



“If you’re always trying to be normal you will never know how amazing you can be.” - Maya Angelou

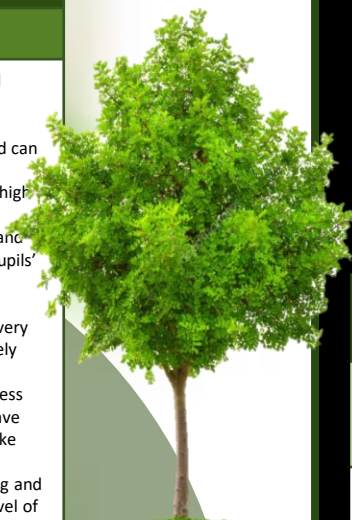


The Expert Teacher/Strategic Leader (UPS1-3)

	Progressive	Reflective	Creative	Communicative
Ambassadorial (UPS3) - evidencing 85% Influencing (UPS2) - evidencing 65% Refining (UPS1) - evidencing 50%	<b>Within their area(s) of responsibility:</b> <ul style="list-style-type: none"><li>Teachers’ planning takes full account of prior learning and learners’ capacity to make exceptional progress; it challenges and enables almost all learners to extend themselves.</li><li>Most learners achieve excellent progress</li><li>Learning activities consolidate, build upon and extend learning to meet the changing needs of individuals and groups.</li><li>Teachers have extensive subject and context knowledge which they skilfully utilise to reinforce and deepen learning.</li><li>Identified (vulnerable) groups of learners make excellent progress as a result of very high quality liaison between staff, parents and external services.</li></ul>	<b>Within their area(s) of responsibility:</b> <ul style="list-style-type: none"><li>Lessons are adapted as a direct response to learners’ needs and has optimum impact on progress.</li><li>A variety of assessment strategies are used to evaluate progress.</li><li>Almost all learners use an extensive range of assessment methods and feedback mechanisms with confidence, skill and precision to evaluate and articulate where they are and what their next steps for learning progress will be.</li><li>Almost all learners demonstrate the ability to work autonomously and make excellent progress as a result of their reasoned and informed choices.</li><li>Teaching strategies are automatically and effectively evaluated by teachers to assess their impact on learners’ progress.</li></ul>	<b>Within their area(s) of responsibility:</b> <ul style="list-style-type: none"><li>Almost all learners are enabled to make links and connections with other learning within and beyond the subject. They develop, expand and refine these over time.</li><li>An extensive range of high quality resources, including ICT (where appropriate), are used creatively by adults and learners to extend learning.</li><li>Teachers and other adults are able to compare resources and justify their selection, based on assessment and learning outcomes.</li></ul>	<b>Within their area(s) of responsibility:</b> <ul style="list-style-type: none"><li>Teachers articulate tasks and model learning with precision; as a result learners demonstrate deep understanding of subject matter and can use this to make abstract links.</li><li>Teachers use an extensive range of high order questioning strategies which promote deep and critical thinking and transfer of knowledge; as a result pupils’ gain deep understanding about the subject matter.</li><li>Highly motivated learners respond very positively to consistent and extremely high expectations.</li><li>Learners are active partners in process and outcome; almost all learners have the confidence to contribute and take risks.</li></ul>

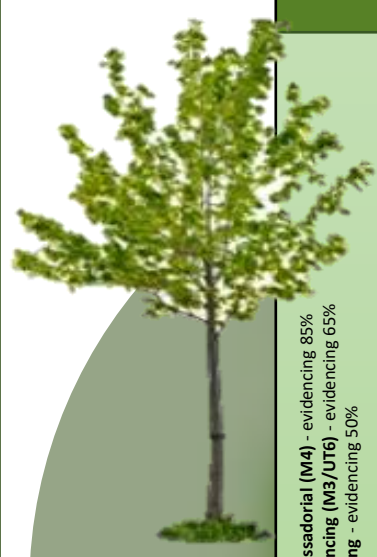
The Advancing Teacher/Developing Leader (M5-6)

	Progressive	Reflective	Creative	Communicative
Ambassadorial (M6) - evidencing 85% Influencing (M5) - evidencing 65% Refining - evidencing 50%	<ul style="list-style-type: none"><li>Planning takes full account of prior learning and learners’ capacity to make exceptional progress; it challenges and enables almost all learners to extend themselves.</li><li>Most learners achieve excellent progress within subjects and related skills</li><li>Planned activities consolidate, build upon and extend learning to meet the changing needs of individuals and groups.</li><li>Extensive subject and context knowledge is skilfully utilised to reinforce and deepen learning. It is presented in ways that challenge and inspire learners to discover process knowledge for themselves.</li><li>Identified (vulnerable) groups of learners make excellent progress as a result of very high quality liaison between staff, parents and external services.</li></ul> <b>Within their area(s) of responsibility:</b> <ul style="list-style-type: none"><li>In collaboration with SLT, determine curriculum design and be able to articulate the rationale behind it.</li><li>Based on accurate and contiguous quality assurance, justify and action subject priorities</li><li>Teachers consistently differentiate in response to SEND/GD needs.</li><li>Most pupils make good progress, incl. Identified vulnerable groups (PP/SEND).</li></ul>	<ul style="list-style-type: none"><li>Lessons are adapted as a direct response to learners’ needs and has optimum impact on progress.</li><li>A variety of assessment strategies are used to evaluate progress.</li><li>All learners use an extensive range of assessment methods and feedback mechanisms with confidence, skill and precision to evaluate and articulate where they are and what their next steps for learning progress will be.</li><li>Almost all learners demonstrate the ability to work autonomously and make excellent progress as a result of their reasoned and informed choices.</li><li>Teaching strategies are automatically and effectively evaluated to assess their impact on learners’ progress.</li></ul> <b>Within their area(s) of responsibility:</b> <ul style="list-style-type: none"><li>Demonstrate sharp understanding of the quality of teaching, how this reflects curriculum intent and the impact this has on learners’ progress.</li></ul>	<ul style="list-style-type: none"><li>Almost all learners are enabled to make links and connections with other learning within and beyond the subject. They develop, expand and refine these over time.</li><li>An extensive range of high quality resources, including ICT, are used creatively by adults and learners to extend their learning.</li><li>Teachers and other adults are able to compare resources and justify their selection, based on assessment and learning outcomes.</li></ul> <b>Within their area(s) of responsibility:</b> <ul style="list-style-type: none"><li>Ensure learners have meaningful opportunities to apply their subject skills across the curriculum</li><li>Evaluate and develop the subject resource base</li></ul>	<ul style="list-style-type: none"><li>Teachers articulate tasks and model learning with precision; as a result learners demonstrate deep understanding of subject matter and can use this to make abstract links.</li><li>Teachers use an extensive range of high order questioning strategies which promote deep and critical thinking and transfer of knowledge; as a result pupils’ gain deep understanding about the subject matter.</li><li>Highly motivated learners respond very positively to consistent and extremely high expectations.</li><li>Learners are active partners in process and outcome; almost all learners have the confidence to contribute and take risks.</li><li>Other adults are partners in planning and assessment. They demonstrate a level of autonomy to be able to adapt tasks to meet the needs of learners.</li></ul> <b>Within their area(s) of responsibility:</b> <ul style="list-style-type: none"><li>Deliver high quality training to staff based on development priorities and in response to quality assurance.</li></ul>



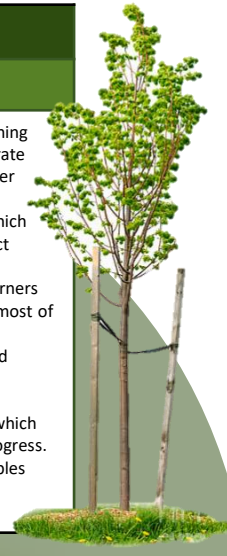
The Thriving Teacher/Emerging Leader (M3-4/UTR6)

	Progressive	Reflective	Creative	Communicative
Ambassadorial (M4) - evidencing 85% Influencing (M3/UTR6) - evidencing 65% Refining - evidencing 50%	<ul style="list-style-type: none"><li>Planning takes good account of prior learning and learners’ capacity to make good or better progress.</li><li>Planning challenges and enables almost all learners to extend themselves.</li><li>Most learners make good progress within subjects and related skills</li><li>Planned activities consolidate, build upon and extend learning to meet the changing needs of individuals and groups</li><li>Strong subject and context knowledge enthuses and challenges learners. Most learners are able to interrogate and manipulate new and exiting knowledge.</li><li>Identified (vulnerable) groups of learners make good progress as a result of high quality liaison between staff, parents and external services.</li></ul> <b>Within their area(s) of responsibility:</b> <ul style="list-style-type: none"><li>Demonstrate clear understanding of curriculum design and be able to articulate the rationale behind it.</li><li>Based on sound quality assurance, identify and action priorities for the development of your subject curriculum</li><li>Provide guidance to teachers for differentiation in response to SEND/GD needs.</li><li>Ensure that pupils make good progress, incl. Identified vulnerable groups (PP/SEND).</li></ul>	<ul style="list-style-type: none"><li>Lessons are adapted in response to learners’ needs and have a positive impact on the progress of most learners.</li><li>Intervention enables most learners to make good progress</li><li>All learners are enabled to use a good range of assessment methods and feedback mechanisms to accurately evaluate where they are and what their next steps for learning progress will be.</li><li>Most learners demonstrate the ability to work autonomously and strategies challenge learners to make considered choices.</li><li>Teaching strategies are routinely and securely evaluated to assess their impact on learners’ progress.</li></ul> <b>Within their area(s) of responsibility:</b> <ul style="list-style-type: none"><li>Demonstrate clear understanding of the quality of teaching and how this reflects curriculum intent.</li></ul>	<ul style="list-style-type: none"><li>Most learners are able to link and apply learning beyond as well as within the subject.</li><li>A wide range of resources, including ICT, are of a high standard and well matched to support learning.</li><li>Specific evaluation of the use and impact of resources on learning is made.</li></ul> <b>Within their area(s) of responsibility:</b> <ul style="list-style-type: none"><li>Articulate opportunities learners have to apply their subject skills across the curriculum</li><li>Source effective resources for staff use</li></ul>	<ul style="list-style-type: none"><li>Teachers articulate tasks and model learning with clarity; as a result learners demonstrate secure understanding of subject matter and can use this to make links to existing knowledge.</li><li>Teachers use a range of high order questions which promote deep understanding of the subject matter.</li><li>High expectations motivate and engage learners. Learners respond challenge willingly and purposefully; they become increasingly confident in taking risks.</li><li>Other adults are involved in planning and assessment. They make a significant contribution to learners’ progress.</li></ul> <b>Within their area(s) of responsibility:</b> <ul style="list-style-type: none"><li>With the support of SLT, deliver training to staff based on development priorities and in response to quality assurance.</li></ul>



The Evolving Teacher (M2/UTR5)

	Progressive	Reflective	Creative	Communicative
Ambassadorial - evidencing 85% Influencing (M2/UTR5) - evidencing 65% Refining - evidencing 50%	<ul style="list-style-type: none"><li>Planning shows accurate assessment of prior learning which generally matches all learners’ needs.</li><li>Planning show sufficient progression for all learners.</li><li>Most learners make expected progress within subjects and related skills</li><li>Planned activities generally meet the needs of individuals and groups</li><li>Sound subject and context knowledge engages learners. Most learners are able to access and use relevant subject knowledge in order to make expected progress.</li><li>Identified (vulnerable) groups of learners make expected progress as a result of appropriate liaison between staff, parents and external services.</li></ul>	<ul style="list-style-type: none"><li>Assessment within lessons and adaptations to strategies enables all learners to make expected progress.</li><li>A variety of assessment strategies are used to evaluate progress.</li><li>Almost all learners are enabled to use some assessment methods and feedback mechanisms t identify, with some accuracy, what they have achieved.</li><li>Most learners are able to identify appropriate ‘next steps’.</li><li>The majority of learners demonstrate the ability to work autonomously; learners can make appropriate choices but are often dependent on adults.</li><li>Teaching strategies are purposefully and securely evaluated to explore their impact on learners’ progress.</li></ul>	<ul style="list-style-type: none"><li>The majority of learners make links with other learning within and beyond the subject.</li><li>Resources of a high standard have been selected appropriately to support learning.</li><li>General evaluation of the use and impact of resources on learning is made.</li></ul>	<ul style="list-style-type: none"><li>Teachers share tasks and model learning clearly; as a result learners demonstrate sound understanding of subject matter taught.</li><li>Teachers use a range of questions which promote understanding of the subject matter.</li><li>Appropriate expectations engage learners and the majority remain on task for most of the time. Success is valued; learners engagement with tasks is positive and constructive.</li><li>Other adults demonstrate a secure understanding of intended learning which makes a contribution to learners’ progress. Communication between adults enables them to support learners’ needs.</li></ul>



The Novice Teacher (M1/UTR1-4)

	Progressive	Reflective	Creative	Communicative
Ambassadorial (UT 3-4) - evidencing 85% (M1 Term 3) Influencing (UT 2) - evidencing 65% ( M1 Term 2) Refining (UT 1) - evidencing 50% (M1 Term 1)	<b>With senior colleagues’ support:</b> <ul style="list-style-type: none"><li>Planning shows accurate assessment of prior learning which generally matches all learners’ needs.</li><li>Planning show sufficient progression for all learners.</li><li>Most learners make expected progress within subjects and related skills</li><li>Planned activities generally meet the needs of individuals and groups</li><li>Sound subject and context knowledge engages learners. Most learners are able to access and use relevant subject knowledge in order to make expected progress.</li><li>Identified (vulnerable) groups of learners make expected progress as a result of appropriate liaison between staff, parents and external services.</li></ul>	<b>With senior colleagues’ support:</b> <ul style="list-style-type: none"><li>Assessment within lessons and adaptations to strategies enables all learners to make expected progress.</li><li>A variety of assessment strategies are used to evaluate progress.</li><li>Almost all learners are enabled to use some assessment methods and feedback mechanisms t identify, with some accuracy, what they have achieved.</li><li>Most learners are able to identify appropriate ‘next steps’.</li><li>The majority of learners demonstrate the ability to work autonomously; learners can make appropriate choices but are often dependent on adults.</li><li>Teaching strategies are purposefully and securely evaluated to explore their impact on learners’ progress.</li></ul>	<b>With senior colleagues’ support:</b> <ul style="list-style-type: none"><li>The majority of learners make links with other learning within and beyond the subject.</li><li>Resources of a high standard have been selected appropriately to support learning.</li><li>General evaluation of the use and impact of resources on learning is made.</li></ul>	<b>With senior colleagues’ support:</b> <ul style="list-style-type: none"><li>Teachers share tasks and model learning clearly; as a result learners demonstrate sound understanding of subject matter taught.</li><li>Teachers use a range of questions which promote understanding of the subject matter.</li><li>Appropriate expectations engage learners and the majority remain on task for most of the time. Success is valued; learners engagement with tasks is positive and constructive.</li><li>Other adults demonstrate a secure understanding of intended learning which makes a contribution to learners’ progress. Communication between adults enables them to support learners’ needs.</li></ul>



Pay Scales

Eligible unqualified teachers & main pay range teachers will be automatically considered for progression and no application will be necessary. However, annual pay progression within the range is not automatic and decisions regarding pay progression will be clearly attributable to the teacher’s performance with reference to the appraisal process.

Teachers will progress by one point following each successful performance management/appraisal review until they reach M6/UTR6.

Performance Related Pay Criteria are set out opposite.

Additional progression within the main pay range may be considered for those teachers who, in the professional judgement of the appraiser, can demonstrate that there is evidence of:

- Consistently ‘ambassadorial’ teaching
- Improvement targets are consistently exceeded
- Successful leadership of a whole school initiative where impact can be evidenced.

Unqualified Teacher Pay Scales – Range

Scale Point	Salary (taken from SNMAT Pay Policy, 2020)
UTR1	£18,169
UTR2	£20,282
UTR3	£22,394
UTR4	£24,507
UTR5	£26,622
UTR6	£28,735

Qualified Teacher Pay Scales – Main Range

Scale Point	Salary (taken from SNMAT Pay Policy, 2020)
M1	£25,714
M2	£27,600
M3	£29,664
M4	£31,778
M5	£34,100
M6	£36,961

Any qualified teacher may apply to be paid on the upper pay range and any such application must be assessed in line with this guidance. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range. Applications may be made once a year by no later than 31 October.

Applications should contain evidence from the last 2 years, should be made in writing and be submitted to the headteacher.

An application from a qualified teacher will be successful where the Governing Body is satisfied that:

- the teacher is competent in all required elements of the relevant UPR standards;
- the teacher’s achievements and contribution to the school are substantial and sustained (met criteria at two successful and consecutive performance management/appraisal reviews) .

Qualified Teacher Pay Scales – Upper Range

Scale Point	Salary (taken from SNMAT Pay Policy, 2020)
UPS1	£38,690
UPS2	£40,124
UPS3	£41,604

Growing expert teachers: career progression descriptors, linked to pay





Our Principles of High Quality DPE (Weston, 2017; Timperley, 2007)

- 1. DPE needs to take the form of sustained projects, not one-offs
- 2. The best DPE is context driven; learning should connect to pupil needs.
- 3. For genuine impact, teachers need external expertise, support and challenge
- 4. Teachers need to take ownership of evaluating their own DPE

DPE Opportunities for the Expert Teacher/Strategic Leader (UPS1-3)

Needs of the Expert Teacher	Strategic Leadership	C. Science & Pedagogy	Self-Regulation	Context Knowledge	Reading List
<ul style="list-style-type: none"><li>Strategic leadership development</li><li>System leadership</li></ul>	NPQ Headship NPQ Senior Leadership NPQ Leading Teacher Development	NTU Offsite Masters (30 Credits): Leadership research linked to age-range or subject responsibility	Leading lesson study	Leading focussed spirals of Inquiry	Start with Why (Sinek, 2011) Reframing Organisations (Bolman and Terrence, 2017) Putting Staff First (Tomsett & Uttely, 2020)



Expertise is domain and context specific, therefore development may be cyclical as teachers / leaders move year groups/ phases

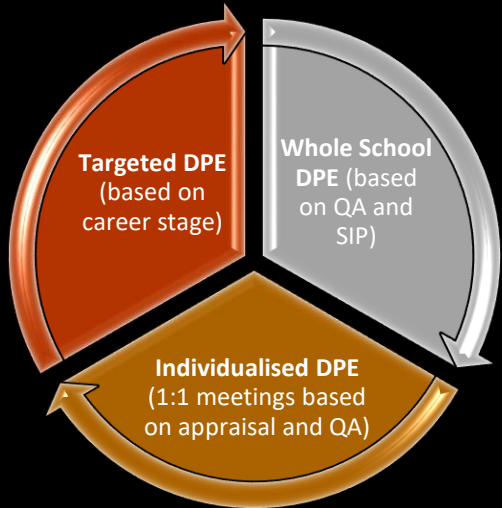
DPE Implementation

Staff Meeting Time

All teachers take part in weekly professional development sessions.

These operate on a three-weekly cycle, comprising:

- a) Targeted DPE
- b) Whole School DPE
- c) Individualised DPE



Targeted DPE

1 in 3 professional development sessions are targeted to career stage. This is documented in the diagram to the left and is underpinned by research about the best development opportunities for each stage in a teacher's career, in order to enable them to progress to be 'experts' in their field.

Whole School DPE

1 in 3 professional development sessions is focused on development points arising from QA and the SIP. This provides an opportunity to work with ALL staff in school to move practice forward based on key priorities.

Individualised DPE

1 in 3 professional development sessions is devoted to meeting time with a teacher's line manager. During the meetings, short term targets will be reviewed and set. Bespoke development opportunities linked to year group or personal needs can also be provided.

SLT Meeting Time

All senior leaders take part in weekly SLT meetings.

These operate on a three-weekly cycle, comprising:

- a) Agenda items
- b) Quality Assurance Feedback
- c) Leadership DPE



Agenda items

These are items linked to the SIP and are split into information, decisions and items for discussion. This includes SL accountability sessions.

Quality Assurance Feedback

Leaders feedback on a previously agreed focus (usually linked to the SIP) and pinpoint what they now know that they didn't previously. Discussions about causes and next steps are undertaken and actions agreed.

Leadership DPE

Bespoke leadership DPE linked to WS priorities.

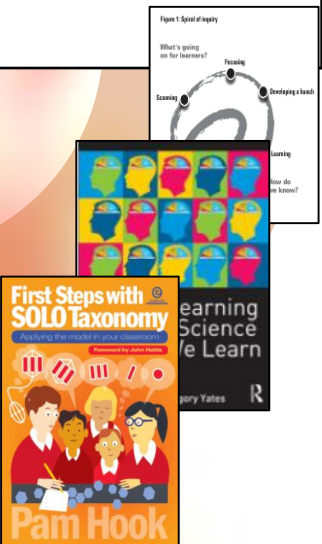
DPE Opportunities for the Advancing Teacher/Developing Leader (M5-6)

Needs of the Advancing Teacher	Subject Leadership	C. Science & Pedagogy	Self-Regulation	Context Knowledge	Reading List
<ul style="list-style-type: none"><li>Developing coaching and mentoring skills</li><li>Outward facing support</li><li>Understanding of curriculum design</li></ul>	NPQ Leading Teaching  Mentoring new subject leaders  Accountability sessions with senior leaders  L5 subject specialism courses	NTU Offsite Masters (30 Credits): Pedagogical/ Curriculum research linked to age-range or subject responsibility	Lesson Study	Leading focussed spirals of inquiry  Mentoring early career teachers (ECTs)  Leading community learning events	Daring Greatly (Brene Brown, 2012) Curriculum: Construction and Critique (Ross, 2000) The Curriculum: Gallimaufry to Coherence (Myatt, 2018) Hit the Ground Kneeling (Cotrell, 2009)



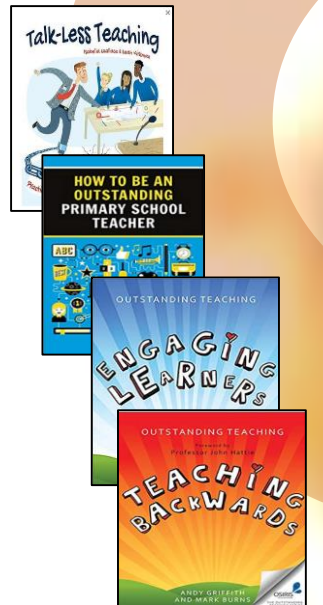
DPE Opportunities for the Thriving Teacher/Emerging Leader (M3-4/UTR6)

Needs of the Evolving Teacher	Subject Leadership	C. Science & Pedagogy	Self-Regulation	Context Knowledge	Reading List
<ul style="list-style-type: none"><li>Subject leadership support</li><li>Evoking deep learning</li><li>Understanding of CP – particularly in subject area</li></ul>	Subject Leadership Development Programme incl. accountability sessions with senior leaders  Quality Assurance Training	SOLO Taxonomy  St Mary's Bespoke Principles for Deep Learning	NTU Offsite Masters (30 Credits): Reflecting on your professional development  Lesson Study	Collaborating on focussed spirals of inquiry (within subject area)  Continuous Provision	Spirals of Inquiry Getting started with the SOLO Taxonomy, (Hook, 2016) Learning strategies: a synthesis and conceptual model (Hattie and Donoghue, 2016) Visible Learning and the Science of How We Learn (Hattie & Yates, 2013)



DPE Opportunities for the Evolving Teacher (M2/UTR5)

Needs of the Apprentice	Subject Knowledge	C. Science & Pedagogy	Self-Regulation	Context Knowledge	Reading List
<ul style="list-style-type: none"><li>Decrease in scaffolding.</li><li>Increased guided practice; self-monitoring and self-regulation</li><li>Practical knowledge central to development</li><li>15% non contact time</li></ul>	NTU Offsite Masters (30 Credits): Early Career Research Project – ECF focus.	WALTHRUS PD <a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a>	Lesson Study Half termly mentor meetings Termly progress reviews	ECF Induction Programme  Colleague observations: based on ECF focus.  St Mary's Curriculum: shadowing subject leader	How to be an Outstanding Primary School Teacher (Dunn, 2017) Teaching Backwards (Griffith & Burns, 2014) Engaging Learners (Griffiths & Burns, 2012) Talk Less Teaching (Wallace & Kirkman, 2014)



DPE Opportunities for the Novice Teacher (M1/UTR1-4)

Needs of the Novice	Subject Knowledge	C. Science & Pedagogy	Self-Regulation	Context Knowledge	Reading List
<ul style="list-style-type: none"><li>Real world experience</li><li>Social learning and communities of practice.</li><li>Elements of teaching to be labeled and learned</li><li>Context-free rules</li><li>Support to manage workload</li><li>20% non contact time</li></ul>	Year group curriculum: SL support in all subjects	WALTHRUS PD <a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a>	Weekly mentor meetings Termly progress reviews Managing Workload Behaviour Management – Jason Bangbala	ECF Induction Programme  Colleague observations: based on ECF focus.	WALKTHRUS 1 & 2: Sherrington & Caviglioli  Rosenshine's Principles in Action: Sherrington



Expert teaching is rooted in secure mental models...

Subject Knowledge

- Knowledge of the concepts and processes that pupils need at different stages of their journeys; how these are best represented and sequenced (Hattie, 2003); as well as common obstacles to progress (Sadler, 2016).
- Expertise is domain and context specific, and developed over hundreds & thousands of hours.

Self-regulation

- Knowledge of how to analyse, evaluate & iterate their own knowledge and action towards increasing impact (Ericsson, 2015; Hattie, 2012).
- This includes an awareness of their own cognitive biases & how to mitigate them.

Cognitive Science & Pedagogy

- Knowledge of how learning works and how to catalyse it.
- It encompasses cognitive, emotional, social and cultural dimensions

Context Knowledge

- Knowledge of what their pupils know and don't know, what motivates and concerns them, and how these things change over time (Berliner, 2004, Schempp, 2002).
- The development of pupil knowledge is produced (and limited) by teacher assessment knowledge (Christodoulou, 2017; Wiliam, 2016).

Growing expert teachers: deliberate professional empowerment