



BENGWORTH CE ACADEMY

PROFESSIONAL
LEARNING AND
DEVELOPMENT
POLICY

2024-2025



Bengeworth
Multi Academy Trust

OUR SCHOOL VISION

‘Dream. Believe. Achieve.’

“When the rainbow appears in the clouds, I will see it. Then I will remember the promise that continues forever. It is between me and every living thing on the earth.” Genesis 9:16

At Bengeworth, we live out this promise by demonstrating our values each and every day. We have chosen the values of respect, perseverance, friendship, responsibility, trust and forgiveness. These values are underpinned by love as it is this that holds us together. Our values guide our choices as we learn and prepare for the journey beyond our school, into our future.

‘Try to be a rainbow in someone else’s cloud’ - Maya Angelou

Our rationale at Bengeworth is that this promise exists between each and every member of our school community; our relationships with each other are at the heart of everything we do.

Statement of intent

Bengeworth CE Academy is committed to the learning and development of its entire staff. It actively supports and promotes all relevant learning and development recognizing that the intuition can only function effectively if adequate development support is available to both teaching and non-teaching staff at all levels.

The purpose of continuing professional development and ongoing training is:

1. To improve the quality of teaching and learning
2. To enable staff to meet their individual objectives as set out in their performance management review
3. To facilitate the ‘Learning and Development’ of all staff
4. To involve all staff in moving the school towards the objectives stated in the School Development Plan (SDP)
5. To provide a systematic approach to development for all staff
6. To provide support and advice for staff
7. To ensure all teaching staff are able to meet the teachers’ standards
8. To plan for succession and provide mentoring / coaching opportunities
9. To provide staff with opportunities to reflect on their practice and collaborate with colleagues through the use of IRIS Connect and Instructional Coaching
10. To compliment the nationally agreed teacher and support staff pay policies, STP&CD documents and other guidance which the Trust adheres to, to inform its approach to pay and conditions for employees.

Implementation

1. Key Roles and Responsibilities

- 1.1. The Governing Body has overall responsibility for the implementation of the Learning and Development (previously known as CPD) and Training Policy of Bengeworth CE Academy.
- 1.2. The Governing Body has overall responsibility for ensuring that the Learning and Development and Training Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Governing Body has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4. The Head teacher will be responsible for the day-to-day implementation and management of the Learning and Development and Training Policy of Bengeworth CE Academy.
- 1.5. The Learning and Development Leader is responsible for overseeing the administration of Learning and Development and training at a strategic level and for liaising with the Governing Body and Headteacher to report on the provision and impact of Learning and Development opportunities.
- 1.6. Administration staff are responsible for administering training and Learning and Development and for booking training sessions.
- 1.7. Year Leads and line managers are responsible for identifying training needs among their staff members via performance management and observations.
- 1.8. Members of staff are responsible for identifying their own training needs in response to their own practice and can identify to their performance management their needs through the 'Learning and Development Overviews' provided each academic year.
- 1.9. Members of staff are responsible for evaluating the Learning and Development they undertake.

2. Identifying Needs

2.1 Individual - these should be identified as part of the performance management process, and by the individual member of staff in response to their own practice. When the individual's work objectives have been agreed they should, with their line manager, then consider their own development needs to enable them to meet those work objectives. Individuals will be supported in establishing if self-directed study and/or instructional coaching will be the most suitable form of support. At the same time, individuals should consider their longer-term career aspirations and identify the development needs arising from these both as a mentor and a mentee. By using the 'Learning and Development Overviews' provided each academic year, staff should discuss relevant training they feel appropriate.

2.2 Organisational - these may arise as the result of new legislation and policies, or as part of the wider school development plan (SDP). They should be considered by the Governing Body in liaison with the Learning and Development Leader and be factored into long term strategic planning (LTSP).

2.3 Development needs should be reviewed formally at least twice a year during the performance management process.

3. Provision of Learning and Development and Training

- 3.1. At Bengeworth CE Academy Learning and Development provision will allow staff to develop skills and competencies progressively with reference to Teachers' Standards, NPQ Programmes, and competency descriptions for Teaching Assistants, High Level Teaching Assistants, School Business Managers etc.
- 3.2. The school will support accreditation of the professional development of staff.
- 3.3. To ensure that there are effective links to school improvement and self-evaluation and to ensure that Learning and Development maintains a high profile, the Learning and Development leader holds a senior responsibility within the school
- 3.4. We are proud of the quality of teaching and learning at our school. We are committed to disseminating good and successful practice that supports and improves teaching and learning. Learning and Development processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.
- 3.5. The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of the school.
- 3.6. All teaching staff will be part of the mentoring model - 'Become one, Grow one, Create one'
- 3.7. All Learning and Development will be research and evidence based and staff will be supported in engaging in self-directed study and/or instructional coaching to deepen their understanding of key development / interest points identified by themselves and leaders.

4. Training Costs

- 4.1. All funds are allocated on an equitable basis where possible. Requests are rarely rejected.
- 4.2. Individuals are also encouraged to apply for Training Bursaries when applicable, to help fund private further education. The school also encourages individuals to carry out Action Research Projects (ARP).
- 4.3. The school does not tend to fund master degree modules unless a particular module can have a direct impact on the school's objectives. Individuals would need to see the Learning and Development leader in the first instance.

5. Repayment of training costs

- 5.1. If a member of staff resigns during training for which the Academy is paying or within one month of the date of completion of training for which the academy is paying, they will be required to repay the full cost of the training.
- 5.2. Following this period, the academy operates a sliding repayment scale, so that the amount that the employee is required to repay is reduced by one twelfth at monthly intervals. Once

the employee has completed one year's service from the date of the end of the training, they will not be required to repay any of the costs of the training should they resign.

- 5.3. The Academy reserves the right, on the employee's resignation, to require them to repay the employer for training costs that they owe from their final salary payment.

6. Leadership and Management of Learning and Development

- 6.1. The Learning and Development Leader will receive training to ensure that they are able to fulfil the role effectively.
- 6.2. The Learning and Development Leader will discuss with the Head Teacher and Head of School the main learning and development priorities and the likely budgetary implications of addressing these needs. They will advise on issues such as the benefits of service agreements with appropriate providers.
- 6.3. Learning and Development issues will be addressed at Governing Body meetings and be included as part of the Head Teacher's report. The Learning and Development leader shall attend Governing Body meetings as appropriate, including the annual presentation of a report on the provision and impact of Learning and Development.
- 6.4. There will be arrangements for annual discussions between staff and a Senior Member of Staff (Head Teacher, Head of School, Deputy Headteacher, Associate Headteacher or Year Leads) to discuss the following within the context of school priorities as part of performance management meetings:
 - Needs and aspirations.
 - Methods of accessing Learning and Development provision including appropriate funding, self-directed study and instructional coaching.
 - Accreditation opportunities.
 - Access to research and evidence bases to support self-directed study
 - Ways of disseminating the training.

7. Planning for effective Learning and Development

- 7.1. Learning and Development will be planned to balance use of resources with the aspirations and interests of staff. Learning and Development opportunities should meet the following criteria:
 - Meet identified individual, school or national development priorities.
 - Are based on research and evidenced based good practice – in development activity and in teaching and learning.
 - Help raise standards of pupils' achievements.
 - Respect cultural diversity.
 - Are provided by those with the necessary experience, expertise and skills.
 - Are planned systematically and follow the agreed programme except when dealing with emerging issues.
 - Are based, where appropriate, on relevant standards.
 - Are based on current research and inspection evidence.
 - Make effective use of resources, particularly IRIS Connect to enable staff to Reflect, Share and Collaborate.

- Are provided in accommodation which is fit for purpose with appropriate equipment.
- Provide value for money.
- Have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

8. Types of Learning and Development activity

- 8.1. Attendance at a course or conference.
- 8.2. Self-Direct Study
- 8.3. In-school training using the expertise available within the school, e.g. team teaching, skills in classroom observation, sharing existing expertise, lesson study models, SLE support as well SIP support such as David Barclay.
- 8.4. School-based work through accessing an external consultant/adviser or a relevant expert such as an advanced skills or lead teacher, model and demonstration lessons.
- 8.5. School visit to observe or participate in good and successful practice, e.g. visit to a school or subject area with similar circumstances, a teaching school.
- 8.6. Secondments, e.g. with a regional or national organisation, an exchange or placement, e.g. with another teacher, school, higher education, industry, international exchange, involvement with Governing Body.
- 8.7. Opportunities to participate in award bearing work from higher education or other providers.
- 8.8. Research opportunities, e.g. a Best Practice research scholarship.
- 8.9. Distance learning, e.g. relevant resources, training videos, reflection, simulation.
- 8.10. Practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, coordinating or supporting a learning forum or network, involvement in local and national networks.
- 8.11. Job enrichment/enlargement, e.g. a higher level of responsibility; job sharing, acting roles, job rotation, shadowing.
- 8.12. Producing documentation or resources such as a personal development plan, teaching materials, assessment package, computing or video programme.
- 8.13. Coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity.
- 8.14. Partnerships, e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in networks or partnerships.
- 8.15. Creating an improved learning environment within the school.

9. Evaluation of Learning and Development Activities

9.1. In order to ensure that training activities undertaken are efficacious to staff and pupils, Learning and Development activities will be evaluated on an individual and whole school basis.

9.2. Evaluations will measure the following:

- Pupil and school attainment.
- Improved teaching and learning.
- Increased pupil understanding and enthusiasm.
- Increased staff confidence.
- Increased evidence of reflective practice.
- Recruitment, retention and career progression/promotable staff.

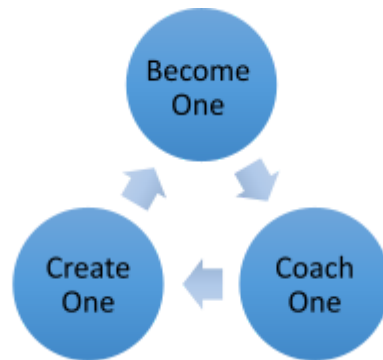
9.3. Evaluations will take place with the following frequency:

- Staff members will evaluate individual Learning and Development and training activities as they undertake them. They are encouraged to maintain an appropriate professional development portfolio (Learning and Development folder, previously known as CPD Folder).
- Staff members are responsible for disseminating relevant professional development to the school community.
- The Learning and Development Leader will evaluate the whole school Learning and Development and training twice yearly.

Mentoring model

The greatest gift we can give to others is not just to share out riches with them, but to reveal their riches to themselves. Swahili Proverb

At Bengeworth CE Academy, mentoring of others underpins our vision for Professional Learning and Development. 'Become one, Coach one, Create one'



Coaching and Mentoring – What’s the difference?

Mentoring is a continuing but informal relationship focused on long-term goals, aspirations and career transitions. It involves passing on knowledge and offering support, based on the mentor's work experience, to a less experienced colleague. The mentor operates as a wise and trusted friend.

Coaching is a time-bound, formal intervention focused on shorter-term goals and challenges. Although there are many models of coaching, they all start from the premise that people have the resources within themselves to achieve their personal and leadership potential, and that the task lies in assisting them to access those resources and apply them.

While the skills of the mentor and coach are similar therefore, the key distinction between a mentor and coach is that:

- A mentor has knowledge of the client's subject area, which they share in order to support their client's development.
- A coach may or may not have expertise in the subject matter being coached, but has the skills to allow the client to access his or her own resourcefulness to come to their own solutions.

What is the impact of mentoring and coaching?

In research published by NFER and TDA in 2008 ('Mentoring and coaching for professionals: a study of the research evidence', National Foundation for Educational Research & TDA, 2008), mentoring and coaching was proven to have an impact on both individuals and organisations, including the

following outcomes.

For individuals:

- increased reflectivity and clarity of thinking
- improved psychological wellbeing and confidence
- better problem-solving skills (including decision-making)
- gains in practitioner knowledge and skills
- improved sharing of practice
- better communication and relationships
- more positive attitudes towards professional and career development
- self-management and self-learning skills

For organisations, it resulted in the development of a:

- research and learning culture
- reflective culture
- collaborative culture
- culture of professionalism and recognition around professional and career development
- culture of high aspirations and vitality
- pastoral culture

Other research supports this and adds other benefits such as:

- enhanced personal effectiveness and the ability to work smarter and not harder
- the development of techniques for constructively challenging unhelpful behaviours, including negativity and limiting beliefs
- enhanced energy and job satisfaction
- increased personal productivity, which led directly to a return on investment in coaching and mentoring for the organization

Further information regarding the process of coaching and mentoring can be found through the National College:

National College Mentoring and Coaching core skills module:

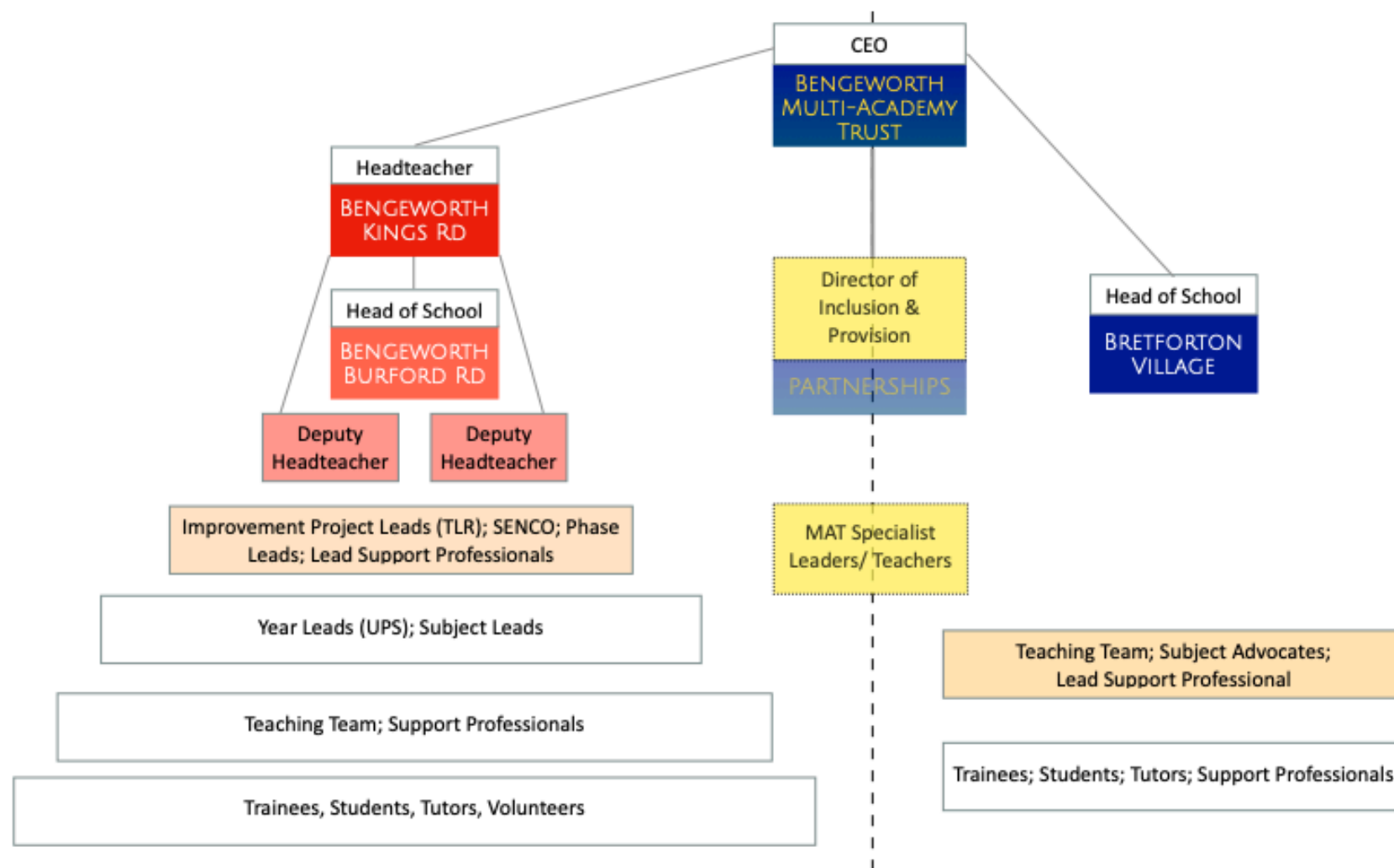
<https://www.nationalcollege.org.uk/transfer/open/mentoring-and-coaching-core-skills/mccore-s01/mccore-s01-t01.html>

Nation College Model:

<https://www.nationalcollege.org.uk/cm-mc-mccor-tp.pdf>

Staffing Structure

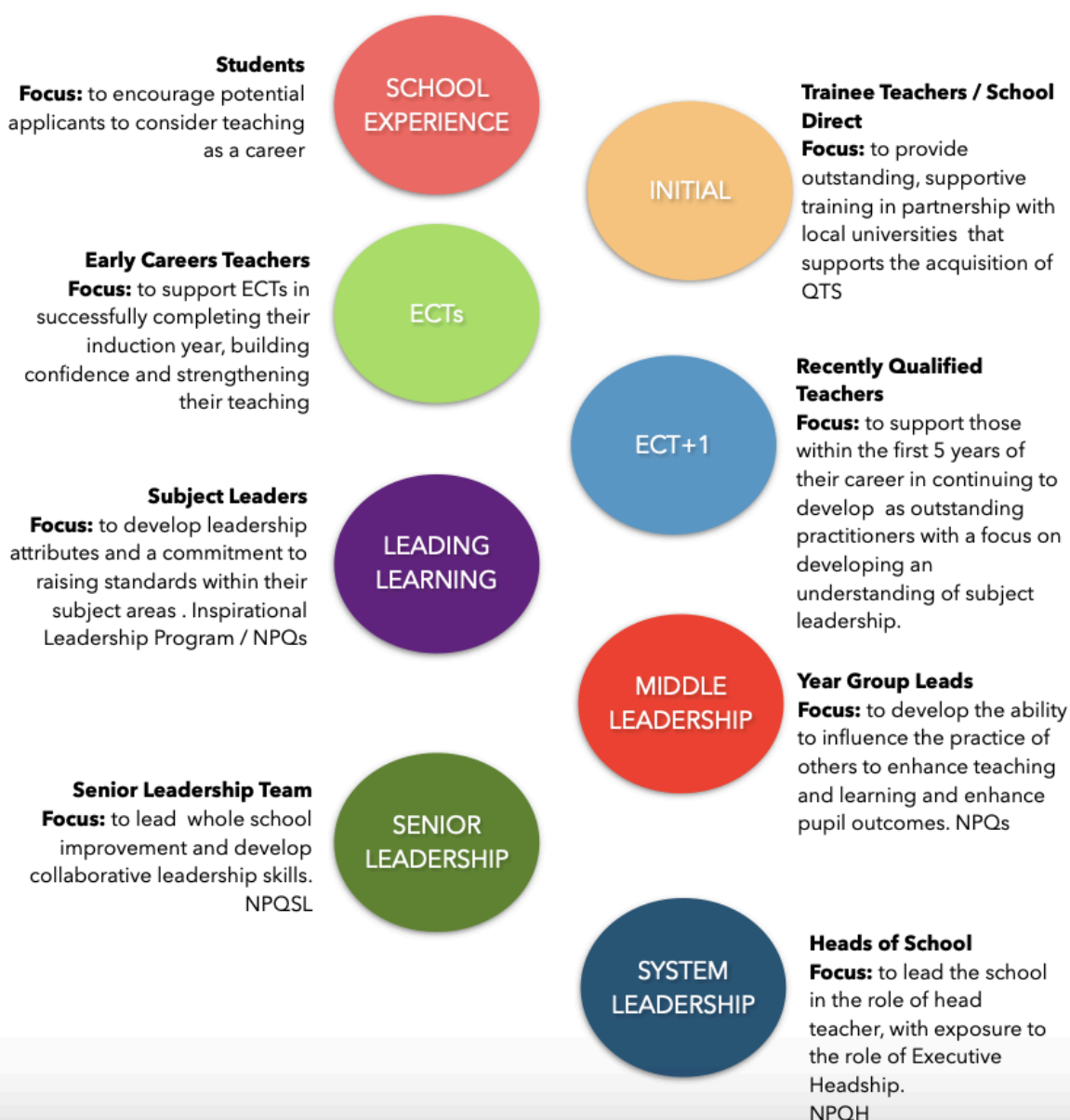
BENGWORTH CE ACADEMY - LEADERSHIP STRUCTURE 2022-23



Career Progression

Career Progression Pathway

Our 'become one, coach one, create one' model encapsulates our vision to train those aspiring to be teachers, support newly qualified teachers in becoming outstanding practitioners and then develop them, alongside our well established colleagues, to become inspirational leaders of the future. We recognise the importance of nurturing and retaining talents and have developed a framework for learning and development that enables all staff to access high quality development opportunities to support their individual career aspirations.



Pay Structure

Main scale and Upper Pay Scale expectations

Salary grades are agreed on appointment in relation to the requirements of the role and the experience of the employee, as specified within MPR and UPS ranges within this document. The academy works to the model of employing 1 UPS teacher in each year group who will be the lead teacher. This is equivalent to 6 teachers on the upper pay scale across the academy. When recruiting new teachers this will be taken into account when drawing up the shortlisting criteria as an aspect to be considered.

The majority of teachers within the academy will be paid on main scale and new appointments should be made to the main pay scale unless taking on a leadership position. The annual appraisal process is an opportunity to review pay, subject to review by the delegated Trustee sub-committee.

Teachers must be at the top of their pay range fulfilling all of the criteria outlined within this document at Band 5-6 as well as having 2 successful rounds of performance management before UPS will be considered. Teachers should discuss their desire to work towards UPS and the related responsibilities during their performance management reviews in the 2 years preceding. Teachers must complete an **application form** to evidence how they are meeting the criterion. The capability of the teacher in fulfilling the criteria for UPS, as outlined in this document, will also be taken into consideration before UPS is awarded.

In the case of a teacher on the main pay scale that demonstrates exceptional performance in a specific area but does not yet fulfil the criteria to be awarded UPS; the Governors will consider awarding a one-off bonus payment in recognition of this performance after the performance management cycle has concluded. The Performance Management and Recruitment subcommittee, in conjunction with the Headteacher will agree this bonus.

Introduction

In order for teachers to progress to 'band 1' on the Upper Pay Scale, the governing body must be satisfied that, in accordance with the latest School Teachers' Pay and Conditions Document (STPCD), teachers satisfy the following criteria:

- The teacher is highly competent in all elements of the relevant standards.
- The teacher's achievements and contributions to the school are substantial and sustained.

Once a teacher has been placed on the upper pay scale, they are able to progress within this scale from the minimum salary on UPS 1, to UPS 2 or 3 every 2 years and this should be noted within the performance management cycle that this is the teachers' intentions. The Academy will determine whether teachers should progress on the Upper Pay Scale, and to what band, centred on the performance management process and the evaluations of their performance. This guidance document outlines the criteria expected from teachers at UPS 1, 2 and 3 of the Upper Pay Scale, in order to help the Academy decide whether a teacher is able to progress.

UPS 1

When progressing to UPS 1 on the Upper Pay Scale, and thus crossing the threshold, the Academy will ensure that the Upper Pay Scale progression criteria means that the teacher will satisfy the criteria outlined above in accordance with the [STP&CD 2023](#)

Professional attributes

The teacher:

- Contributes significantly to implementing school policies and processes, where appropriate.
- Promotes collective responsibility for policy implementation.

Professional knowledge, understanding and development

The teacher has:

- Knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.
- An understanding of how to personalise learning in order to provide opportunities for pupils and maximise their learning potential.
- Knowledge of the assessment arrangements and requirements for the curriculum areas, including those related to public examinations and qualifications.
- An up-to-date knowledge and understanding of the different types of qualifications and specifications, and their suitability for meeting pupils' needs.
- A well-developed knowledge of their curriculum and subject areas and related pedagogy, including how learning progresses within them.
- 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 is:

- 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.
- Able to integrate recent developments, including those relating to subject and curriculum knowledge, into their learning sequences.
- Consistent in demonstrating and modelling teaching skills that lead to pupils achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners nationally.
- Able to promote collaboration and work effectively as a team member.
- Able to contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

UPS 2

To progress to UPS 2 on the Upper Pay Scale, the teacher will satisfy, and often exceed, all of the characteristics required for UPS 1, and will meet the characteristics outlined below.

Professional attributes

The teacher:

Demonstrates a significant and sustained contribution to the life of the school through their wider responsibilities, including:

- Contribution to the achievement of the whole school improvement plan.
- Contribution to the achievement of any appropriate subject or pastoral improvement plan.
- A proactive role in assisting the senior leadership team, as well as other colleagues, with the promotion of the school's ethos and Behavioural Policy, including supporting colleagues within classrooms and around the school, when necessary.

Professional knowledge, understanding and development

The teacher has:

- Responsibility for their professional development and learning, and an ability to demonstrate how this has impacted on their teaching and leadership, and pupils' learning.
- An understanding of how to develop, share and demonstrate ideas for improving outcomes for pupils.
- Responsibility for identifying individual professional learning needs and undertaking regular professional learning activities.
- Responsibility for maintaining an up-to-date, accurate and effective professional learning plan.

Professional skills

The teacher is:

- Able to demonstrate essential professional characteristics, and in particular, models good practice and professionalism in relation to all pupils and colleagues.
- Able to promote the school internally to colleagues, parents/carers, pupils and others.

UPS 3

To progress to UPS 3 on the upper pay scale, the teacher will satisfy, and often exceed, all of the characteristics required for UPS 1 and 2, and will meet the characteristics outlined below:

Professional attributes

The teacher:

Demonstrates a significant and sustained contribution to the life of the school through their wider responsibilities, including:

- Attendance at specific school improvement plan meetings to review and evaluate progress, as well as identify areas for future development.
- Provide assistance for colleagues, including call-out support, as required.
- Support the senior leadership team in monitoring and evaluating the whole-school performance by undertaking lesson observations, providing support and feedback and obtaining the views of stakeholders where appropriate.
- Provides professional support to colleagues as requested by the headteacher to improve the quality of learning, teaching and behaviour in the classroom.

Professional knowledge, understanding and development

The teacher has:

- Responsibility for their own and others' professional development, and is able to demonstrate how this has impacted on their teaching, as well as the teaching of others, leadership and pupils' learning.
- Responsibility for implementing and leading contribution to enhancing pupil outcomes.

Professional skills

The teacher is:

- Able to demonstrate essential professional characteristics, and in particular, will lead their own and others' good practice and professionalism in relation to all pupils and colleagues.
- Able to promote the school internally and externally to colleagues, parents/carers, pupils and others.

Main Scale teacher expectations.

The following table outlines the expectations of main scale teachers at each point from M1-M6 working at Bengeworth CE Academy

Set high expectations which inspire, motivate and challenge pupils			
	Band 1-2 M1 and M2	Band 3-4 M3 and M4	Band 5-6 M5 and M6
Establish a safe and stimulating environment for pupils, rooted in mutual respect	<ul style="list-style-type: none"> • With additional support, and progressing to independent work, set up and maintain a conducive learning environment which promotes independence and enjoyment of learning. • Be aware of, and adhere to, health and safety requirements. 	<ul style="list-style-type: none"> • Independently set up and maintain a conducive learning environment which promotes independence and enjoyment of learning. • Demonstrate high standards in the learning environment. • Ensure compliance with health and safety requirements, including creation of risk assessments for own class. 	<ul style="list-style-type: none"> • Ensure that all staff members are supported and able to establish conducive learning environments, and take responsibility for making sure they are stimulating. • Consistently demonstrate high standards in the learning environment. • Further develop awareness of health and social needs including risk assessment requirements when organising clubs.
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	<ul style="list-style-type: none"> • With additional support, and progressing to independent work, set goals that stretch and challenge pupils in the class. • With support, make effective use of teaching assistants and assessment records. 	<ul style="list-style-type: none"> • Ensure good practice is shared and support staff members in setting goals that stretch and challenge pupils. • Support staff members in line with allocated planned interventions. • Make effective use of teaching assistants and assessment records. 	<ul style="list-style-type: none"> • Contribute to ensuring that all pupils in the key stage are set goals appropriate to their needs and which appropriately challenge and stretch them. • Contribute to allocating support according to identified needs within the key stage. • Assist with ensuring that monitoring information is shared within the key stage and is used to inform goals.

<p>Consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils</p>	<ul style="list-style-type: none"> • With appropriate additional support, act as a good role model and demonstrate the appropriate positive attitudes, vision, values and behaviour which are expected of pupils in the class in line with the school's vision and Code of Conduct. 	<ul style="list-style-type: none"> • Act as a good role model and consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils in the class in line with the school's vision and Code of Conduct. 	<ul style="list-style-type: none"> • Act as a role model and consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils across the whole phase in line with the school's vision and Code of Conduct. • Share school behaviour expectations confidently when speaking with parents.
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	Promote good progress and outcomes by pupils		
	Band 1-2	Band 1-2	Band 1-2
Be accountable for the overall expectations for progress and outcomes and accountability for pupils' attainment, progress and outcomes	<ul style="list-style-type: none"> With appropriate additional support, help most pupils in their class achieve in line with progress expectations outlined in school policies. Monitor the progress and attainment of all pupils taught in their class, and use information to plan for positive learning opportunities and effective interventions. 	<ul style="list-style-type: none"> Help most pupils in their class achieve in line with progress expectations outlined in school policies. Discuss progress and attainment of pupils with colleagues – supporting less experienced colleagues and assisting with interventions. 	<ul style="list-style-type: none"> Help most pupils exceed progress expectations outlined in school policies. Consistently monitor and evaluate the progress and attainment of all pupils taught and help oversee that teachers within the phase area monitor attainment and progress effectively. Use progress and attainment information to support planning and teaching.
Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	<ul style="list-style-type: none"> Understand their own pupils' prior learning and make use of assessment data from the previous academic year. Understand what pupils need next in learning, including aspirational targets. Plan effective sequences of lessons, differentiated appropriately to advance learning, setting aspirational targets. 	<ul style="list-style-type: none"> Understand their own pupils' prior learning, as well as those of other staff members, using assessment data from the previous academic year. Support staff members in understanding and making use of assessment of prior learning. 	<ul style="list-style-type: none"> Consistently demonstrate understanding of prior knowledge and be able to both plan independently and support staff members in the key stage to plan for learning based on prior knowledge.
Guide pupils to reflect on their progress and emerging needs	<ul style="list-style-type: none"> With appropriate support, demonstrate a basic understanding of, and be able to use, assessment for learning strategies, as well as formative marking, with pupils in the class to enable them to understand the progress they have made and their next steps for learning. 	<ul style="list-style-type: none"> Demonstrate a knowledge of, and be able to effectively practice, assessment for learning strategies, both formative and summative, to help pupils in their class to understand the progress they have made and their next steps for learning. Support other staff members in developing assessment for learning strategies and recording progress of pupils. 	<ul style="list-style-type: none"> Consistently demonstrate secure knowledge of, and effective practice of, assessment for learning strategies for self and with other staff members. Use own initiative to set effective targets, negotiate and agree with pupils.

		<ul style="list-style-type: none"> Encourage pupils to be more proactive in target setting. 	
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	<ul style="list-style-type: none"> With appropriate support, demonstrate a basic understanding of how all pupils learn, and how to adapt teaching and tasks to cater for their individual learning needs. 	<ul style="list-style-type: none"> Develop a greater understanding of how pupils learn and share knowledge and skills with other staff members. Identify pupils' strengths and weaknesses well, and adapt strategies according to individual learning needs. 	<ul style="list-style-type: none"> Demonstrate a deep understanding of how pupils learn and actively promote this with other staff members, helping them to incorporate this into their practice. Make good use of national developments and research to adapt teaching, acting as a reflective practitioner.
Encourage pupils to take a responsible and conscientious attitude to their work and study	<ul style="list-style-type: none"> With appropriate support, promote high expectations and establish rules in the classroom where pupils are encouraged to take responsibility and be conscientious towards their learning. 	<ul style="list-style-type: none"> Act proactively towards developing a range of strategies to encourage pupils to take responsibility and be conscientious towards their learning. Ensure that rules and rewards are consistent with the school's Behaviour Policy. 	<ul style="list-style-type: none"> Independently manage more difficult behaviour effectively. Actively contribute towards consistency of rules and rewards across the key stage as outlined in the school's Behaviour Policy. Contribute towards monitoring and developing the school's ethos, including how it can be facilitated through positive reward systems, e.g. certificates.

	Demonstrate good subject and curriculum knowledge		
	Band 1-2	Band 3-4	Band 5-6
Demonstrate a secure knowledge of the relevant subject and curriculum areas, fostering pupils' interests and addressing misunderstandings	<ul style="list-style-type: none"> • With appropriate support, demonstrate an increasingly sound knowledge of the relevant subject and curriculum area(s) within the year groups taught. • With appropriate support, show how misconceptions can be addressed. • Begin to show awareness of the different techniques and skills needed to foster and maintain pupils' interests. 	<ul style="list-style-type: none"> • Demonstrate a secure knowledge of the subject and curriculum area(s) within the year groups taught, and some knowledge of the key stage as a whole. • Use and develop techniques and skills to engage and maintain pupils' interest, conducting own research for gathering ideas. • Show how misconceptions can be addressed effectively. • Share good practice with staff members. 	<ul style="list-style-type: none"> • Consistently demonstrate a secure knowledge of the subject and curriculum area(s) across the key stage. • Through a variety of different skills and techniques, demonstrate the ability to consistently support pupils and maintain their interests. • Support and advise other staff members within the phase.
Demonstrate a critical understanding of developments in the subject and curriculum area(s) and promote the value of scholarship	<ul style="list-style-type: none"> • With appropriate support, demonstrate a basic awareness of current development in the subject and curriculum area(s). 	<ul style="list-style-type: none"> • Develop a more critical understanding of the current development in the curriculum and subject area(s) and be able to share this understanding with other staff. 	<ul style="list-style-type: none"> • Demonstrate a critical understanding of subject and curriculum area(s) across the stage. • Demonstrate an ability to actively support other staff members.
Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulation and correct use of standard English	<ul style="list-style-type: none"> • With appropriate support, demonstrate and promote high standards of literacy, articulation and the correct standard of English within the class. • Act as a good role model for pupils and other staff, addressing pupils' misuse of language according to their age and abilities. 	<ul style="list-style-type: none"> • Demonstrate and promote high standards of literacy, articulation and the correct standard of English throughout the school, addressing pupils' misuse of language according to their age and abilities, wherever they occur. 	<ul style="list-style-type: none"> • Consistently demonstrate and promote standards of literacy, articulation and the correct standard of English throughout school, addressing pupils' misuse of language according to their age and abilities, wherever they occur. • Actively contribute to monitoring these expectations across the school.

<p>[Teaching early reading only] Demonstrate a clear understanding of systematic and synthetic phonics</p>	<ul style="list-style-type: none"> • With appropriate support, demonstrate an understanding of synthetic and systematic phonics and the appropriate technical language needed to know how it is taught within the school. • Be familiar with the resources available to support the teaching of phonics. 	<ul style="list-style-type: none"> • Demonstrate a clear understanding of synthetic and systematic phonics and incorporate teaching assistants within lesson plans. • Use knowledge to effectively teach the different ability groups within the class. • Effectively use the resources available within the school to support the teaching of phonics. • Share knowledge and understanding with other staff members. 	<ul style="list-style-type: none"> • Consistently demonstrate a clear understanding of synthetic and systematic phonics, expanding their knowledge to stage and year group. • Teach consistently good lessons to ensure progress of pupils with different abilities. • Effectively use the resources available within the school to support the teaching of phonics. • Share knowledge and understanding with other staff members, helping them to improve their practice.
<p>[Teaching early mathematics only] Demonstrate a clear understanding of appropriate teaching strategies</p>	<ul style="list-style-type: none"> • With appropriate support, show an understanding of pupils' early mathematical development and their learning processes. • Be familiar with the resources in school which support the teaching of mathematics. 	<ul style="list-style-type: none"> • Demonstrate a clear understanding of pupils' mathematical development to enable more pupils to make successful transitions. • Use knowledge to effectively teach different ability groups of pupils, utilising resources and teaching assistants. • Share knowledge and understanding with other staff members. 	<ul style="list-style-type: none"> • Consistently demonstrate a clear understanding of pupils' mathematical development, branching to year groups, stages and the whole school. • Teach consistently good lessons which ensure pupils make good progress. • Share good practice and understanding with other staff members, helping them to improve their own practice.

	Plan and teach well-structured lessons		
	Band 1-2	Band 3-4	Band 5-6
Be accountable for the overall expectations for the quality of teaching	<ul style="list-style-type: none"> With appropriate support, the majority of lessons are good or better. Most, but not all, demonstrate that aspects of teaching are good over time. Show clear evidence of acting on next steps identified by their Phase Leader and using support effectively. 	<ul style="list-style-type: none"> The vast majority of lessons taught are good or better. Actively seek advice on how to further improve and develop quality of teaching, acting on next steps identified by their Phase Leader and by self. 	<ul style="list-style-type: none"> The vast majority of lessons are good with some outstanding. Consistently find ways to improve the quality of their teaching and offer support to less experienced members of staff.
Impart knowledge and develop understanding through effective use of lesson time	<ul style="list-style-type: none"> With appropriate support, be aware of prior learning and understand the lesson objectives which are shared and made clear to pupils. With appropriate support, show how pupils' learning can be responded to during learning time. Begin to show challenging but realistic expectations for lesson coverage and achievement. Show basic knowledge of how pupils' learning may be used in the wider context. 	<ul style="list-style-type: none"> Use knowledge of pupils' prior learning and interests to teach the next steps. Use lesson time effectively to support learning, making use of resources such as teaching assistants. Independently articulate how pupils' have expanded their knowledge at the end of each lesson and how they may expand their knowledge in the wider context. 	<ul style="list-style-type: none"> Build upon previous learning and consistently develop understanding through effective use of lesson time. Use knowledge of pupils' prior learning and interests to support other teachers' practice. Demonstrate consistently how pupils' have expanded their knowledge at the end of each lesson and a variety of ways as to how this can be used in the wider context.
Promote a love of learning and pupils' intellectual curiosity	<ul style="list-style-type: none"> With appropriate support, demonstrate how pupils learn and awareness of the different interests of vulnerable groups within the class. Plan and teach lessons which aim to motivate and interest pupils. Show a developing awareness of how to challenge and inspire pupils. 	<ul style="list-style-type: none"> Demonstrate a clear understanding of how pupils learn and how to adapt lessons to cater for pupils' different interests and different vulnerable groups within the class. Use knowledge of individual pupils to plan and teach lessons which interest them. Be able to challenge and inspire pupils and show enthusiasm within the classroom. 	<ul style="list-style-type: none"> Show a deep understanding of how pupils learn and consistently demonstrate knowledge of this when planning lessons that interest, motivate and challenge pupils. Incorporate teaching which encourages independent learning and the extension of those who are academically more able.

	<ul style="list-style-type: none"> • Demonstrate enjoyment of teaching pupils and show enthusiasm within the classroom. 	<ul style="list-style-type: none"> • Share knowledge and practice with other staff members. 	<ul style="list-style-type: none"> • Using knowledge, support and advise other staff members across the school to help their practice. • Consistently demonstrate enthusiasm and love of teaching within the classroom.
<p>Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p>	<ul style="list-style-type: none"> • With appropriate support, plan homework tasks for own class to consolidate, and often extend, the learning taking place during a lesson. • With appropriate support, show how homework tasks can be differentiated to cater for different ages and abilities. • Ensure all homework is marked promptly and feedback is given to pupils. 	<ul style="list-style-type: none"> • Show a clear understanding of how homework tasks can be created to consolidate and extend learning taking place during a lesson. • Show a clear understanding of how homework tasks can be differentiated to cater for different ages and abilities. • Act proactively in supporting pupils to extend their knowledge alongside other colleagues, e.g. through school trips and visitors to the class. 	<ul style="list-style-type: none"> • Consistently set homework for pupils that consolidates and extends their knowledge • Act proactively in supporting pupils to extend their knowledge alongside other colleagues and often leading other colleagues, e.g. through school trips and visitors to the class • Independently research ideas to support pupils' learning.

	Make accurate and productive use of assessment		
	Band 1-2	Band 3-4	Band 5-6
Know and understand how to assess the relevant subject and curriculum area(s), including statutory assessment requirements	<ul style="list-style-type: none"> • With appropriate support, follow and understand how to use standard school assessments, as well as statutory assessments. • Begin to develop own skills in assessing any subject area responsibility, seeking advice where required. 	<ul style="list-style-type: none"> • Show embedded use of school assessments and the impact they have on learning. • Independently act upon own action planning for any subject area responsibility. • Be aware of requirements of, and implement correctly, statutory tests if applicable to class. 	<ul style="list-style-type: none"> • Manage and adapt assessment for any subject area responsibility. • Consistently show embedded use of school assessments and the impact they have on learning. • Show a clear understanding of the requirements and consistently implement correctly, statutory tests if applicable to class. • Assist other staff members with embedded use of school assessments.
Make use of formative and summative assessment to secure pupils' progress	<ul style="list-style-type: none"> • With appropriate support, use assessments in tests and classwork to evaluate planning and inform future teaching following advice provided. • Use a range of assessment for learning strategies to inform pupil progress, adhering to school marking procedures. • Use formative comments in most pupils' work and with support, in line with the school's policy. 	<ul style="list-style-type: none"> • Use assessments in tests and classwork to evaluate planning and inform pupil progress. • Share practice with other staff members. • Use clear marking comments in pupils' work in line with the school's policy. 	<ul style="list-style-type: none"> • Adapt relevant assessments so that they suit the needs of all pupils, working closely with all year staff members to ensure cohesion. • Support other staff members in ensuring consistency and sustainability of assessment procedures. • Consistently use clear marking comments in pupils' work in line with the school's policy.

<p>Use relevant data to monitor progress, set targets and plan subsequent lessons</p>	<ul style="list-style-type: none"> ● With appropriate support, use data and evaluate planning to inform future lessons. ● Set targets for, and monitor, individual pupils and groups of pupils. ● With support, show how pupils' attainment can be used to identify vulnerable groups. 	<ul style="list-style-type: none"> ● Use data and evaluate planning to inform future lessons. ● Set targets for, and monitor, individual pupils and groups of pupils, and share practice with other staff members. ● Compare pupils' attainment and progress with national standards and use this to identify vulnerable groups. 	<ul style="list-style-type: none"> ● Use data and evaluate planning to inform future lessons, assisting other staff where necessary. ● Set, monitor and evaluate targets for individual pupils and groups of pupils, sharing practice with other staff members. ● Support other staff in setting and monitoring targets for pupils. ● Compare pupils' attainment and progress with national standards to identify vulnerable groups and inform teaching practice.
<p>Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</p>	<ul style="list-style-type: none"> ● With appropriate support, follow the school's policy for marking, providing pupils with regular feedback on their progress and work. ● Contribute to pupil progress meetings. ● Meet with parents to communicate progress. 	<ul style="list-style-type: none"> ● Follow the school's policy for marking confidently, and demonstrate the use of questioning and discussion to allow immediate feedback during lessons. ● Encourage pupils to reflect on their progress and feedback given. ● Actively contribute to pupil progress meetings. ● Meet with parents to communicate progress. 	<ul style="list-style-type: none"> ● Follow the school's policy for marking confidently and demonstrate the use of questioning and discussion to allow immediate feedback during lessons. ● Encourage pupils to reflect on their progress and feedback given. ● Support other staff members in offering suggestions to advance learning through effective marking and feedback. ● Use lesson observations to develop own questioning techniques and strategies for ongoing assessment. ● Meet with parents to communicate progress and suggest intervention or support strategies where necessary.

Manage behaviour effectively to ensure a good and safe learning environment

Band 1-2

Band 3-4

Band 5-6

<p>Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good behaviour</p>	<ul style="list-style-type: none"> • With appropriate support, understand how to implement the school's Behaviour Policy effectively. • Develop own strategies for class rules and management of behaviour. 	<ul style="list-style-type: none"> • Understand and effectively implement the school's Behaviour Policy. • Develop effective, clear strategies for class rules and management of behaviour and contribute to management of behaviour around the school. 	<ul style="list-style-type: none"> • Understand, implement and contribute to the management of the school's Behaviour Policy. • Develop effective, clear strategies for class rules and management of behaviour and actively contribute to management of behaviour around the school. • Support other staff with behaviour management strategies.
<p>Have high expectations of behaviour, and use frameworks for discipline and reward fairly and consistently</p>	<ul style="list-style-type: none"> • With appropriate support, implement the school's rewards and sanctions procedures. • Track pupils' behaviour as required and communicate any concerns with parents and senior management. 	<ul style="list-style-type: none"> • Independently implement the school's rewards and sanctions procedures. • Track pupils' behaviour as required and consult with parents and senior management, offering ideas for support strategies. 	<ul style="list-style-type: none"> • Consistently and independently implement the school's rewards and sanctions procedures, contributing to pupils' development where necessary. • Track pupils' behaviour as required and consult with parents, sometimes assisting senior management with intervention strategies. • Support other staff members with behaviour management.
<p>Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p>	<ul style="list-style-type: none"> • With appropriate support, implement strategies provided by specialist teachers, e.g. Inclusion Leader. • With appropriate support, provide ideas for approaches with other staff members. 	<ul style="list-style-type: none"> • Initiate own ideas and approaches to use with class and support other staff members. • Share ideas gained from training and own LEARNING AND DEVELOPMENT with other staff members. 	<ul style="list-style-type: none"> • Initiate own ideas and approaches, as well as those initiated by pupils, with the class and support other staff members with their strategy implementation where necessary. • Contribute to the review of the previous year's outcomes and suggest ideas for adjusting structures.
<p>Maintain good relationships with pupils, exercise appropriate authority, and act decisively where necessary</p>	<ul style="list-style-type: none"> • Act as a good role model and adhere to the school's Code of Conduct. • Liaise with parents effectively, seeking and following advice from senior staff. 	<ul style="list-style-type: none"> • Act as a good role model and adhere to the school's Code of Conduct. • Advise others, following agreed school policies and procedures. • Resolve parental concerns effectively, seeking advice where necessary. 	<ul style="list-style-type: none"> • Act as a good role model and adhere to the school's Code of Conduct. • Resolve parental concerns independently and effectively. • Support other staff members as required.

	Fulfil wider professional responsibilities		
	Band 1-2	Band 3-4	Band 5-6
Make a positive contribution to the wider life and ethos of the school	<ul style="list-style-type: none"> With appropriate support, communicate with parents daily relevant to class assemblies, class trips, etc. Demonstrate good time-keeping, e.g. with staff meetings. Know and understand the school's visions and values, and the School Development Plan. 	<ul style="list-style-type: none"> Independently communicate with parents daily on matters relevant to class assemblies, class trips, etc. Know, understand and consistently action the school's visions and values, and the School Development Plan. Act proactively towards leading staff meetings and attending events, and always demonstrate good time-keeping. 	<ul style="list-style-type: none"> Independently communicate with parents daily on matters relevant to class assemblies, class trips, etc. Know, understand, consistently action and contribute towards the school's visions and values, and the School Development Plan. Advise other staff members as required. Act proactively towards leading staff meetings and attending events, helping with planning trips and events, and always demonstrate good time-keeping.
Develop effective professional relationships with colleagues, draw on advice and specialist support	<ul style="list-style-type: none"> Work as part of a team, asking appropriate staff for support and remain open to acting on coaching strategies. 	<ul style="list-style-type: none"> Work as part of a team and begin to work towards a mentoring role. Seek specialist advice as necessary. 	<ul style="list-style-type: none"> Work as part of a team and model good practice in a mentoring role, providing support for other staff. Seek specialist advice as necessary, and help other staff members to know when to do so.
Deploy support staff effectively	<ul style="list-style-type: none"> With appropriate support and guidance, plan and direct work of class teaching assistants on a daily basis. 	<ul style="list-style-type: none"> Independently plan and direct work of class teaching assistants on a daily basis, effectively resourcing them for pupils with additional needs. 	<ul style="list-style-type: none"> Independently plan and direct work of class teaching assistants on a daily basis, effectively resourcing them for pupils with additional needs, assisting other staff with this as required.
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	<ul style="list-style-type: none"> With appropriate support, take responsibility for their own LEARNING AND DEVELOPMENT. With appropriate support, take part in the observation process, both formally and as part of the informal coaching programme. Act upon suggestions from the observation process in a timely manner. 	<ul style="list-style-type: none"> Research and identify training opportunities for self and take responsibility for their own LEARNING AND DEVELOPMENT. Actively take part in the observation process, both formally and as part of the informal coaching programme. Act upon suggestions from observation process in a timely manner and provide their own suggestions for improvement. 	<ul style="list-style-type: none"> Research and identify training opportunities for themselves, and assist other teachers if appropriate, taking responsibility for LEARNING AND DEVELOPMENT management. Actively take part in the observation process, both formally and as part of the informal coaching programme, and assist with observations of other teachers where required. Provide suggestions for improvement and act upon suggestions for own improvement in a timely manner.

Communicate effectively with parents with regard to pupils' achievements and wellbeing

- Communicate with parents in a timely manner, seeking support as needed, on a daily and termly basis.

- Communicate with parents in a timely manner on a daily and termly basis.
- Develop independence in communicating in a variety of ways.

- Support other staff members with communicating parents, as required, on a daily and termly basis.
- Contribute to, and sometimes lead, meetings and workshops for parents.

Upper pay scale teacher job description

The following tables outline the expectations of UPS1 scale teachers and UPS2 scale teachers working at Bengeworth CE Academy. This is in addition to the M5 and M6 expectations listed in the table above.

UPS1 Main duties/responsibilities

General
Fully support the vision, ethos and policies of the school.
Act with honesty and integrity.
Have strong subject knowledge, regularly ensuring this knowledge is up-to-date.
Help to ensure the school, the people and resources within it are working to provide an efficient, effective and safe learning environment.
Make sure achievements and contributions to the school are substantial and sustained.
Promote collaboration and work effectively as a team member.
Make a distinctive contribution to raising standards across the school
Contribute to implementing school policies and processes, where appropriate.
Promote collective responsibility for policy implementation.
Work with parents in the best interest of the pupils.
Be aware of the expectations outlined in the latest DfE's statutory School Teachers' Pay and Conditions Document guidance.
Take on additional whole school responsibilities, as required by the school Leadership Team .
Ensure that health and safety procedures are followed.
Monitor teaching assistant standards.
Conduct administration and supervisory duties around teaching schedule.
Teaching and development
Act as a role model for pupils and staff through high-quality teaching and learning, regularly demonstrating expertise. Acting as a mentor to less experienced staff.
Maintain high standards of teaching at all times.

Be flexible, creative and adept at implementing teaching methods 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 lessons.
Be consistent in demonstrating teaching skills that lead to pupils achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners nationally.
Have knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.
Demonstrate an understanding of how to personalise learning in order to provide opportunities for pupils and maximise their learning potential.
Have knowledge of the assessment arrangements and requirements for the curriculum areas taught, including those relating to public examinations and qualifications.
Have an up-to-date knowledge and understanding of the different types of assessments and specifications, and their suitability for meeting pupils' needs.
Have a well-developed knowledge of curriculum and subject areas, 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.
When setting homework, ensure that it is engaging, and consolidates and extends the knowledge of pupils.
Adapt teaching methods to meet the needs of individual pupils.
Demonstrate an ability to effectively engage with pupils who have English as an additional language (EAL).
Demonstrate an ability to effectively engage with and appropriately cater for pupils who are identified as having SEND.
Evaluate lesson plans following assessments.
Encourage pupils to discuss their learning experiences, look to get feedback on lessons and plan teaching methods and lesson structure accordingly.
Effectively use teaching assistants at disposal to meet the needs of pupils and to support curriculum delivery.
Leadership and management
Act as a role model for staff through high-quality teaching, commitment to school and professional standards.

Help colleagues to create stimulating learning environments.
Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
Ensure continuity and progression by supporting colleagues in planning, teaching methods and setting clear learning objectives through an agreed scheme of work.
Provide mentoring and guidance for less experienced teachers, giving advice and constructive feedback.
Help to further teaching skills and knowledge of self and colleagues across the phase by promoting and/or providing professional development opportunities.
Be involved in the appraisal process and take responsibility for creating appraisal objectives, ensuring the retention of high standards.
Contribute towards school involvement with external partners, parents, communities and media as and when required, helping to establish and develop links.
Demonstrate a degree of responsibility for other teacher's professional development, and assess the effectiveness of current teaching methods on pupils' learning and progress.
Ensure that staff and resources are managed to provide an efficient and safe learning environment.
Understand the additional responsibility and accountability that comes with a role on the upper pay scale, and ensure at all times behaviour is adherent to the school's ethos and reflects their position as an ambassador for the school.

UPS2 The following duties for UPS2 are in addition to those outlined at UPS1 and M6

Main duties/responsibilities

General
Demonstrate consistently high standards of personal and professional conduct.
Raise the quality of teaching and learning across the whole academy
Work with parents/carers in the best interest of the pupils.
Have an understanding of statutory frameworks.
Support colleagues in improving standards.
Contribute to the wider vision and ethos of the academy.
Ensure that all safeguarding procedures are followed.
Take additional whole school responsibilities, as required by the headteacher.
Meet the expectations outlined in School Teachers' Pay and Conditions Document

Provide coaching and mentoring for less experienced teachers.
Monitor early years foundation stage (EYFS) standards where appropriate.
Ensure that the academy is meeting the needs of pupils with special educational needs and disabilities (SEND).
Ensure that health and safety procedures are followed.
Carry out supervisory duties in accordance with the timetable.
Assist the headteacher with timetable planning.
Assist the headteacher with checking reports and reporting arrangements.
Teaching and development
Act as a role model for high-quality teaching and learning.
Demonstrate expertise in a specific subject.
Create and maintain positive relationships with pupils.
Promote a positive learning environment.
Effectively use assessment information to maximize pupil attainment.
Help colleagues to create stimulating learning environments.
Set expectations that challenge pupils of all abilities.
Promote a love of learning amongst pupils.
Set homework that consolidates and extends the knowledge of pupils.
Understand how pupils' individual circumstances affect their ability to learn.
Adapt teaching methods to meet the needs of individual pupils.
Demonstrate an ability to effectively engage with pupils who have English as an additional language (EAL).
Establish and maintain high expectations of pupils' behaviour.
Maintain pace, motivation and challenge through the planning and delivery of well-structured lessons
Identify pupils with SEND, as well as pupils with who are more academically able, and set realistic goals for achievement.
Identify clear success criteria for all tasks.
Assess how learning objectives have been achieved.

Evaluate lesson plans following assessments.
Prepare and present informative targets and reports to parents/carers.
Effectively deploy teaching assistants to meet the needs of individual pupils.
Use a variety teaching methods and resources to ensure the best possible results.
Maintain high standards of teaching at all times.
EYFS responsibilities (where applicable)
Take account of pupils' needs, with structured learning opportunities, which develop areas of learning identified in national and local policies, particularly the foundations for literacy and numeracy.
Encourage pupils to discuss their learning experiences, along with developing their self-discipline, independence and overall performance.
Use varied teaching methods, which involve planned adult intervention and first-hand experience, whilst putting the pupils' interests at the heart of the curriculum.
Effectively deploy early years educators (EYEs) to meet the needs of pupils.
Leadership and management
Monitor standards across the whole academy and make recommendations for improvement.
Liaise with the designated safeguarding lead (DSL) ensuring that the academy complies with legislation.
Monitor teaching standards across the whole academy.
Monitor assessment and grading across the whole academy to ensure continuity.
Provide advice and support for new staff.
Report on progress, achievement and standards to the governing body.
Ensure that all safeguarding and child protection policies are followed.
Arrange and lead regular staff meetings.
Establish and monitor a parent/carer forum.
Identify and supervise arrangements for visits and visiting speakers, including letters to parents, risk assessments and staffing arrangements.
Encourage links with the wider community.
Manage the annual reports to parents, including comment banks, where applicable.
Ensure that staff and resources are managed to provide an efficient and safe learning environment.

Engage with, and contribute to, professional networks outside the academy.

UPS3 The duties for UPS3 are in addition to those outlined at UPS1 and UPS2

Main duties/responsibilities:

The ability to demonstrate consistently outstanding pupil achievement and progress for all groups of learners through high quality teaching and learning is the key feature of meeting the UPS3 criteria. Teachers working at UPS3 should be able to model, coach, develop and support other teaching staff to the extent that they have substantial influence over the progress and achievement of pupils across a year group or within a specific subject across the school.

Further Information

Early Careers Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf

Upper Pay Scale Application Form

https://docs.google.com/document/d/1mFgCtwcqUzWvBEL75xVfJTViLjCWVuLy/edit?usp=share_link&oid=113024197318508535089&rtpof=true&sd=true

Career Progression Pathway Document

https://drive.google.com/file/d/1JM4wnG4T5_j4JPjokJvhBLPgtciBtYWK/view?usp=share_link



Bengeworth

Multi Academy Trust

Brilliant People • Better Schools • Bright Futures

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