

## MOVEMENT TO THE UPPER PAY RANGE

The criteria for movement to the UPR is an opportunity to reflect on the attitude and values of the teacher, which underpin the basic requirements of meeting the skills and knowledge outlined in the Teachers' Standards.

### HOW TO APPLY

Applications may be made in writing to the Executive Headteacher once a year. The deadline for receipt is 30 September for progression from the start of that academic year.

All applications should include:

- **The results of appraisal**, to show that the applicant has met their appraisal targets, *for the 2 years immediately preceding* the application for assessment.
- Evidence against the **Teachers' Standards** (see below).
- Evidence that the teacher has made a **substantial contribution** to the school (see below).
- Evidence that this contribution is **sustained** (see below).
- Evidence of taking advantage of appropriate opportunities for **professional development** and how the outcomes of this have been used effectively to improve pupils' learning (see below).

### EVIDENCE AGAINST THE TEACHERS' STANDARDS

In order to demonstrate that a teacher is **highly competent** in all elements of the Teachers' Standards, the applicant must score 3 on each section of their Appraisal Form and have evidence that they coach and mentor colleagues, providing effective feedback and advice, and demonstrate effective practice.

### SUBSTANTIAL CONTRIBUTION TO THE SCHOOL

1. All teaching is good and some is outstanding
2. Pupil progress and outcomes are in line with school expectations and sometimes exceed them
3. The teacher plays a proactive role in the middle management of the school.

This middle management role should involve the teacher:

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- Monitoring and evaluating teaching and learning in his/her area, and evaluating effectiveness by reviewing pupil work and progress
- Leading staff development in his/her area, including regularly planning and leading staff meetings and/or INSET days
- Planning and evaluating the allocation of resources, and managing the allocated budget to support learning
- Contributing to the school development plan by compiling and annually reviewing action plans to drive improvement

**Here are some examples that could be used to show evidence of a teacher's substantial contribution to the school** *(these are examples only and not a checklist. We will have regard to a teacher's well-being and work life balance.)*

- Positive feedback from parents that a teacher's support has improved children's enjoyment and achievement at school
- Similar positive feedback from pupils
- Constructive and affirmative participation in meetings with parents
- High-quality annual pupil reports
- Active participation in school council forums and support for pupil-led initiatives
- Active participation in charity events organised by pupils
- Supporting teaching assistants in their training and/or classroom practice
- A proactive attitude to personal professional development, beyond merely attending courses. This might include reading the TES or other journals and contributing to online teacher communities or professional publications
- Contributing to or leading school assemblies
- Visiting other schools and feeding back good practice to colleagues
- Working with local colleagues on projects of common benefit to schools
- Liaising and working with community artists/actors to provide enrichment activities for pupils, often linked to local arts events
- Volunteering to support key parent-teacher fundraising activities, such as Christmas and summer fairs
- Carrying out action research in the classroom/school
- Contributing to the recruitment process by taking part in interviews
- Serving as a staff governor

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- Presenting to governors, as requested, the strengths and areas for development of a subject area
- Working as a union representative
- Contributing to extra-curricular activities, such as sports teams or the choir
- Contributing to multi-agency conferences on individual children.
- Mentoring a newly qualified teacher or trainee teacher
- Maintaining an outstanding learning environment within his/her own classroom
- Regularly contributing to corridor displays
- Working with pupils to present a special assembly, play or musical performance
- Providing regular opportunities for pupils to visit off-site educational venues
- Leading or participating in residential visits
- Actively participating in playground supervision and leading initiatives to improve the quality of play opportunities
- Demonstrating interest in pupils' wellbeing at lunch time. For example, taking advantage of the opportunity to eat with pupils occasionally and liaising with lunchtime supervisors to ensure that all children have high-quality play opportunities, especially those with special educational needs
- Coaching and mentoring colleagues, providing effective feedback and advice, and demonstrating effective practice
- Completing training to develop teaching, for example through the National College for Teaching and Leadership
- Leading a school-based programme to enable other teachers to improve their teaching practice
- Raising the achievement of a specific group or groups of pupils
- Implementing strategies resulting in success in raising whole-school attendance
- Developing programmes that significantly improve reading and/or writing for low-attaining pupils
- Implementing a provision mapping programme resulting in measurable improvements for pupils identified as underachieving

## SUSTAINED CONTRIBUTION TO THE SCHOOL

*Sustained* means maintained continuously over the previous 2 academic years and demonstrated by an overall grade of Level 1 in the appraisals for the 2 years immediately preceding the application for assessment.

A lesser period of time can be considered in situations such as maternity or long-term sickness. If a teacher is working on a part time basis, the period of time remains 2 years and is not lengthened on a pro rata basis.

## PROFESSIONAL DEVELOPMENT

The assessment of UPR applications will not only look at what the teacher has done in terms of professional development, but should also look at whether what the teacher has done has been **successful** and had a **positive impact**.