance Management Objectives

Objective 1 Quality of Teaching Objective	
The quality of teaching must be consistently good or better depending on career stage as described in the skill level descriptors. See below:	
M1-3:	All aspects of teaching are at least satisfactory; much is good by M3
M4-6:	All teaching is at least good with some outstanding features by M6
UPS1a- UPS3a:	All teaching is good leading with most that is outstanding
Objective 2 Student Progress Objective	
Linked to teacher standards and faculty targets	
Objective 3 Professional Development Objective	
Linked to teacher standards / action research 2013-14	
Objective 4 UPS/TLR Leadership Objective	
Linked to responsibilities of the role and the college / faculty improvement plan	

Appendix E –Groby Community College Staffing Structure

Senior Leadership Team			
<p>Rob Coles - Principal Strategic Planning / College Improvement Plan Senior Leadership Team College Self Evaluation (SEF) Standards Governing Body Staffing Strategic Leadership of Performance Management Partnerships – Academy / BOSGRO / future OfSTED Marketing and Promotion Parental Engagement Chair of HBEP EFM / Maths / SLT / LRC</p>		<p>Carol Hubbard - Deputy Principal – Curriculum and Progression 14-19 Includes Strategic Leadership of Post 16 Leadership MLT Assessment and Data – 14-19 GCSE /AS/A2 Performance (SISRA / ALPS) Tracking, Progress and Intervention – 14 to 19 Curriculum Planning /Timetable– 14 to 19 Options and Transfer – Pre and Post 16 IAG / Lecap / UCAS – 14-19 Reports Lead Teacher – Physics (Temp) P16 / Languages / Exams / Data House</p>	
<p>Viv Evans Assistant Principal - Student Wellbeing Student Wellbeing Team 14-16 Cover / Inclusion Behaviour 14-16 Tutoring and Assemblies 14-19 Attendance & Punctuality 14-19 Behaviour for Learning House Activity Coordinator (Rh) Child Protection Transition / Induction Uniform House Council (Rh) KS4 Assemblies SEN / Student Wellbeing / House Coordinator / Cover Manager</p>	<p>Cathy Cornelius Assistant Principal –Quality of Teaching T&L Strategy Drive Team Whole college INSET (inc. Fri AM) Quality Assurance of T&L 14-19 Assessment for Learning Homework RCWM (Au) Learning Environment Pupil Premium Strategy (Sf/Ha) ‘Commit to Success’ Programme Widening Participation / HA Humanities / PE and PA / House</p>	<p>Mandy Bearne Assistant Principal - Learning College Performance Management Talent Development Strategy Leadership Development Programme Teacher Development Programme Teacher Improvement Programme (inc. G20 / Mentoring / Coaching Teaching and Learning Communities Support Staff CPD Professional Partnerships Action Research RCWM (Jo) Teaching Alliance / School Direct (GTP) ADT / Science / House</p>	<p>Pam Hollingshead Assistant Principal - Business Manager Budget Management Finance Human Resources Support Staff CPD ICT Catering Site and Lettings Health and Safety Support Staff Team Leaders Safeguarding - SCR HR / Finance / Premises / ICT</p>
<p>Helen Hawke – Associate Assistant Principal Curriculum Leader – Science House Link MLT</p>			

Confirmed TLR structure 2013-14								
	Maths	English, Film and Media	Science	Performing Arts and Physical Education	Humanities, Social Sciences and Life Skills	Art and Design Technology	Languages, Business and ICT	Special Educational Needs and Flexible Learning
Leadership	CL – Priya Parmar ACL – Ian Maynard Lead Teacher Numeracy – Taz Johal	CL – Amanda Bellamy ACL – Matt Male Lead Teacher Literacy – Sam Auger	CL – Helen Hawke ACL – Ross Dixey 3 x Lead Teacher – Seran Bradley (Biology), Dave Brentnall (Chemistry) and TBC (Physics)	CL – Rob Rayner ACL – Mark Lord	CL – Paul Kimber 3 x Lead Teacher – Vicki Varney (Social Sciences), Ana Hall (History/RS/SMSC), Laura Wright (Geography, Life Skills)	CL – Sally Beeston Lead Teacher – Mike Lishman (Graphics and Photography)	CL – Chris Bugh 2 x Lead Teacher – Carlyn Bryan (Business), Kalpa Madlani (ICT)	CL – Sue Varnam SHLTA - Karen Shephard ASENCo – Kay Pratt
Details	<ul style="list-style-type: none"> • CL – L&M/QA • ACL – 2nd L&M / QA / Subject or Key Stage leadership • Lead T – Numeracy (whole college) + Faculty responsibilities • UPS holders x 5 	<ul style="list-style-type: none"> • CL – L&M/QA • ACL – 2nd L&M / QA / Subject or Key Stage leadership • Lead T – Literacy (whole college) + Faculty responsibilities • UPS holders x 4 	<ul style="list-style-type: none"> • CL – L&M/QA • ACL – 2nd L&M / QA / Subject or Key Stage leadership • Lead T – subject leadership plus faculty responsibilities • UPS holders x 6 	<ul style="list-style-type: none"> • CL – L&M/QA • ACL – 2nd L&M / QA / Leadership of PE / Faculty responsibilities • UPS holders x 3 	<ul style="list-style-type: none"> • CL – L&M/QA • Lead T – Social Sciences – Psys / Soc / H&SC / faculty responsibilities • 2 x Lead T – Life Skills / RS / SMSC (whole college) plus subject leadership/faculty responsibilities • UPS holders x 4 	<ul style="list-style-type: none"> • CL – L&M/QA • Lead T – Subject Leadership – Graphics / Photography/ Faculty responsibilities • UPS holders x 5 	<ul style="list-style-type: none"> • CL – L&M/QA • Lead T – Subject Leadership – Business / Faculty Responsibilities • Lead T – Subject Leadership – ICT / Faculty Responsibilities • UPS holders x 3 	<ul style="list-style-type: none"> • CL – L&M/QA • SHLTA – Flexible Learning / Intervention / Literacy • ASENCO – Administrative Support / Tracking • UPS holders x 1
Additional TLRs and R&Rs	<ul style="list-style-type: none"> • UPS responsibilities are defined in job descriptions – single teacher subjects led by UPS teachers where possible • R&Rs used at Principal's discretion in negotiation with Curriculum Leaders / individual staff • Information, Advice and Guidance Co-ordinator – TLR2a • Higher Ability Co-ordinator (including Widening Participation / Oxbridge) – TLR2a • Professional Development Co-ordinator – TLR 2a • House Co-ordinator – TLR 2a 							

Appendix F - GROBY COMMUNITY COLLEGE SKILL LEVEL DESCRIPTORS and JUDGING PERFORMANCE MANAGEMENT OBJECTIVES 2013-14

Professional Area / Standards	Pay Band 1 – Qualified Professional			Pay Band 2 – Accomplished Professional			Pay Band 3 – Expert Professional			Required Evidence to support judgements
	Responsibility in the classroom → Active contribution within the faculty → Active contribution across the organisation									
	M1	M2	M3	M4	M5	M6	UPS 1	UPS 2	UPS3	
QUALITY OF TEACHING 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	<ul style="list-style-type: none"> The quality of teaching over time is improving and developing. Support will be provided where required. As the stage progresses lesson observations will become consistently good by M3. 			<ul style="list-style-type: none"> The quality of teaching over time is consistently good. As the stage progresses, elements of outstanding will become more frequent by M6. No support is required other than as part of the G2O programme 			<ul style="list-style-type: none"> The quality of teaching over time is consistently good and frequently outstanding. The teacher is contributing to the development of other teachers through mentoring, coaching and through the delivery of CPD/INSET. 			<ul style="list-style-type: none"> Lesson Obs Quality Assurance evidence Coaching records CPD evaluations
STUDENT PROGRESS 1.2, 1.5, 1.6	<ul style="list-style-type: none"> Student progress is broadly in line with college expectations. Support is provided to help the teacher structure what is required to secure good outcomes for students. 			<ul style="list-style-type: none"> Student progress is in line with college expectations. Teacher leads student progress with own classes and makes a contribution to student progress within the faculty. 			<ul style="list-style-type: none"> Student progress is in line with and may exceed college expectations as a result of consistently good and outstanding quality of teaching. The teacher makes a significant and expert contribution to student progress across the faculty. 			<ul style="list-style-type: none"> SISRA Data Exam outcomes Progress (3/4 Lv) Value added Work scrutiny
MANAGEMENT OF BEHAVIOUR 1.1, 1.7, 2.1	<ul style="list-style-type: none"> A positive climate for learning with high expectations and good structures enables classes to be managed effectively. The teacher uses additional support, as required, to help manage the class so that most students behave in line with college expectations. 			<ul style="list-style-type: none"> The positive climate for learning ensures that the teacher can manage classes independently effectively to ensure a safe / stimulating learning environment. There is clear evidence of strong professional practice with regard to behaviour management. 			<ul style="list-style-type: none"> The teacher actively promotes high standards and expectations across the college which encourage full learner independence. They are able to develop the behaviour management skills of their colleagues through modelling, coaching, mentoring and CPD/INSET. 			<ul style="list-style-type: none"> Observation Drop-ins Behaviour data and evidence of follow up CPD Evaluations Coaching records
PROFESSIONAL CONDUCT AND WIDER RESPONSIBILITIES 1.1, 1.8, 2.1, 2.2, 2.3	<ul style="list-style-type: none"> Positive working relationships are established with students, colleagues and parents / carers. The teacher develops professional practice in line with advice from more experienced colleagues. Makes a positive contribution to the college in terms of ethos, values and culture. 			<ul style="list-style-type: none"> These positive working relationships result in good progress by all groups of students and sharing good practice with others. The teachers takes a proactive role in identifying areas for professional development, accessing advice and adapting practice Makes a significantly positive contribution to the college in terms of ethos, values and culture. 			<ul style="list-style-type: none"> Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges. Proactively leads the professional development of others in a way which leads to good progress and outcomes for students. Makes an outstanding contribution to the college in terms of ethos, values and culture. 			<ul style="list-style-type: none"> Meeting minutes CPD / INSET CPD Portfolio Testimonials Action Research records
LEARNING COLLEGE - expected CPD support at each stage.	<ul style="list-style-type: none"> M1 – NQT Programme M2 – 2YT Programme M3 - 3YT Programme Bespoke CPD – built into PM 			<ul style="list-style-type: none"> M5/6 – ‘UPS Ready’ Programme G2O Teacher Development Programme Bespoke CPD – built into PM 			<ul style="list-style-type: none"> Sharing good practice Developing others Bespoke CPD – built into PM 			

- Each skill level descriptor is a best fit
- Teachers at the top of the bands (M3 and M6) will be able to evidence clearly all aspects of the career stage and will show some aspects of the band above in order to support progression to the next stage.

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
Professional Standards
1.1 Set high expectations which inspire, motivate and challenge pupils
1.1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect
1.1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
1.1.3 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
1.2 Promote good progress and outcomes by pupils
1.2.1 be accountable for pupils' attainment, progress and outcomes plan teaching to build on pupils' capabilities and prior knowledge
1.2.2 guide pupils to reflect on the progress they have made and their emerging needs
1.2.3 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
1.2.4 encourage pupils to take a responsible and conscientious attitude to their own work and study.
1.3 Demonstrate good subject and curriculum knowledge
1.3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
1.3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
1.3.3 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
1.4 Plan and teach well structured lessons
1.4.1 impart knowledge and develop understanding through effective use of lesson time
1.4.2 promote a love of learning and children's intellectual curiosity
1.4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
1.4.4 reflect systematically on the effectiveness of lessons and approaches to teaching
1.4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
1.5 Adapt teaching to respond to the strengths and needs of all pupils
1.5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
1.5.2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
1.5.3 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
1.5.4 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.
1.6 Make accurate and productive use of assessment
1.6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
1.6.2 make use of formative and summative assessment to secure pupils' progress
1.6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons
1.6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
1.7 Manage behaviour effectively to ensure a good and safe learning environment
1.7.1 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
1.7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
1.7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
1.7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
1.8 Fulfil wider professional responsibilities
1.8.1 make a positive contribution to the wider life and ethos of the school
1.8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
1.8.3 deploy support staff effectively
1.8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
1.8.5 communicate effectively with parents with regard to pupils' achievements and well-being.
Part 2 Personal and Professional Conduct
2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
2.1.1 Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
2.1.2 Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions
2.1.3 Showing tolerance of and respect for the rights of others
2.1.4 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
2.1.5 Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
2.2 Teachers must have a proper and professional regard for the ethos policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality
2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

National Standards for School Leadership

Key Areas of the National Standards for School Leadership

1. Leading Strategically:

<i>Knowledge and understanding of:</i>	<i>Skills:</i>
developments in education at local, national and global levels	a. think strategically, analytically and creatively
models of effective leadership and organisational structures	b. build capacity and achieve sustainability
new technologies and their potential impact	c. deal with complexity and uncertainty
strategic planning processes, tools and techniques	d. build a vision and communicate clear purpose and sense of direction
ways of achieving stakeholder and community engagement	e. model the vision and values of the school
leading change, creativity and innovation	f. anticipate, lead & manage change
ways of achieving social inclusion, diversity and access	g. use research to support and challenge practice
	h. inspire, challenge, motivate & empower others to attain challenging outcomes
	i. work strategically with governing body
	j. celebrate achievement and acknowledge excellence
	k. demonstrate political acumen

2. Leading Teaching and Learning:

<i>Knowledge and understanding of;</i>	<i>Skills</i>
curriculum design and management	a. design, develop and deliver the curriculum
principles of quality learning, teaching and assessment including school review and self evaluation	b. demonstrate equality and diversity in teaching and learning
ways of applying effective practice and research evidence to improve outcomes	c. achieve the best possible learning outcomes for all
use of external support and expertise	d. use developmental models for teaching and learning
behaviour and attendance management	e. engage parents in children's teaching and learning
new technologies to support learning and teaching	f. manage and use performance data
political impact of external, community or family factors on learning	g. develop whole school culture of best practice in teaching and learning
strategies for improving outcomes and achieving excellence for all	h. create flexible and comprehensive learning opportunities for all pupils
tools for data collection and analysis	i. capitalise on appropriate sources of external support and expertise
	j. deploy technology to support teaching and learning
	k. develop and use effective assessment and moderation systems
	l. evaluate, review and develop systems and structures

3. Leading the Organisation:

<i>Knowledge and understanding of:</i>	<i>Skills:</i>
legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks	a. manage the school's financial, human and physical resources
development of and access to school buildings and facilities	b. seek expertise and advice from within and outside the school
strategic financial planning, budget management and principles of best value	c. establish structures and systems so operational decisions are based on informed discussion
organisational development, planning and implementing change	d. delegate, collaborate and distribute leadership
employment market, effective recruitment, deployment and management of staff	e. manage others within an accountability framework
technology to enhance organisational effectiveness	f. create an environment which enables people to perform at their best and underpins effective employee relations
strategies to maximise contributions from the whole workforce	g. develop and sustain a safe, secure and healthy school environment
accountability frameworks	h. create a working environment which takes account of workload and work-life balance
project management techniques	i. manage industrial relations

4. Leading People:

<i>Knowledge and understanding of:</i>	<i>Skills:</i>
significance of interpersonal relationships, including impact on teacher performance and pupil learning	a. create a culture which encourages ideas and contributions from others
performance management, continuous professional development and sustained school improvement	b. develop self awareness, self-management and self confidence and use effectively
building motivation, including the importance of celebrating achievement	c. listen, reflect and communicate effectively
building and sustaining a learning community within a diverse workforce	d. negotiate and manage conflict, providing appropriate support
own performance, ways of obtaining feedback and how to improve	e. give feedback and provide support to improve performance
support and development systems for individuals and teams	f. hold people to account and challenge under performance
	g. develop a culture of learning and continuous professional development
	h. receive and act on feedback to build on strengths and improve personal performance
	i. foster an open, fair and equitable culture
	j. motivate, develop, empower and sustain individuals and teams

5. Leading in the Community:

<i>Knowledge and understanding of:</i>	<i>Skills:</i>
multi-agency work (including the team around the child), benefits and risks of multi-agency working	a. establish and engage in partnerships, including working with multi-agency teams
extended service provision, commissioning and contracting	b. collaborate and work within and across the community
the diversity of professional cultures and ways of working	c. engage the community in systematic evaluation of the school's work and act on outcomes
diversity and community cohesion issues	d. take a leadership role within and across the community
collaboration and partnership working (including school, home, community and business partnerships)	e. consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning
strengths, capabilities and objectives of other schools, services and agencies	f. engage in cross phase working and transition issues
wider curriculum beyond the school and opportunities it provides	g. engage in school-to-school collaboration and contribute to leadership in the wider education system
	h. contribute to achievement of community cohesion
	i. broker and commission services