**Greig City Academy - Threshold Application – 2013/14**

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| **Applicant’s name:** |  | **Date:** |  |
| **Received by:** |  | **Date:** |  |
| **UPS level you are applying for** (please circle): | | | **1 / 2 / 3** |

**Guidance:**

When starting an application, please refer to GCA’s Pay Policy, as well as the national framework for Teacher Standards. All threshold applications are to provide evidence for decisions on pay progression in three main areas. Part 1 – Teaching; progress; observations; Part 2 – CPD; dissemination of good practice; and Part 3 – Wider school contributions and professional standards. This evidence, together with an appraiser recommendation to the Principal, will allow the process to commence as stated in the table below. The final decision on any award will be made by the Principal.

Definitions and some references to the Pay Policy (September 2013) are made on the back page.

**Procedure for applying for progression onto the Upper Pay Scale:**

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| 1. Teachers should inform the CPD Coordinator that they wish to make an application. | Informal stages |
| 1. The CPD Coordinator will run through the evidence needed to make an application and advise on where evidence or any other relevant information may be found. |
| 1. The Coordinator will provide the teacher with a proforma on which to make the application. This proforma will provide the structure to be followed in making the application (*this form*). |
| 1. The teacher should submit his/her application to the Principal’s PA before the deadline of 31st October. The application must be in hard copy format although teachers may, additionally and simultaneously, submit an electronic copy. | Formal  stages |
| 1. All applications will initially be considered by the Vice Principal (Teaching and Learning) who may speak to applicants to indicate where additional evidence (major or minor changes) may be required. Either conclusion will not constitute a final decision. |
| 1. If changes to the application are required, the teacher will make them and re-submit his/her application to the Principal’s PA within five working days for forwarding to the Senior Leadership Team. |
| 1. The Senior Leadership Team will consider the final application and make a recommendation to the Principal (date to be added). |
| 1. The teacher will be informed in writing of the Principal’s decision in writing (date to be added). |

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| **As at September 2013:** | |
| * Vice Principal (Teaching and Learning): | David Hearn |
| * CPD Coordinator; Assistant Vice Principal (Teaching and Learning: | Ross McGill |
| * PA to the Principal: | Viv Oxley |

**FINAL DRAFT**

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| **PART 1 – TEACHING; PROGRESS; OBSERVATIONS** |
| *This section covers:*  Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; be accountable for pupils’ attainment, progress and outcomes; promote a love of learning and children’s intellectual curiosity; contribute to the design and provision of an engaging curriculum within the relevant subject area(s); have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them; know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. |
| **Evidence?**  **Impact?**  Suggestions: |

**FINAL DRAFT**

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| **PART 2 – CPD; DISSEMINATION OF GOOD PRACTICE** |
| *This section covers:*  Take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues; develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings; demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship; know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. |
| **Evidence?**  **Impact?**  Suggestions: |

**FINAL DRAFT**

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| **PART 3 – WIDER SCHOOL CONTRIBUTIONS and PROFESSIONAL STANDARDS** |
| *This section covers:*  Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position. Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions. Ensure that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. Maintain good relationships with pupils and staff, exercise appropriate authority, and act decisively when necessary. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly; communicate effectively with parents with regard to pupils’ achievements and well-being; deploy support staff effectively. 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. Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |
| **Evidence?**  **Impact?**  Suggestions: |

**Name (Print):** ……………………………………………………………………………. **Date:** ……………………………………………………….2013/14

**Signed:** …………………………………………………………………………………………………………………………………………………….………………..

**Please hand this in as a hard copy, to the Principal’s P.A before 31st October.**

**FINAL DRAFT**

**Definitions:**

**UPS3: “Highly competent”:** the teacher’s performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers’ Standards in the particular role they are fulfilling and the context in which they are working.

**UPS2: “Substantial”:** the teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

**UPS1: “Sustained”:** the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions in the pay policy). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

**Section 5 of GCA Pay Policy:**

1. **The pay of teachers on the upper pay scale (UPS)**
   1. The school will operate an upper pay scale of three points reflecting the reference points in STPCD guidance. This scale will be published annually by the school.
   2. To qualify for UPS a teacher must meet the standards set out in STPCD 17.2. These are understood to mean that the teacher will be securing student progress that is beyond expectations for the school through teaching that is consistently Good and often Outstanding, and be making a significant wider contribution to the life and work of the school or the team(s) within which they work, which will normally include some coaching, mentoring or support of other colleagues or trainees. This will be evident from appraisal reviews. In addition, the teacher will need to have been paid at point 6 of the main scale for at least one year.
   3. To apply for progression onto the UPS a teacher must, in the light of his/her appraisal review which is likely to support that progression on the basis of the criteria in 5.2 above, formally tell the principal in writing theta they wish their appraisal review to be used as evidence for progression onto the UPS no later than 31 October. In addition they must provide evidence of the quality of teaching, student achievement and wider contribution to the school that they wish to be considered. They may also submit any additional evidence to the Principal that they wish. The detailed procedure and guidance for making an application is at Appendix One. The Principal will use information from the appraisal review and other performance indications to make a decision.
   4. A teacher will be eligible for progression to UPS2 and UPS3 after two years on UPS1 or UPS2 respectively, providing that their appraisal review indicates that they are sustaining and developing their consistently Good or increasingly Outstanding teaching, high levels of student achievement and significant wider achievement to the school, including through mentoring, coaching or support. Teachers must also formally tell the principal in writing that they wish their appraisal review to be considered as evidence for this progression no later than 31 October. The Principal will use information from the appraisal review and other performance indications to make a decision.