



# Schools For Every Child UPR Guidance

*To be used in conjunction with our Pay Policy*

## Contents

UPR Guidelines.....	3
Highly competent in all elements of the relevant standards*.....	3
Achievements and contribution to the school are substantial and sustained** .....	5
Pay Progression based on Performance.....	5
Movement to the Upper Pay Range.....	7
The Criteria.....	7
The Assessment.....	8
Procedure.....	8
Appendix 1 Observation form.....	9
Appendix 2 Observation form on wider impact for UPR.....	13

## UPR Guidelines

Any qualified teacher is eligible to be considered for progression on to the UPR. You do not have to be at the top of the main pay range to apply, although you will need to meet the standards required to progress.

The criteria you must meet before moving onto the UPR are:

- that you are **highly competent in all elements of the relevant standards\***; and
- that your **achievements and contribution to the school are substantial and sustained\*\***.

**Highly competent in all elements of the relevant standards\***;

*To qualify for UPR it is noted that you must be highly competent in all elements of the Teacher standards outlined below.*

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 wellbeing.

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:

*o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;*

*o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;*

*o showing tolerance of and respect for the rights of others;*

*o 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;*

*o 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 to the school are substantial and sustained\*\*

### **What does 'substantial and sustained' mean?**

- There is no strict definition of substantial and sustained in the School Teachers' Pay and Conditions Document. The Department for Education model pay policy makes no firm recommendation and advises schools to insert an 'agreed definition' into their policy. Our Trust Pay policy outlines the below:

*Sustained means maintained continuously over a period of at least 3 school years (a year being defined as at least 26 weeks work in any academic year). It is normally expected that this will include at least one year at this school, although discretion will be exercised where there is clear and compelling evidence of consistent performance against the criteria at the teacher's previous school. The school will exercise its discretion to consider*

*performance over a lesser period where a teacher has been absent for some of the relevant period. Teachers applying to move within UPR are expected to provide multiple examples of sustained whole school impact. Those applying for UPR movement must be able to demonstrate the positive impact they have on SEND and PPG pupils.*

## Pay Progression based on Performance

Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher. A teacher will be eligible for annual (biennial for Upper Pay Range) performance pay progression where they:

1. have been assessed as meeting all of the teaching standards, throughout the assessment period;
2. have had their teaching assessed as at least good overall during the assessment period;
- 2a). Upper Pay Range teachers will be expected to demonstrate increasing levels of outstanding teaching overall
- 2b) Lead Practitioners will be expected to demonstrate outstanding teaching overall
3. have been assessed as meeting the requirements of their job description/job role;
4. meet their individual performance management objectives;

**The same dates and application process applies for movement within UPR as is laid out below. UPR staff must actively apply (by the deadlines set below) to move within the UPS.**

Consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives;

5. have demonstrated a personal responsibility for identifying and meeting their CPD needs.

*The evidence which will be considered in assessing performance will include:*

- pupil progress data;
- quality of teaching against the Teaching Standards, including observed practice; #
- self-assessment;
- professional dialogue;
- received feedback;
- performance management statements;
- CPD records.

And in the case of Upper Pay Range teachers and Lead Practitioners, evidence of their contribution beyond their own classroom and their impact on the wider school.

Where a teacher has been absent for some or all of the assessment period, an assessment will be based on performance during any periods of attendance and/or prior performance.

## Movement to the Upper Pay Range

Any qualified teacher on the Main Pay Range may apply to be paid on the Upper Pay Range once per year. It is the responsibility of the teacher to decide whether or not they wish to submit an application. Applications must:

- be made on the appropriate application and submitted to the headteacher;
- be submitted by 1st September in each year (consideration will be given to accepting late applications where individual circumstances e.g. absence prevent this deadline being met).

## The Criteria

An application will be successful, if the Headteacher and the Pay Committee are satisfied that:

The teacher is highly competent in all elements of the teaching standards; and, the teacher's achievements and contribution to the school are substantial and sustained. In this school, this means that the teacher has consistently:

- demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period;
- been assessed as meeting their performance management objectives over a sustained period; and in addition that;
- teaching performance has been rated as consistently highly secure over a sustained period, and their practice provides a model for colleagues;
- the teacher has demonstrated over a sustained period an ability to support some pupils to exceed expected levels of progress/achievement;
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning;
- the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period.
- the teacher has actively championed the Trust values
- the most vulnerable excel due to the efforts of the teacher

This may include

- demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice;
- contributing to policy and practice which has improved teaching and learning across the school;

## The Assessment

The Headteacher will assess all applications to be paid on the Upper Pay Range. The ELT will meet to moderate all UPR application (initial or movement within) judgments in early September. Based on the criteria in this policy. This recommendation will be considered by the Pay Committee. The Headteacher will use the evidence contained in the teachers' performance management review paperwork to make their assessment. A teacher who has not been at the school for all of the 3-year assessment period, should provide their performance management review statement(s) from their previous employment with their application. A teacher may, if they wish, provide additional evidence to support their application, but is not obliged to do so.

## Procedure

***The teacher must notify the headteacher – informally- of their intention to apply for UPR / UPR progression by 1st April***, they then must submit their application paperwork by 1st September. The Headteacher will discuss their recommendation with the teacher and the CEO will confirm the decision by 31 December. Where the application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to 1 September. Where the application is not successful, the Headteacher will provide feedback and the teacher will be provided with advice and support through the performance management process to develop their skills with a view to them making a future successful application Teachers have the right to appeal any decision not to move them onto the Upper Pay Range. The appeals procedure is at section 21 of the Pay Policy.











Lessons observed: \_\_\_\_\_

Date: \_\_\_\_\_ Completed by: \_\_\_\_\_

	Comments:
Demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period:	_____ _____ _____
Been assessed as meeting their performance management objectives over a sustained period; and in addition that;	_____ _____ _____
Teaching performance has been rated as consistently highly secure over a sustained period, and their practice provides a model for colleagues;	_____ _____ _____
The teacher has demonstrated over a sustained period an ability to support some pupils to exceed expected levels of progress/achievement;	_____ _____ _____
The teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning;	_____ _____ _____ _____
The teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period.	_____ _____ _____
The teacher has actively championed the Trust values	_____ _____ _____
The most vulnerable excel due to the efforts of the teacher	_____ _____ _____
<b><i>It may include:</i></b>	
Demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice;	_____ _____ _____
Contributing to policy and practice which has improved teaching and learning across the school;	_____ _____ _____

Signed: \_\_\_\_\_