



FPTA Academies **PAY POLICY**  
APPROVED 16th OCTOBER 2018

REVIEW DATE SEPTEMBER 2023

# FPTA ACADEMIES TRUST

## MAIN PAY POLICY

### 1. OPENING STATEMENT

- 1.1.** This policy will be applied to the pay of all staff employed to work in the Trust, excluding any staff whose pay is not determined by the Trustees or Governors.

In exercising their functions, the Governors and Trustees will adhere to all relevant legislation and regulations, in particular the principle undertakings incorporated in the company memorandum and articles of association. Governors/Trustees will act with integrity, objectivity and honesty in the best interests of the schools; will be open about decisions made and actions taken, and will be prepared to explain decisions and actions to interested persons.

Nothing in the above requires the Governors/Trustees to disclose material relating to any employee, or anyone proposed to be employed at the school, nor to any named pupil or candidate for admission to the school, nor to any matter which, by reason of its nature, the Governors/Trustees are satisfied should remain confidential.

### GENERAL PROVISIONS:

- **Equality Statement**  
The Trustees/Governors will abide by all relevant legislation<sup>i</sup> and, in particular, will not discriminate on grounds of age, sex, sexuality, race, religion or disability. The Trustees/Governors will promote equality in all aspects of school life, particularly with regard to all decisions on advertising of posts, appointing, promoting and paying staff, training and staff development.<sup>ii</sup>
- **Provision and Means of Revising Job Descriptions**  
The Headteacher will ensure that each member of staff is provided with a job description in accordance with the staffing structure agreed by the Governors. Job descriptions may be reviewed from time to time in consultation with the individual employee concerned in order to make reasonable changes. This will usually occur at the annual performance review. Job descriptions will identify key areas of responsibility and will show who is responsible for what, and who is responsible to whom; job descriptions will also make clear what responsibilities are common to all posts.

## **GENERAL PROVISIONS (continued):**

- **Use of Discretions**  
Criteria for the use of pay discretions are set out in this policy and discretionary awards of additional pay will only be made in accordance with these criteria.
- **Access to Records**  
The Headteacher will ensure reasonable access for individual members of staff to their own employment records.
- **Performance Management/Appraisal**  
The appraisal of teachers will take place in accordance with their contract of employment (statement of terms and conditions) and the school's performance management policy.<sup>iii</sup> This provision will also apply to support staff. Appraisal statements will be taken into account by the Headteacher in advising the pay committee and by the committee in making a determination of performance pay.

1.3 This pay policy will be reviewed annually, and/or when legislation changes in relation to pay.

## **2. PROCEDURES**

2.1. The Trustees will approve individual budgets for each school, including the amount to be spent on staffing costs. Any person employed to work at a school, other than the Headteacher, must withdraw from a LGB meeting at which the pay or performance appraisal of any other employee of the school, is under consideration. A relevant person must withdraw where there is a conflict of interests or any doubt about his/her ability to act impartially.

The Executive Headteacher must similarly withdraw from the Trust meeting where his/her pay is discussed and agreed.

The LGB pay committee members will be the three governors appointed by the Governors to carry out the function of scrutinising and agreeing the recommendations of the Headteacher in relation to the pay of teachers within that school.

The Trust appoint 3 trustees to conduct the Performance Management of the Executive Headteacher and report to the whole trust board with their recommendations.

The pay committee of each school will be attended by the Headteacher in an advisory capacity. The Executive Headteacher will make recommendations to the trustees with regards the pay and performance management outcomes of the Headteacher of each school

2.2. The terms of reference for the LGB pay committee<sup>iv</sup> will be determined from time to time by the Trustees. The current make up of each pay committee is 3 governors and HT presenting. The current terms of reference are:

- To achieve the aims of the whole Trust pay policy in a fair and equal manner;
- To apply the criteria set by the Trust pay policy in determining the pay of each member of staff at the annual review;
- To observe all statutory and contractual obligations;
- To minute clearly the reasons for all decisions and report these decisions to the next meeting of the full governing body;

The appraisal of each Headteacher is conducted by the EHT with at least 1 member of the LGB in attendance.

Decisions will be communicated to each member of staff by the Headteacher in writing. Decisions on the pay of the Headteacher will be communicated by the chair of Trustees in writing. An instruction to amend pay from the relevant date will be issued immediately after the time limit for the lodging of an appeal has passed, or immediately after an appeal has been concluded.

2.3 All teaching staff salaries, including those of the Headteacher, Deputy Headteacher(s) and Assistant Headteacher(s) will be reviewed annually on or after 1<sup>st</sup> September, the outcomes of which, will be backdated to 1<sup>st</sup> September. The award of a point on the upper pay range will normally be considered two years after any previous award.

The Governors may exercise their discretion to award points on the upper pay range at less than two year intervals on the recommendation of the Headteacher.

The Governors may exercise their discretion to award more than 1 point in any one year on the recommendation of the Headteacher.

The Governors may withhold progression through the various pay ranges on the recommendation of the Headteacher.

#### 2.4. **Appeal Procedure**

All staff will receive a written statement of the determination of their pay as set out in 2.3 above. Notification of any appeal against the determination must be received by the Headteacher, with a copy to the clerk of the Governors, within ten working days of the date of the statement. The Governors may extend that time limit for good and sufficient reason. If the Headteacher wishes to appeal, notification should go to the chair of Trustees, with a copy to the clerk, within the same timescale as above. The same applies to the Executive Headteacher with an appeal to the Trustees.

### **Appeal Procedure (continued)**

In the event of an appeal, the Governors will convene an appeals panel (three governors who were not involved in the original committee decision and who are not otherwise excluded by virtue of 2.1 above) to meet within ten working days of the receipt of the appeal notice. The Governors may extend that time limit for good and sufficient reason. Any appellant has the right to see all relevant paperwork and to be accompanied/represented by a workplace colleague or trade union/association representative. The decision of the appeal committee will be final. The same will apply to Headteachers and the EHT but to Trustees not governors.

## **3. LEADERSHIP GROUP PAY**

### **3.1. Headteacher Pay**

The Trustees will, when a new appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows;

- The pay committee will review the school's Headteacher group and the Headteacher's Individual School Range (ISR) in accordance with the current **School Teachers' Pay & Conditions Document** for England (STPCD) hereinafter referred to as 'the Document'. The Trust does not comply with the document but does use it as a guide.
- The pay committee will have regard to the calculation of the salary of the highest paid classroom teacher and will also take account of any other permanent payments made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability;
- The pay committee will record its reasons for the determination of the ISR, in accordance with the Document;
- Where the circumstances in paragraph 6 – 16 of the Document apply, the pay committee will determine the ISR in accordance with the need of the school to attract and appoint an appropriate candidate, not in accordance with the group size of the school;
- The pay committee will exercise its discretion and agree to pay on any of the bottom four points on the ISR, in order to secure the appointment of its preferred candidate.

The determination of the range for Executive Headteacher pay should take into account the pay of the Headteachers, the number of schools in the Trust and the overall budget of the Trust. Sufficient effort should be made to attract a top class candidate and balance this with the budgetary circumstances of the Trust.

### **For serving Heads:**

The Governors will determine the salary of a serving Headteacher in accordance with paragraph 6-16 of the Document.

- The Trustees will determine the Headteacher's ISR, in accordance with paragraph 12 of the Document;
- The Trustees may also determine the ISR where there is a need to retain an existing head, not in accordance with the group size of the school;
- The Trustees will agree performance objectives with the Headteacher, taking account of the advice of the Exec Headteacher. The objectives will be agreed as early as possible in the autumn term;
- The Trustees will be conscious of its duty to set performance objectives in default of agreement. This power will only be exercised as a last resort, after the appeal procedure has been exhausted. The general pay appeals' procedure will apply. The Headteacher is, additionally, entitled to submit a written statement, commenting on any objectives set, which will be taken into account at the time of the review;
- The Trustees will review the performance of the Headteacher against the performance objectives and may award up to two points where objectives are met and a significant contribution to whole school improvement is made and/or may award a bonus payment if the circumstances prove to be appropriate.

The pay of the Exec Headteacher is awarded in a similar way by the Trustees based on the targets set during appraisal.

### **3.2. Deputy Headteacher Pay**

The Governors will, when a new appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

- The pay committee will determine a Deputy Headteacher pay range in accordance with paragraph 13 of the Document;
- The pay committee will have regard to other permanent payments made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability;
- The pay committee will record its reasons for the determination of the Deputy Headteacher pay range.
- The pay committee will exercise its discretion and agree to pay any of the bottom three points on the Deputy Headteacher pay range, in order to secure the appointment of its preferred candidate.

**For serving Deputy Headteachers:**

- The pay committee will review pay in accordance with paragraph 13 of the Document and may award up to two points where objectives are met and a significant contribution to school improvement is made and/or may award a bonus payment if the circumstances prove to be appropriate;
- The pay committee may determine the Deputy Headteacher's pay range at any time in accordance with paragraph 13;
- The pay committee delegates to the Headteacher the agreement of performance objectives for pay purposes for the Deputy Headteacher. Objectives will be agreed and reported to the pay committee as early as possible in the autumn term. The Deputy Headteacher may agree objectives directly with the pay committee where agreement between the Headteacher and Deputy Headteacher is not achieved;
- The pay committee will be conscious of its duty to set performance objectives in default of agreement. This power will only be exercised as a last resort, after the appeal procedure has been exhausted. The general pay appeals' procedure will apply. The Deputy Headteacher is additionally entitled to submit a written statement commenting on any objectives set, which will be taken into account at the time of the review.

**3.3. Assistant Headteacher Pay**

The Governors will, when a new appointment needs to be made, determine the pay range to be advertised and agree pay on appointment as follows:

- The pay committee will determine an Assistant Headteacher pay range in accordance with paragraph 15 of the Document;
- The pay committee will have regard to the provisions of paragraph 15 and will also take account of any other permanent payments made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability;
- The pay committee will record its reasons for the determination of the Assistant Headteacher pay range.
- The pay committee will exercise its discretion and agree to pay any of the bottom three points of the Assistant Headteacher pay range, in order to secure the appointment of its preferred candidate.

#### **For serving Assistant Headteachers:**

- The pay committee will review pay in accordance with paragraph 15 of the Document, and may award up to two points where objectives are met and a significant contribution to whole school improvement has been undertaken;
- The pay committee may determine an Assistant Headteacher's pay range at any time;
- The pay committee delegates to the Headteacher the agreement of performance objectives for the Assistant Headteacher. Objectives will be agreed and reported to the pay committee as early as possible in the autumn term. The Assistant Headteacher may agree objectives directly with the pay committee where agreement between the Headteacher and Assistant Headteacher is not achieved;
- The pay committee will be conscious of its duty to set performance objectives in default of agreement. This power will only be exercised as a last resort, after the appeals' procedure has been exhausted. The general pay appeals' procedure will apply. The Assistant Headteacher is additionally entitled to submit a written statement commenting on any objectives set, which will be taken into account at the time of the review.

#### **4. ACTING ALLOWANCES**

Acting allowances are payable to teachers who are assigned to, and carry out the duties of Headteacher, deputy headteacher or Assistant Headteacher. The Finance & Personnel committee of the LGB (F&P) will, within a four week period of the commencement of acting duties, determine whether or not the acting postholder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance, and paid from the first day of absence.

Any teacher, who carries out the duties of Headteacher, Deputy Headteacher, or Assistant Headteacher, for a period of four weeks or more, will be paid at an appropriate point of the Headteacher's ISR, Deputy Headteacher range, or Assistant Headteacher range, as determined by the pay committee. Payment will be backdated to the commencement of the duties.



## 5. PAY SCALE FOR CLASSROOM TEACHERS (QUALIFIED)

### 5.1 Basic Pay Determination on Appointment

The Governors will determine the pay range for a vacancy prior to advertising it. On appointment they will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, the Governors 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

There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school. New teachers will start on the main point (M1, M2 etc).

5.2 Classroom teachers will be paid in line with the relevant sections of the Document in respect of classroom teachers, post-threshold teachers, unqualified teachers, and where applicable, Teaching and Learning responsibility points, recruitment and retention incentives, benefits, and special educational needs allowances, although the Trust reserves the right to vary its pay and conditions document independently of the document it felt appropriate.

5.3 The minimum and maximum salaries of classroom teachers will be determined by reference to the Document. This **Main Pay Range (MPR)** will be split into 6 full levels. The post threshold, **Upper Pay Range (UPR)**, will be split into 3 equal sections UPR1/UPR2/UPR3

### 5.4 Pay Progression Based on Performance

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

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal 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. We will ensure fairness by providing annual training to appraisers, quality assurance of appraisal documents, and target sampling by the Headteacher of each school.

### **Pay Progression Based on Performance (continued)**

The evidence we shall use will include the widest range of data available, including self-assessment, peer review, quality assurance activities (reviews and work scrutinies, for example), tracking pupil progress, lesson observations, and the views of pupils and parents.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governors (or Trustees if Headteacher and Executive Headteacher pay), having due regard to the appraisal report and taking into account advice from the senior leadership team. The Governors will consider their approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.

- 5.5 Judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant standards, and how they have contributed to the impact on pupil progress; the impact on wider outcomes for pupils; improvements in specific elements of practice, such as behaviour management or lesson planning; the impact on the effectiveness of teachers or other staff and/or made a wider contribution to the work of the school.

If a teacher exceeds the Teachers' Standards, their appraisal objectives and makes a significant impact on student progress and outcomes and/or makes a significant contribution to school improvement – progression could be deemed to be 'enhanced' – this could result in a pay recommendation greater than 1 point. All teaching will be assessed as at least good with a large proportion being outstanding.

If a teacher meets the standards and meets their objectives, progression could be deemed to be 'standard'. It is the expectation that most teachers should be able to progress in this way, which will result in a pay recommendation equal to one full level progression. All teaching will be assessed as at least good with some outstanding.

If the performance of a teacher falls some way short of standards and/or objectives, the recommendation will be that there is no pay progression, but without implying the need for capability procedures. All teaching will be at least satisfactory.

If the performance of a teacher falls short of acceptable professional standards, and objectives are not met, then the school will be expected to initiate capability procedures. Some teaching will be assessed as inadequate.

### 5.6. **Teaching and Learning Responsibility Payments**

A TLR may be awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of the staffing structure for the purpose of ensuring the continued delivery of high quality teaching and learning and for which the teacher is made accountable. TLR's will be awarded taking account of the published criteria.

### **Teaching and Learning Responsibility Payments (continued)**

TLR's will be safeguarded in accordance with the Document where the Governing Body amends their pay policy or the school's staffing structure.

New roles with TLR responsibilities will be advertised, at least internally, and the appointment process will involve a written application being made and an interview.

#### **5.7 Recruitment and Retention Incentives and Benefits**

The pay committee has discretion to make recruitment/retention payments in accordance with the relevant paragraph of the Document. All allowances shall be fixed-term.

The Pay Committee may make such payments, or provide other financial assistance, support or benefits, to a teacher as they consider necessary as an incentive for the recruitment of new teachers and the retention in their service of existing teachers.

5.8 A recruitment allowance may be awarded on a temporary basis for a period of up to three years and must not be extended. The allowance will be reviewed annually.

5.9 A retention allowance may be awarded for a fixed period not exceeding three years. The allowance will be reviewed annually and may, in exceptional circumstances, be renewed.

#### **5.10. Special Educational Needs**

The pay committee notes its duty to award the first special needs allowance as required under paragraph 27 of the Document. With the introduction of a Hearing Impaired Provision at Thomas Aveling, the Governors of Thomas Aveling have decided to exercise their powers under this provision.

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## **6 MOVEMENT TO THE UPPER PAY RANGE (UPR): Applications and Evidence**

6.1 Any qualified teacher may apply to be paid on the upper pay range (when they have reached point 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 on the upper pay range.

Applications may be made throughout the academic year but no later than 30<sup>th</sup> June to be considered in the September of that year for progression.

All applications should include the results of reviews or appraisals 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).

## 6.2 The Assessment

An application from a qualified teacher will be successful where the Governors are satisfied that:

- (a) The teacher is highly competent in all elements of the relevant standards; and ...
- (b) The teacher's achievements and contribution to the school are ... substantial and sustained:

For the purposes of this pay policy:

- **'Highly competent'** means meeting the descriptions of the upper pay range attached as Appendix B to this policy. In addition to this it should be recognised that those paid on the upper pay range will be performing at a standard good enough to provide coaching and mentoring to other teachers, give advice to them, and demonstrate to them effective teaching practice; and furthermore, 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.
- **'Substantial'** means of real importance, validity, or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; and ...
- **'Sustained'** means maintained continuously over a long period e.g. at least 1 academic year. The application will be assessed by the Headteacher in consultation with the applicant's line manager, having regard to the appraisal document, examination results, and any other evidence the applicant has provided. The Headteacher will make recommendations to the pay committee and their decision will be communicated in writing within 10 working days. Any pay award will be back dated to 1<sup>st</sup> September of that academic year.
- Any appeal against a decision not to move the teacher to the upper pay range will be heard under the appeal arrangements already detailed in this policy

## **7 UNQUALIFIED TEACHERS**

The school will agree to pay any unqualified teacher in accordance with paragraph 19 of the Document. The pay committee will determine where a newly appointed unqualified teacher will enter the pay range, having regard to any qualifications or experience he/she may have, which they consider to be of value.

## **8 ASSOCIATE STAFF**

The LGB notes its powers to determine the pay of associate staff in accordance with schedule 16 and 17 of the School Standards and Framework Act 1998. The pay committee will determine the pay grade of staff in accordance with the scale of grades currently applicable. Appeal procedures are set out in paragraph 2.4 above.

## **9 PART-TIME EMPLOYEES**

The F&P committee will apply the provisions of this policy on a pro rata basis to all part-time employees. The pay committee will act in accordance with the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000.

## **10 LEADING INITIAL TEACHER TRAINING (ITT) ACTIVITIES**

The pay committee will not remunerate staff in the above respect, since teachers with significant involvement in ITT receive pay recognition through TLR's, Leadership salaries, or additional non-contact time.

## **11 PAYMENT FOR OUT OF SCHOOL HOURS LEARNING ACTIVITY**

The LGB will agree to pay for out of school hours learning activity (for instance, booster classes) where approved by the Headteacher, applying an hourly rate of £20/hour.

Hourly rates for associate staff will be at £10/hour where the activity involves the supervision of children and is authorised by the Headteacher.

## **12 SAFEGUARDING**

This applies to teachers paid a safeguarded sum under the relevant paragraphs of the Document. Where the amount exceeds £500 the Headteacher will advise the pay committee of additional duties assigned that are commensurate with the safeguarded sum. This will be withdrawn if the teacher refuses to carry out such duties.

Safeguarding will cease when the conditions for safeguarding no longer pertain.

## TEACHING STANDARDS (applicable for mainscale)

### Part One: Teaching

#### A teacher must:

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

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

#### 2. Promote good progress and outcomes by pupils:

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

#### 3. Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4. Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time;
- Promote a love of learning and children's intellectual curiosity;
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- Reflect systematically on the effectiveness of lessons and approaches to teaching;
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**6. Make accurate and productive use of assessment:**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- Make use of formative and summative assessment to secure pupils' progress;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and;
- Rewards consistently and fairly;
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8. Fulfil wider professional responsibilities:**

- Make a positive contribution to the wider life and ethos of the school;
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- Deploy support staff effectively;
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- Communicate effectively with parents with regard to pupils' achievements and well-being.

## Part Two: Personal and Professional Conduct

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

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- ✓ Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- ✓ Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- ✓ Showing tolerance of and respect for the rights of others;
- ✓ Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ✓ Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

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

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



## **POST THRESHOLD STANDARDS:**

### **(1) Professional attributes**

#### FRAMEWORKS

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

### **(2) Professional knowledge and understanding**

#### TEACHING AND LEARNING

P2. 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.

#### ASSESSMENT AND MONITORING

P3. 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.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

#### SUBJECTS AND CURRICULUM

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

#### HEALTH AND WELL-BEING

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

### **(3) Professional skills**

#### PLANNING

P7. 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.

## TEACHING

P8. 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.

## TEAM WORKING AND COLLABORATION

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## REFERENCES & ASSOCIATED DOCUMENTS: APPENDIX C

- 
- i [The Equality Act 2010](#)
  - ii CPD Policy
  - iii Teachers' Performance Appraisal Policy
  - iv Governors' Pay Review Committee
  - v [School Teachers' Pay & Conditions Document \(STPCD\)](#)

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## Approval and review

Approved by: TRUSTEES

Next review: September 2023

Signed: Chair of Trustees

Signed: Executive Headteacher

Copies of this policy are available on the Trust website and on each school's website and available in hard copy upon request.