



## **PAY POLICY**

2017-2018

<b>Lead Person:</b>	<b>Headmaster</b>
<b>Governing Body Committee :</b>	<b>Resources, Staff &amp; Pay</b>
<b>Required by:</b>	<b>Legal compliance</b>

### **INTRODUCTION**

The statutory pay arrangements for teachers give significant discretion to Governing Bodies to make pay decisions. The School Teachers' Pay and Conditions Document has since September 2004 placed a statutory duty on schools and LAs to have a pay policy in place which sets out the basis on which they determine teachers' pay, and to establish procedures for determining appeals. This should ensure fair and equitable treatment for all teachers and minimise the prospect of disputes and legal challenge of pay decisions.

The Crypt School, when taking pay decisions, must have regard both to their Pay Policy and to the teacher's particular post within the staffing structure. A copy of the current staffing structure is attached to this Pay Policy.

This Pay Policy has been agreed by the Governing Body of The Crypt School following consultation with staff for whom the Governing Body has direct responsibility and will apply to all such staff. A copy of the Policy will be made available for reference to all staff.

Where this policy differs from the School Teacher's Pay and Conditions Document, this policy takes precedence.

# THE CRYPT SCHOOL – POLICY ON SCHOOL TEACHERS’ PAY

## 1. BASIC PRINCIPLES

1.1 All teachers employed at The Crypt School are paid in accordance with the statutory provisions of the School Teachers’ Pay and Conditions Document as updated from time to time. Staff agreed changes to performance related pay since 2009, and where these changes conflict with the STPCD, this policy takes precedence.

1.2 All pay-related decisions are made taking full account of the Appraisal Policy and process, The Crypt School Teacher Standards, and the School Improvement Plan. Teachers and unions have been consulted on this policy. All pay related decisions are taken in compliance with [The Equality Act 2010](#), [The Employment Relations Act 1999](#) and [The Employment Act 2002](#), [The Part-Time Workers \(Prevention of Less Favourable Treatment\) Regulations 2000](#), [The Employment Act 2002 \(Dispute Resolution\) Regulations](#), [The Fixed Term Employees \(Prevention of Less Favourable Treatment\) Regulations 2002](#), [The Employment Equality \(Age\) Regulations 2006](#), *together with such other relevant existing legislation or new legislation as maybe introduced from time to time.*

1.3 The process for making decisions on the pay of teachers at the school is as follows. Decisions relating to the pay of teachers will be made by The Headmaster and Principal Line Managers, based upon evidence collected as per the Appraisal Policy. The Headmaster quality assures every Planning and Review statement undertaken in the Appraisal process, to ensure that the Pay and Appraisal Policies are applied fairly, and the judgements made against The Crypt School Teacher Standards are made fairly. If the Headmaster believes that the pay recommendation is not supported by evidence, and / or does not follow the requirements of the Appraisal Policy and Crypt School Teacher Standards, then he will ask the Principal Line Manager to reconsider their decision. The Headmaster then provides an anonymised report to the Resources Staff and Pay Committee, who may choose to test a sample of decisions to ensure that the policy has been applied correctly. Resources Staff and Pay Governors then make the Pay Decision, on behalf of the Full Governing Body.

1.4 The Crypt School has devised its own set of Teacher Standards, which must be read in conjunction with this policy and the Appraisal Policy.

## 2. Pay Reviews

2.1 The Resources Staff and Pay Committee (“the Committee”) will ensure that every teacher’s salary is reviewed by the Headmaster and Principal Line Managers, as appropriate, with effect from 1 September each year and in any event by no later than 31 October (except in the case of the Headmaster). The Committee will arrange to provide each teacher with a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual’s pay. A written statement will be given after any review and where applicable will give information about the basis on which the new award was made.

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

### 3. The Resources Staff and Pay Committee

#### 3.1 The Terms of Reference for the Committee are as follows:

The Committee has been established by the Governing Body with fully delegated powers to ensure that determinations of pay are made in accordance with the Pay Policy. Decisions of the Committee will be communicated to each member of staff by the Headmaster in writing in accordance with paragraph 4 of the Document. Decisions on the pay of the Headmaster will be communicated by the Chair of the Committee, in writing.

#### 3.2 Organisation

Only Governors of the School shall be members of the Committee. The Membership and the Terms of Reference of the Committee will be reviewed and approved by the Governing Body, annually.

Membership : The Committee shall be comprised a minimum of 5 members being:

- the Chair of the Board of Governors
- and the Headmaster (unless his Terms and Conditions are being discussed)
- and up to four other Governors who shall be nominated and approved by the Board of Governors.

Meetings of the Committee shall be quorate when at least three Governors are present one of which must be the Chairman or his/her nominated deputy. The nominated deputy must be one of the other Governors on the Committee.

The Committee will meet a minimum of three times a year, but may hold additional meetings as necessary.

#### 3.3 Responsibilities

- To set Headmaster's Performance Targets for the year
- To assess the Headmaster against set Performance Targets
- To Agree Performance Review and Remuneration
- To formulate agree and review the Pay Policy
- To approve exceptional staff payments
- To form as required;
  - an appeal panel to deal with teachers Terms and Conditions issues;
  - to act as an Appeal Panel where The Headmaster or a Principal Line Manager's decisions are challenged. In these circumstances the Appeal Panel must consider whether the Headmaster and / or the Principal Line Manager has acted within the set framework. (The Committee does not have a role in reviewing individual decisions which are consistent with Pay and Reward Policies.)
- To set a framework for Pay and Terms and Conditions which ensure a fair and consistent approach to reward at The School.
- To form a sub-committee to consider performance issues which may, or could, lead to termination of the employment of a teacher, where those issues are outside of day-to-day performance management responsibilities of the Headmaster.
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4.2 the outcome of the informal discussion referred to paragraph 2 above.

The appeal hearing will only deal with the written grounds of appeal and the information set out in the statement of case

5. The Headmaster or Principal Line Manager who made the determination, must upon giving reasonable notice to the employee arrange a meeting to hear the appeal within ten working days of receipt of the written appeal. The employee must be given an opportunity to make oral representations at the appeal hearing. The employee has a right to be accompanied at the appeal hearing by a colleague or his / her professional representative who may speak on behalf of the employee. Within 5 working days following the appeal hearing the employee must be informed in writing;

5.1 of the decision of the Headmaster or Principal Line Manager and the reasons for that decision, and

5.2 of their right to appeal to the Committee together with details of the procedure to be followed if they are unhappy with the decision of the Headmaster or Principal Line Manager.

In the event that the employee is unhappy with the decision of the Headmaster or the Principal Line Manager any appeal to the Committee must be made within 10 working days of the date of notification to the employee of the decision of the Headmaster or Principal Line Manager that is being appealed against.

6. At all times during the appeal process it shall be incumbent on the employee to ensure that his/her written representations contain all the relevant information that they intend to rely upon at an appeal hearing. Adjournments of a hearing to allow the submission of new evidence not contained in the written submissions will only be granted where the new evidence was unavailable to the employee at the time of the original submission through no fault omission or inaction of his/her own.
7. Any appeal to the Committee shall be heard by a panel of three Governors, normally within 20 working days of the receipt of the written appeal notification which shall comprise both the grounds for the appeal and a statement of case including copies of any documentary evidence that is to be relied upon at the Committee appeal hearing. The employee will be given the opportunity to make representations in person and shall have the right to be accompanied by his/her professional representative who may speak on behalf of the employee.

The Committee appeal hearing will only deal with the written grounds of appeal and the information set out in the statement of case.

The decision of the Committee will be given in writing to the employee within 5 working days following the Committee hearing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

## **USE OF DISCRETIONS IN BASIC PAY DETERMINATION**

### **Pay range for the Headmaster, deputy heads and assistant head teachers**

The Committee will determine the pay range for the Headmaster, deputies and assistant heads when they propose to make new appointments or where there is a significant change in the

responsibilities of serving Headmaster, deputy or assistant heads. They may determine the pay range, at any time of the year to reflect any changes in the circumstances or job description that lead to a change in the basis for calculating their pay, or at any time if they consider it necessary to retain a Headmaster, deputy or assistant head.

The Pay Range and salary values for the Headmaster is as per section 5.3 of the 2015 STPCD, deputy and assistant head teachers is as per 4.4 of the 2015 STPCD.

## **8. Pay Range for Classroom Teachers**

There are 9 points on the pay range for classroom teachers at The Crypt School, and this pay range is divided into three parts:

- NRQT range, for newly and recently qualified teachers, Main pay scale 1-3
- The main pay range, Main pay scale 4-6,
- The upper pay range, Upper pay Scale 1-3

NRQT range, points 1-3. Pay Scale for 2016/17:

Point 1	£22,467
Point 2	£24,243
Point 3	£26,192

Main range, points 4-6. Pay Scale for 2016/17:

Point 4	£28,207
Point 5	£30,430
Point 6	£33,160

Upper range, points 1-3. Pay Scale for 2016/17:

Point 1	£35,571
Point 2	£36,889
Point 3	£38,250

These values will be adjusted in line with any pay award in September each year.

## **9. Leading Practitioners**

The Governing Body has determined that there will not be any Leading Practitioner positions at The Crypt School at the current time.

## **10. Discretionary experience points for classroom teachers**

When placing a classroom teacher on the main scale, the Committee empowers the Headmaster to consider awarding an extra point or points on the scale in recognition of other relevant experience that would not attract mandatory experience points in the following circumstances:

- One point on the main scale for each year of service as a qualified teacher in an Academy, a City Technology College, a City College for the Technology of the Arts or an Independent School.
- One point on the main scale for each period of 1 year of service as a qualified teacher in an overseas school outside the European Economic Area or Switzerland in the maintained sector of

the country concerned.

- One point on the main scale for each period of 1 year of service teaching in further education, including sixth form colleges.
- One point on the main scale for each period of 1 year of service teaching in higher education.
- One point on the scale for each period of 3 years spent outside teaching but working in a relevant area. This might include 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.

### **11. Part-time teachers**

Teachers employed on an ongoing basis at the School but who work less than a full working day or week are deemed to be part-time. The Headmaster will give them a written statement detailing their working time obligations and the mechanism used to determine their pay, subject to the provisions of the statutory pay arrangements. Part-timers are paid a proportion of the pay that would be appropriate if they were full-time. This also applies to TLR payments.

NB: the contractual change from September 2005 gives part-time teachers entitlement to PPA time pro-rata to full-time teachers.

### **12. 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 paid on a daily basis will have their salary assessed as an annual amount, divided by 195 and multiplied by the number of days worked.

Teachers who work less than a full day will be paid hourly and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by 6.48 or actual day length to arrive at the hourly rate.

### **13. Unqualified teachers**

The Committee, will empower the Headmaster, when determining on which point to place unqualified teachers on the unqualified teachers' pay scale when they are appointed, to take account of any relevant qualifications and experience. Unqualified teachers will be appointed above the minimum in the following circumstances:

#### **Qualifications:**

1 point for a recognised overseas teaching qualification.

1 point for a recognised post-16 teaching qualification.

1 point for a recognised qualification relevant to their subject area.

- **Experience**

One point on the unqualified teachers' scale for each period of 3 years of service as an overseas-trained teacher

- One point on the unqualified teachers' scale for each period of 1 year of service teaching in further education, including sixth form colleges.
- One point on the unqualified teachers' scale for each period of 1 year of service teaching in higher education.
- One point on the unqualified teachers' scale for each period of 3 years spent outside teaching but working in a relevant area. This might include 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.

#### **14. Unqualified teachers' allowance**

The Headmaster will pay an unqualified teachers' allowance to unqualified teachers when the Headmaster considers their basic salary is not adequate having regard to their responsibilities, qualifications and experience

The Headmaster will pay an unqualified teacher on one of the employment based routes into teaching on the unqualified teachers' scale.

#### **15. PERFORMANCE PAY and Performance Related Pay Progression**

The Governing Body agrees the school budget and will ensure that appropriate funding is allocated for performance pay progression at all levels. The Governing Body recognises that funding cannot be used as a criterion to determine progression.

When determining Performance Related Pay Progression, the full range of duties and responsibilities will be considered. Thus for a teacher with a management responsibility, and for senior leaders, pay progression is based upon their impact in the classroom with their own classes and also their management responsibility and their sustained and substantial contribution to the life of the school.

#### **16. Headmaster**

The Headmaster must demonstrate sustained high quality of performance, with particular regard to leadership, management and pupil progress at the School and will be subject to a review of performance against the Key Performance Indicators before any performance points will be awarded. The clarification of the application of the criteria for Leadership Group progression (annexe B) will be taken fully into account.

Annual pay progression within the range for this post is not automatic. The Committee will usually consider whether to award one or two pay progression points dependant on performance.

The Committee has discretion to set the Headmaster's pay, for example taking into account additional responsibilities such as Teaching School status, National Support School status, NLE work, and MAT responsibilities.

## **17. Deputies and Assistant Heads**

Deputies and Assistant Heads must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress and will be subject to a review of performance against their performance objectives before any performance points will be awarded. The clarification of the application of the criteria for Leadership Group progression (Annexe B) will be taken fully into account.

Annual pay progression within the range for these posts is not automatic. The Headmaster will consider whether to award one or two pay progression points. The circumstances in which two points may be awarded are as follows:

The Headmaster has discretion to move a Deputy or Assistant Head by more than one point (to a maximum of two) based on analysis of performance against set Performance Management targets as determined by the Headmaster. The outcome of the decision to be reported to the Committee.

The Committee has discretion to set a Deputy's or Assistant Head's pay, for example taking into account additional responsibilities such as Teaching School status, National Support School status, NLE work, and MAT responsibilities.

## **18. Classroom Teachers**

Pay progression at The Crypt School has been based on successful appraisals since 2009. Progression for classroom teachers is linear, based on performance as explained below.

## **19. Upper Range teachers, points 7-9**

Progression on the upper range, UPS 1-3, will be based on two successful consecutive appraisal reviews, taking into account the expected standards as defined in the Crypt School Teachers' Standards. As a minimum, the teacher must demonstrate achievement of the pupil achievement target, such that value added is in line with expectations or better, other than under the exceptional circumstances as provided for in the Document. Other Appraisal targets should also be met, or in the case of targets which may take more than a year to achieve, very good progress towards achieving them must be evident.

Where a teacher is a post-threshold teacher by virtue of the Document, the Headmaster may determine which point on the upper range to place them. When doing so, the Headmaster should consider any pay progression which the teachers has made in their previous employment which was based on an assessment of standards and contribution comparable to the requirements for progression on the upper pay scale; and should not unreasonably withhold appointment at the equivalent point on the upper pay scale.

## **20. Application to be paid on the Upper Range**

There is application process at The Crypt School. Progress onto the Upper Range will be automatic, dependent upon two consecutive successful Appraisals on the Main Range at points 5 and 6. In exceptional circumstances the committee can agree to a main scale teacher receiving additional pay progression points which may lead to progression to the Upper Pay Range.

## **21. Classroom teachers on the Main Range, points 4-6**

Progression on the main range, from point 3-4 and beyond will be based on a successful appraisal review, taking into account the expected standards as defined in the Crypt School Teachers' Standards. As a minimum, the teacher must demonstrate achievement of the pupil achievement target, such that value added is in line with expectations or better, other than under the exceptional circumstances as provided for in the Document. Other Appraisal targets should also be met, or in the case of targets which may take more than a year to achieve, very good progress towards achieving them must be evident.

## **22. Classroom teachers on the NRQT range, points 1-3**

Progression on the NRQT range, points 1-3, from point 1-2 and point 2-3 will be automatic, unless the capability procedure is being used to support a teacher, or an NQT fails the NQT year.

## **23. Acting Up Arrangements**

In the case of an acting Headmaster, Deputy Headmaster or Assistant Headmaster payment will be at the lowest point of the appropriate range if the duties of the post are to be carried out in full or where the teacher is already paid at a point on the range, at least one point higher than the teacher's substantive point.

The period of time for which the post is to be covered before a payment is made is 4 weeks. A payment will then be paid retrospectively from the beginning of the period of absence. Where the Leadership member is not required to fulfil the full range of duties the Governing Body will review the salary of the teacher within 4 weeks of the duties being assigned to the teacher.

## **24. DISCRETIONARY ALLOWANCES AND PAYMENTS**

### **Teaching and Learning Responsibility Payments (TLRs)**

TLRs and their values are awarded to the holders of the posts as indicated in the Staffing Structure appended to this Policy (Annexe A). The Committee may agree fixed term TLR3 responsibilities if required to bring swift improvement to an issue identified on the School Improvement Plan.

The Crypt School Teachers' Standards exemplify what is expected as a minimum as a teacher gains experience and progresses up the pay scale. The Crypt School expects that teachers contribute to the life of the school, share departmental development work and so forth. It is not our current culture to pay a teacher for these contributions, and it will not become so.

## **25. OTHER PAYMENTS**

### **Continuing Professional Development**

Teachers (including the Headmaster) who undertake voluntary continuing professional development outside the school day, with the approval of the Headmaster, or in the case of the Headmaster the Chair of Governors, will be entitled to an additional payment of a flat rate payment in line with the teacher's level of responsibility and size of the commitment. This payment would be applicable for part time teachers engaged in CPD during session beyond their usual contractual hours, with approval by the Headmaster, for training identified in the Appraisal process and not available during normal contractual hours. In the case of the Headmaster, the approval of the Resources Staff and Pay Committee will have to be obtained.

## **Initial teacher training activities**

Teachers who undertake initial teacher training activities will be paid for the additional responsibility that this work requires.

## **Out-of-school learning activities**

Teachers (including the headmaster) who agree to provide learning activities, not covered by the School Teachers' Pay and Conditions Document and other school policies, outside of the normal school hours and whose salary range does not take account of such activity will be entitled to a flat rate payment as advertised for the activities.

Activities that will attract payment require the professional expertise of a teacher and the approval of the Headmaster. They include Year 11 coursework clinics and Year 11 A\*/A clinics.

## **Recruitment and retention incentives and benefits**

It is the policy of the Governing Body to authorise the Headmaster to pay recruitment or retention awards for a maximum of 3 years in the following circumstances: to those in shortage subjects as defined by the School; or after one/two advertisements have failed to produce a suitable candidate for appointment). Recruitment and retention awards/incentives will be paid up to a maximum of three years. This may be extended in "exceptional circumstances" by the Committee up to a maximum of another 2 years.

The Committee will review the level of payment/benefits annually. Incentives may include a cash sum, percentage uprating of salary, or defined benefits such as child care costs or health care provision.

## **26. Other Paid Work**

The Headmaster, or in the case of the Headmaster The Chairman of Governors, must give permission if a teacher undertakes other paid work in the course of directed time. The cost of any cover required must be paid by the teacher / Headmaster to the school from the monies earned.

Permission will only be given for work which is of direct relevance to the teaching profession and which enhances the teacher's or Headmaster's abilities to improve outcomes for students.

The Governing Body may approve pay for other work, linked to Teaching School Status, National Support School Status and MATs, if it is deemed appropriate.

Annexe A: TLR Pay Scales 2016-2017

Annexe B: Leadership Group Pay Progression Criteria clarification

Policy: Approved April 2008. Reviewed: October 2010 Reviewed September 2011 – no major changes made, September 2012, July 2013 (significant changes), June 2014 – no changes, July 2015 – no major changes, July 2016 – no major changes, July 2017 changes to progression

Approved : Full Governors July 2017

Review Date : July 2018

**Annexe A: TLR pay scales 16/17 (rates to be reviewed with any pay award in Sept 2017)**

TLR 1.1 £7,621  
TLR 1.2 £9,253  
TLR 2.1 £2,639  
TLR 2.2 £4,397  
TLR 2.3 £6,450  
TLR 3.1 £1,545

## Annexe B: Application of Leadership Group Pay Progression Criteria – Clarification

Those on the leadership spine play a critical role in the life of the school. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates pupils and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning.

To achieve progression, the School Teachers' Pay and Conditions Document (STPCD) requires individuals on the leadership spine to have demonstrated sustained high quality performance. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance.

A successful performance review, as prescribed by the Regulations, will involve a performance management process of:

- \_ performance objectives;
- \_ classroom observation (where relevant);
- \_ other evidence.

To ensure that there has been high quality performance, the performance review will need to assess that the teacher has grown professionally by developing their leadership and (where relevant) teaching expertise.

## Annexe C: The Crypt School Teacher's Standards

### PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### PART ONE: TEACHING

#### A teacher must:

#### 1.1. Set high expectations which inspire, motivate and challenge pupils

1. Establish a safe and stimulating environment for pupils, rooted in mutual respect
2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 1.2. Promote good progress and outcomes by pupils

1. Be accountable for pupils' attainment, progress and outcomes
2. Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
3. Guide pupils to reflect on the progress they have made and their emerging needs
4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
5. Encourage pupils to take a responsible and conscientious attitude to their own work and study.
6. 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.
7. 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.

#### 1.3. Demonstrate good subject and curriculum knowledge

#### 1.6. Make accurate and productive use of assessment

1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
2. Make use of formative and summative assessment to secure pupils' progress
3. Use relevant data to monitor progress, set targets, and plan subsequent lessons
4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### 1.7. Manage behaviour effectively to ensure a good and safe learning environment

1. 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
2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
4. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### 1.8. Fulfil wider professional responsibilities

1. Make a positive contribution to the wider life and ethos of the school
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3. 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
4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **1.4. Plan and teach well-structured lessons**

1. Impart knowledge and develop understanding through effective use of lesson time
2. Promote a love of learning and children's intellectual curiosity
3. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
4. Reflect systematically on the effectiveness of lessons and approaches to teaching
5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **1.5. Adapt teaching to respond to the strengths and needs of all pupils**

1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
3. 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
4. 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.

3. Deploy support staff effectively
4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
5. Communicate effectively with parents with regard to pupils' achievements and well-being.

#### **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:

- 2.1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- 2.2. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- 2.3. Showing tolerance of and respect for the rights of others
- 2.4. 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
- 2.5. 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.

