



Threshold application

Moving to Upper Pay Range

In accordance with the STPCD 2024 any qualified teacher can apply to be on the upper pay range. Only one application can be made each year. Separate applications can be made if the teacher works at another school.

This form may be used as a method of providing evidence. However, for a teacher on Main scale 5, the appraiser and appraisee should select objectives (in line with the appraisal policy) that provide the evidence needed to move to UPS1. The reviewer should share a copy of the threshold application with the teacher and set threshold targets accordingly.

Applications must:

- be submitted to the Head teacher.
- include two successful performance management reviews (there may be exceptional circumstances where two cannot be provided e.g. maternity leave or periods of lockdown due to COVID-19).
- be submitted by 31 October in each year (consideration will be given to accepting late applications where individual circumstances prevent this deadline being met e.g. absence).

The criteria

Teachers who believe they're eligible for a performance threshold assessment can apply to the Head teacher. The Head teacher will consider each application against the standards as set out under section 15.2 of the School Teachers' Pay and Conditions Document 2020.

1. that the teacher is highly competent in all elements of the relevant standards; and
2. that the teacher's achievements and contribution to an educational setting or settings are **substantial and sustained**.

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

Teachers who are unsuccessful in passing the performance threshold assessment should be given written reasons, detailing which standards have been met and those which have not. It is expected that normally any concerns will have already been shared with the teacher during the last 2 years, targets set and reviewed. Written reasons should be given within 20 working days of the decision being notified to the Governing Body by the Head teacher. They are also entitled to receive clear advice on how they need to

develop in order to reach the threshold standards. If they wish to appeal against this decision they should refer to the schools pay policy for the Pay Appeals Procedure.

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

Definition of terms

'Highly competent' means that the teacher's performance is assessed as having:

- *Performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice;*
- **Makes a distinctive and significant contribution to the raising of standards normally across more than one key stage / phase within the school; and**
- **Takes advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils learning and which supports the professional development of other staff within the school.**

'Substantial' means of real importance, validity or value to the school, by:

- playing a critical role in the life of the school;
- provide a role model for teaching and learning, not just in raising standards of teaching and learning in his/her own classroom or with his/her own group of children, but also making a significant wider contribution to school improvement;
- make a distinctive contribution to the raising of pupil standards, not just in raising standards of teaching and learning in his/her own classroom or with his/her own group of children, but also making a significant wider contribution to school improvement;
- take advantage of appropriate opportunities for professional development ;
- use the outcomes effectively to improve pupils' learning; and
- **Evidence demonstrates that the teachers' achievements and wider contribution to school improvement impacts significantly on pupil progress and the effectiveness of colleagues.**

'Sustained' means:

- the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period;
- shown that their teaching expertise has grown over the relevant period and is consistently in line with the expectations contained in the School's Appraisal Policy;
- Maintained continuously over a period of at least 2 school years. Teachers will be able to demonstrate that their teaching expertise has grown over the relevant period and is consistently at least good; and
- Discretion will be exercised where there is clear and compelling evidence of consistent performance against the criteria at the teachers' previous school.

Moving up the Upper Pay Range

Progression through the upper pay scale is **automatic up to UPR2**. Teachers should normally spend two years on each upper pay scale point before being considered for pay progression. Progression to the next point on the Upper Pay Scale will be based on two successful consecutive annual performance management reviews.

Progression to UPR3 is **not automatic**. Teachers can only progress if their performance has been reviewed and they are highly competent and continue to make a substantial and sustained contribution to the school. Those wishing to move to UPR3 should also use this application process.

In exceptional circumstances the Pay Committee can award progression to the next point on the upper pay scale faster than this.

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

Upper Pay Scale (UPS3)

- **Progression from UPS2 to UPS3**

In accordance with paragraph 19 of [Section 2](#) of the School Teachers' Pay and Conditions Document 2010 (the Document), "Save in exceptional circumstances, there must be no movement up the pay scale set out in sub-paragraph 2 prior to the second annual determination after the date on which the post-threshold teacher was first placed on that scale or the date on which the teacher was last awarded an additional point on that scale. The phrase "*save in exceptional circumstances*" means that only in rare and justified cases (e.g. outstanding performance well beyond what is normally expected) could progression happen sooner than every two years. This ensures that movement through the UPS reflects sustained and substantial contributions over time, rather than short-term gains.

[Section 3](#) of the Document includes clarification on the upper pay scale (UPS) pay progression criteria and specifically states that **"U3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning."**

To ensure that the achievements and contribution have been substantial and sustained, the performance review will need to assess that the teacher has: continued to meet post-threshold standards; and grown professionally by developing their teaching expertise post-threshold.

Therefore, for teachers eligible for progression from UPS2 to UPS3, reviewers may reasonably focus on the parts of the evidence base that informs in respect of:

- The extent to which the teacher provides a role model for teaching and learning.
- The distinctive contribution made by the teacher to the raising of pupil standards.

Threshold Application

- The effectiveness of the teacher's contribution to the work of the wider team.
- The professional development opportunities of which advantage has been taken which could be formal INSET or other opportunities to widen professional experience. **Note:** a useful resource is **The Norfolk Framework for Teachers' Professional Development** - a hard copy wall poster was issued to all schools in 2007 and the guide notes can be accessed by clicking [here](#).
- The impact that any outcomes of professional development have had on improving pupils' learning.

Performance expectations - UPS3

The following is a guide to performance expectations of UPS3 teachers.

Standards and Achievement

- Routinely analyses pupil data, detects variation and develops appropriate intervention for individuals and groups
- Provides targeted and positive support for pupils who have particular needs
- Uses assessment as part of their teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching.
- Sets consistently high expectations for pupils in their class and homework.
- Secures, through their teaching, that pupils show consistent improvement in relation to prior and expected attainment; are highly motivated, enthusiastic and respond positively to challenge and high expectations.

Quality of Provision

- Demonstrates expertise in their subject or specialism.
- Understands pupils' perceptions and misconceptions from their questions and responses and is able to spontaneously demonstrate solutions with relevant examples and case studies.
- Understands and can demonstrate the potential of ICT in their subject or specialist teaching.
- Understands and uses the most effective teaching methods to achieve the teaching objectives in hand.
- Displays flair and creativity in engaging, enthusing and challenging groups of pupils.
- Uses questioning and explanation skilfully to secure maximum progress.
- Maintains respect and discipline; is consistent and fair.
- Continuously improves their teaching through assessing the impact of their own practice.
- Secures, through their teaching, that pupils exhibit consistently high standards of discipline and behaviour.

Leadership and Management

- Provides an exceptional role model for pupils and other staff, through their personal and professional conduct, that mark them out even amongst post-threshold teachers.
- Undertakes a significant professional development activity that makes a measurable impact on pupil progress at the school.
- Shows a consistent track record of parental involvement and satisfaction.
- Coaches and trains post-threshold and other teachers to help them become more effective in their teaching.
- Helps post-threshold and other teachers to evaluate the impact of their teaching on raising pupils' achievements.

Threshold Application

- Tackles an aspect of pupil-underperformance that the school wants to address, including narrowing the achievement gap.
- Leads through their day to day practice, outstanding quality of teaching for a team of teachers.

Finally, performance management is a system designed specifically to enhance the professionalism of the profession. The current teaching and threshold standards were incorporated to ensure that there were clear guidelines to assist teachers in making their own career decisions and the relevant standards should be looked at as a whole in order to help teachers identify areas of strength and areas for further professional development.

Pay Appeals procedure

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

- incorrectly applied any provision of the School's Pay Policy;
- failed to have proper regard for statutory guidance;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased, or
- otherwise unlawfully discriminated against the employee.

The pay appeals procedure is detailed in the Pay Policy.



Threshold Application

Confidential

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

Section A – Your details

Name of teacher :

Name of school :

Teacher reference no:

Current payscale:

Please provide details below if you are submitting Appraisal Statements from another school/Local Authority:

Name and Address of School/LA	Date(s) of Employment	Head Teacher

Section B – Declaration by teacher

I confirm that I have read the guidance notes relating to the submission of this application and understand the governing body's policy and arrangements for dealing with applications to be paid on the upper pay range. I attach my two most recent appraisal statements in accordance with the governing body's requirements.

Signature:		Date:	
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This application and attachments must be submitted to the Head teacher, or other person designated by the Head teacher to receive applications, by the stated deadline of 31st October.



Section C – Evidence

Prior to providing your evidence on the subsequent pages, please note:

- You will need to provide written evidence in support of each of the eight Teachers' Standards, as requested below and overleaf (a guide of the requirements you must meet is provided at the end of this document);
- Your written evidence will need to address the requirement that you are highly competent in all elements of the Standards;
- Your written evidence in addressing each of the Standards will also need to show that your achievements and contribution to the school, PRU or Service, as appropriate (and/or your previous school(s)/Service(s) where relevant) have been substantial and sustained over the relevant period of your application;
- You may attach any additional information and/or evidence in support of your application if you consider that it would be helpful to do so;
- If you cite specific examples of work in your evidence this must be available for inspection, if required by the assessor of your application.

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

CT grade (0-5)		Phase Lead / SLT Grade (0-5)		Head Teacher	

2 Promote good progress and outcomes from pupils:

CT grade (0-5)		Phase Lead / SLT Grade (0-5)		Head Teacher	

3 Demonstrate good subject and curriculum knowledge:

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CT grade (0-5)		Phase Lead / SLT Grade (0-5)		Head Teacher	

4 Plan and teach well-structured lessons:

CT grade (0-5)		Phase Lead / SLT Grade (0-5)		Head Teacher	

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

CT grade (0-5)		Phase Lead / SLT Grade (0-5)		Head Teacher	

6 Make accurate and productive use of assessment:

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CT grade (0-5)		Phase Lead / SLT Grade (0-5)		Head Teacher	

7 Manage behaviour effectively to ensure a safe learning environment:

CT grade (0-5)		Phase Lead / SLT Grade (0-5)		Head Teacher	

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

CT grade (0-5)		Phase Lead / SLT Grade (0-5)		Head Teacher	

Other

TEACHER PAY PROGRESSION – MPS to UPS

Name of Appraisee:

Post held:

Date of application:

The above named appraisee is eligible for pay progression on the upper pay/leadership spine.

Based on the evidence submitted in this application:

I can **I cannot** recommend this teacher for pay progression

Signed: _____ (appraisal lead)

Signed: _____ (Head Teacher)

(If the application is declined, please state reasons:

Teachers' Standards

Below taken from the [Teacher Standards](#):

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:

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.