



Melcombe Primary School - Threshold Application

Applicant's name:		Date:	
Received by:		Date:	
UPS level you are applying for (please circle):			1 / 2 / 3

Guidance:

When starting an application, please refer to Melcombe's Pay Policy, as well as the national framework for Teacher Standards. All threshold applications are to provide evidence for decisions on pay progression in three main areas. Part 1 – Teaching; progress; observations; Part 2 – CPD; dissemination of good practice; and Part 3 – Wider school contributions and professional standards. This evidence, together with an appraiser recommendation to the Head teacher, will allow the process to commence as stated in the table below. The final decision on any award will be made by Pay committee advised by the Head Teacher.

Definitions and some references to the Pay Policy (September 2017) are made on the back page.

Procedure for applying for progression onto the Upper Pay Scale:

1. Teachers should inform their Line Manager (Appraiser) that they wish to make an application.	Informal stages
2. The Line Manager (Appraiser) will run through the evidence needed to make an application and advice on where evidence or any other relevant information may be found.	
3. The line Manager (Appraiser) will provide the teacher with a proforma on which to make the application. This proforma will provide the structure to be followed in making the application (<i>this form</i>).	
4. The Teacher should submit his/her application to the Head teacher before the deadline of 31st October . The application must be in hard copy format although teachers may, additionally and simultaneously, submit an electronic copy.	Formal stages
5. Headteacher appoints an assessor , if the Head teacher is not the assessor;	
6. If changes to the application are required, the teacher will make them and re-submit his/her application to the Head teacher within five working days .	
7. The Head teacher will consider the final application and make a recommendation to the pay committee	
8. The teacher will be informed in writing of the pay committee's decision in writing by the 30th November .	

PART 1 – TEACHING; PROGRESS; OBSERVATIONS

This section covers:

Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; be accountable for pupils' attainment, progress and outcomes; promote a love of learning and children's intellectual curiosity; contribute to the design and provision of an engaging curriculum within the relevant subject area(s); have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them; know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Evidence?

Impact?

Suggestions:

PART 2 – CPD; DISSEMINATION OF GOOD PRACTICE

This section covers:

Take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues; develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. 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; know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Evidence?

Impact?

Suggestions:

PART 3 – WIDER SCHOOL CONTRIBUTIONS and PROFESSIONAL STANDARDS

This section covers:

Treat 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. Ensure that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. Maintain good relationships with pupils and staff, exercise appropriate authority, and act decisively when necessary. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly; communicate effectively with parents with regard to pupils’ achievements and well-being; deploy support staff effectively. 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. Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Evidence?

Impact?

Suggestions:

Name (Print): **Date:**
.....2017/2018

Signed:
.....
.....

Please hand this in as a hard copy, to the Head teacher before 31st October.

Definitions:

UPS3: “Highly competent”: the teacher’s performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers’ Standards in the particular role they are fulfilling and the context in which they are working.

UPS2: “Substantial”: the teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

UPS1: “Sustained”: the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions in the pay policy). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

APPLICATIONS TO BE PAID ON THE UPPER PAY RANGE

Any qualified teacher can apply to be paid on the Upper Pay Range. If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school(s). This school will not be bound by any pay decision made by another school.

All applications should include the results of the two most recent appraisals, under the Appraisal Regulations 2012, in this school, including any recommendation on pay. Where such information is not applicable or available, e.g. those returning from maternity or sickness absence, a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

In order for the assessment to be robust and transparent, it will be an evidence-based process only. Teachers therefore should ensure that they build a mainly paper evidence base to support their application. Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3-year period before the date of application in support of their application.

Process:

One application may be submitted annually. The closing date for applications is normally *31st October* each year; however, exceptions will be made in particular circumstances, e.g. those teachers who are on maternity leave or who are currently on sick leave.

The process for applications is:

- The head teacher should appoint an assessor which can be internal or an external consultant with the agreement of the governing body;
- Complete the school’s Upper Pay Range application form where applicable
- Submit the application form and supporting evidence to the Head teacher by the cut-off date of ***31st October***.
- You will receive notification of the name of the assessor of your application within 5 working days;

- The assessor will assess the application, which will include a recommendation to the pay committee of the relevant body;
- The application, evidence and recommendation will be passed to the head teacher* for moderation purposes, if the head teacher is not the assessor;
- The pay committee will make the final decision, advised by the head teacher;
- Teachers will receive written notification of the outcome of their application by **30th November**. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below);
- If requested, oral feedback which will be provided by the assessor. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback will be given in a positive and encouraging environment and will include advice and support on areas for improvement in order to meet the relevant criteria;
- Successful applicants will move to the minimum of the UPR backdated to 1 September of the year of application;
- Unsuccessful applicants can appeal the decision. The appeals process is set out at the back of this pay policy.

Assessment:

The teacher will be required to meet the following criteria, namely that:

- the teacher is highly competent in all elements of the relevant standards; and
- the teacher's achievements and contribution to the school are substantial and sustained.

In this school, this means:

"highly competent": the teacher's performance is assessed as having excellent depth and breadth of knowledge and skill in meeting the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

"substantial": the teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

"sustained": the teacher must have had two consecutive successful appraisal reports in this school and have met their objectives during this period (see exceptions, e.g. maternity/sick leave, in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

UPPER PAY RANGE

Pay determinations effective from 1 September 2016

Minimum	£43,184 (UPR1)
Reference point	£45,306 (UPR2)
Maximum	£46,829 (UPR3)

The pay committee will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- the evidence base, which should show that the teacher has had a successful appraisal or successful appraisals, as appropriate, and has met objectives;
- Evidence that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to the school are substantial and sustained. The meaning of these criteria is set out in the section of this policy entitled, "Applications to be paid on the Upper Pay Range".

Where it is clear that the evidence shows the teacher has made good progress, i.e. they continue to maintain the criteria set out above (see 'Applications to be Paid on the Upper Pay Range'), and have met their objectives, the pay committee may recommend that the teacher should move to the next point on the Upper Pay Range following two successful appraisals on their current Upper Pay Range.

Where it is clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out above (see 'Applications to be Paid on the Upper Pay Range'), and where the teacher has met or exceeded their objectives, the pay committee may use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR. Teaching should be 'outstanding' as defined by Ofsted.