**School logo**

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| **Application to Access the Upper Pay Range** |

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| **Eligibility criteria**  In order to be assessed you will need to:   * hold Qualified Teacher Status on the date of your request; and * be employed under the School Teachers pay and Conditions Document; and * demonstrate that you meet the standards specified later in this form   An application from a qualified teacher will be successful where the Headteacher and Governors are is 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  [insert definitions of ‘highly competent’, ‘substantial and sustained’ from the school’s pay policy]  **Process and procedure**  Please enclose copies of your appraisal reports and/or planning and review statements that relate to the 2 years [*amend as per school’s policy*] immediately prior to the date on which you submit your request. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3 year period before the date of application in support of their application. [*amend as per school’s policy*]  Print, sign and date the form, keeping a copy and pass it to your head teacher.  An application can be made at any point in the current academic year for payment on the upper pay range to be made from the following September.  **Or**  Applications to move to the Upper Pay Range must be made by [insert date].  *Delete as appropriate -* [*amend as per school’s policy*]  An application made between 1 September and up to 31 October for consideration, if successful will be backdated to 1 September. Any appeal against a decision not to move the teacher to the upper pay range will be heard under the school’s general appeals arrangements. |

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| **Part A: Teacher’s Details**  **Personal details**   |  |  | | --- | --- | | Surname |  |  |  |  | | --- | --- | | First name(s) |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Declaration by the teacher**  **Delete as appropriate**  I confirm that at the date of this request I meet the eligibility criteria and I submit appraisal reports and/or performance management statements covering the two year period [*amend as per school’s policy*] prior to this request for assessment against the Upper Pay Range criteria.  AND [Include only if it is part of the school’s pay policy to require evidence beyond the appraisal reports]  I confirm that I have provided a paper evidence base summarised below to support my application.  OR  For teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity  I confirm that I am enclosing written evidence from a 3 year period [*amend as per school’s policy*] before the date of application in support of their application.   |  |  | | --- | --- | | Signature |  |  |  |  | | --- | --- | | Date |  | |  |  | | --- | |  | |
| **Evidence Base**  [only applies to teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity]  OR if your pay policy requires additional paper evidence  [paper evidence is required form all applicants in addition to appraisal reports where available] |

**Part B: Assessor’s Details**

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| --- | --- |
| Surname |  |
| First Name |  |
| Role |  |

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| Please record your **overall judgements** here: | Met | Not Yet Met |
| Highly Competent in All Elements of the DfE Teachers’ Standards |  |  |
| Substantial and sustained achievements and contribution to the school |  |  |

If the criteria are fully met, please sign and date the form in the boxes below. If the criteria are not yet fully met, please also complete the feedback section overleaf.

Senior managers should pass the completed form to the headteacher for moderation. If the headteacher has completed the assessment (or has received and moderated the assessments of other senior managers) the governing body should be informed of the outcome. Where the governing body are satisfied that the teacher has met the requirements the teacher should be advised of the outcome of their application and be given oral feedback. Teachers whose application has been unsuccessful should receive a copy of the form containing the written feedback overleaf. They should be advised of their right to appeal. Successful teachers should have the outcome confirmed in writing.

**Signature and Date (Assessor)**

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| Signature |  |
| Date |  |

**Part C: Feedback**

Please explain why, in your judgement, the teacher is not yet ‘highly competent’ in all elements of the DfE Teachers’ Standards and/or why the teacher’s achievements and contribution to the school are not yet ‘substantial and sustained’. Please indicate any further areas of professional development for the teacher.

**Teachers’ Standards**

| **Teachers’ Standards** | **Comments**  **Where the teacher is judged as not yet ‘highly competent’ in this area, please provide feedback.** |
| --- | --- |
| **Part One: Teaching Standards** | |
| **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. |  |
| **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. |  |
| **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 systemic synthetic phonics * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |  |
| **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). |  |
| **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 SEN; those of high ability; those with English as an additional language; those with disabilities; and be able to use them and evaluate distinctive teaching approaches to engage and support them. |  |
| **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. |  |
| **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. |  |
| **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. |  |

| **Teachers’ Standards** | **Comments**  **Where the teacher is judged as not yet ‘highly competent’ in this area, please provide feedback.** |
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| **Part Two: Personal and Professional Conduct** | |
| * **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.** |  |

**Achievements and Contribution**

Please indicate below why the teacher’s achievements and contribution to the school do not yet meet the school’s definition of ‘substantial and sustained’ as outlined in the pay policy. In doing so, please indicate any further areas of professional development for the teacher.

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