**Annexe 5 Career Stage Pay Progression Criteria for teachers**

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|  | **M2** | **M4** | **M6** | **UPS 1** | **UPS 3** |
| **Quality of teaching** | Many, but not all, aspects of teaching over time are good | All aspects of teaching over time are good | All aspects of teaching over time are good | All aspects of teaching over time are good; some are outstanding | All aspects of teaching over time are good; many are outstanding |
| **Pupil Progress** | With appropriate additional support,most pupils achieve in line with school expectations | Almost all pupils achieve in line with school expectations without additional support | Most pupils achieve in line with school expectations; some exceed them | Almost all pupils achieve in line with school expectations; some exceed them | Almost all pupils achieve in line with school expectations; many exceed them |
| **Professional relationships** | Positive working relationships with pupils, colleagues and parents | These relationships with pupils, colleagues and parents are securely focussed on improving provision for pupils | Professional relationships with pupils, colleagues and staff lead to excellent classroom provision | Plays a proactive role in building key stage or departmental teams to improve provision and outcomes | Plays a proactive role in building school-wide teams to improve provision and outcomes |
| **Professional Development** | Able, with support from more experienced colleagues, to identify key professional development needs and respond to advice and guidance | 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 | Plays a proactive role in leading the professional development of key stage or departmental colleagues which leads to improved outcomes for pupils | Plays a proactive role in leading the professional development of colleagues across the school which leads to improved outcomes for pupils |
| **Professional Conduct** | Meets the standards for professional conduct set out in the Teachers’ Standards | Meets the standards for professional conduct set out in the Teachers’ Standards | Meets the standards for professional conduct set out in the Teachers’ Standards | Meets thestandards for professional conduct set out in the Teachers’ Standards | Meets the standards for professional conduct set out in the Teachers’ Standards |