

Moving to the Upper Pay Range

In accordance with the current School Teachers' Pay and Conditions Document (STPCD), any qualified teacher may apply to be paid on the Upper Pay Range at least once a year, in line with the school's Pay Policy.

This form may be used to provide evidence for an application. For a teacher approaching the top of the Main Pay Range, appraisal objectives and professional dialogue should support the collection of relevant evidence; however, an application will be assessed against the statutory Upper Pay Range criteria as a whole and not simply against completion of individual objectives.

Applications

Applications must:

- be submitted to the Headteacher;
- be made by 31 October each year, unless individual circumstances reasonably prevent this deadline being met;
- draw on appraisal evidence and any other evidence the teacher wishes the school to consider;
- demonstrate that the statutory criteria for access to the Upper Pay Range have been met.

The statutory criteria

Meeting the threshold criteria is not automatic as a result of reaching the top of the Main Pay Range or completing two successful appraisal cycles. Two successful appraisal reviews may provide evidence that performance has been sustained, but the Headteacher and relevant body must also be satisfied that the teacher is highly competent in all elements of the Teachers' Standards and that their achievements and contribution are substantial and sustained.

An application will be successful where the relevant body is satisfied that:

- the teacher is highly competent in all elements of the relevant Teachers' Standards; and
- the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

The school will interpret these criteria in accordance with its adopted Pay Policy. Appraisal reports will be taken into account, but evidence will be considered fairly and in the round.

Successful applicants will be placed on the Upper Pay Range in accordance with the school's Pay Policy, with effect from the date specified by that policy and the current STPCD.

Unsuccessful applicants will be given written reasons and appropriate feedback. Any appeal will be considered through the Pay Appeals Procedure contained in the school's Pay Policy.

Important distinction

This form is primarily for applications to move from the Main Pay Range to the Upper Pay Range. Once a teacher is on the Upper Pay Range, annual pay review and any progression within the range will be determined in accordance with the school's current Pay Policy and the STPCD in force at the time. This avoids the application form becoming out of date when national pay arrangements change.

How St. Luke's interprets the criteria

Highly competent

'Highly competent' means performance which is consistently secure across the Teachers' Standards and demonstrates professional expertise beyond effective classroom practice. Evidence may include:

- consistently effective teaching and positive outcomes for pupils;
- secure subject and curriculum knowledge;
- the ability to support, coach, model practice for or advise colleagues where appropriate;
- a wider contribution to teaching, curriculum or school improvement;
- effective use of professional development to improve practice and pupils' learning.

Substantial

'Substantial' means that the teacher's achievements and contribution are significant and make a demonstrable difference to pupils and/or the effectiveness of the school. This should represent more than simply meeting the normal expectations of a competent classroom teacher. Evidence may include impact on teaching and learning, curriculum development, school improvement priorities, professional collaboration, support or modelling for colleagues, inclusion, professional development or other aspects of wider school effectiveness.

Sustained

'Sustained' means that the required level of performance and contribution has been maintained consistently over time. At St. Luke's, this will normally be demonstrated through at least two consecutive successful appraisal cycles. Two successful appraisal reviews do not, in themselves, create an automatic entitlement to progression to the Upper Pay Range; they provide evidence of the period over which the applicant's performance can be considered.

No teacher will be disadvantaged because evidence is unavailable for a reason unrelated to their performance.

Evidence

Evidence should be proportionate. Teachers are not expected to create a large portfolio solely for the purpose of an Upper Pay Range application. Existing evidence from appraisal, curriculum leadership, professional development, pupil outcomes, monitoring, moderation, coaching, projects or wider professional responsibilities may be referenced where relevant.

Upper Pay Range: annual pay review

All teachers will have their pay reviewed annually in accordance with the school's Pay Policy and appraisal arrangements.

The Upper Pay Range has a statutory minimum and maximum. Any advisory pay points used by the school, and the arrangements for movement within the range, are determined through the school's adopted Pay Policy and must remain consistent with the current STPCD.

A written pay recommendation will be made following appraisal where required by the current statutory framework. The relevant body will make the final pay determination.

This Threshold Application does not create a separate entitlement to progression within the Upper Pay Range and should not be read as replacing the school's Pay Policy.

Professional expectations of teachers on the Upper Pay Range

Teachers on the Upper Pay Range continue to meet the Teachers' Standards and are expected to demonstrate highly competent practice together with a substantial and sustained contribution. Depending on role and opportunity, this may be evidenced through:

- consistently strong classroom practice and high expectations;
- effective adaptation and support for pupils with differing needs;
- secure use of assessment to inform teaching and improve outcomes;
- curriculum or subject expertise;
- professional collaboration, coaching, modelling or support for colleagues;
- contribution to school priorities and wider school life;
- effective engagement with professional development and use of learning to improve practice;
- professional conduct which models the expectations of the school and profession.

The nature of the evidence will vary according to a teacher's role, responsibilities, working pattern and opportunities. A teacher is not required to hold a formal leadership post in order to demonstrate the Upper Pay Range criteria.

Pay Appeals Procedure

An employee may seek a review of a decision taken in relation to their pay. The usual grounds for seeking a review include that the decision-maker:

- incorrectly applied a provision of the school's Pay Policy;
- failed to have proper regard to 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 full Pay Appeals Procedure is contained in the school's current Pay Policy.

Current statutory references

This document should be read alongside the school's current Pay Policy, Appraisal Policy, the current School Teachers' Pay and Conditions Document and the Teachers' Standards.

Where national legislation, statutory guidance or the school's adopted Pay Policy changes, those provisions take precedence over any wording in this application form.

Confidential - Application Form

This section should be completed for an application to move from the Main Pay Range to the Upper Pay Range.

Name of teacher:	
Name of school:	
Teacher reference no:	
Current pay point/range:	

If you are relying on appraisal evidence from another school or local authority, please provide details below:

School / Local Authority	Dates of employment	Headteacher / contact

Declaration by teacher

I confirm that I have read the guidance relating to this application and understand the governing body's policy and arrangements for applications to be paid on the Upper Pay Range. I confirm that the evidence I have identified is accurate and may be considered as part of the assessment.

Signature:		Date:	
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Applications should normally be submitted to the Headteacher by 31 October.

Section C - Evidence

Please identify concise evidence which demonstrates that you are highly competent in the relevant Teachers' Standards and that your achievements and contribution are substantial and sustained. Existing evidence may be referenced; lengthy duplication is not required.

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

Evidence / reference to existing evidence:

2. Promote good progress and outcomes by pupils

Evidence / reference to existing evidence:

Section C - Evidence

3. Demonstrate good subject and curriculum knowledge

Evidence / reference to existing evidence:

4. Plan and teach well-structured lessons

Evidence / reference to existing evidence:

Section C - Evidence

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

Evidence / reference to existing evidence:

6. Make accurate and productive use of assessment

Evidence / reference to existing evidence:

Section C - Evidence

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

Evidence / reference to existing evidence:

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

Evidence / reference to existing evidence:

Other Relevant Evidence

Use this page only where additional evidence is helpful. You do not need to repeat evidence already referenced against the Teachers' Standards.

Assessment and Pay Recommendation

Name of applicant:	
Post held:	
Date of application:	
Date considered:	

Decision

Having considered the application against the school's Pay Policy and the statutory Upper Pay Range criteria:

- I recommend that the application to move to the Upper Pay Range is approved.
- I do not recommend that the application is approved.

If the application is not recommended, reasons and developmental feedback should be recorded below:

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Appraiser / reviewer	Signature:		Date:
Headteacher	Signature:		Date:

Teachers' Standards - Reference

The Teachers' Standards set the minimum requirements for teachers' practice and conduct. An Upper Pay Range application requires the school to be satisfied that the teacher is highly competent in all elements of the relevant standards, with substantial and sustained achievements and contribution.

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

2. Promote good progress and outcomes by pupils

3. Demonstrate good subject and curriculum knowledge

4. Plan and teach well-structured lessons

Applicants should refer to the current published Teachers' Standards for the detailed sub-standards. This application form intentionally does not reproduce the full statutory document, so that the school is always referring to the current national version.

Teachers' Standards - Reference (continued)

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

6. Make accurate and productive use of assessment

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

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

Part Two: Personal and Professional Conduct

Teachers are expected to demonstrate consistently high standards of personal and professional conduct, including upholding public trust in the profession, maintaining appropriate professional boundaries, safeguarding pupils' wellbeing, respecting the rights of others, having proper regard for the ethos, policies and practices of the school, and acting within the statutory frameworks governing their professional duties.

For the complete and current wording, staff should use the Department for Education's published Teachers' Standards.