



Athelstan Trust (or insert school name) UPS Guidance

This document should be read in conjunction with the pay policy on the Trust website

<https://theathelstantrust.org/wp-content/uploads/2021/06/Pay-Policy-2020-21-Teachers-Athelstan-Trust.pdf>

Context

The Trustees delegate to the Local Governing Body of each school decisions regarding the review and authorising of individual pay decisions for teaching staff with the exception of the leadership team outside the set pay range. Governing bodies should set up a pay panel or committee with responsibility for reviewing and determining staff salaries.

This guidance sheet is in response to feedback from teachers who sought clarification with regard to the type of targets and evidence appropriate to the threshold and post threshold pay scale, and the application process itself.

It was agreed that the type of work and, hence, impact a teacher may have within a TLR role may overlap with the role of a UPS teacher, but there is a distinct difference in that payment for a TLR is separate and should be treated as such. The Athelstan Trust is committed to financing any UPS application, if successful, and takes annual increases in staff salary into account when undertaking long term financial planning.

Aims of this guidance:

- to outline expectations of teachers entering or already working in the UPS scale
- to guide teachers how to apply for UPS 1, 2 or 3
- to advise aspiring and upper threshold teachers on how they can best provide evidence to support pay progression
- to provide a guide for teachers and appraisers on the expectations of a teacher at different career stages
- to create a set of evidence to support judgements on progression
- to make both the expectations and evidence relevant to xxxxxxx School/Academy
- to provide some ideas of whole-school responsibilities that aspiring or UPS teachers could take on in order to support school priorities

Application advice and support

Applications may be made once a year and must be made to the Headteacher by 31st October of each year (or end of term 1 if the deadline falls in the holiday). Applicants will be informed of the decision within 20 days of the 31st October deadline.

Applying for threshold

Applications and Evidence: Qualified teachers on MPS6 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.

1. Applications to move to UPS may be made once a year and sent to the Headteacher by 31 October.
2. All applications should include evidence from the applicant together with the results of reviews or appraisals including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria).

Applications should contain evidence from the last two appraisal cycles.

3. The Assessment: An application from a qualified teacher will be successful where the Local Governing Body is satisfied that:

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

4. For the purposes of this guidance: 'highly competent' means performance which is not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice. Where the teaching standard is such that students make progress above national expectations.

'substantial' means of real importance, validity or value to the school; plays a critical role in the life of the school; provides a role model for teaching and learning; makes a distinctive contribution to the raising of student standards; takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve students' learning: 'sustained' means maintained continuously over a long period e.g. two successive, successful performance appraisals

5. The application will be assessed robustly, transparently and equitably, by the Headteacher or line manager with recommendation to the pay panel to make the final determination

Differences between UPS 1, 2 and 3

Although the standards are the same for all post threshold pay increments there will inevitably be differences in teachers' experience. For example, a teacher at the UPS 3 pay increment may have more experience in training/coaching/mentoring teachers outside of their faculty to develop their practice compared to a teacher at the UPS 1 pay increment. A teacher applying for threshold will naturally have more evidence based on impact within their own subject to support their application.

This is taken into consideration when an application is being reviewed and UPS 1-3 applications should reflect the inevitable increase in experience and wider impact.

Target setting and evidence

To ensure that there is clarity surrounding the nature of appraisal targets and accompanying evidence the 'Career Stage Expectations' document below outlines what performance in the eight teacher standards (and wider professional responsibilities) looks like across the pay scale.

Performance can be indicated using the following language: emerging, developing, aspiring and leading which teachers agreed would be good to adopt. Below is an example of some of the different activities for Teaching Standard 3, 'Demonstrate good subject and curriculum knowledge' that could represent the different phases in a teacher's career:

Teaching Standard: Demonstrate good subject and curriculum knowledge	M1 – M2 Emerging	M3 – M4 Developing	Pre Threshold (M5-M6) Aspiring	Post Threshold Leading
Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings	*Work on developing skills audits from PGCE year to fill in gaps in subject understanding *Work with mentor on widening knowledge	*Subject knowledge evident in lesson planning / work scrutiny / observations *Supporting other staff on subject knowledge gaps	* Taking responsibility of creating Schemes of Learning *Attend subject-based CPD and feed back to subject teams	* Leading CPD in teams on subject changes *Attend relevant training on subject developments and disseminate to subject areas
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship				

Line managers are responsible for ensuring that targets are appropriate to the teacher's level of knowledge, skills and understanding as well as current pay scale point. The key message is that teachers need to consider how their current practice impacts the wider school and how they can share this.

Applying to UPS2 or UPS3

The Pay Panel of governors will require the following from teachers:

- two successive successful Appraisal reviews
- a recommendation from their line manager (a short email is fine)
- a short letter of application that outlines evidence that demonstrates the teacher:
 - is highly competent in all elements of the relevant teacher standards
 - has worked in manner that their achievements and contributions to the school are substantial and sustained

Teachers are advised to save any relevant evidence electronically under the eight teacher standards onto their school Appraisal recording system, in addition to the evidence uploaded in support of Appraisal targets. The Headteacher and/or governors can ask to see this evidence if a pay progression decision is queried.

Maintaining UPS3

Teachers are advised to save any relevant evidence electronically under the eight teacher standards onto their school Appraisal recording system, in addition to the evidence uploaded in support of Appraisal targets. The Headteacher can ask to see this evidence if a pay increment is queried.

Removing UPS

Teachers can decide to move to the M6 pay point if they feel they are unable to commit to the level of whole-school impact required of a UPS teacher. The school can only remove a UPS increment through the process of capability.

Whole-school projects

Feedback from staff indicated that some teachers would appreciate examples of some whole-school projects they could undertake to help provide evidence of whole-school impact.

IMPORTANT NOTE: The list below is NOT exhaustive or specific to any Trust school; it is just a collection of ideas from various schools to get people thinking about creative ways to impact on staff/student learning in the school outside their own classroom and subject.

Teachers will also have their own ideas, and some roles may already be encompassed in another member of staff's TLR. The roles may be of differing sizes, so a teacher may decide to take on two smaller roles instead of one. There are no job specifications for these roles; it would be the responsibility of the teacher to decide what their role would entail, how it would impact on the school and how they will evidence this impact.

<ul style="list-style-type: none">• T&L Leads (Working Party)• Leading Trust wide CPD• Supporting colleagues in other Trust Schools• Leading the development of remote learning• Rewards Lead• Homework Lead• Staff Welfare Lead• Primary Liaison Coordinator• Peer Mentoring Lead• GCSE Intervention Lead• Raising Effort Lead• EDI lead• Reading Buddies Lead• Student Voice Lead• Magazine for Staff Lead• Social media lead for department• Regular contributor to the Argus• Student Newsletter Lead• Exemplary Student Work Lead• Teaching and Learning Newsletter Lead	<ul style="list-style-type: none">• Use of Student Progress Data Lead• Use of TEAMs Lead• Coaching Triad Lead• Charity Lead• Student Voice Lead• Youtube Site Lead• Student TV Channel Lead• Co-ordinating 1:1 Tutors Lead• Eco Group Lead• EAL Lead• School Environment Lead• Staff Governor• Trust consultation group member• Running the Anti Bullying group or school council•
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