

Threshold Application Process

Moving to Upper Pay Range

In accordance with the STPCD any qualified teacher can apply to be on the upper pay range. Only one application can be made each year. Separate applications can be made if the teacher works at another school.

This form may be used as a method of providing evidence. However, for a teacher on M5 the appraiser and appraise should select objectives (in line with the performance management (PM) policy) that provide the evidence needed to move to UPS1. If required this form should be used at the beginning of the PM cycle.

Applications must:

* be submitted to the Headteacher;
* include two successful performance management reviews
* be submitted by 31 October in each year (consideration will be given to accepting late applications where individual circumstances prevent this deadline being met e.g. absence).

**The criteria**

Teachers who believe they’re eligible for a performance threshold assessment can apply to the Headteacher. The Headteacher will consider each application against the standards as set out under section 15.2 of the School Teachers’ Pay and Conditions Document 2015.

a. that the teacher is highly competent in all elements of the relevant standards; and

b. that the teacher’s achievements and contribution to an educational setting or settings are substantial and sustained.

Teachers who make successful applications will be placed on point 1 of the upper pay scale with effect from 1 September in the following school year. Teachers appointed to the school who have previously become entitled to be paid on the upper pay scale will retain their entitlement to any points already awarded on this scale.

Teachers who are unsuccessful in passing the performance threshold assessment should be given written reasons, detailing which standards have been met and those which have not. It is expected that normally any concerns will have already been shared with the teacher during the last 2 years, targets set and reviewed. Written reasons should be given within 20 working days of the decision being notified to the Governing Body by the Headteacher. They are also entitled to receive clear advice on how they need to develop in order to reach the threshold standards. If they wish to appeal against this decision they should refer the schools pay policy for the Pay Appeals Procedure.

The entitlement of a teacher to be paid on the Upper Pay Scale is retained when moving to another school covered by the School Teachers’ Pay and Conditions Document.

**Definition of terms**

**‘Highly competent’**: the teacher’s performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers’ Standards in the particular role s/he is fulfilling and the context in which s/he is working not just in his/her own classroom or with his/her own groups of children, but is also making significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

**‘Substantial’**: the teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in his/her own classroom, or with his/her own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

**‘Sustained’**: Sustained means the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently in line with the expectations contained in the School’s Appraisal Policy.

**Moving up the Upper Pay Range**

Progression through the upper pay scale is not automatic. Teachers can only progress if their performance has been reviewed and they are highly competent and have made a substantial and sustained contribution to the school. Those wishing to move up the upper pay range should also use this application process.

Teachers should normally spend two years on each upper pay scale point before being considered for pay progression. Progression to the next point on the Upper Pay Scale will be based on two successful consecutive annual performance management reviews. In exceptional circumstances the Pay Committee can award progression to the next point on the upper pay scale faster than this.

All teachers will have their pay reviewed annually in accordance with the Appraisal Policy.

**Pay Appeals procedure**

An employee may seek a review of any decision taken in relation to their pay. The following list includes the usual reasons for seeking a review of a pay determination:

* incorrectly applied any provision of the Schools Pay Policy;
* 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 employee.

The pay appeals procedure is detailed in the Pay Policy.

**Confidential**

This page should be completed for all requests to move to the upper scale. Only one application can be made each year. Separate applications can be made if the teacher works at another school.

|  |  |  |  |
| --- | --- | --- | --- |
| **Section A – Your details** | | | |
| Name of teacher: | | | |
| School name: | | | |
| Teacher ref. no (DFE No): | | | |
| Payscale in 2014/2015: | | | |
| Please provide details below if you are submitting Appraisal Statements from another school/Local Authority: | | | |
| **Name and Address of School/LA** | **Date(s) of Employment** | | **Headteacher/Service Manager** |
| **Section B – Declaration by teacher** | | | |
| I confirm that I have read the guidance notes relating to the submission of this application and understand the governing body’s policy and arrangements for dealing with applications to be paid on the upper pay range. I attach my two most recent appraisal statements in accordance with the governing body’s requirements. | | | |
| Signature: | | Date: | |

|  |  |
| --- | --- |
| **1** | **Set high expectations and motivate pupils:** |
| **2** | **Promote good progress and outcomes from pupils:** |
| **3** | **Demonstrate good subject and curriculum knowledge:** |

|  |  |
| --- | --- |
| **4** | **Plan and teach well-structured lessons:** |
| **5** | **Adapt teaching to respond to the strengths and needs of all pupils:** |
| **6** | **Make accurate and productive use of assessment:** |

|  |  |
| --- | --- |
| **7** | **Manage behaviour effectively to ensure a safe learning environment:** |
| **8** | **Fulfil wider professional responsibilities and demonstrate consistently high standards of personal and professional conduct:** |
| **Other** | |

Teacher’s Standards

Below taken from the Teacher Standards (2013): <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers__Standards.pdf>

**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.

**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.