



Pay Policy for Teaching Staff

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Approved By	HISP Trust
Approval Date	19 October 2020
Policy Review Date	November 2021

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1. General Commitment

The Trust Board will seek to ensure that staff are rewarded in an open and transparent way for the level of responsibility they carry and the individual contributions they make to the work of the school subject only to the constraints of statutory documents, national and local pay structures and budgetary provision.

The aim of this pay policy is to enable the school to recruit and retain sufficient staff of suitable quality and number and thereby secure its school improvement plan.

This policy operates in conjunction with Appraisal and Capability Policies.

This pay policy will be reviewed annually by the Trust Board.

2. Basic Principles and Governance

2.1 Terms and Conditions

All teachers are paid in accordance with the statutory provisions of the School Teachers' Pay and Conditions Document. A copy can be found in the school office and is online at: <https://www.gov.uk/government/publications>. The statutory pay arrangements give discretion over pay progression for classroom teachers and leaders as well as discretion regarding use of Teaching and Learning Responsibility Payments (TLRs) and other allowances. Decisions on the way these discretions are used are the responsibility of the Trust Board, advised by the head of school/principal where appropriate, and are set out in this pay policy for the school.

All pay-related decisions are made taking full account of the school improvement plan and staff, together with their school union representatives, have been consulted as appropriate on the principles contained in this policy. Such decisions are also taken within the framework of current employment legislation, particularly those focused on equalities.

The Trust Board will actively promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, training, and staff development.

The Trust Board and Head of School/Principal will ensure that each member of staff is provided with a job description/list of duties in accordance with the agreed staffing structure. Job descriptions should be reviewed periodically by the member of staff's line manager, senior leadership team or in the case of the head of school/principal, the Trust Board, in consultation with the individual employee concerned in order to make any reasonable changes. This would naturally form part of the appraisal discussions between the employee and their reviewer.

2.2 Pay reviews

The Trust Board will review every teacher's salary with effect from 1 September and no later than 31 October every year (31 December for head of school/principal). Within one month of the pay determination, the Trust Board will give them a formal statement saying what their salary is, how it has been arrived at, and showing any other financial benefits to which, they are entitled. Reviews may take place at other times of the year to reflect any changes in

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circumstances or job description that affect the structure of the teacher's pay. Any pay progression decisions will be based on performance of the teacher.

Where a pay determination leads or may lead to the start of a period of safeguarding, the Trust Board will give the required notification as soon as possible, and no later than one month after the date of the determination.

2.3 The Resources Group (RG)

Decisions on pay will be taken by the RG in line with the Scheme of delegation. The Committee consists of a minimum of three trustees, elected annually and is responsible for:

- considering Executive Lead's recommendations for the pay of other staff, including ensuring the Appraisal Policy has been consistently and robustly applied normally by 31 October;
- deciding the approach towards the exercising of pay discretions;
- keeping the pay policy up-to-date and under review; and
- ensuring that pay decisions of each member of staff in the school are communicated to them in writing
- approving the annual teachers' pay statements

The CEO will make all pay recommendations to the RG. The CEO will have a right to provide professional advice in relation to the recommendations made.

Staff Trustees are not members of the RG and they would need to withdraw from the committee during consideration of pay decisions.

The full Trust Board retains responsibility for endorsing any proposed changes to the pay policy. Any proposed changes should be discussed with and communicated to the staff in writing by the CEO, to allow for consultation prior to a decision being taken by the Trust Board.

2.4 Complaints/appeals

Where a member of staff is dissatisfied with a decision of RG, this should be taken up informally with the head of school/principal and, if unresolved, then pursued via the Trust Board's Appeals Committee. The grounds for any appeal and process for pursuing it are described in appendix 1.

2.5 Confidentiality

The elements of the pay policy will be shared and discussed openly with staff. Individual pay decisions will be handled confidentially between the Trustees, CEO, Executive Team and Head of School/Principal and the staff concerned. Anonymised pay information may be provided to carefully selected 3rd parties to enable quality assurance and benchmarking to take place.

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3. Basic Salary

3.1 Part-time teachers

Teachers employed on an on-going basis but who work less than a full working day or week are deemed to be part-time. The Trust Board will give them a written statement detailing their working time obligations and their pay will be determined by the provisions of the statutory School Teachers' Pay and Conditions Document. The Document requires schools to calculate their part-time teachers' pay fractions with reference to the 'school timetabled teaching week' (STTW).

In accordance with the School Teachers' Pay and Conditions Document (STPCD), the STTW includes the school's session hours timetabled for teaching, including PPA time and non-contact time. The STTW excludes break times, registration and assemblies, although these remain part of directed time hours.

The resulting pay fraction will be used to calculate the salary of all part-time teachers in the school, as well as the proportion of directed time they should work. The calculation of PPA time is unaffected. Entitlement to PPA time is pro-rata to full-time teachers.

Part-time teachers on agreed reduction contracts will be reviewed annually by each Head of School/Principal.

The school will consult on any changes to the STTW. If a part-time teacher suffers a financial loss as a result of these changes however, there is no entitlement to salary safeguarding/protection.

Part-time teachers must attend all parents' and certificate evenings of all the classes they teach. This must take priority over any other directed time activities. Part-time teachers must also attend training days on a pro rata basis as agreed by their Line Manager.

3.2 Short notice/supply teachers

Teachers who work on a day-to-day or other short notice basis have their pay determined in line with the statutory pay arrangements in the same way as other teachers. Teachers who work less than a full day will be paid in proportion to the length of the school day.

3.3 Salary safeguarding/salary protection

There are provisions in the STPCD document which provide salary safeguarding in some situations where a teacher's salary is reduced as a result of a restructure or redeployment. If this school determines a need to restructure, such a decision will be subject to consultation and the school will confirm the salary protection arrangements that shall apply in specific situations during that consultation period.

3.4 Pay Ranges (Pay Scale See appendix 2)

The Trust Board will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate.

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In making such determinations, the Trust Board will apply the following policy:

3.4.1 Classroom teacher posts

The Trust Board has established the following pay scales for classroom teacher posts paid on the Main Pay Range and Upper Pay Range.

Main pay range 1- 6+

Upper pay range 1, 1a, 2, 2a, 3

The Trust Board will apply the principle of pay portability in making pay determinations for all new appointees as follows:

When determining the starting pay for a classroom teacher taking up their first appointment as a qualified classroom teacher, the Trust Board will pay the teacher on the Main Pay Range and will allocate pay scale points, as a minimum, on the following basis:

- one point for each one year of service as a qualified teacher in a maintained school, Academy, City Technology College or independent school;
- one point for each one year of service as a qualified teacher in higher education or further education including sixth form colleges, or in countries outside England and Wales in a school in the maintained sector of the country concerned;
- one point for each three years of non-teaching experience spent working in a relevant area, including industrial or commercial training, time spent working in an occupation relevant to the teacher's work at the school, and experience with children/young people;
- one point for each three years of other remunerated or unremunerated experience including caring for children during a career break.

The Trust Board will also consider the allocation of additional scale points on the above basis to other teachers appointed to the Main or Upper Pay Ranges.

When determining the starting pay for a classroom teacher who has previously worked in an LA maintained school or academy in England and Wales, the Trust Board will pay the teacher on the Main Pay Range or Upper Pay Range at a scale point which at least maintains the teacher's previous pay entitlement plus any pay progression which they would have received had they remained in their previous post.

The Trust Board will also pay classroom teachers who are "post-threshold teachers" as defined by the 2019 STPCD on the Upper Pay Range.

3.4.2 Unqualified teachers

The Trust Board has established the following pay scale for unqualified teachers employed in classroom teacher posts:

Unqualified range 1- 6

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3.4.3 Leadership pay ranges (head of school/principal, deputy and assistant head teachers)

The pay ranges for the head of School/Principal, deputy head teacher(s) and assistant head teacher(s) will be determined in accordance with the criteria specified in the STPCD and ensuring fair pay relativities.

Discretionary payments to the head of school/principal will be determined in accordance with the provisions of the 2019 STPCD and will be reviewed annually

The Trust Board will normally appoint new leadership teachers at the bottom point of the relevant pay range.

The Trust Board will pay leadership range only where the Trust Board is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role –

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgment;
- requires the teacher to lead and manage the school through:
 - development of teaching and learning priorities across the school;
 - accountability for the standards of achievement and behaviour of pupils across the school;
 - accountability for the planning and deployment of the school's resources;
 - leading policy development and implementation across the school in accordance with statutory provisions;
 - managing whole school operational activity;
 - working with external bodies and agencies; and
 - securing pupils' access to their educational entitlements;
- has an impact on the educational progress of the school's pupils;
- involves leading, developing and enhancing the teaching practice of the school's staff; and
- includes line management responsibility for a significant number of people and/or the line management of other line managers.

In the case of a deputy head teacher post, the Trust Board must also be satisfied that this significant responsibility features a job weight which exceeds that expected of an assistant head teacher employed in the same school, including responsibility for discharging in full the responsibilities of the head in the absence of the head teacher.

4. Pay Progression Based on Performance

The arrangements for teacher reviews are set out in The Appraisal policy.

Decisions regarding pay progression will be made with reference to the teachers' review reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process (please see the NQT Policy).

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To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions. The evidence used to determine pay progression will be only that available through the review process and not through the misuse of pupil voice, parental opinion and other sources.

Where teachers have joined the school part way through a review cycle, the Trust Board will, where necessary, seek evidence from the previous schools to assist pay decisions and will only, where necessary, seek evidence from the teachers themselves.

Teachers' review reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Trust Board, having regard to the review report and taking into account advice from the senior leadership team.

The Trust Board will ensure that appropriate funding is allocated for pay progression for all eligible teachers.

The Trust Board will make pay decisions according to the criteria for progression set out in the STPCD. All teachers can expect progression to the top of their pay range as a result of successful review.

4.1 Classroom Teachers on the Main Pay Range

Classroom teachers will be awarded pay progression on the Main Pay Range following each successful review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual review cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

Classroom teachers in their induction year will be awarded pay progression on the successful completion of induction.

4.2 Classroom Teachers on the Upper Pay Range

Classroom teachers will be awarded pay progression on the Upper Pay Range following each successful review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual review cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

4.3 Unqualified Classroom Teachers

Unqualified classroom teachers will be awarded pay progression on their pay scale following each successful appraisal review. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal review and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

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4.4 Leadership teachers (including head of School/principal, deputy and assistant head teachers)

The head of school/principal, deputy head teacher(s) and assistant head teacher(s) will be awarded additional scale points in accordance with the provisions of the 2019 STPCD, ie they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress.

5. Movement to the Upper Pay Range

5.1 Application and Evidence

Any qualified teacher may apply to be paid on the Upper Pay Range and any such application must be assessed and submitted no later than 31 October in the year in which they wish to progress. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the Upper Pay Range. If the teacher is successful, the teacher will be moved to the bottom of the Upper Pay Range, backdated to 1 September of that same year.

A qualified teacher will be successful in moving to the Upper Pay Range where the Trust Board is satisfied that:

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

6. The Assessment

An application from a qualified teacher will be successful where the Trust Board is satisfied 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.

For the purposes of this pay policy, the Trust Board will be satisfied that the teacher has met the expectations for progression to the Upper Pay Range where the Upper Pay Range criteria see Appendix 3 have been satisfied by evidence and maintained continuously with consistent progress over a period of 2 or more years.

In making its decision, the Trust Board will have regard to the most recent review or, at most, the two most recent reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual review cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

The relevant body will pay classroom teachers who are 'post-threshold teachers' (as defined by the 2012 STPCD) on the Upper Pay Range. This includes teachers formerly employed as leadership group teachers for more than one year or as local authority school

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inspectors/advisers, and other teachers who have met standards equivalent to the Upper Pay Scale (UPS) standards (e.g. teachers in sixth-form colleges).

7. Processes and Procedures

The assessment will be made within 20 working days of receipt of the application or the conclusion of the review process, whichever is later. If successful, applicants will move to the Upper Pay Range from the previous 1 September and will be placed on point 1 of that pay scale. If unsuccessful, feedback will be provided by the head of school/ principal or executive head (as appropriate) as soon as possible and at least within 10 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher. Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's general appeals arrangements see Appendix 3

8. Discretionary Allowances and Payments

8.1 Teaching & Learning Responsibility Payments (TLRs)

The Trust Board pays TLR 1 and TLR 2 payments to teachers in accordance with the pay ranges specified in the STPCD as updated from time to time. See Appendix 2

The criteria for the award of TLR 1 and TLR 2 payments are as follows:

- Before awarding any TLR 1 or TLR 2 payment, the Trust Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:
 - is focused on teaching and learning;
 - requires the exercise of a teacher's professional skills and judgement;
 - requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
 - has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
 - involves leading, developing and enhancing the teaching practice of other staff
- In addition, before awarding a TLR 1 payment, the Trust Board must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR 1 or TLR 2 payment.

8.2 Special educational needs (SEN) allowances

The Trust Board will award SEN allowances in accordance with the criteria and provisions set out in the STPCD.

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8.3 Acting allowances

Where any teacher is required to act as an executive lead (taking on temporary additional responsibilities) for a period in excess of four weeks, they will receive an additional allowance which will be agreed between the employee and the CEO.

9. Other Payments

9.1 Continuing professional development (CPD) outside directed time; initial teacher training (ITT) activities; and out-of-school learning activities

The Trust Board may make additional payments to all teachers who agree to undertake such activities. This payment will be considered by the Trust Board in advance of the specific activity.

9.2 Recruitment and retention incentives and benefits

The Trust Board may consider the payment of a recruitment incentive payments in accordance with the STPCD to applications recruited to posts that are considered hard to recruit.

The decision to make a recruitment incentive payment will be made before the post is advertised and details will be included within any advertisement. Payments will only be made for recruitment and retention purposes and not for any other reason relating to responsibilities. Any such payment will be reviewed on an annual basis after which they may be withdrawn.

10. Salary Sacrifice Arrangements

A salary sacrifice arrangement is in place (such as the Child Care Voucher Scheme and Edutech), an employee may participate in any arrangement and the gross salary shall be reduced accordingly, for teachers this is in line with the STPCD.

11. Monitoring the Impact of the Policy

The Trust Board will monitor the outcomes and impact of this policy on a regular basis, including trends in progression across specific groups of teachers to assess its effect and the school's continued compliance with equalities legislation.

The Trust Board will monitor the outcomes and impact of the pay policy. Pay decisions will be recorded in a way that it enables the Trust to assess the equality impact of the same, taking account of the following protected characteristics:

- Sex/gender/trans
- Ethnicity
- Disability
- Age

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- Pregnancy and maternity
- Sexual orientation
- Marriage and civil partnership
- Religion and belief

The Trust Board will also take steps to ensure that the school's pay policy does not discriminate on grounds of trade union membership. Pay anomalies will be dealt with by consultation on an individual basis.

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Appendix 1: Appeals Arrangements

The arrangements for considering appeals are as follows:

1. A member of staff may appeal in relation to his or her pay on the grounds specified in (2) below.
2. The grounds for appeal are that the person or committee by whom the decision was made:
 - a. incorrectly applied any provision of the relevant terms and conditions of service;
 - b. failed to have proper regard to statutory guidance, such as Teacher Standards;
 - c. failed to take proper account of relevant evidence;
 - d. failed to consistently apply the pay, or Performance Management/Appraisal Policy;
 - e. took account of irrelevant or inaccurate evidence;
 - f. was biased; or
 - g. otherwise unlawfully discriminated against the member of staff.

An issue raised as a pay appeal cannot then be raised again as a grievance.

3. If a member of staff received an overpayment, an agreement should be reached on the terms and timescales for recovery. In exceptional circumstances where an agreement cannot be reached, the employee may exercise their right of appeal in accordance with this procedure.
4. The sequence of events is as follows:
 - a. The member of staff receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
 - b. If the member of staff is not satisfied with the pay decision, he/she should seek to resolve this by discussing the matter informally with the Head of School/Principal (it is the Head of School/Principal who is dissatisfied he/she would speak to the CEO) within ten working days of the decision.
 - c. Where this is not possible, or where the member of staff continues to be dissatisfied, he/she may follow a formal appeal process.
 - d. The member of staff should set down in writing the grounds for questioning the pay decision (which must relate to the grounds as set out above) and send it to the Clerk to the Trust Board, within ten working days of either the notification of the original decision, or of the outcome of the discussion with the Head of School/Principal referred to above.
 - e. Any appeal should be heard by a panel of three members of a local governing body who were not involved in the original decision and are not part of the local governing body for the employee's school, normally within 20 working days of the receipt of the written appeal notification, and give the member of staff the right to be accompanied

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and make representations in person. The Head of School/Principal who made the recommendation and the Chair of the RG will normally be called as witnesses at that appeal hearing. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision is final and there is no recourse to the staff grievance procedure.

5. Employees who are dissatisfied in relation to their pay have a statutory right to raise a formal complaint about that decision, which is termed a “grievance”. The process defined within this section meets the statutory requirements for raising a “grievance” and therefore an issue raised as a pay appeal cannot then be raised again under the school’s formal Grievance Procedure.

The procedure for the conduct of formal meetings shall be as follows.

Introductions by the Chair who will ask everybody to introduce themselves and asked if there any witnesses from either side will be called during the meeting. Note taker will be a PA. The HR Manager may be called to give advice to the panel.

The chair will then outline the purpose and the etiquette of the meeting and remind staff why they are there.

- The chair controls the meeting.
- Explains and explores the issues.
- Will ask each side to state their case employee first, followed by the Management.
- All remarks are addressed through the chair.
- Staff do not interrupt each other.

Step 1. Chair will ask the employee to state their case

Employee/representative presents employee case:

- what is the evidence that supports their case
- introduces any witnesses
- Chair asks questions
- Chair opens the discussion to the panel (if applicable).

Step 2. Once the employee has stated their case the Chair will ask the management to state their case

Management representative presents management case:

- what is the evidence that supports the disputed pay decision
- introduces any witnesses
- Chair asks questions
- Chair opens the discussion to the panel (if applicable).

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Step 3. Summing up

If appropriate, the chair can sum up the key points on both sides.

Step 4. End of hearing

Chair ends the hearing and advises employee that they will let him/her have the panel's decision in writing within an agreed timescale.

Chair advises employee that he/she will have a right of appeal and that the letter will contain full details. Decision-making notes main points of panel discussion and their decision. Panel obtains HR advice if required, inform their decision-making.

Step 5. Communication of decision

Employee is notified of decision. Decision and reason for the decision confirmed in writing.

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Appendix 2: Current Pay Scales

LEADERSHIP PAY RANGE	2019						
L1	41064	AD1					
L2	42092	AD2					
L3	43143	AD3					
L4	44218	AD4					
L5	45319	AD5					
L6	46455	AD6					
L7	47706	AD7					
						Supply rates	Day rate
L8	48807	AD8	MAIN	2019		Main	2019
L9	50025	AD9	1	24370		24370	124.98
L10	51310	AD10	2	26297		26297	134.86
L11	52642	AD11	3	28411		28411	145.70
L12	53856	AD12	4	30597		30597	156.91
L13	55201	AD13	5	33008		33008	169.27
L14	56578	AD14	6	35617		35617	182.65
L15	57987	AD15	6+	35969		35969	184.46
L16	59528	AD16					
L17	60896	AD17	UPPER	Total		UPPER	2019
L18	62426	AD18	1	37653		37653	193.09
L19	63974		1A	38343		38343	196.63
L20	65562		2	39048		39048	200.25
L21	67181		2A	39761		39761	203.90
L22	68851		3	40490		40490	207.64
L23	70556						
L24	72305		UNQUAL	Total			
L25	74102		1	17681			
L26	75934		2	19738			
L27	77817		3	21792			
L28	79747		4	23849			
L29	81722		5	25907			
L30	83756		6	27963			
L31	85824						
L32	87959		TLR's	Total			
L33	90144		2D	1396			
L34	92373		2C	2796			
L35	94668		2B	4656			
L36	97012		2A	6829			
L37	99425						
L38	101884		TLR's	Total			
L39	104366		1C	8686			
L40	106972		1B	10549			
L41	109645		1A	13659			
L42	112391						
L43	114059						

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Appendix 3: Upper Pay Range Progression Criteria

The Trust has adopted the Teachers' Standards and teachers wishing to progress to the upper pay scale must show that they:

Teachers Standard	Overview	Evidence of Highly capable/ Substantial/ Sustained
<p>Set high expectations which inspire, motivate and challenge pupils</p>	<ul style="list-style-type: none"> • 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. 	
<p>Promote good progress and outcomes by pupils</p>	<ul style="list-style-type: none"> • 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. 	
<p>Demonstrate good subject and curriculum knowledge</p>	<ul style="list-style-type: none"> • 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. 	
<p>Plan and teach well-structured lessons</p>	<ul style="list-style-type: none"> • 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 	

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	<ul style="list-style-type: none"> • 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). 	
<p>Adapt teaching to respond to the strengths and needs of all pupils</p>	<ul style="list-style-type: none"> • 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. 	
<p>Make accurate and productive use of assessment</p>	<ul style="list-style-type: none"> • 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. 	
<p>Manage behaviour effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> • 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. 	
<p>Fulfil wider professional responsibilities</p>	<ul style="list-style-type: none"> • 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 	

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	<ul style="list-style-type: none">• 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 well-being.	
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1. Professional attributes

1.1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for the implementation.

2. Professional knowledge and understanding

2.1. Contribute significantly, where appropriate, to implementing work place policies and practice and to promoting collective responsibility for their implementation.

2.2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

2.3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum are as they teach, including those related to public examinations and qualifications.

2.4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

2.5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

2.6. Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

3. Professional skills

3.1. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

3.2. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

3.3. Promote collaboration and work effectively as a team member.

3.4. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.