

**Northbourne CE Primary School**  
**Upper Pay Scale Expectations**  
**Report to: Headteacher Grade: UPS1-3**

### Context

The Upper Pay Range is a pay range offering significantly higher pay than the main pay range. In order to be paid on the upper pay range, teachers must have been assessed by their employer as meeting the criteria required to be paid on the UPS. Accessing the UPS is often referred to as 'crossing the threshold'.

Any qualified teacher is eligible to be considered for progression on to the UPR. You do not have to be at the top of the main pay range to apply, although you will need to meet the standards required to progress.

The criteria you must meet before moving onto the UPR are:

- **That you are highly competent in all elements of the relevant standards; and**
- **That your achievements and contribution to the school are substantial and sustained.**

### Key Responsibilities

- To make the education of children their first concern, achieving the highest possible standards of work and conduct
- To act as a role model for staff for high quality teaching and learning and an example of someone who 'lives out' our school vision and values
- To raise the quality of teaching and learning and embed a learning culture that will enable children to become effective, enthusiastic and independent learners.
- To ensure the school and the people and resources within it are organised and managed to provide efficient, effective and safe learning
- To make a distinctive contribution to raising standards across the school
- To act with honesty and integrity; have strong subject knowledge, keep knowledge and skills up-to-date and continually look for ways to deliver even better teaching practice.
- To forge positive professional relationships, work with parents in the best interest of the pupils

### Promote good progress and outcomes for pupils

- **Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children so that they are ready to learn.**
- **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.**
- *Lead and manage the creation and implementation of a School Development Plan, with particular emphasis on improving the quality of teaching, learning and outcomes.*
- *To promote pupils' spiritual, moral, social and cultural development and good behaviour*
- *Share best practice in school and beyond to help raise teaching, learning and outcomes.*
- *Increase cohort average ARE% and GD%, where necessary*



### Demonstrate good subject and curriculum knowledge.

- **Have a more developed knowledge and understanding of different types of qualifications and specifications and their suitability for meeting learners needs.**
- *Have outstanding subject knowledge that informs teaching and leads to deeper learning experiences from the children.*
- *Share knowledge, subject and curriculum developments with colleagues in school and beyond.*
- *Continue professional development around different subject and curriculum knowledge.*
- *Extend learning by providing relevant first-hand experiences, drawing on different contexts, and a wider body of knowledge or links with other subjects or areas.*

### Plan and teach well-structured lessons.

- **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.**
- *Think creatively and imaginatively to anticipate and solve problems and identify opportunities.*
- *Evaluate your practice and seek feedback from learners and peers so you can continue to improve and refine your skills.*
- *Use formative and summative assessments consistently to inform planning, next steps and lessons, to great effect.*

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

- **Have extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalize learning to provide opportunities for all learners to achieve their potential.**
- *Champion the needs of SEND pupils and bottom 20% so they make better than expected progress, relative to their needs.*
- *Stretch and challenge the Most Able children in their thinking and tasks.*
- *Apply effective support and scaffolding strategies so that children become more independent and successful learners.*

### Make accurate and productive use of assessment.

- **Have extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.**
- *Monitor, evaluate and review the effects of policies, priorities and targets of the school and take action as necessary.*
- *Work with other lead professionals to ensure the use of comparative data about pupils' prior attainment, to establish benchmarks and set targets for improvement.*
- *Ensure assessed levels are accurate and take a lead role in supporting less experienced colleagues in making judgements and carrying out assessments.*



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

- **Have extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalize learning to provide opportunities for all learners to achieve their potential.**
- *Ensure good behaviour management across the school, acting as a support to less experienced colleagues.*
- *Monitor vulnerable children or those causing concerns.*
- *Develop an effective partnership with parents and help them understand how they can support their child's learning, behaviour, attitudes and personal development.*
- *Identify opportunities for learners to reflect on their attitudes to learning and behaviour.*

### Leadership and Management

- **Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation**
- **Have up-to-date knowledge and understanding of different types of qualifications and specifications and their suitability for meeting learner's needs.**
- **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.**
- *Lead by example, provide inspiration and motivation to colleagues.*
- *Champion the vision & values of the school & positively engage in initiatives and strategies.*
- *Support, challenge and hold others to account to secure high-quality teaching, the effective use of resources, and high standards of learning and achievement for all pupils.*
- *To make a significant contribution to the strategic development and direction of the school.*
- *Be able to present a coherent and accurate account of the pupil's outcomes and other self- evaluation evidence in a form appropriate to a range of audiences, including governors, the local community, Ofsted and others.*
- *Support the provision of high-quality professional development by methods such as coaching or drawing on other sources of expertise where appropriate.*
- *Mentor trainee and newly qualified teachers and support the induction of any new staff.*
- *Take a leading role in curriculum areas and the School Development Plan*
- *Lead on whole school events and assemblies; involve parents in the learning process through workshops and events.*
- *Undertake appraisal of support staff*



### Qualifications, Experience and Personal Specifications

Qualifications & Experience	Essential	Desirable
Qualified Teacher Status	✓	
Evidence of commitment to ongoing professional and personal development	✓	
Experience of leading a subject area or whole school initiative	✓	
Highly levels of competence in all elements of the Teacher Standards	✓	
Has made substantial and sustained achievements and contribution to their school	✓	
Knowledge, Skills and Understanding		
Evidence of successful classroom practice having a significant impact on outcomes	✓	
Excellent knowledge of strategies to support teaching, learning, progress and standards across the curriculum	✓	
In depth understanding of the National Curriculum across the year groups	✓	
Excellent knowledge and experience of curriculum planning and assessment.	✓	
Highly effective classroom management skills	✓	
Ability and willingness to teach across all Key Stages.	✓	
Commitment to the involvement of parents in their children's learning.	✓	
Strong commitment to the integration of children with SEND in mainstream education	✓	
Understanding of child development and ability to recognise and respond to the individuality of pupils.	✓	
Personal Attributes		
A role model to colleagues in living out our vision and values	✓	
Well-developed interpersonal skills and the ability to develop and maintain good relationships with staff, parents and pupils.	✓	
Ability and commitment to work closely as part of a team.	✓	
Willingness to contribute to all areas of school life.	✓	
A strong belief in the importance of the development of the emotional, cultural/spiritual/sporting interests of the child.	✓	
Excellent organisational skills.	✓	

