



Appendix 5 Bowdon Church School Career grade Progression for UPR (Upper pay range)

UPR: Exemplary Teacher

Purpose of this document

The purpose of this document is to provide a transparent method of determining progression through threshold and onto the Upper Pay Scale.

It makes explicit, **the opportunities for progression within school and for wider school impact and that are available to any teacher wishing to be considered for progression on to the Upper Pay Scale.** It also gives as a **clear indication of the expectations** that will be in place for duties and responsibilities for teachers awarded UPS 1, 2 and 3.

The criteria are arranged under the subheadings taken directly from the DfE **Teaching Standards**. These standards are split into two parts:

Teaching Standards Part One: Teaching

Teaching Standards Part Two: Personal and Professional Conduct

The criteria under each relevant UPS stage are consistent with what should reasonably be expected of a teacher at that stage. It is assumed that teachers will have continued to meet existing criteria at previous stages. Teachers having gone through threshold will have demonstrated

- that **as a teacher** they are highly competent in all elements of the relevant standards; and
- that their **achievements and contributions to the school** are **substantial and sustained**.

For the purposes of this document, the following definitions are taken from BCS Pay Policy;

“highly competent”: performance which is not only good within own classroom practice 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

“substantial”: of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards across the school; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils’ learning.

“sustained”: these high standards and the level of contribution must have been maintained continuously over the previous two years and should demonstrably be continued whilst at a pay level of UPR. The teacher must have met all of their appraisal targets in this school during the period. They will have been expected to have shown that their teaching expertise has grown over the relevant period. During this period the teacher should have demonstrated a “substantial” impact on teaching and learning across the school, as detailed above

Teaching Standards PART ONE: Teaching

It is an expectation when on moving onto the Upper Pay Scale, that teachers are at the **exemplary** stage of their teaching career. This means they have demonstrated that they are **highly proficient** in all elements of the Teaching Standards and that this **high standard is sustained**. Teachers will be seen as a role model for classroom practice, continue to develop and innovate their own practice and be utilised to support and develop the teaching of colleagues. As teachers move on to **UPS2, many lessons** will be at the exemplary stage across the range of curriculum subjects. As teachers move on to **UPS3, the majority of lessons** will be at the exemplary stage across the range of curriculum subjects

Teaching Standard	UPR 1 - UPR 3
1. Set high expectations which inspire motivate and challenge	<ul style="list-style-type: none"> - All teaching good with increasing exemplary teaching through UPS1,2 and 3 - All lessons will maintain a quick pace and will include active, collaborative and cognitive learning techniques to involve all - All aspects of Assessment for Learning (AfL) deeply embedded and effective - Immersive and exciting lessons reflect core beliefs and school's curriculum design principles
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> - Pupil progress will be outstanding with many pupils making good or better progress across the year - Act as a role model to others about the need and drive for high standards and quality - Take full responsibility for the progress of all pupils in the class, reflecting on success of provision and adapting to achieve progress - Where gaps in attainment between different groups (SEND, EAL and PP) exist, these will be visibly narrowed as a result of the highly efficient and effective strategies used in their teaching
3. Demonstrate good subject knowledge and curriculum knowledge	<ul style="list-style-type: none"> - Outstanding knowledge of the national curriculum and relevant frameworks - Expert knowledge of developments, improvements and innovative research in assigned curriculum subject
4. Plan and teach well-structured lessons	<ul style="list-style-type: none"> - Planning and delivery reflect outstanding delivery of school's curriculum - Highly proficient in planning for and delivering accurate differentiation throughout every lesson, using a range of approaches - Understanding and use of the Learning Sequence underpins all lessons - Planning is used as a model of good practice for colleagues
5. Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> - Champion the needs of SEND pupils by providing exemplary practice of school's Inclusion INTENT and IMPLEMENTATION - Be highly proficient in the use of the school's agreed AfL strategies to assess, monitor and adapt teaching WITHIN lessons - Deploy support staff effectively throughout every lesson, ensuring that pupils' progress is maximised - Pupils with 1:1 TA support will achieve accelerated progress due to outstanding support - Monitor & track identified groups for appraisal cycle leading to good progress and a rapid narrowing of the gap
Teachers moving to UPS2 and 3 may be asked to have a wider view of the needs and performance of SEND pupils across the Year Group	
6. Make accurate and productive use of assessment	<ul style="list-style-type: none"> - AfL strategies are a strong feature of all lessons - Assessment has a major impact upon planning and delivery - Assessed progress and attainment are accurate when moderated and teacher takes a lead role in supporting less experienced colleagues in making assessments and in whole school moderation - Exemplary practice in delivery of the school's Marking and Feedback policy.

7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> - Use of School Vision, Values & Ethos and Behaviour & Relationship Policy are exemplary and an excellent relationship exists between teacher and the class. - The teacher is central in ensuring good behaviour management across the school and attends to behaviour outside of the classroom and school lesson times, acting as a support to less experienced colleagues - Classroom climate and culture is outstanding and a model to other colleagues 		
8. Fulfil wider professional responsibilities	UPR 1	UPR 2	UPR 3
8.1 make a positive contribution to the wider life and ethos of the school <i>**At any point in UPR – should the opportunity arise to take up this area of professional development**</i>	<ul style="list-style-type: none"> a) Champion the school's Vision & Values through one's behaviours and actions b) Know, understand and model the school's Vision & Values c) Support and Lead to embed, develop and improve an aspect of school's culture and ethos d) Take a full part in the life of the school, reaching beyond own classroom to make a wider contribution to whole school in a possible variety of ways (eg _ School Council, aspect of the website, School Choir, Anti Bullying, Ethos Groups etc.) e) Involvement with wider school events and organisation – eg Governors, PTA events, parent workshops f) Take the lead in the implementation and monitoring of a particular initiatives/interventions within a Year Group Team g) <i>**To undertake a Year group lead role and thereby make a wider contribution to Year group- including a wider monitoring, review and evaluation of year group data, organisation and curriculum design</i> 	<p>Same as UPR1, plus</p> <ul style="list-style-type: none"> a) Begin to support and directly influence a colleague to champion the school's Vision & Values through one's behaviours and actions. b) Begin to support and directly influence a colleague to embrace school's core values and beliefs c) <i>**To undertake a Year group lead role and thereby make a wider contribution to Year group- including a wider monitoring, review and evaluation of year group data, organisation and curriculum design</i> 	<p>Same as UPR2, plus</p> <ul style="list-style-type: none"> a) Take an active role in ensuring that all Team/Year Group members are supported to embrace the school's Vision & Values through one's behaviours and actions. b) Take an active and positive role ensuring that all Team/Year Group members are supported to embrace the school's values and beliefs c) Take a Lead role in embedding, developing and improving an aspect of school's culture and ethos d) Take a Lead in the delivery of parent workshops e) <i>**To undertake a Year group lead role and thereby make a wider contribution to Year group- including a wider monitoring, review and evaluation of year group data, organisation and curriculum design</i>

<p>8.2 take responsibility for improving own teaching through appropriate professional development, responding to advice and feedback from colleagues (TS)</p>	<p>a) Champion the school's Vision & Values through one's behaviours and actions. b) Reflect on own practice and seek appropriate support from colleagues, external providers and own reading. c) Take responsibility for and initiate own CPD d) Take an active interest in current innovative teaching practice and be prepared to trial in own class in collaboration with SLT e) Support in the dissemination and embedding of the school's Teaching and Curriculum policies</p>	<p>Same as UPR1 d) Begin to support and directly influence a colleagues to embed school's Teaching and Curriculum policies</p>	<p>Same as UPR2, plus c) Undertake action research into specific areas to enhance teaching skills and practice within Year group team in the future. d)Take an active and positive role ensuring that all Team/Year Group members are supported to embed the school's Teaching and Curriculum policies</p>
<p>8.3 Support and develop teaching of colleagues</p>	<p>a) Champion the school's Vision & Values through one's behaviours and actions. b) be a model classroom practitioner for others to observe and learn from c) Collaborate in /Take whole school staff meetings to share exemplar practice d) Support and mentor students e) Undertake appraisal of support/coaching staff in Team</p>	<p>Same as UPR1 plus a)Begin to support and directly influence a colleague to champion the school's Vision & Values through their behaviours and actions. d) Take responsibility for developing a Team colleague's teaching through an agreed, deeper, longer term collaboration</p>	<p>Same as UPR2, plus a)Take an active role in ensuring that all Team/Year Group members are supported to champion the school's Vison & Values through their behaviours and actions. d)Take an active and positive role in championing a collective Team approach to developing teaching and learning, ensuring ALL team members are on board and supported</p>
<p>8.4 Curriculum development and/or contributing to wider school improvement through involvement in a key priority from the SIP</p>	<p>a) Take a supporting role in a core curriculum area and/or key priority from the SIP -making a contribution to whole school improvement. b) Model best practice and growing expert subject knowledge of assigned subject area. c) Take an active interest in current innovative developments in the teaching and learning approaches and curriculum content of assigned subject d) Play a 'champion' role in an assigned aspect of the school's Teaching and Learning policy approaches and/or values and beliefs (eg SEND champion, wellbeing champion, EAL champion)</p>	<p>Same as UPR1 plus b)Share best practice and expert subject knowledge of assigned subject lead within Year group</p>	<p>Same as UPR2, plus b)Share best practice and expert subject knowledge of assigned subject lead across key stage/school c)Undertake action research to improve own teaching and that of others</p>

Teaching Standards PART TWO Personal and Professional conduct

It is an expectation that teachers progressing through threshold and onto the Upper Pay Scale will continue 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 as laid out tin the Teaching standards.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Champion the school's Vision & Values through one's behaviours and actions.
- 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' wellbeing, 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