

PAY POLICY FOR TEACHING STAFF

Reviewed by	Zia Hawtin
Position	Trust People Director
Date reviewed	02.10.2024
Date agreed and ratified by the Trust Board	05.03.2025
Date of next review	September 2025

Contents	Page
Introduction	3
Pay reviews	3
Basic pay determination on appointment	3
Movement to the upper pay range	6
Part time teachers	7
Short notice/supply teachers	7
Pay increases arising from the changes to the STPCD	7
Discretionary allowances and payments	7
Salary safeguarding	8
Appeals	8
Monitoring and review of the pay policy	8
Appendices	
1 Salterns Academy Trust pay and conditions committee terms of reference	9
2 Pay appeals procedure	11
3 Upper pay range criteria and application form	13
4 Pay scales 2024-2025	20
5 Teaching standards	21
6 Trust teaching and learning principles	22
7 Trafalgar School teaching staff structure	23
8 Admiral Lord Nelson School teaching staff structure	24
9 Mayfield School teaching staff structure	25

INTRODUCTION

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 the recognised unions. A copy of this policy will be sent to all teaching staff and a copy of all relevant documents on pay and conditions will be made available to teaching staff by the school.

Considerations

This policy considers the following legislation:

- Employment Rights Act 1996
- Part-Time Workers (Prevention of Less Favorable Treatment) Regulations 2000
- Fixed Term Employees (Prevention of Less Favorable Treatment) Regulations 2002
- The Equality Act 2010 and associated equality legislation

Other applications considered:

- School Teachers' Pay and Conditions Document 2024 (referred to as STPCD)
- Managing Teachers and Leaders Pay 2024

Policy aims

In adopting this pay policy, the aim is to ensure:

- Ensure accountability
- Transparency
- Objectivity
- Equality of opportunity

Decisions

Pay decisions for the Trust are made by the Trust Pay and Conditions Committee as set out in appendix one. The Trust Board will be responsible for the establishment and review of the pay policy and will have full authority to take pay decisions in accordance with this policy.

PAY REVIEWS

The Trust will ensure that each teacher's salary is reviewed annually with effect from 1st September and that each teacher is notified of the outcome by no later than 31st October each year. All teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled, this includes the Executive headteacher/Headteachers and the CEO.

Reviews may take place at other times of the year to reflect any changes in circumstances or job description that led 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 salary safeguarding, the Trust will give the required notification no later than one month after the date of the determination.

BASIC PAY DETERMINATION ON APPOINTMENT

The Pay and Conditions Committee will determine the staffing structure and appropriate pay range for each Trust school each year (see appendices 7,8,9). On appointment of new staff, the Executive Headteacher/Headteacher of each school will determine the starting salary within that range to be offered to the successful candidate.

The Trust will apply this pay policy in making such determinations and will consider the following factors:

- The nature of the post
- Level of qualifications, skills and experience

Classroom teacher posts

The Trust has established the following pay scale range for classroom teacher posts paid on the main pay range and upper pay range, based upon the recommended minimum and maximum levels for each pay scale in the STPCD. These are subjects to review in line with changes to STPCD.

Scale	Minimum	Maximum
Main pay scale range	£31,650	£43,607
Upper pay scale range	£45,646	£49,084

The Trust will adopt the Portsmouth City Council published progression points between these minimum and maximum, as long as these conform with the nationally published union recommended points. If Portsmouth City Council deviate away from the nationally published union recommended points, then the Trust Pay and Conditions committee will consider the reasons for the deviation to inform their decision making on the progression points.

The Trust undertakes that it will not restrict the pay range advertised for 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.

Pay progression annual increments within the main pay scale will be at one point on the agreed scale (see appendix 4) upon completion of the appraisal process.

Pay progression annual increments within the upper pay scale will be at one point on the agreed scale (see appendix 4) upon completion of the appraisal process.

Pay portability

The Trust will maintain teachers' previous pay entitlements in accordance with the principle of pay portability and ensure that teachers suffer no financial detriment as a consequence of the changes to the teachers' pay structure from September 2013 onwards.

The only exception to this pay portability principle would be when a recruit has a salary that is in excess of that which would have been achieved through pay progression with similar experience and performance in a Salterns Trust School.

The Trust will apply the principle of pay portability in making pay determinations for all new appointees as follows:

- When determining the starting pay for a classroom teacher taking up their first appointment as a qualified teacher, the Trust will pay the teacher on the minimum of the main pay scale
- When determining the starting pay for a classroom teacher who has service as a qualified teacher in a maintained school, Academy, City Technology College, Independent School, UTC or Further Education including Sixth Form Colleges, or in countries outside England and Wales in the maintained sector of the Country concerned, the Trust will determine a starting pay which is the lower of the following:
 - The appointee's previous pay level
 - The pay level which would be paid to a qualified teacher who had completed the appraisal process for every year if they had been a Trust employee

Where the appointee has been previously paid on the upper pay scale, the Trust will need to be provided with evidence that the appointee continues to meet the criteria for access to the upper pay scale. The Trust will then determine the appointee's starting salary based on the lower of the following:

- The appointee's previous pay level
- The pay level which would be paid to a qualified teacher who had completed the appraisal process for every year of their service at a Trust school and meets the criteria for access to the upper pay scale

Unqualified teacher posts

The Trust has established the following pay range, in line with STPCD, for unqualified teachers employed in classroom teacher posts. These are subject to review in line with changes to STPCD.

Scale	Minimum	Maximum
Unqualified teacher	£21,731	£33,902

Pay Progression

Increment: one point on the unqualified teacher scale (see appendix 4)

The Trust will only seek to recruit unqualified teachers in exceptional circumstances, for example when no suitable qualified teacher can be recruited or when an unqualified teacher is being supported to gain a teaching qualification.

Appointees will be paid at a pay level on the unqualified teacher pay scale which is proportionate to their skills and experience as determined by the Trust.

Leadership teacher posts

The pay ranges for the Leadership teacher posts will be determined in accordance with the criteria specified in STPCD and ensure fair pay relativities.

The Trust has established the following standard pay ranges for the Leadership teacher posts.

Role	School	Band
Executive Headteacher (Group 6)	Trafalgar School*	L28-L35
Head of School	Trafalgar School*	L22-L26
Deputy Headteacher	Trafalgar School*	L18-L21
Assistant Headteacher	Trafalgar School*	L13-L17
Leadership posts	Trafalgar School*	L1-L12
Headteacher (Group 7)	Admiral Lord Nelson School	L31-L39
Deputy Headteacher	Admiral Lord Nelson School	L19-L23
Assistant Headteacher	Admiral Lord Nelson School	L15-L18
Leadership posts	Admiral Lord Nelson School	L1-L14
Headteacher (Group 7)	Mayfield School**	L33-L39
Head of School (Primary)	Mayfield School**	L20-L24
Deputy Headteacher (Secondary)	Mayfield School**	L19-L23
Assistant Headteacher (Secondary)	Mayfield School**	L10-L16
Deputy Headteacher (Primary)	Mayfield School**	L10-L14
Assistant Headteacher	Mayfield School**	L5-L9

* The Pay and Conditions Committee will review the Headteachers' pay range group for Trafalgar School in Spring 2026.

**These pay scales may be amended following the curriculum restructuring in 2025.

These ranges are reviewed by the Trust Pay and Conditions Committee on an annual basis; this review may include a change to the Individual School Range (ISR) outlined above, should the Trust Pay and Conditions Committee deem this to be appropriate for retention purposes or to reflect a significant change in role.

Discretionary payments to the Executive Headteacher/Headteacher will be determined in accordance with the provisions of STPCD and will be reviewed annually.

The Trust will normally appoint new leadership teachers at the bottom point of the relevant pay range.

The Trust will pay teachers as Heads of Schools, Deputy Headteachers, Assistant Headteachers or other Leadership posts only where the Trust 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:

- Is focused on teaching and learning
- Requires the exercise of a teacher's professional skills and judgement
- Requires the teacher to lead and manage the school through:
 - development of teaching and learning priorities across the school;
 - accountability for the standards of achievements and behaviour of students 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 students' access to their educational entitlements:
 - a. has impact on the educational progress of the school's students;
 - b. involves leading, developing and enhancing the teaching practice of the school's staff; and
 - c. includes line management responsibility for a significant number of people and/or the line management of other line managers.

In the case of a Head of School or Deputy Headteacher post, the Trust 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 Executive Headteacher/Headteacher as applicable.

MOVEMENT TO THE UPPER PAY RANGE

Applications and evidence

Any qualified teacher at the top of the main pay scale may apply to be paid on the upper pay scale range and any such application must be assessed in line with this policy. For a teacher on point 5 of the main pay scale, the appraiser and appraisee could select objectives that provide the evidence needed to move to UPS 1 when they have reached the top of this scale. It is the responsibility of the teacher to decide whether they wish to apply to be paid on the upper pay scale range. See appendix 3 for application and criteria.

Teachers will be eligible to apply for progression to the upper pay scale range when they can demonstrate that they meet the school upper pay range progression criteria and hence are 'highly competent' and make a 'substantial and sustained contribution to the school'

Application for progression onto the upper pay scale must be made in writing to the Executive Headteacher/Headteacher by 1st September, using the Trust Application Form (appendix 3). This will be followed by a meeting with the Executive Headteacher/Headteacher to discuss the evidence presented by 30th September. The appraisal process will take place as normal, running alongside this application.

Application for progression onto the upper pay scale requires the submission of evidence to the Executive Headteacher/Headteacher, at the point of application, that the teacher meets School definitions of 'highly competent' and is 'making a substantial and sustained contribution to the school'. The Executive Headteacher/Headteacher will then use this evidence to make recommendations to the Trust Pay and Conditions Committee who are the decision maker in these matters.

If a teacher is simultaneously employed at another school not within the Trust, they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. The Trust will not be bound by any pay decision made by another school outside of the Trust.

The assessment

An application from a qualified teacher will be successful where the Trust Pay and Conditions Committee is satisfied that:

- the teacher is highly competent; and
- the teacher's achievements and contribution to the school are substantial and sustained.

Process and procedures

The assessment will be made by 31st October. If successful, applicants will move to the upper pay range from the previous 1st September in the year in which the decision is made and will be placed at the minimum of the upper pay scale range; in this appraisal cycle the teacher will not be entitled to receive any other pay progression increment. 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.

If unsuccessful, feedback will be provided by the Executive Headteacher/Headteacher within at least five working days of the decision; it will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeals against a decision not to progress the teacher to the upper pay range will be heard under the school's general appeals arrangements.

PART-TIME TEACHERS

Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part-time. The Trust 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

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; period of employment for less than a day being calculated pro-rata.

Teachers who are employed to teach for the full teaching day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract.

Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full teaching day which they teach to arrive at the hourly rate.

PAY INCREASES ARISING FROM CHANGES TO THE STPCD

The Trust is committed to award the pay uplift to existing pay points and allowances for all teachers from September of every year in accordance with the outcome of the School Teachers' Review Body (STRB) pay review process.

DISCRETIONARY ALLOWANCES AND PAYMENTS

Teaching and Learning Responsibility Payments (TLRs)

TLR 1 and 2

The Trust pays TLR 1 and 2 payments to teachers as indicated in the attached staff structure, in accordance with the pay ranges specified in the STPCD and the following levels and values currently apply. All TLR payments are subject to annual review.

TLR 1a	£9,782	TLR 2a	£3,391
TLR 1b	£12,772	TLR 2b	£5,650
TLR 1c	£16,553	TLR 2c	£8,279

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

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

In addition, before awarding a TLR 1 payment, the Trust must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR 1 or TLR 2 payment.

TLR 3

The Trust will from time to time make TLR 3 payments under the advice of the Executive Headteacher/Headteacher. The proposed responsibilities, level of payment and the duration of payment will be agreed and set out clearly.

TLR	Minimum	Maximum
TLR 3	£675	£3,344

Before making any TLR 3 payment, the Trust must be satisfied that the responsibilities meet the criteria;

- that they are being awarded for time-limited school improvement projects or externally driven responsibilities;
- the payment will be for a time limit of no more than 2 years; and
- that the responsibilities are not a permanent or structural requirement which should instead be rewarded by means of a permanent TLR 1 or TLR 2 payment

The Trust will not pay a TLR1 and TLR2 concurrently, and so when required, the Trust may adopt a TLR3 to run with a TLR1 or TLR2 when additional responsibilities are taken.

The Trust 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 or upper pay ranges.

SALARY SAFEGUARDING

The Trust will operate salary safeguarding arrangements in line with the provisions of the current STPCD.

APPEALS

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

MONITORING AND REVIEW OF THE PAY POLICY

The Trust Pay and Conditions Committee will monitor the outcomes and impact of the policy on a regular basis in the spring term of each academic year. An annual written report on the operation of the pay policy, recording pay decisions taken and equality impact, will be published in the spring term of each academic year; the report will include trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

This monitoring, together with budgetary monitoring, will then be used to inform the annual pay policy review in the summer term.

This policy will be reviewed annually by the Trust Pay and Conditions Committee.

APPENDIX 1

SALTERNS ACADEMY TRUST PAY AND CONDITIONS COMMITTEE

The Trust Board has resolved to establish a Pay and Conditions Committee to advise the Board on matters relating to the Trust's staffing organisation and all matters relating to pay and appraisal arrangements. The Committee is responsible to the Trust Board. The Committee's Terms of Reference are adopted by the Trust Board and may only be changed with the approval of the Trust Board.

Constitution

- Five committee members (all Trustees)
- The minimum would be three committee members

The Board will determine how often the Committee will meet. The Committee will usually be convened a minimum of 3 times annually:

- In the autumn term, to respond to the recommendations from the Chief Executive Officer and Headteachers for pay progression in accordance with pay policies for teachers and support staff
- In the spring term, to monitor the impact of the pay policy
- In the summer term, to agree the organisation structure, the teaching and support staff salary reviews and to review the pay policies

The Chair or any two members of the Committee can call an additional meeting at any time.

Employees of the Trust will withdraw when their pay or conditions are discussed.

Other Trustees will not have the right to attend the Committee.

The Clerk will prepare the agenda and confidential minutes under the direction of the Chair of the Committee. The minutes of the Committee's meetings are confidential to its members and Trust records only.

The Committee has delegated powers to determine the pay policy and annual salary for all staff in the Trust and to approve the organisation structure.

The Committee is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Trust Board. It is authorised to request any information it requires from any employee of the Trust and all employees are directed to co-operate with any request made by the Committee. It is also authorised to obtain any outside legal or independent professional advice it considers necessary.

The Committee's role is to;

- ensure a consistent approach to the appraisal process;
- ensure benchmarking of proposed pay awards has taken place;
- to observe all statutory and contractual obligations for both teachers and support staff; and
- to make recommendations to the Trust Board, where appropriate.

Duties

The main purposes of the Committee are as follows:

- To determine Pay Policy for all staff employed by the Trust, reviewing the policy annually
- To review the application of the pay policy and monitor its impact from an equalities perspective
- For teaching staff: To carry out the annual salary review process for teaching and support staff
- The review will be carried out in the context of the Trust's management structure and its appraisal and pay policies
- For the Trust team: Following the completion of the appraisal process, to agree the salary of the central trust team
- For the leadership groups: To review annually the salary of the leadership group in accordance with each school's management structure and pay policies
- To ensure the fair application of the pay policy, considering all relevant legislation

The Committee must:

- Achieve the aims of the Trust-wide pay policy in a fair and equal manner
- Apply the criteria set by the Trust-wide pay policy in determining the pay of each member of staff at the annual review
- Seek any appropriate information that it requires from any officer of the Trust and all officers shall be directed to co-operate with any request made
- Receive individual academy proposals and consider the recommendations made by the headteacher of each school to determine the final pay award decisions for each academy
- Minute clearly the reasons for all decisions and report the fact of these decisions to the next meeting of the Trust Board
- Keep abreast of relevant developments and to advise the Trust Board when the pay policy needs to be revised

APPENDIX 2

PAY APPEALS PROCEDURE

The Trust 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 will 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 Trust (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:

- incorrectly applied any provision of the STPCD which has been adopted by the Trust;
- 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:

- The teacher receives written confirmation of the pay determination and where applicable the basis on which the decision was made
- If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Executive Headteacher/Headteacher within 10 working days of the decision.
- Where this is not possible, or where the teacher continues to be dissatisfied, they may follow a formal appeal process
- The teacher should set down in writing the grounds for questioning the pay decision and send it to the CEO (a member of the Pay and Conditions Committee), within 10 working days of the notifications of the decision being appealed against or of the outcome of the discussion referred to above
- The CEO should provide a meeting, within 10 working days or receipt of the written appeal, to consider the appeal and give the teacher an opportunity to make representations in person. Following the meeting the employee should be informed in writing of the decision and the right to further appeal
- A further appeal should be heard by a panel of three trustees/governors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher 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 teacher 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

Advises 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

- The Chair will proceed to ask 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

- The Chair will proceed to ask 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 they will let them have the panel's decision in writing within timescale
- Chair advises employee that they 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 within 5 working days

APPENDIX 3

UPPER PAY RANGE CRITERIA

The teacher meets the expectations criteria in all area of the standards outlined below.

Professional attributes

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

Professional knowledge and understanding

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.

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.

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

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

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

Professional skills

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.

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.

Promote collaboration and work effectively as a team member.

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

To apply for progression onto the upper pay scale range

In addition to satisfying the above criteria, a teacher will also need to demonstrate that they have made a 'substantial and sustained contribution' to the school, evidencing they are 'highly competent'.

Definition of terms

'Highly Competent': the teacher's performance is assessed as having excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

'Substantial Contribution': means the teachers achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their classroom, or with their groups of students, but also in making a considerable wider contribution to school improvement, which impacts on students' progress and the effectiveness of staff and colleagues. (This does not imply the teacher needs to hold a whole school responsibility).

'Sustained Contribution': means being highly competent across all the Teacher Standard's for a minimum of two years.

UPPER PAY SCALE APPLICATION FORM (deadline for submission: 1st September)

Guidance on completing this application form:

- Bullet point key evidence that demonstrates the UPS criteria
- Reference existing Trust and school documentation as evidence where relevant (e.g. A documents, lesson observation feedback, appraisal)
- Link your evidence to the Teacher Standards and Trust Teaching and Learning Principles
- Write no more than 300 words per box
- Include any relevant leadership experience (e.g., PD Days, curriculum development, pastoral)

1 Set high expectations, which inspire, motivate and challenge students:

2 Promote good progress and outcomes from students:

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 students:

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:

UPPER PAY SCALE APPLICATION FORM EXEMPLAR (deadline for submission: 1st September)

Guidance on completing this application form;

- Bullet point key evidence that demonstrates the UPS criteria
- Reference existing Trust and school documentation as evidence where relevant (e.g. A documents, lesson observation feedback, appraisal)
- Link your evidence to the Teacher Standards and Trust Teaching and Learning Principles
- Write no more than 300 words per box
- Include any relevant leadership experience (e.g., PD Days, curriculum development, pastoral)

1 Set high expectations, which inspire, motivate and challenge students:

- Inclusive practice in all my classes where I adapt teaching to the individuals in the class so that they are motivated and feel successful.
- I make sure students are clear on exactly what is expected of them and make sure they know what good work looks like in the way that they present work and try hard.
- Commitment to relational and restorative practice, inclusive practice seen and commented on by my HOD and evidenced in monitoring. I build good relationships with students and use these to raise expectations.
- Good progress made by my classes over several years including Year 11 classes. (Attached is a copy of my A1s and a summary of progress made by other classes for the last couple of years)

2 Promote good progress and outcomes from students:

- Good progress made by my classes over several years including Year 11 classes. (Attached is a copy of my A1s and a summary of the progress made by other classes for the last couple of years)
- Students I teach make good progress from their starting points and I make sure they know when they are making progress and feel successful
- From the feedback I provide, students know their strengths and the areas they need to focus on and I ensure they use this feedback to help them make progress
- Dependent on the students in the class, their ability and any barriers to learning, I use a range of varied teaching activities ensuring that there is plenty of time for students to practice using new learning
- I use the school reward system to ensure that students good attitudes and efforts are recognised and so they are rewarded for the progress they make to help keep them motivated
- See attached lesson observation forms from the last two years which highlight feedback and student progress as strengths
- See attached A1s and a summary of progress made by other classes for the last couple of years

3 Demonstrate good subject and curriculum knowledge:

- I have strong subject knowledge, and I am aware of the requirements of the subject at A level, so I ensure this is what I am preparing students for and referencing to help add purpose to the current learning
- I keep up to date with subject developments, I am a member of my subject association and directly try out new activities provided so that the learning is up to date and relevant for students
- I use research to find interesting facts and figures to help students see the relevance of what we are doing to the world around them and when I find these, I share them amongst my subject team
- I have worked with both the English and math teams looking at where their subject overlaps with my own and I have shared this amongst colleagues in my team so that we can approach subject matter and skills in a similar way and students can see how what they are learning in one subject supports them in another

4 Plan and teach well-structured lessons:

- Lessons are planned in line with the scheme of learning for the planned curriculum. Attention is drawn to the most important learning and time is given so that students can use new learning and apply this
- I have led upon the Year 8 scheme of learning and reorganising this so that is more effective for engaging students with a wider range of activities within the lesson to encourage independent practice
- I regularly evaluate my teaching against the trust teaching and learning principles and have been particularly focused upon developing 'challenge for all' within my classes, doing research and looking at how a variety of other teachers build this into their lessons. As a result of this I have changed some of my pedagogical approaches to build in more challenge for high attaining students and I have shared this practice within my department.
– see my appraisal documents attached

5 Adapt teaching to respond to the strengths and needs of all students:

- See lesson observations and monitoring record - attached
- I regularly build in opportunities to seek feedback from students on what works well within lessons for them and what would be even better so that I can better meet their needs
- Through questioning and other assessment methods I evaluate how effective my teaching has been and adapt this as necessary to meet the needs of individuals
- As a starting point for planning, I use the available SEN guidance available for the students I teach to ensure I take their learning needs into account - see progress information attached which breaks down how SEN students in my classes make progress in line with that of other students

6 Make accurate and productive use of assessment:

- Lessons are adapted based on ongoing assessment for learning throughout each lesson (responsive teaching) using a range of different questioning styles alongside opportunities for students to demonstrate they're learning
- Summative assessments identify gaps in learning for both whole classes or for specific groups or individuals, so that these can be addressed throughout future lessons. As a result of strong assessment practices students are well aware of their strengths and the areas where they need to focus on improving to make further progress
- Students are encouraged to have a go and make mistakes so they can be given feedback orally and in writing to help them learn from their mistakes
- See observations and feedback from my Head of Department regarding this - attached

7 Manage behaviour effectively to ensure a safe learning environment:

- I establish a calm and purposeful learning environment with clear routines in line with the whole school relationships and behaviour policy
- Rewards are used in recognition of student's efforts and positive behaviour for learning. Sanctions are used sparingly and where appropriate to maintain a positive learning environment
- Behaviour approaches are differentiated to meet the needs of students such as those who need prompting and reminders to stay on task

8 Fulfil wider professional responsibilities and demonstrate consistently high standards of personal and professional conduct:

- I contribute well to the personal development of students through a range of different activities outside of my classroom; weekly chess club that is well attended, running a PD day for Y8 and arranging a trip for year 9 to Marwell.
- In my role as a tutor, I support students in their pastoral development so that they attend well and develop positive attitudes to learning.
- For the last two years I have mentored ITT students who have successfully completed placements, and I have helped them develop their teaching.
- In my teaching I seek feedback from both students and other staff, and I use this to inform my practice so that I can be the best I can. –
See observations and appraisal documents

APPENDIX 4

PAY SCALES 2024-2025 (provisional)

Spine Point	Salary
Unqualified teacher scale	
1	£21,731
2	£24,224
3	£26,716
4	£28,914
5	£31,410
6	£33,902

Spine Point	Salary
Main pay scale	
M1	£31,650
M2	£33,483
M3	£35,674
M4	£38,034
M5	£40,439
M6	£43,607

Spine Point	Salary
Upper pay scale	
UPS 1	£45,646
UPS 2	£47,338
UPS 3	£49,084

Spine Point	Salary
Leadership	
L1	£49,781
L2	£51,027
L3	£52,301
L4	£53,602
L5	£54,939
L6	£56,316
L7	£57,831
L8	£59,167
L9	£60,644
L10	£62,202
L11	£63,815
L12	£65,286
L13	£66,919
L14	£68,586
L15	£70,293
L16	£72,162
L17	£73,819
L18	£75,675
L19	£75,552
L20	£79,475
L21	£81,441
L22	£83,464
L23	£85,529
L24	£87,651
L25	£89,830
L26	£92,052
L27	£94,332
L28	£96,673
L29	£99,067
L30	£101,533
L31	£104,040
L32	£106,626
L33	£109,275
L34	£111,976
L35	£114,759
L36	£117,601
L37	£120,254
L38	£123,506
L39	£126,517
L40	£129,673
L41	£132,913
L42	£136,243
L43	£138,265



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:

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:
- o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others
 - o 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
 - o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

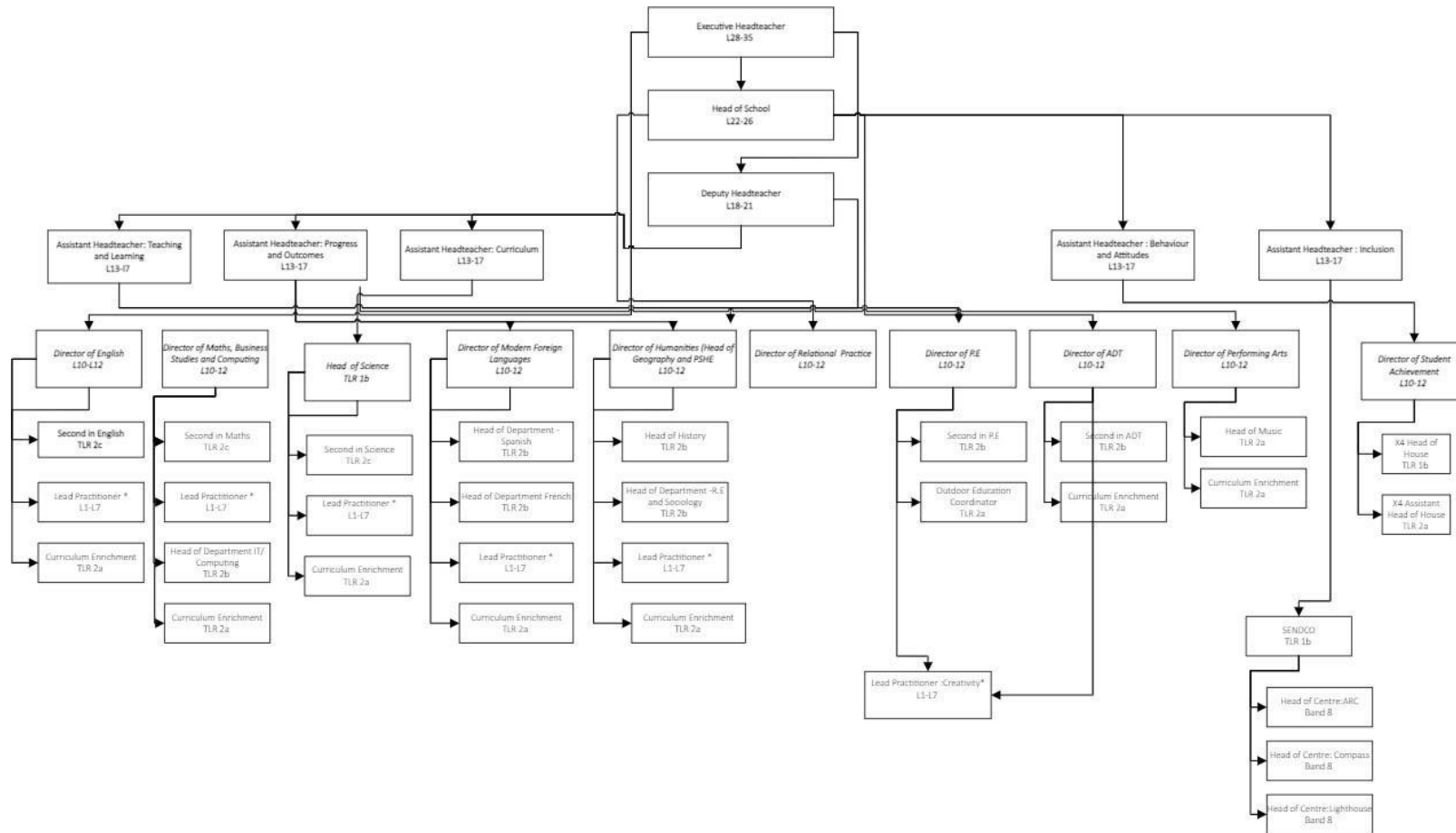
Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

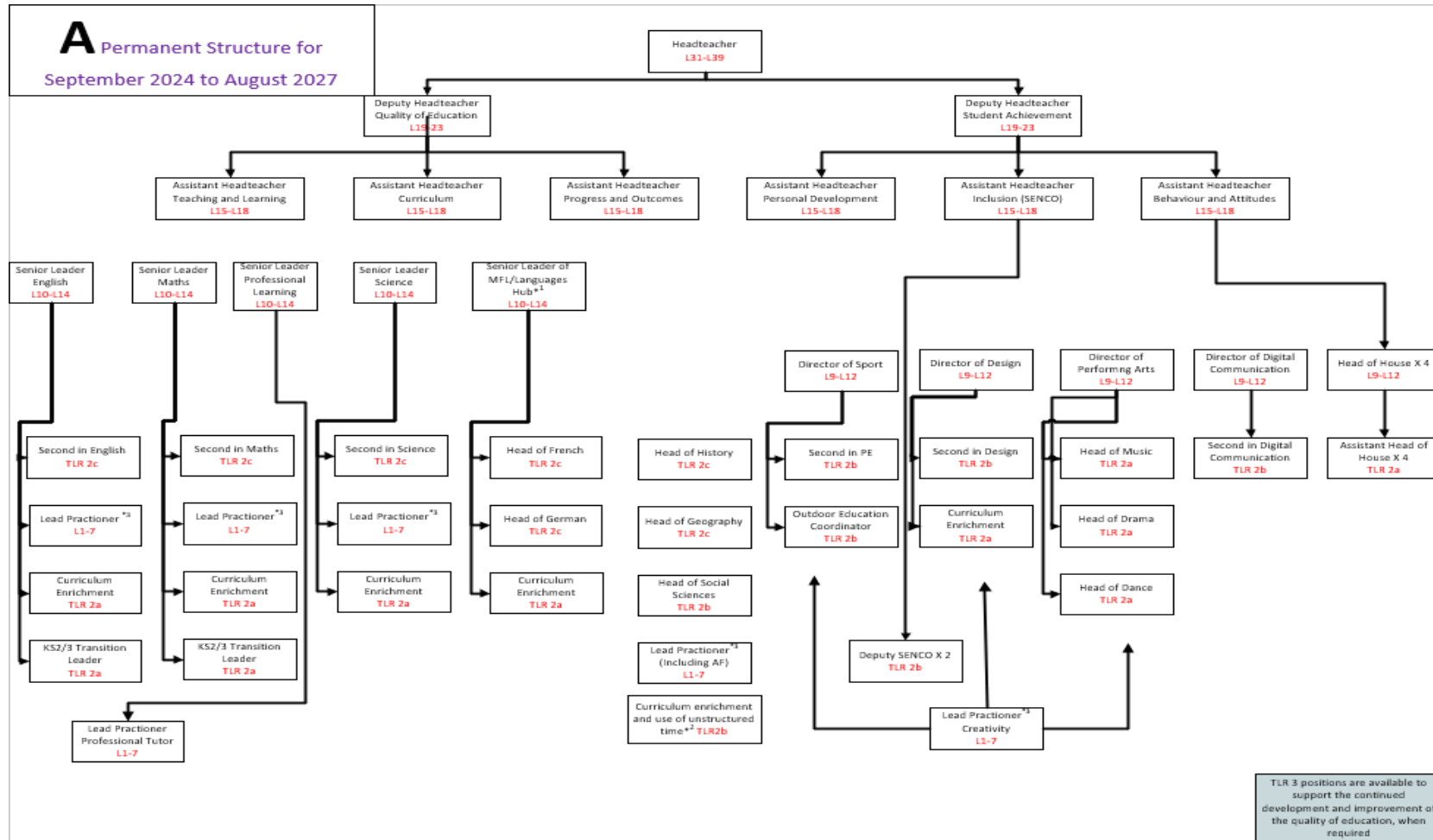
TRUST TEACHING AND LEARNING PRINCIPLES



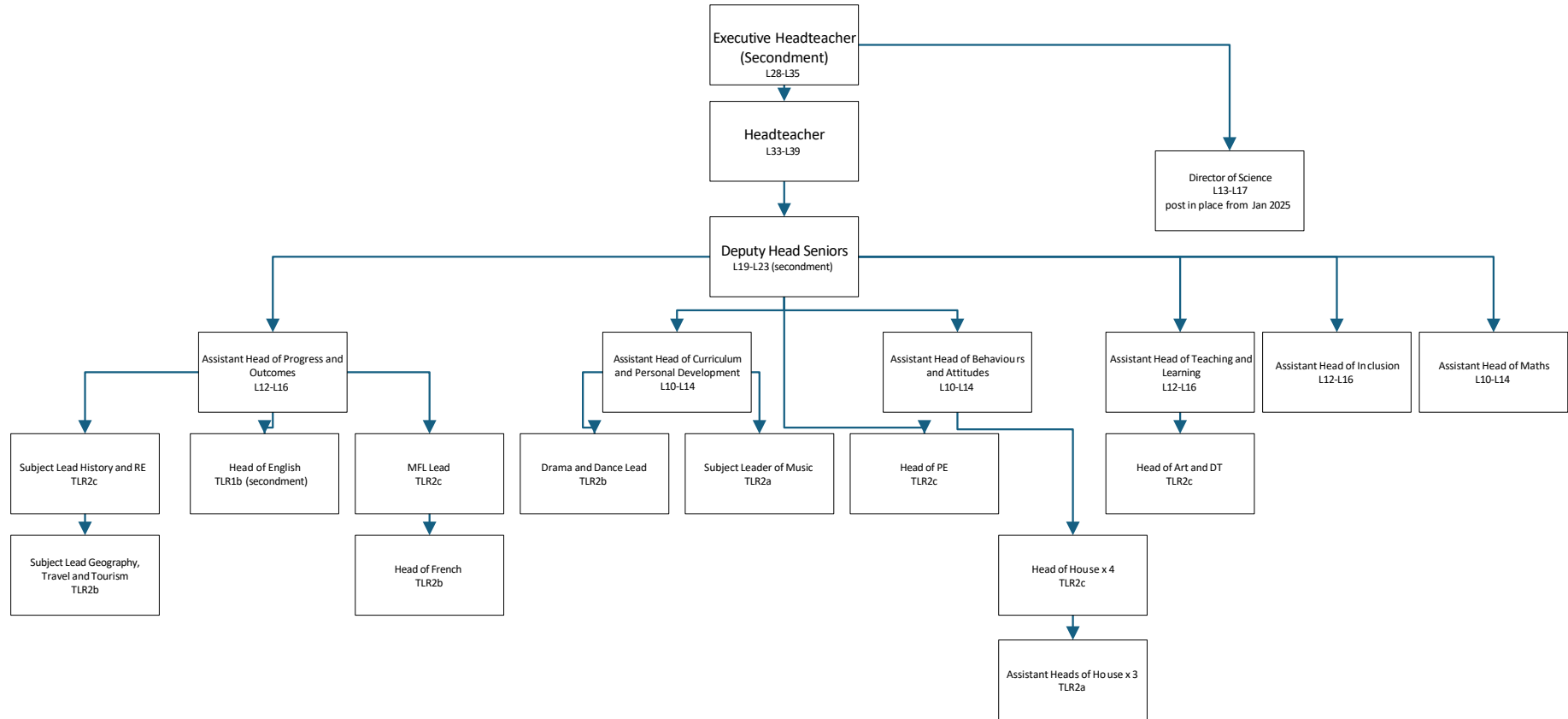
APPENDIX 7 Trafalgar School Teaching Staff Structure



APPENDIX 8 Admiral Lord Nelson School Teaching Staff Structure



APPENDIX 9 Mayfield School Teaching Staff Structure – Seniors



APPENDIX 9 Mayfield School Teaching Staff Structure - Primary

