



# Holte School

## Threshold Policy

<b>Lead member of staff:</b>	Chokri Chiha
<b>Legislation Status: (Statutory/Non-Statutory)</b>	Statutory
<b>Local Authority Model Policy or School Written Policy:</b>	School Written Policy
<b>Required on school website:</b>	Yes
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<b>Signed by Chair of Governors:</b>	C Hardy

## INTRODUCTION

This policy document outlines the procedures and practices to be followed concerning the operation of performance reviews for teachers applying for or on the Upper Pay Spine (UPS). It takes account the **Statutory Basis for Threshold Assessment** against the post threshold teacher standards contained in the School Teachers' Pay and Conditions Document (STPCD) 2010. The full text of the STPCD is available on the DfE website at [www.departmentforeducation.gov.uk](http://www.departmentforeducation.gov.uk)

Crossing the Threshold gives access to the pay scale for post-Threshold teachers (this is often called the Upper Pay Scale).

### **Threshold Assessment**

A request to be assessed against the post-threshold standards is a voluntary process and entirely a matter of choice for individuals. Teachers are responsible for requesting an assessment and they must submit a request to the headteacher at the school at which they are employed to teach.

The assessment against the post-threshold teacher standards is determined solely on the basis of the evidence contained in the Performance Management Review statements covering the two year period leading up to the teachers' request for assessment.

### **Eligibility**

Section 2, paragraph 18 of the STPCD 2013 states that all qualified teachers may apply to be paid on the UPR at least once a year.

It also says each school will individually be responsible for determining how applications should be made and what evidence will be used in assessments. This should be set out in each school's pay policy.

1.1 In order to be eligible to be assessed against the post-threshold standards for UPS teachers must:

- be statutorily employed under the STPCD; **and**
- have Qualified Teacher Status.

1.2 Teachers who have chosen not to apply previously or who have been unsuccessful in a previous round may apply or be assessed again.

### **Assessment Timescale**

1.3 Eligible teachers who wish to be assessed for UPS must submit their request between 1<sup>st</sup> week of September and the end of the 1<sup>st</sup> Week of July of every academic year to enable time for the Headteacher to assess the application and (if successful) present it to the Governing body so that it may be processed ready for payment.

## **The Assessment Process**

- 1.4 A teacher wishing to be considered for UPS 1 should request an assessment against the post threshold standards in writing to the Headteacher. A model document for teachers to use to request assessment is available at [www.departmentforeducation.gov.uk](http://www.departmentforeducation.gov.uk) and it is recommended that it is used. A Threshold support pack can be found on the Holte Staff Shared area, School General, Performance Management, Threshold. This gives guidance on how to complete the application form and includes a copy of the application form. If a teacher teaches in more than one school, then he/she should submit their request to the Headteacher of the school in which they spend most time. The Headteacher of that school will assess the application in conjunction with the other head.
- 1.5 A teacher who wishes to be considered for UPS 1 would need to satisfy the post-threshold standards (P) and meet Teachers' Standards. Evidence of the last two performance management objectives and reviews should be submitted with the application form along with any evidence to support this. This should include evidence for the wider contribution to the school as this is the provided basis for assessing the totality of the teachers' work and contribution to the school, since it covers 'active contribution to the policies and aspirations of the school'. There is no requirement to prepare portfolios of supporting evidence but summarised evidence should be in the form of concrete examples from their day-to-day work. Teachers must have access to all evidence cited and any key supporting material such as feedback from classroom observation, pupils work, their own records or schemes of work. Teachers may want to draw upon evidence from their own performance appraisal review.
- 1.6 Performance management reviewers have an important role to play by ensuring that in the two years prior to the teacher applying for UPS agreed objectives, classroom observations and other evidence are in line with the Professional Standards for teachers and by assessing whether or not good progress has been made towards meeting the objectives. The Headteacher will make the final decision as to whether the standards for post threshold have been met.

## **Section 2 – After Assessment**

### **Communicating the outcome**

- 2.1 The Headteacher will notify the Governing Body of the decision once the evidence has been assessed. The Headteacher will also notify the teacher of the decision. The headteacher will provide written feedback to all candidates whether successful or not. The Headteacher will keep the contents of the application confidential in line with performance management regulations, information will only be shared on a strict need to know basis.

### **Appeals**

2.2 If a teacher wishes to appeal against the Headteacher's decision of being assessed as not yet meeting the standards, they must appeal in writing to the Chair of the School Governing Pay Committee, care of the Clerk to the Governors (Miss M Bowen) body. This will be dealt with under the statutory pay appeals process.

### **Moving to UPS2 and UPS3 (Post Threshold)**

2.3 Typically there will be a period of two years between each of the Upper Pay Scales. The Threshold assessment is defined in the School Teachers' Pay and Conditions Document. The framework of performance descriptors exemplifies the threshold standards (P) and post threshold criteria. The descriptors do not introduce additional criteria or targets. The post threshold criteria of 'sustained and substantial achievement and contribution to the school' is represented by maintenance of threshold standards and performance 'for greater depth and breadth than indicated by the threshold standards'.

The evaluation of post-threshold performance must include the following aspects of teachers' work:

- **Maintenance** and consolidation of the Postthreshold standards.
- **Successful** achievement of the areas for further development identified in the threshold process on subsequent performance review cycles.
- **Successful** achievement towards/of performance objectives agreed and set.

Teachers wishing to move to the next UPS level should supply their last two years performance management reviews and objectives with evidence that they have achieved these to the Headteacher along with a letter applying for the next level.

## **ANNEX A: Post-Threshold Standards**

### **1. Professional Attributes**

#### **Frameworks**

P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

### **2. Professional Knowledge and Understanding**

#### **Teaching and Learning**

P2 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.

#### **Assessment and Monitoring**

P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4 Have up-to-date- knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

#### **Subjects and Curriculum**

P5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

#### **Health and Well-being**

P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

### **3. Professional Skills**

#### **Planning**

P7 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.

#### **Teaching**

P8 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.

#### **Team working and Collaboration**

P9 Promote collaboration and work effectively as a team member.

P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.