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|  | **6** | **UPS**  **1** | **UPS**  **2** | **UPS**  **3** |

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| **Date of Threshold Application:** |  |

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| **P1: Frameworks**  **Contribute significantly, where appropriate, to implementing workplaces policies and practice and to promoting collective responsibility for their implementation.** | | | | | | |
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| **Standard:** |  | **Met** |  | **Not Yet Met** |  |  |

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| **P2 Teaching and learning**  **Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.** | | | | | | |
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| **Standard:** |  | **Met** |  | **Not Yet Met** |  |  |

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| **P3/ P4: Assessment and Monitoring**  **Have an extensive knowledge and well-informed understanding of the assessment.**  **Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners’ needs.** | | | | | | |
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| **Standard:** |  | **Met** |  | **Not Yet Met** |  |  |

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| **P5: Subjects and curriculum**  **Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses with them.** | | | | | | |
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| **Standard:** |  | **Met** |  | **Not Yet Met** |  |  |

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| **P6: Health and Well-Being**  **Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.** | | | | | | |
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| **Standard:** |  | **Met** |  | **Not Yet Met** |  |  |

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| **P7: Planning**  **Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/ curriculum knowledge.** | | | | | | |
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| **Standard:** |  | **Met** |  | **Not Yet Met** |  |  |

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| **P8: Teaching**  **Have teaching skills, which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.** | | | | | | |
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| **Standard:** |  | **Met** |  | **Not Yet Met** |  |  |

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| **P9/ P10: Team working and collaboration**  **Promote collaboration and work effectively as a team member.**  **Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.** | | | | | | |
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| **Standard:** |  | **Met** |  | **Not Yet Met** |  |  |

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| **Assessment by Headteacher** |

**Headteacher Signature: ----------------------------------------------- Date: -------------------------------**

**APPENDIX A**

EXPECTATIONS FOR THRESHOLD PROGRESSION

1. **Background**
2. Governors recognise that progression up the UPS pay spine is not automatic. Threshold assessment is a voluntary process and is a matter of choice for individuals to request consideration.
3. Governors appreciate the comprehensive application process that staff go through to progress “through the threshold” on to UPS1. It is expected that teachers not only maintain the standards they have displayed in order to reach UPS1, but that teachers have developed and extended their skills and their contributions to the school in order to progress further up the Threshold Pay Spine.
4. As indicated in the school Pay Policy, Governors are looking for evidence of substantial and sustained performance and contribution to the school in order to move from UPS1 to UPS2. It is expected that this evidence shows greater depth and breadth than is indicated by the Threshold Standards alone.
5. For movement from UPS2 to UPS3, Governors need to be satisfied that further contributions have been substantial and sustained and that UPS3 teachers play a critical role in the life of the school. UPS3 teachers should provide a role model for teaching and learning, making a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. Such teachers should take advantage of appropriate opportunities for professional development and use outcomes effectively to improve pupils’ learning.

##### *Ref: School Teachers Pay and Conditions Document*

DfES Agreed Memorandum – Application of Upper Pay Scale Progression Criteria – Clarification (DfES/0420/2004)

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| **P1: Frameworks**  **Contribute significantly, where appropriate, to implementing workplaces policies and practice and to promoting collective responsibility for their implementation.**  **Threshold 2**   * Take a lead role in developing workplace policies and practice. * Develop innovative curricular practices drawing on external evidence to inform own practice and that of colleagues.   **Threshold 3**   * Take on a strategic leadership role in developing policies and practice in their own and/ or other workplaces. |

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| **P2 Teaching and learning**  **Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.**  **Threshold 2**   * Demonstrate a thorough and up to date knowledge, sharing his/ her knowledge and understanding of the curriculum by taking a lead role in supporting colleagues.   **Threshold 3**   * Act as a mentor who will share expert knowledge and understanding, motivate and support other colleagues and trainee teachers. |

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| **P3/ P4: Assessment and Monitoring**  **Have an extensive knowledge and well-informed understanding of the assessment.**  **Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners’ needs.**  **Threshold 2**   * Know how to improve practice through analysis of statistical information to evaluate the effectiveness of teaching and learning in class and as part of a subject team. * Share practice with colleagues.   **Threshold 3**   * Demonstrate and lead others on how to collect and analyse statistical information across the school, evaluating the effectiveness of teaching and learning in an area of the curriculum. |

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| **P5: Subjects and curriculum**  **Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses with them.**  **Threshold 2**   * Have an extensive and deep knowledge and understanding of their subjects/ curriculum areas and related pedagogy though involvement in wider professional networks.   **Threshold 3**   * Share expertise through leading, coaching and mentoring others. |

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| **P6: Health and Well-Being**  **Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.**  **Threshold 2**   * Teachers should meet the needs of children according to the five outcomes of ‘Every Child Matters’ (Being healthy, Staying safe, Enjoying and achieving, Achieving economic wellbeing and Making a positive contribution).   **Threshold 3**   * Teachers should meet the needs of children according to the five outcomes of ‘Every Child Matters’ (Being healthy, Staying safe, Enjoying and achieving, Achieving economic wellbeing and Making a positive contribution). |

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| **P7: Planning**  **Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/ curriculum knowledge.**  **Threshold 2**   * Plan collaboratively with colleagues in order to promote effective practice.   **Threshold 3**   * Take a lead in planning collaboratively with colleagues in order to promote effective practice. |

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| **P8: Teaching**  **Have teaching skills, which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.**  **Threshold 2**   * Quality teaching and assessment for learning leading to pupils making excellent progress in relation to their ability and starting points. Able to demonstrate and model use of different learning styles to support and encourage colleagues.   **Threshold 3**   * Assessment for learning strategies are used confidently and effectively which impacts on the progress made by pupils in their class. This is an example of good practice which is shared with others and impacts on teaching and learning throughout the school. |

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| **P9/ P10: Team working and collaboration**  **Promote collaboration and work effectively as a team member.**  **Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.**  **Threshold 2**   * Makes a significant contribution towards the School Development Plan through evaluating specific areas of responsibility and reporting to governors and the senior leadership team.   **Threshold 3**   * Takes a lead role in school development, training, coaching and mentoring colleagues. |