Pay Policy Annex 3: Wyton on the Hill Teacher Standards Career Expectations for the end of each point on the Main Pay Scale

Professional Area	Relevant Teachers Standards	M2	M3	M4	M5	M6	UPS1	UPS2	UPS3
Professional Practice	1 - 7	Teaching is not inadequate; some is good or better	Teaching is not inadequate; the majority is good or better	All teaching is good or better	All teaching is good or better	All teaching is good and some is outstanding	All teaching is good and some is outstanding	All teaching is good and much is outstanding	All teaching is good and much is outstanding
Professional Outcomes	6	Progress is inline with national floor targets and outcomes are in line with school expectations as identified in the RAP	Progress is in line with national floor targets and outcomes are in line with school expectations as identified in the RAP	Progress is in line with national floor targets and outcomes are in line with school expectations as identified in the RAP; some exceed them	Progress is in line with national floor targets and outcomes are in line with school expectations as identified in the RAP; some exceed them	Progress is in line with national floor targets and outcomes are in line with school expectations as identified in the RAP; some exceed them	Progress is in line with national floor targets and outcomes are in line with school expectations as identified in the RAP; some exceed them	Progress is in line with national floor targets and outcomes are in line with school expectations as identified in the RAP; many exceed them	Progress is in line with national floor targets and outcomes are in line with school expectations as identified in the RAP; many exceed them
Professional Relationships	1 and 8	Positive working relationships with pupils, colleagues and parent/carers	These relationships are securely focussed on improving provision for pupils	These relationships are securely focussed on improving provision for pupils	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Plays a proactive role in building key stage or phase teams to improve provision and outcomes	Plays a proactive role in building school-wide teams to improve provision and outcomes	Plays a proactive role in building school-wide teams to improve provision and outcomes
Professional Development	8	Able, with support, to identify professional development needs and responds to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up to date with changes and adapt practice accordingly	Fully competent practitioner able to keep up to date with changes and adapt practice accordingly	Plays a proactive role in leading the professional development of phase of team colleagues. A substantial contribution should be made to progress through the UPS	Plays a proactive role in leading the professional development of colleagues across the school. These contributions are substantial and sustained	Plays a proactive role in leading the professional development of colleagues across the school. These contributions are substantial and sustained
Subject Leadership	8	Shadow subject leader. If practice requires improving at end of M1, no shadowing	Allocated subject/area of responsibility or shadow subject leader	Has a subject or area of responsibility	Has a subject or area of responsibility with opportunities to gather evidence for progression through threshold	Has a subject or area of responsibility with opportunities to gather evidence for progression through threshold	Has a subject or area of responsibility which is a key area of the RAP and/or drives school improvement. A substantial contribution should be made to progress through the UPS	Has a subject or area of responsibility which is a key area of the RAP and/or drives school improvement. These contributions are substantial and sustained	Has a subject or area of responsibility which is a key area of the RAP and/or drives school improvement. These contributions are substantial and sustained
Teachers Standards		Is working towards meeting the Teachers Standards with some partially met, possibly complete	All of the standards are being partially met with many of them complete	Meeting all the Teachers Standards	Meeting all the Teachers Standards and is working towards meeting the post threshold standards	Meeting all the Teachers Standards and Post threshold Standards	Meeting all the Teachers Standards and Post threshold Standards	Meeting all the Teachers Standards and Post threshold Standards	Meeting all the Teachers Standards and Post threshold Standards
Professional Conduct	Part two	Meets all standards in Part Two	Meets all standards in Part Two	Meets all standards in Part Two	Meets all standards in Part Two	Meets all sts in Part Two	Meets all standards in Part Two	Meets all standards in Part Two	Meets all standards in Part Two