

Teachers' and Support Staff Pay

Date	Review Date	Coordinator
September 2018	September 2019	HT

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Working Time Regulations 1998
- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Flexible Working Regulations 2014
- Equality Act 2010
- Education (School Teachers' Appraisal) (England) Regulations 2012
- School Teacher Appraisal (Wales) Regulations 2011

The following documentation is also related to this policy:

- Conditions of Service for School Teachers in England and Wales (Burgundy Book) (Council for Local Education Authorities)
- National Agreement on Pay and Conditions of Service (Green Book) (National Joint Council for Local Government Services)
- School Teachers' Pay and Conditions Document (STPCD) 2017 and Guidance on Teachers' Pay and Conditions (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Implementing Your School's Approach to Pay: advice for maintained schools and local authorities (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We, as the relevant pay body, will pay all teachers in accordance with the current statutory provisions of the School Teachers' Pay and Conditions Document (published annually) and the accompanying statutory guidance which outlines the maximum number of days available for work and the maximum directed hours.

We believe that the school's greatest resource is the teaching and support staff who provide an excellent education for the pupils of this school. In recognition of their hard work and contributions to the life and success of this school we have in place a whole school policy for pay that is relevant to all school personnel and provides equality of opportunity.

We have a duty to have in place a pay policy that is fair and reasonable and which is clearly linked to the Performance Management policy. We are aware that during an Ofsted inspection the school's performance management arrangements plus the outcomes of the most recent performance management reviews and how they relate to salary progression will be judged.

All pay progressions for teaching staff and leaders has been linked to teacher's performance. We believe performance related pay progression has enabled us to

reward a teacher's performance through an increase in their pay and acts as an incentive for continuous improvement. In making a decision on pay we will not discriminate against any teacher or group of teachers.

We are aware that we 'are under no obligation to increase an individual's pay unless it is warranted by performance in accordance with the pay policy and we are free to withhold progression pay without any requirement to initiate or consider capability proceedings'.

We wish to attract and retain the best teachers so we will consider making appointments above the minimum pay range.

We also reward those most able teachers who demonstrate consistent and excellent performance by allowing them to progress rapidly.

The pay of the Headteacher and the school leadership team will be annually reviewed and when there has been significant changes and challenges to their roles and responsibilities.

We, as the relevant pay body, will pay all teachers in accordance with the current statutory provisions of the School Teachers' Pay and Conditions Document (published annually) and the accompanying statutory guidance which outlines the maximum number of days available for work and the maximum directed hours.

We will ensure 'all pay decisions are on 'objective criteria so that there is no discriminatory effect on any teacher or group of teachers with a particular protected characteristic under the Equality Act 2010'.

We will ensure the pay grade of support staff is determined in accordance with the scale of grades, currently applicable in relation to employment within the Local Authority, which the Pay Committee consider appropriate for the appropriate post.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To ensure the whole school policy for pay will enable the school to recruit, retain and motivate teachers who will contribute to achieving and maintaining a high quality education for all pupils.
- To recognise and reward teachers appropriately for their contribution to the school.
- To ensure all decisions on teachers pay are undertaken in a fair, just and transparent manner.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has the responsibility to:

- implement the School Teachers' Pay and Conditions Document;
- make all decisions on teachers' pay in line with the recommendations of the School Teachers' Pay and Conditions Document from 1 September 2017;
- draft this policy in conjunction with the Headteacher who has consulted with school personnel and their union representatives;
- delegate powers and responsibilities to the Pay Committee;
- delegate the day to day management of the policy to the Headteacher;
- review the school staffing structure regularly;
- review each teacher's salary with effect from 1 September;
- notify each teacher by the end of October of the outcome of their pay review;
- consider all recommendations from the Headteacher on the salary of all staff and what pay awards should be given;
- appoint a committee of two or three governors to appraise the Headteacher;
- ensure the maintenance of records of all pay decisions;
- review this policy, the Performance Management policy and the criteria for pay progression annually;
- ensure appropriate arrangements are in place to link appraisal to pay and that these arrangements are consistently applied;
- ensure appropriate training is in place for all appraisers, decision-makers and any pay appeal committee governors;
- ensure all pay decisions can be justified;
- monitor the outcomes of pay decisions;
- consider the budgetary implications of all pay decisions;
- have in place a Pay Appeals Committee;
- delegate powers and responsibilities to the Pay Appeals Committee to deal with any appeals made by individual teachers against decisions of the Pay Committee;

- determine the pay range for a teaching vacancy prior to advertising it;
- determine the starting salary within that pay range that will be offered to the new member of staff by considering the nature of the post, the level of qualifications/skills/experience required, the market conditions and the wider school context;
- delegate powers and responsibilities to the Headteacher to ensure all school personnel are aware of and comply with this policy;
- ensure that the school complies with all equalities legislation;
- nominate a designated Equalities governor to ensure that appropriate action will be dealt with all prejudice related incidents or incidents which are a breach of this policy;
- ensure that sufficient funding is in place for pay progression for all eligible teachers;
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- ensure this policy and all policies are maintained and updated regularly;
- ensure all policies are made available to parents;
- ensure the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel are aware of and comply with this policy;
- ensure the whole school policy for pay will enable the school to recruit, retain and motivate teachers who will contribute to achieving and maintaining a high quality education for all pupils;
- ensure that job descriptions are up to date and in place for all school personnel;
- recognise and reward teachers appropriately for their contribution to the school;
- ensure all decisions on teachers pay are undertaken in a fair, just and transparent manner;
- have in place arrangements for teacher performance management/appraisal process;
- ensure teachers are appraised in line with the Performance Management policy;
- ensure arrangements are in place linking appraisal to pay;
- make annual recommendations on the salary of all staff to the Governing Body based on the reports of teachers' performance management/appraisal reports;
- ensure all recommendations and decisions have been made objectively and fairly in line equalities legislation;

- write to all school personnel setting out their salary;
- maintain confidential records of all pay decisions;
- ensure all school personnel have access to their own employment records;
- consult staff and union representatives when needed;
- monitor the effectiveness of this policy by speaking with school personnel;
- annually report to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- participate in the arrangements of the appraisal and pay determination cycle:

Autumn Term	<ul style="list-style-type: none"> ▪ Objectives finalised ▪ Objectives set by appraiser if no agreement can be reached ▪ Appraisee's performance monitored in line with appraisal policy
Spring Term	<ul style="list-style-type: none"> ▪ Appraisee's performance monitored in line with appraisal policy
Summer Term	<ul style="list-style-type: none"> ▪ Appraisee's performance monitored in line with appraisal policy
Summer/Autumn Term	<ul style="list-style-type: none"> ▪ Appraisal report produced for all teachers which includes: <ul style="list-style-type: none"> <input type="checkbox"/> assessment against objectives and relevant standards <input type="checkbox"/> pay recommendation ▪ Headteacher makes pay recommendations to governing body ▪ Annual review and update of pay and appraisal policies ▪ Governors consider the budgetary allocation for discretionary pay awards and progression ▪ Appraisal objectives set for the following appraisal period

- be aware that performance criteria is clearly set out in the School Teachers' Pay and Conditions Document and states that performance pay points will be awarded after satisfactory review of performance against performance objectives;
- be aware that pay reviews:
 - will be undertaken by the Pay Committee;
 - will take place annually between 1 September and 31 October with a written statement being received by each teacher outlining their salary and any other financial benefits to which they are entitled shortly afterwards;

- may take place at any time if there are any changes in conditions or to a job description;
 - will take into account performance management/appraisal reports containing pay recommendations.
- be aware the Governing Body will make the final decisions about whether or not to accept a pay recommendation;
 - be notified by 31 October whether or not their salary has been increased;
 - make a formal appeal to the Pay Appeals Committee if they are not satisfied with their pay determination;
 - keep records of their objectives and will review them throughout the appraisal process;
 - consider applying to the upper pay range;
 - provide sufficient evidence that they are eligible to move to the upper pay range;
 - be successful in moving to the upper pay range if teachers are highly competent in all elements of the relevant standards and that their achievements and contributions to the school are substantial and sustained;
 - consider being trained to appraise other teachers;
 - be aware that it is more than likely they will not be paid at the same rate as they were being paid in a previous school.

Role of Support Staff

Support staff will:

- comply with all aspects of this policy;
- have a job description for the role and duties they undertake;
- be presented with a revised job description if changes are made to the organisational structure of the school;
- be aware that any changes to pay and allowances will only be made after consultation with the individuals concerned;
- be aware that individual members of staff will be notified in writing of any variations to their salaries or job descriptions;
- request the Headteacher to review their pay and allowances and will be notified of the Headteacher's decision in writing..

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the Staff Handbook;
- meetings with school personnel;
- reports such as the annual report to parents and Headteacher reports to the Governing Body.

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:

- All aspects of this policy
- Contract of Employment
- Performance Management
- Equal opportunities
- Inclusion

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Members of the Pay Review Committee will:

- receive training related to this policy;
- receive periodic training so that they are kept up to date with new information;
- receive equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Induction of New Staff
- Performance Management

Headteacher:	Leigh Carmichael	Date:	September 2018
Chair of Governing Body:	Wendy Kravetz	Date:	September 2018

Professional Responsibilities and Rights of Those on the Leadership Pay Range

The **headteacher** is responsible for undertaking the following duties, unless otherwise delegated to an appropriate member of staff:

- Providing overall strategic leadership; leading, developing and supporting the strategic direction, vision, values and priorities of the school
- Developing, implementing and evaluating the school's policies, practices and procedures
- Leading and managing teaching and learning throughout the school
- Ensuring that teaching staff are effectively assigned in the school timetable to appropriate classes and groups of pupils
- Promoting the safety and wellbeing of pupils and staff
- Ensuring good order and discipline amongst pupils and staff
- Leading, managing and developing staff members, including appraising and managing performance
- Maintaining relationships with organisations representing staff members, i.e. union representatives
- Leading and managing staff with proper regard to their wellbeing and expectations
- Promoting the participation of staff in relevant CPD
- Participating in arrangements for the appraisal and review of their own performance, as well as that of other staff members where appropriate
- Ensuring arrangements are in place for the induction and any required training of staff members
- Participating in arrangements for their own further training and professional development
- Consulting and communicating with the governing board, staff members, pupils and parents
- Collaborating and working with colleagues and other relevant professionals within and beyond the school, including external agencies

The **headteacher** is responsible for, and cannot delegate, the following duties:

- Developing clear arrangements for linking appraisal to pay progression
- Advising the relevant body on pay recommendations for teachers, including in relation to teachers who have applied to be paid on the upper pay range

The **headteacher** is entitled to:

- A reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities.
- A break of reasonable length during each school day, ensuring that suitable arrangements are in place for a person to assume their responsibilities during this time.

The **deputy or assistant headteacher** is responsible for the following duties:

- Carrying out the professional duties of all teaching staff, as well as those duties particularly assigned by the headteacher
- Playing a major role under the direction of the headteacher in:
 - Formulating the aims and objectives of the school.
 - Establishing the policies through which the school's aims and objectives are to be achieved.
 - Managing staff and resources.
 - Monitoring progress towards achieving the school's aims and objectives.
- Undertaking any professional duties of the headteacher reasonably delegated by the headteacher
- Undertaking the professional duties of the headteacher in their absence

Teachers on the leading practitioner pay range are responsible for the following duties:

- Carrying out the professional duties of all teaching staff, other than the headteacher
- Undertaking any additional duties relevant to their role in modelling and leading the improvement of teaching skills, as specified in their individual job descriptions

The **deputy or assistant headteacher** and any **teachers on the pay range for leading practitioners** are entitled to:

- A break of reasonable length as near to the middle of each school day as is reasonably practicable.
- The same as all members of teaching staff.

Professional Responsibilities and Rights of Teachers

All members of **teaching staff** are responsible for undertaking the following duties:

- Planning and teaching lessons within the context of the school's plans, curriculum and schemes of work to their assigned classes
- Assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils
- Preparing pupils for external examinations
- Contributing to the development, implementation and evaluation of the school's policies and procedures, ensuring that the school's values and vision are supported
- Working with other members of staff and contributing towards curriculum and/or pupil development to secure co-ordinated outcomes
- Providing cover, as appropriate, where the person assigned to teach the class is not available to do so
- Promoting the safety and wellbeing of pupils
- Maintaining good order and discipline among pupils
- Directing and supervising support staff that are assigned to them
- Contributing to the recruitment process and professional development of other staff members
- Deploying resources delegated to them
- Participating in arrangements for the appraisal and review of their own performance, and where appropriate, that of other staff members
- Participating in arrangements for their own further training and professional development and, where appropriate, that of other staff members, including induction training
- Communicating with pupils and parents
- Collaborating and working with colleagues and other relevant professionals within and beyond the school

Members of **teaching staff** are entitled to:

- One break of reasonable length, either between lessons or between the hours of 12 noon and 2.00pm, if they are required to work for more than one lesson during any school day.
- Access to advice, training and developmental opportunities which are appropriate to their needs, including those identified in appraisal objectives.
- A reasonable amount of time during school sessions for the purpose of discharging their duties, where the teacher has leadership or management responsibilities.
- Not being expected to provide cover for absent staff members, except on rare occasions and where the circumstances are not foreseeable.
- A reasonable amount of management time, where appropriate.
- Teaching no more than 90 percent of the time expected of a teacher at the school. This only applies if the teacher is serving an induction period under the Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (as amended).
- Consideration being given to their need for a balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work.

- Reasonable periods of planning, preparation and assessment time which amount to no less than 10 percent of their timetabled teaching time.
- Be paid, by the LA, any remuneration they may be eligible for by virtue of the STPCD, where the teacher is employed in a school which has a delegated budget.

Members of teaching staff **will not**:

- Be required to undertake work on any Saturday, Sunday or public holiday, unless specified in their employment contract.
- Routinely participate in any administrative or clerical tasks which do not call for a teacher's professional skills or judgement, including exam invigilation.
- Be required to undertake midday supervision under their contract.

Upper Pay Range Progression Criteria

In order to progress to the upper pay range, the teacher should be able to demonstrate all of the following criteria in their work.

Professional attributes
The teacher will: <ul style="list-style-type: none">• Contribute significantly to implementing school policies and processes, where appropriate.• Promote collective responsibility for policy implementation.
Professional knowledge and understanding
The teacher will: <ul style="list-style-type: none">• Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.• Have a clear understanding of how to personalise learning in order to provide opportunities for pupils and maximise their learning potential.• Have an extensive knowledge of the assessment arrangements and requirements for the curriculum areas, including those related to public examinations and qualifications.• Have an up-to-date knowledge and understanding of the different types of qualifications and specifications, and their suitability for meeting pupils' needs.• Have a well-developed knowledge of their curriculum, subject areas and related pedagogy, including how learning progresses within them.• Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.
Professional skills
The teacher will: <ul style="list-style-type: none">• Be flexible, creative and adept at designing learning sequences within lessons that are effective and consistently well-matched to learning objectives and the needs of pupils.• Integrate recent developments, including those relating to subject and curriculum knowledge, into their learning sequences.• Have teaching skills which lead to pupils achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners' nationally.• Promote collaboration and work effectively as a team member.• Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Upper Pay Range Application Form

This form is to be used when applying for the upper pay scale, as outlined in the school's Teachers' Pay Policy. Before completing this form, you should make yourself fully aware of the school's policy and procedures concerning pay and teachers' standards, and be certain you meet the relevant criteria for assessment.

Declaration

Teacher's name:	
Teacher reference number:	
<p>I hereby certify that I understand that the decision on my progression will be based on my performance against the relevant teacher standards and whether my achievements and contribution to the school are substantial and sustained.</p> <p>I have provided a summary of the evidence from my teaching practice that I believe demonstrates I have met the required threshold standards.</p> <p>I have used evidence from past appraisals and reviews where possible to complete the relevant section of the application form.</p> <p>I have provided a summary of the evidence from my teaching practice that demonstrates how I believe I have met the threshold standards.</p>	
Teacher's signature:	Date:

When completing the form, you should consider carefully whether your statements satisfy the following:

- Relevant
- Concise
- Representative
- Supported by strong evidence
- Time-specific
- Demonstrating impact

Frith Manor School

Teaching standard 1.1: Set high expectations which inspire, motivate and challenge pupils

Possible sources of evidence include: Planning files/records, feedback from lesson observations, performance data, performance management evidence, pupil progress records, annotated pupils' work and records of homework set.

Explain below how you have set high expectations, inspired, motivated and challenged pupils. You may wish to include how you have established a safe environment rooted in respect, set goals that stretched pupils' abilities and demonstrated the values and behaviour you expect from your pupils. Provide evidence where possible:

Assessment by headteacher:

Standard: Not yet met

Teaching standard 1.2: Promote good progress and outcomes by pupils

Possible sources of evidence include: Planning files/records, feedback from lesson observations, performance data, performance management evidence, pupil progress records, annotated pupils' work and records of homework set.

Explain below how you have promoted good progress and outcomes for your pupils. You may wish to include: How you are accountable for pupils' attainment and outcomes? How you stay aware of pupils' capabilities and plan your lessons with these in mind? How do you guide pupils to reflect on progress and identify areas of weakness? You should also demonstrate here your knowledge and understanding of how pupils learn and how this impacts your teaching. In addition, provide evidence of how you encourage pupils to take responsibility for their own work and study. Provide evidence where possible:

Frith Manor School

Assessment by headteacher:

Standard: M Not yet met

Teaching standard 1.3: Demonstrate good subject and curriculum knowledge.

Possible sources of evidence include: Lesson observations, CPD records, planning records, performance management evidence, personal research and INSET records.

Frith Manor School

Demonstrate below how you have good subject and curriculum knowledge and how you have improved this over recent years. You may wish to highlight how you foster and maintain pupils' interest in the subject and how you address misunderstandings. You should also demonstrate a critical understanding of developments in the subject. In addition, demonstrate how you have promoted high standards of literacy, articulacy and the correct use of standard English, regardless of your specialism. Provide evidence where possible:

Teaching standard 1.4: Plan and teach well-structured lessons

Possible sources of evidence include: Lesson observations, CPD records, planning records, performance management evidence, monitoring management information, behaviour logs and pupil progress records.

Assessment by headteacher:

Standard: M Not yet met

Frith Manor School

Explain below how you have planned and taught well-structured lessons imparting knowledge and developing understanding through effective use of lesson time. Demonstrate how you have promoted a love of learning and intellectual curiosity. How has the homework you set consolidated and extended pupils' understanding? Do you reflect on the effectiveness of lessons and approaches to teaching? How do you contribute to the design and provision of an engaging curriculum within the relevant subject area? Provide evidence where possible:

Teaching standard 1.5: Adapt teaching to respond to the strengths and needs of all pupils

Possible sources of evidence include: Assessment records, lesson plans, records of achievement, monitoring data, records of target setting discussions, pupils' reports, annotated pupils' work, feedback from lesson observations and parent consultation records.

Standard: M Not yet met

Frith Manor School

Explain below how you adapt your teaching to the strengths and needs of pupils. How do you differentiate appropriately? Demonstrate how you can overcome a range of factors that can inhibit pupils' progress. Provide evidence of awareness of the physical, social and intellectual development of children and how your teaching supports this. Demonstrate how you respond to the specific needs of all pupils, including those with special educational needs or disabilities, high ability or English as an additional language. Provide evidence where possible:

Assessment by headteacher:

Standard: M Not yet met

Frith Manor School

Teaching standard 1.6: Make accurate and productive use of assessment

Possible sources of evidence include: Assessment records, lesson plans, records of achievement, monitoring data, records of target setting discussions, pupils' reports, annotated pupils' work, feedback from lesson observations, school performance data, teacher assessments, evidence of pupils' prior attainment, pupil profiles and parent consultation records.

Explain below how you have made accurate assessments and used them productively to shape your planning and teaching. You may wish to demonstrate how you have assessed subject and curriculum areas and made use of formative and summative assessment to secure pupils' progress. How have you used relevant data to monitor progress, set targets and plan lessons? Explain your approach to accurate marking and giving regular feedback. Provide evidence where possible:

Assessment by headteacher:

Standard: M Not yet met

Frith Manor School

Teaching standard 1.7: Manage behaviour effectively to ensure a good and safe learning environment

Possible sources of evidence include: Lesson observations, teaching assessments, behaviour logs and records of rewards and sanctions.

Demonstrate below how you have managed behaviour effectively to ensure a good and safe learning environment. You may wish to include how you have established clear rules and routines and taken responsibility for promoting good behaviour both in your classroom and throughout the school. How have you established a framework for discipline using a range of consistent and fair strategies? Explain your strategy for managing classes effectively and motivating pupils. How have you maintained good relationships with pupils, exercised appropriate authority and acted decisively when necessary? Provide evidence where possible:

Assessment by headteacher:

Standard: Not yet met

Teaching standard 1.8: Fulfil wider professional responsibilities

Possible sources of evidence include: Planning records, School Development Plan, action plans, performance management evidence, contribution to extra-curricular activities, curriculum working parties, departmental team work, evidence referenced in previous answers.

Explain below how you have made a positive contribution to the wider community and ethos of the school. How have you developed effective professional relationships? How have you deployed support staff effectively? When have you taken responsibility for improving teaching through appropriate professional development? How have you communicated effectively with parents with regards to pupils' achievements and wellbeing? Provide evidence where possible:

Frith Manor School

Assessment by headteacher:

Standard: Me Not yet met

Teaching standard 2: Personal and professional conduct

Possible sources of evidence include: CPD records or any other relevant information about professional development, performance management evidence, supportive documentation, comments from staff, pupils and parents, feedback from lesson observations, planning records and evidence referenced in previous answers.

Frith Manor School

Explain below how you have met the personal and professional standards expected of a teacher. These include: maintaining high standards, building relationships, treating pupils with dignity, safeguarding pupils' wellbeing, showing tolerance and respect, not undermining fundamental British values and ensuring personal beliefs are not expressed in ways which exploit pupils' vulnerability. Demonstrate how you have paid regard to the policies and practices of the school and that you have an understanding of your professional duties and responsibilities. Provide evidence where possible:

Assessment by headteacher:

Standard: M Not yet met