

Upper Pay Range (UPR) Teacher Job Description

Job Title:	Upper Pay Range (UPR) Teacher
Grade of Post:	UPR 1 - UPR 3
Hours of Work:	32.5 hours
Responsible to:	Principal

Purpose of the Job:

The [Teachers Standards](#) produced by the DfE in September 2012 is the core document for practising teachers. This document defines the minimum level of practice and conduct expected from teachers.

The Trust has recognised the need to differentiate between Main Pay Scale Teachers and those moving to the Upper Pay Range.

The Trust Pay Policy defines staff of the Upper Pay Range as Teachers, who are highly competent in all elements of the relevant standards and whose contributions are substantial and sustained.

For the purpose of this criteria, Upper Pay Range teachers will be referred to as Upper Pay Range (UPR) teachers.

Main duties and responsibilities:

General

A UPR teacher:

- Contributes significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Acts as an exemplary role model for pupils and other staff through personal and professional conduct.
- Has an up to date knowledge and understanding of statutory frameworks, including child protection, and safeguarding protocols and procedures.
- Contributes to the wider vision and ethos of the school.
- Actively promotes fundamental British Values, ensuring anti discriminatory practice.
- Promotes collaboration and works effectively as a team member in a proactive manner.
- Consistently plays a critical role in the life of the school.
- Understands how to manage personal resources including the importance of having a healthy work life balance and implements strategies to achieve this, supporting colleagues when required.

Professional knowledge and understanding:

- Has an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies in line with school policy.
- Has high expectations of all pupils, providing opportunities that stretch and challenge.
- Ensures that all pupils, including those with SEND and those with EAL, can access the curriculum and assessments and make good progress.
- Personalises learning to provide opportunities for all pupils to achieve their potential.
- Is an exemplary role model in the provision for SEND and other vulnerable pupil groups and supports staff in providing and meeting the needs of a wide range of pupils.
- Has an extensive knowledge and well-informed understanding of the assessment requirements within the school setting, sharing this knowledge with colleagues as and when required.
- Has a well-developed knowledge and understanding of the primary curriculum and related pedagogy including how learning progresses within them.
- Has sufficient depth of knowledge and experience to be able to give advice and support colleagues on raising standards.
- Provides coaching and mentoring for less experienced teachers, as well as advice and support for other staff members.
- Develops and takes a lead role in whole school initiatives and contributes to the development, implementation, and evaluation of the Developing Excellence Plan.
- Contributes positively to the development, implementation, and evaluation of the school curriculum.

Professional practice:

- Contributes to a culture of engagement with research and professional enquiry, both within and beyond its own setting.
- Is a positive role model for communication, responding in a timely manner and meeting all deadlines.
- Is an advocate for the school and Trust and an active participant in Trust/Partnership activities.
- Contributes to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Takes responsibility for professional development and research linked to school priorities and supports colleagues in accessing development opportunities.
- Shows initiative in being solution focused, supporting colleagues in finding solutions and seeking resolutions to barriers.
- Leads opportunities to engage with parents and other stakeholders.
- Ensures that staff and resources are effectively managed to provide an efficient and safe learning environment.
- Supports colleagues in creating a stimulating learning environment, using their own classroom environment as an exemplar.
- Contributes and engages within professional networks across and beyond the school.
- Has an excellent and up to date knowledge of their subject and/or area of specialism.

Specific requirements for a UPR1 Teacher:

Will be expected to coach, mentor, provide advice and guidance to other staff across the school.

A UPR1 Teacher:

- Is committed to maintaining and extending up to date knowledge of their subject and/or specialism.
- Has a critical understanding of subject specific pedagogy linked to the phase in which they teach.
- Demonstrates a genuine interest in their subject and/or specialism and uses their knowledge to support other staff.
- Has a clear understanding of possible barriers to learning and knows how to select and use appropriate strategies across the school
- Has a strong understanding of the principles of high-quality assessment and uses a range of approaches to develop an understanding of individuals and groups of pupils, including where intervention may be required.
- Has extensive knowledge of their subject which they use to actively contribute to curriculum design and monitoring in response to school priorities, data outcomes and stakeholder feedback.
- Is aware of local, national, and global trends in education, and is able to critically evaluate the relevance they may have for their own setting and practice.
- Recognises the contribution of a wide range of adults, including parents, within and beyond their setting to the development and learning of pupils.
- Has a range of effective strategies to build relationships and support the development and learning of pupils within and beyond their own classroom.
- **EYFS SPECIFIC:** Designs a broad curriculum based on accurate assessments of pupils' learning and development, ensuring an appropriate balance between adult directed activities and opportunities for child led learning.

Specific requirements for a UPR2 Teacher:

(building on UPR1 requirements)

Will be expected to coach, mentor, provide advice and guidance to other staff within their own school and across other schools as required.

A UPR2 Teacher:

- Disseminates expertise in their subject area to an audience wider than the school.
- Demonstrates a genuine interest in their subject and/or specialism and uses their knowledge to support other staff.
- Identifies and draws on relevant educational and pedagogical research and combines this with their subject/specialism knowledge.
- Has a clear understanding of possible barriers to learning and knows how to effectively implement a range of appropriate strategies, across school.
- Is able to critically interpret and analyse assessment outcomes and use them to inform future planning.
- Understands the range of ways in which assessments are used, including how assessment data can be used effectively for tracking, monitoring, and reporting at a phase level.

- Has a range of effective strategies to build relationships and support the development and learning of pupils within and beyond their own classroom.
- **EYFS SPECIFIC:** Supports the Trust in ensuring EY Pupil Premium is secured and used appropriately and its impact on diminishing any difference in pupil's outcomes is measured.

Specific requirements for a UPR3 Teacher:

(building on UPR1 and UPR2 requirements)

Will be expected to coach, mentor, provide advice and guidance to other staff within their own school, across other school's as required, and disseminate this practice into the wider educational community.

A UPR3 Teacher:

- Disseminates expertise in their subject area to an audience wider than the Trust.
- Effectively translates their excellent subject knowledge into clear, precise explanations, modelling and questioning that is appropriate to the prior knowledge of pupils and tailored to their understanding.
- Has a high level of awareness of all pupils within lessons, ensuring they are always alert to the needs of individual pupils and are ready to respond by using appropriate strategies at the right moment to maximise learning.
- Has outstanding data literacy which supports the analysis of data to inform planning and ensures quality teaching across all subjects resulting in at least good progress for all pupils.
- Uses data to monitor strengths and areas for development within the subject/area they lead.
- Is able to identify where colleagues practice could be improved and offer appropriate support, challenge, and feedback.
- Is able to implement a range of strategies to support the emotional and physical well-being of all pupils and works effectively with colleagues and external agencies in and beyond the school.
- **EYFS SPECIFIC:** Ensures that the Trust is acting in accordance with legislation and statutory guidance at all times.

This Criteria is to be read alongside the [Main Scale Teacher Job Description](#) and is to be performed in accordance with the provisions of the current School Teachers Pay and Conditions Document. The performance of these duties is under the reasonable direction of the Headteacher and Executive Leadership Team.




Teachers are expected to meet the Core Standards as set out in the Professional Standards for Teachers, 2012.

The Post holder's duties must be carried out in compliance with the school's Safeguarding policies, Equality policies, Information Security policies, Financial Regulations, Health & Safety at Work Act, and all other school policies.

These duties and responsibilities should not be regarded as exhaustive or exclusive as the post holder may be required to undertake other reasonably determined duties within the

school, commensurate with the grading of the post, without changing the general character of the post.

The Job Description and allocation of particular responsibilities will be reviewed on a yearly basis and may be amended by the Head Teacher at any time after consultation.

The post holder must always comply with the  XP Trust Staff Code of Conduct which includes the expectation to **read, understand and gain clarity around the professional documentation** within the  XP Trust Staff User Guide and  Staff Handbook Policies