

**2007 No. 1688**

**EDUCATION, ENGLAND AND WALES**

**The Education (School Teachers' Pay and Conditions)  
(No. 2) (Amendment) Order 2007**

*Made* - - - - - *12th June 2007*

*Laid before Parliament* *18th June 2007*

*Coming into force* - - - *16th July 2007*

Following the reference to them of certain matters by the Secretary of State under section 120(1) of the Education Act 2002<sup>(a)</sup> (“the Act”), the School Teachers’ Review Body<sup>(b)</sup> (“the STRB”) have, after following the procedure set out in section 121 of the Act, reported to the Prime Minister and to the Secretary of State in accordance with section 120(3) of the Act<sup>(c)</sup>, and the Prime Minister and Secretary of State have arranged for publication of their report under section 120(4) of the Act<sup>(d)</sup>.

The Secretary of State for Education and Skills, having considered the STRB’s report in accordance with section 125(1)(b) of the Act, makes the following Order in exercise of the powers conferred by sections 122(1), 123, 124 and 210(7) of the Act. This Order also makes subsidiary provision about matters which have not been referred to the STRB under section 120 of the Act, in reliance upon section 125(2)(a) of the Act.

In accordance with section 126 of the Act, the Secretary of State has consulted such associations of local education authorities, such bodies representing the interests of governing bodies of schools and such bodies representing the interests of teachers as appeared to him to be appropriate having regard to the contents of this Order.

**Citation and commencement**

**1.** This Order may be cited as the Education (School Teachers’ Pay and Conditions) (No. 2) (Amendment) Order 2007 and comes into force on 16th July 2007.

**Amendment of the School Teachers’ Pay and Conditions (No. 2) Order 2006**

**2.—**(1) The School Teachers’ Pay and Conditions (No. 2) Order 2006<sup>(e)</sup> is amended in accordance with the following paragraphs.

---

<sup>(a)</sup> 2002 c. 32.

<sup>(b)</sup> The School Teachers’ Review Body was established by section 1 of the School Teachers’ Pay and Conditions Act 1991 (1991 c. 49). Section 1 was repealed by section 215(2) of, and Part 12 of Schedule 22 to, the Education Act 2002 (c. 32) but the review body continues to exist by virtue of section 119(1) of that Act.

<sup>(c)</sup> Fifteenth Report 2005.

<sup>(d)</sup> Cm 6663.

<sup>(e)</sup> S.I. 2006/2133.

(2) In article 4, after the words “article 5” insert “(1) to (6), and on and after the coming into force of the Education (School Teachers’ Pay and Conditions) (No. 2) (Amendment) Order, to article 5(7)”.

(3) After article 5(6) insert the following—

“(7) For Annex 6, substitute the Annex in the Schedule to this Order.”.

(4) After the Minister’s signature insert the following—

“SCHEDULE

Article 2(3)

For Annex 6 of the Document substitute the following—

**ANNEX 6—Changes Taking Effect From 1st September 2007**

**1. In Contents—**

- (a) in the entry for paragraph 21, for “Performance threshold” substitute “Post-threshold”;
- (b) in the entry for ANNEX 1, for “Performance threshold standards” substitute “Professional standards for post-threshold teachers, excellent teachers and advanced skills teachers”;
- (c) the entry for ANNEX 2 is deleted.

**2. In paragraph 1.2—**

- (a) for paragraph (a) of the definition of “advanced skills teacher post” substitute—

“(a) in which the post-holder is required—

- (i) to be a qualified teacher who, prior to 1st September 2007, has been certified by an assessor as meeting the standards for advanced skills teachers applicable at the relevant time; or
- (ii) to be a qualified teacher who has, on or after 1st September 2007, satisfied the person to whom the task has been delegated that he meets the core standards, been assessed by an assessor as meeting the post-threshold teacher standards and been certified by that assessor as meeting the excellent teacher and the advanced skills teacher standards; or
- (iii) to be a post-threshold teacher who has, on or after 1st September 2007, satisfied the person to whom the task has been delegated that he meets the core standards and the post-threshold teacher standards and been certified by an assessor as meeting the excellent teacher standards and the advanced skills teacher standards; or
- (iv) to be an excellent teacher who has, on or after 1st September 2007, satisfied the person to whom the task has been delegated that he meets the core standards, the post-threshold teacher standards and the excellent teacher standards and been certified by an assessor as meeting the advanced skills teacher standards; and

to undertake one or more of the duties listed in paragraph 69.1 in accordance with paragraph 69.2;”;

- (b) after the definition of “advanced skills teacher post” insert—

““advanced skills teacher standards” means the professional standards which an advanced skills teacher is required to meet, as set out in Annex 1, where each advanced skills teacher standard is prefixed by the letter ‘A’;”;

- (c) after the definition of “classroom teacher” insert—

““core standards” means the professional standards which all post-threshold teachers, excellent teachers and advanced skills teachers are required to meet, as set out in Annex 1, where each core standard is prefixed by the letter ‘C’;”;

- (d) for paragraph (a) of the definition of “excellent teacher post” substitute—

“(a) in which the post-holder is required—

- (i) to be a post-threshold teacher who, prior to 1st September 2005, has been assessed as meeting the standards for advanced skills teachers applicable at the relevant time; or

- (ii) to be a post-threshold teacher who, on or after 1st September 2005 and prior to 1st September 2007, has been certified by an assessor as meeting the standards in Annex 2 of the 2005 Document or of the 2006 Document; or
  - (iii) to be a post-threshold teacher who, on or after 1st September 2007, has satisfied the person to whom the task has been delegated that he meets the core standards and the post-threshold teacher standards and been certified by an assessor as meeting the excellent teacher standards or the advanced skills teacher standards; and
- to undertake the duties listed in paragraph 71; and”;
- (e) after the definition of “excellent teacher post” insert—  
““excellent teacher standards” means the professional standards which an excellent teacher is required to meet, as set out in Annex 1, where each excellent teacher standard is prefixed by the letter ‘E’;”;
  - (f) after the definition of “Fast Track teacher” insert—  
““Fast Track teacher standards” means the standards which a Fast Track teacher is required to meet, as set out in Annex 3;”;
  - (g) the definition of “performance threshold standards” is deleted;
  - (h) for sub-paragraph (a) of the definition of “post-threshold teacher” substitute—  
“(a) (i) prior to 1st September 2007, has been assessed as having met the performance threshold standards throughout the relevant period in accordance with an earlier Document; or  
(ii) on or after 1st September 2007, has satisfied the person to whom the task has been delegated that he meets the core standards and has been assessed by that person as having met the post-threshold teacher standards throughout the relevant period;”;
  - (i) in sub-paragraph (d) of the definition of “post-threshold teacher”, after the words “Annex 2” insert “of an earlier Document or the advanced skills teacher standards”;
  - (j) after the definition of “post-threshold teacher” insert—  
““post-threshold teacher standards” means the professional standards which a post-threshold teacher is required to meet, as set out in Annex 1, where each post-threshold teacher standard is prefixed by the letter ‘P’;”;
  - (k) after the definition of “relevant body” insert—  
““relevant period” means the two year period immediately preceding the date of the application for assessment against the post-threshold teacher standards or, where the applicant has not been engaged in the provision of education to children of school age throughout that time, the most recent aggregate period of two years in the five years immediately preceding the date of the application;”.

3. In paragraph 4.1(c), for the words “performance threshold standards” substitute “post-threshold teacher standards”.

4. For the pay spine in paragraph 6.4 substitute—

<i>“Spine Point</i>	<i>Annual Salary England &amp; Wales excluding the London Area</i>	<i>Annual Salary Inner London Area</i>	<i>Annual Salary Outer London Area</i>	<i>Annual Salary Fringe Area</i>
	£	£	£	£
L1	34,938	41,541	37,710	35,901
L2	35,814	42,420	38,586	36,777
L3	36,708	43,317	39,477	37,671
L4	37,623	44,229	40,398	38,589
L5	38,559	45,171	41,334	39,528
L6	39,525	46,134	42,297	40,491
L7	40,590	47,202	43,365	41,559
L8	41,526	48,135	44,301	42,489
L9	42,564	49,170	45,336	43,530
L10	43,656	50,265	46,431	44,622
L11	44,790	51,393	47,559	45,753
L12	45,822	52,431	48,597	46,791

<i>“Spine Point</i>	<i>Annual Salary England &amp; Wales excluding the London Area</i>	<i>Annual Salary Inner London Area</i>	<i>Annual Salary Outer London Area</i>	<i>Annual Salary Fringe Area</i>
	£	£	£	£
L13	46,968	53,577	49,743	47,937
L14	48,138	54,747	50,907	49,104
L15	49,338	55,941	52,107	50,298
L16	50,649	57,258	53,421	51,615
L17	51,813	58,422	54,585	52,785
L18	53,115	59,724	55,890	54,081
L19	54,432	61,041	57,207	55,398
L20	55,782	62,391	58,557	56,751
L21	57,162	63,771	59,937	58,134
L22	58,581	65,190	61,353	59,550
L23	60,033	66,636	62,805	60,996
L24	61,521	68,130	64,293	62,490
L25	63,051	69,657	65,823	64,014
L26	64,611	71,217	67,383	65,580
L27	66,210	72,816	68,982	67,176
L28	67,854	74,460	70,626	68,817
L29	69,534	76,143	72,306	70,503
L30	71,265	77,874	74,037	72,228
L31	73,026	79,635	75,801	73,995
L32	74,841	81,447	77,613	75,810
L33	76,701	83,307	79,476	77,670
L34	78,597	85,206	81,372	79,566
L35	80,550	87,159	83,322	81,519
L36	82,545	89,151	85,314	83,511
L37	84,597	91,209	87,372	85,563
L38	86,691	93,297	89,463	87,657
L39	88,803	95,409	91,575	89,766
L40	91,020	97,632	93,795	91,989
L41	93,294	99,906	96,069	94,260
L42	95,631	102,237	98,400	96,600
L43	98,022	104,628	100,794	98,991”

5. For the groups and pay ranges in paragraph 8.3 substitute—

<i>“Group</i>	<i>Range of Spine Points</i>	<i>Annual Salary Range England &amp; Wales excluding the London Area</i>	<i>Annual Salary Range Inner London Area</i>	<i>Annual Salary Range Outer London Area</i>	<i>Annual Salary Range Fringe Area</i>
		£	£	£	£
1	L6– L18	39,525– 53,115	46,134– 59,724	42,297– 55,890	40,491– 54,081
2	L8– L21	41,526– 57,162	48,135– 63,771	44,301– 59,937	42,489– 58,134
3	L11– L24	44,790– 61,521	51,393– 68,130	47,559– 64,293	45,753– 62,490
4	L14– L27	48,138– 66,210	54,747– 72,816	50,907– 68,982	49,104– 67,176
5	L18– L31	53,115– 73,026	59,724– 79,635	55,890– 75,801	54,081– 73,995
6	L21– L35	57,162– 80,550	63,771– 87,159	59,937– 83,322	58,134– 81,519
7	L24– L39	61,521– 88,803	68,130– 95,409	64,293– 91,575	62,490– 89,766

<i>“Group</i>	<i>Range of Spine Points</i>	<i>Annual Salary Range England &amp; Wales excluding the London Area</i>	<i>Annual Salary Range Inner London Area</i>	<i>Annual Salary Range Outer London Area</i>	<i>Annual Salary Range Fringe Area</i>
8	L28– L43	£ 67,854– 98,022	£ 74,460– 104,628	£ 70,626– 100,794	£ 68,817– 98,991”

6. For the pay scale in paragraph 17.3 substitute—

<i>“Spine Point</i>	<i>Annual Salary England &amp; Wales excluding the London Area</i>	<i>Annual Salary Inner London Area</i>	<i>Annual Salary Outer London Area</i>	<i>Annual Salary Fringe Area</i>
	£	£	£	£
M1	20,133	24,168	23,118	21,102
M2	21,726	25,548	24,501	22,692
M3	23,472	27,327	26,247	24,438
M4	25,278	29,328	28,053	26,250
M5	27,270	31,584	30,432	28,239
M6	29,427	33,936	32,751	30,393”

7. For the pay scale in paragraph 19.2 substitute—

<i>“Spine Point</i>	<i>Annual Salary England &amp; Wales excluding the London Area</i>	<i>Annual Salary Inner London Area</i>	<i>Annual Salary Outer London Area</i>	<i>Annual Salary Fringe Area</i>
	£	£	£	£
U1	31,878	37,809	34,650	32,847
U2	33,060	39,666	35,832	34,026
U3	34,281	41,004	37,164	35,250”

8. For paragraph 21, including the heading, substitute—

“Assessment against Post-threshold teacher standards

- 21.1 A qualified teacher (“the applicant”) may apply once in any school year to the relevant body for assessment against the post-threshold teacher standards when, or at any time after, he has been placed on point M6 of the main pay scale.
- 21.2 Where an applicant is employed to teach at more than one school he may not apply to the relevant body of more than one such school.
- 21.3.1 Except where the applicant is an unattached teacher, the relevant body shall delegate the receipt and assessment of the application to the head teacher.
- 21.3.2 Where the applicant is an unattached teacher, the relevant body shall delegate the receipt and assessment of the application to a person with management responsibility for the applicant.
- 21.4 The application shall contain a summary of the evidence the teacher wishes to rely on in order to demonstrate that he has met the post-threshold teacher standards throughout the relevant period.

- 21.4A Prior to carrying out the assessment against the post-threshold teacher standards, the person to whom the task of assessing the application has been delegated must be satisfied, by reference to the most recent review of the applicant's performance, that the applicant meets the core standards.
- 21.4B Where the person to whom the task of assessing the application has been delegated is not satisfied that the applicant meets the core standards, he shall reject the application and inform the applicant, giving reasons.
- 21.5 Where the person to whom the task of assessing the application has been delegated is satisfied that the applicant meets the core standards, he shall go on to carry out the assessment against the post-threshold teacher standards.
- 21.6 Having carried out the assessment against the post-threshold teacher standards (which shall include consideration of the application, the evidence mentioned in the application and such other evidence as he thinks appropriate), the person to whom the task of assessing the application has been delegated shall determine whether the applicant has met those standards throughout the relevant period and inform the applicant of his decision and, where he determines that he has not met those standards he shall reject the application, giving reasons.”.

9. In paragraph 24.2—

- (a) in sub-paragraph (a), for “£6,663” and “£11,275” substitute “£6,829” and “£11,557” respectively;
- (b) in sub paragraph (b), for “£2,306” and “£5,638” substitute “£2,364” and “£5,778” respectively.

10. For paragraphs 25 and 26 substitute—

- “25.1 This paragraph applies to a TLR award to a classroom teacher prior to 1st September 2007 to which he remains entitled on that date.
- 25.2 Subject to paragraph 24.2, the amount of the TLR shall be increased by the relevant body by 2.5% with effect from 1st September 2007.
- 26.1 This paragraph applies where the relevant body has conducted a review of their staffing structure and has determined that a TLR of a specified amount should attach to a particular post within the staff structure but the TLR is not yet in payment.
- 26.2 Subject to paragraph 24.2, the relevant body shall increase the specified amount of the TLR by 2.5% with effect from 1st September 2007.”.

11. In paragraph 28.1, for “£1,818” and “£3,597” substitute “£1,866” and “£3,687” respectively.

12. For the pay spine in paragraph 31.1 substitute—

<i>“Spine Point</i>	<i>Annual Salary England &amp; Wales excluding the London Area</i>	<i>Annual Salary Inner London Area</i>	<i>Annual Salary Outer London Area</i>	<i>Annual Salary Fringe Area</i>
	£	£	£	£
AST1	34,938	41,541	37,710	35,901
AST2	35,814	42,420	38,586	36,777
AST3	36,708	43,317	39,477	37,671
AST4	37,623	44,229	40,398	38,589
AST5	38,559	45,171	41,334	39,528
AST6	39,525	46,134	42,297	40,491
AST7	40,590	47,202	43,365	41,559
AST8	41,526	48,135	44,301	42,489
AST9	42,564	49,170	45,336	43,530

<i>“Spine Point</i>	<i>Annual Salary England &amp; Wales excluding the London Area</i>	<i>Annual Salary Inner London Area</i>	<i>Annual Salary Outer London Area</i>	<i>Annual Salary Fringe Area</i>
	£	£	£	£
AST10	43,656	50,265	46,431	44,622
AST11	44,790	51,393	47,559	45,753
AST12	45,822	52,431	48,597	46,791
AST13	46,968	53,577	49,743	47,937
AST14	48,138	54,747	50,907	49,104
AST15	49,338	55,941	52,107	50,298
AST16	50,649	57,258	53,421	51,615
AST 17	51,813	58,422	54,585	52,785
AST 18	53,115	59,724	55,890	54,081”

**13.** For paragraph 32, including the heading, substitute—

“Assessment against the advanced skills teacher standards, the excellent teacher standards and the Fast Track teacher standards

Eligibility

- 32.1 A classroom teacher who is not a post-threshold teacher who has been selected for interview for an advanced skills teacher post is eligible to apply for assessment against the post-threshold teacher standards, the excellent teacher standards and the advanced skills teacher standards.
- 32.2 A post-threshold teacher who has been selected for interview for an advanced skills teacher post is eligible to apply for assessment against the excellent teacher standards and the advanced skills teacher standards.
- 32.3 An excellent teacher who has been selected for interview for an advanced skills teacher post is eligible to apply for assessment against the advanced skills teacher standards.
- 32.4 A post-threshold teacher who is placed at point U3 on the pay scale set out in paragraph 19.2 and who is employed by a relevant body that has an excellent teacher’s post that is vacant, is eligible to apply for assessment against the excellent teacher standards.
- 32.5 A classroom teacher who is not a post-threshold teacher is eligible to apply for assessment against the Fast Track teacher standards.”.

**14.** For paragraph 34, including the heading, substitute—

“Advanced skills teacher and excellent teacher pre-assessment

- 34.1 Paragraphs 34.1A to 34.1E apply where an eligible teacher (“the applicant”) applies for assessment against the relevant standards set out in Annex 1.
- 34.1A Before he can be assessed against the relevant standards by an assessor, the applicant must meet the standards which apply to any person on the same pay scale or pay spine as the applicant or, where the applicant is an excellent teacher, any person on an excellent teacher’s salary.
- 34.1B Except where the applicant is an unattached teacher, the relevant body shall delegate the task of determining whether an applicant meets the standards referred to in paragraph 34.1A to the head teacher.



- 34.1C Where the applicant is an unattached teacher, the relevant body shall delegate the task of determining whether the applicant meets the standards referred to in paragraph 34.1A to a person with management responsibility for the applicant.
- 34.1D Where the person to whom the task of determining whether the applicant meets the standards referred to in paragraph 34.1A has been delegated is not satisfied that the applicant meets those standards, he shall reject the application and inform the applicant, giving reasons.
- 34.1E Where the person to whom the task of determining whether the applicant meets the standards referred to in paragraph 34.1A has been delegated is satisfied that the applicant meets those standards, he shall inform the applicant and pass the application, together with all the evidence, to the assessor.

Advanced skills teacher, excellent teacher and Fast Track teacher assessment

- 34.2 Paragraphs 34.2A and 34.2B apply where an eligible teacher (“the applicant”) applies for assessment against the relevant standards set out in Annex 1 or Annex 3, as the case may be.
- 34.2A The assessor shall assess the applicant against the relevant standards and determine whether he meets them.
- 34.2B The assessor shall inform the applicant of his decision, and where he determines that the applicant does not meet the relevant standards, give reasons.
- 34.2C In the case of an assessment against the relevant standards set out in Annex 1, where the assessor determines that the applicant meets the relevant standards, he shall also issue a certificate to that effect.”.

15. In paragraph 35.4 (a), for the words “standards set out in Annex 2” substitute “relevant standards set out in Annex 1”.

16. In paragraph 39.1(b), for the words “been certified as meeting the standards set out in Annex 2” substitute—

“—

- (i) prior to 1st September 2005, been assessed as meeting the standards for advanced skills teachers applicable at the relevant time; or
- (ii) on or after 1st September 2005 and prior to 1st September 2007, been certified by an assessor as meeting the standards set out in Annex 2 of the 2005 Document or of the 2006 Document; or
- (iii) on or after 1st September 2007, satisfied the person to whom the task has been delegated that he meets the core standards and the post-threshold standards and been certified by an assessor as meeting the excellent teacher standards or the advanced skills teacher standards.”.

17. For the table in paragraph 39.2 substitute—

<i>“Annual Salary England and Wales (excluding the London Area)</i>	<i>Annual Salary Inner London Area</i>	<i>Annual Salary Outer London</i>	<i>Annual Salary Fringe Area</i>
£	£	£	£
36,771	43,860	39,747	37,809”



**18.** For the pay scale in paragraph 41.1 substitute—

<i>“Spine Point</i>	<i>Annual Salary England &amp; Wales excluding the London Area</i>	<i>Annual Salary Inner London Area</i>	<i>Annual Salary Outer London Area</i>	<i>Annual Salary Fringe Area</i>
	£	£	£	£
1	14,751	18,552	17,523	15,720
2	15,417	19,215	18,186	16,383
3	16,056	19,857	18,831	17,028
4	16,722	20,523	19,497	17,694
5	17,397	21,201	20,169	18,366
6	18,045	21,846	20,820	19,011
7	18,711	22,509	21,483	19,674
8	20,256	24,054	23,031	21,225
9	22,011	25,809	24,786	22,977
10	23,331	27,129	26,106	24,297”

**19.** In paragraph 63—

(a) for paragraphs 63.9.1 and 63.9.2 substitute—

“63.9.1 satisfying himself whether a teacher at the school who applies for a post-threshold teacher assessment under paragraph 21 meets the core standards and, where he is so satisfied, assessing whether that teacher has met the post-threshold teacher standards throughout the relevant period;

63.9.2 where he is not satisfied that the teacher meets the core standards or, having gone on to assess the teacher against the post-threshold teacher standards, he determines that the teacher has not met the post-threshold teacher standards throughout the relevant period, explaining to the teacher the reasons for his decision and giving him advice about those aspects of his performance which must be improved in order to meet those standards;”;

(b) for paragraphs 63.10.1 and 63.10.2 substitute—

“63.10.1 satisfying himself, in connection with an application by a teacher at the school for assessment against the relevant standards set out in Annex 1, that the teacher meets the standards which apply to any person on the same pay scale or pay spine as the applicant or, where the applicant is an excellent teacher, any person on an excellent teacher’s salary and, where he is not so satisfied, explaining to the teacher the reasons for his decision and giving him advice about the aspects of his performance which must be improved in order to meet those standards;

63.10.2 providing, in connection with an application for an assessment by an assessor against the relevant standards set out in Annex 1 by a teacher at the school or a teacher who was previously employed at the school—

- (a) such documents, other information and assistance as may reasonably be requested by the teacher; and
- (b) such assistance as may reasonably be requested by the assessor;”.

**20.** For ANNEX 1, including the heading, substitute—

“ANNEX 1—Professional standards for post-threshold teachers, excellent teachers and advanced skills teachers

Interpretation

In the table below—

the letter “A” indicates an advanced skills teacher standard;

the letter “C” indicates a core standard;

the letter “E” indicates an excellent teacher standard;

the letter “P” indicates a post-threshold teacher standard;

“classroom” means any setting where teaching and learning take place;

“formative assessment” means the process by which a teacher and learner identify the learner’s needs and teaching and learning activities are adapted in order to meet those needs;

“learners” is used instead of the term ‘children and young people’ when learning is the main focus of the standard and means all children and young people;

“lessons” or “sequences of lessons” means all teaching and learning activities, wherever they take place, whatever their nature and length, and however they might be organised;

“personalised learning” means learning which focuses on individual progress, for the purposes of enhancing achievement, participation and progress at school;

“subjects/curriculum areas” means all forms of organised learning across the curriculum;

“well-being”, in relation to children and young people, means their—

- (a) physical and mental health and emotional well-being;
- (b) protection from harm and neglect;
- (c) education, training and recreation;
- (d) contribution to society; and
- (e) social and economic well-being;

“workplace” means any educational establishment or other place where teaching and learning take place.

**FRAMEWORK OF PROFESSIONAL STANDARDS FOR POST-THRESHOLD TEACHERS, EXCELLENT TEACHERS AND  
ADVANCED SKILLS TEACHERS**

<b>1. Professional attributes</b>		
Post-threshold teachers (P)	Excellent teachers (E)	Advanced skills teachers (A)
<b>Relationships with children and young people</b>		
<b>C1</b> Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them		
<b>C2</b> Hold positive values and attitudes and adopt high standards of behaviour in their professional role		
<b>Frameworks</b>		
<b>C3</b> Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity		
<b>P1</b> Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation		
	<b>E1</b> Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation	<b>A1</b> Be willing to take on a strategic leadership role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own and other workplaces

Signature copy

1. Professional attributes		
Post-threshold teachers (P)	Excellent teachers (E)	Advanced skills teachers (A)
Communicating and working with others		
C4		
Communicate effectively with children, young people and colleagues		
Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being		
Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people		
C5 Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment		
C6 Have a commitment to collaboration and co-operative working where appropriate		
Personal professional development		
C7 Evaluate their performance and be committed to improving their practice through appropriate professional development		
C8 Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified		
	E2 Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues	
C9 Act upon advice and feedback and be open to coaching and mentoring		

Signature copy

<b>2. Professional knowledge and understanding</b>		
Post-threshold teachers (P)	Excellent teachers (E)	Advanced skills teachers (A)
<b>Teaching and learning</b>		
<b>C10</b> Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential		
<b>P2</b> 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		<b>E3</b> Have a critical understanding of the most effective teaching, learning and behaviour management strategies, and including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential
<b>Assessment and monitoring</b>		
<b>C11</b> Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications		
<b>P3</b> 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		
<b>P4</b> Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs		
<b>C12</b> Know a range of approaches to assessment, including the importance of formative assessment		
<b>C13</b> Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment		
<b>C14</b> Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement		

Signature copy

<b>2. Professional knowledge and understanding</b>		
Post-threshold teachers (P)	Excellent teachers (E)	Advanced skills teachers (A)
	<b>E4</b> Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school	
<b>Subjects and Curriculum</b>		
<b>C15</b> Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments		
<b>P5</b> Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them		
	<b>E5</b> Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas	
<b>C16</b> Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach		
<b>Literacy, numeracy and ICT</b>		
<b>C17</b> Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities		
<b>Achievement and diversity</b>		
<b>C18</b> Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences		
<b>C19</b> Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching		

Signature copy

<b>2. Professional knowledge and understanding</b>		
Post-threshold teachers (P)	Excellent teachers (E)	Advanced skills teachers (A)
	<b>E6</b> Have an extensive knowledge on matters concerning equality, inclusion and diversity in teaching	
<b>C20</b> Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people		
<b>C21</b> Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies		
<b>Health and well-being</b>		
<b>C22</b> Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people		
<b>C23</b> Know the local arrangements concerning the safeguarding of children and young people		
<b>C24</b> Know how to identify potential child abuse or neglect and follow safeguarding procedures		
<b>C25</b> Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support		
<b>P6</b> Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people		



Signature copy

3. Professional skills		
Post-threshold teachers (P)	Excellent teachers (E)	Advanced skills teachers (A)
Planning		
C26 Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge		
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	E7 Take a lead in planning collaboratively with colleagues in order to promote effective practice Identify and explore links within and between subjects/curriculum areas in their planning	
C27 Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context		
C28 Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning		
Teaching		
C29 Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:  use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion  build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress  develop concepts and processes which enable learners to apply new knowledge, understanding and skills  adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively  manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners		

Signature copy

<b>3. Professional skills</b>		
Post-threshold teachers (P)	Excellent teachers (E)	Advanced skills teachers (A)
<b>C30</b> Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment		
<b>P8</b> 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		
	<b>E8</b> Have teaching skills which lead to excellent results and outcomes	
	<b>E9</b> Demonstrate excellent and innovative pedagogical practice	
<b>Assessing, monitoring and giving feedback</b>		
<b>C31</b> Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment		
	<b>E10</b> Demonstrate excellent ability to assess and evaluate	
<b>C32</b> Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development		
	<b>E11</b> Have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes pupil progress	
<b>C33</b> Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners		
<b>C34</b> Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching		
<b>Reviewing teaching and learning</b>		
<b>C35</b> Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary		
<b>C36</b> Review the impact of the feedback provided to learners and guide learners on how to improve their attainment		

Signature copy

3. Professional skills		
Post-threshold teachers (P)	Excellent teachers (E)	Advanced skills teachers (A)
	E12 Use local and national statistical data and other information, in order to provide (a) a comparative baseline for evaluating learners' progress and attainment, (b) a means of judging the effectiveness of their teaching, and (c) a basis for improving teaching and learning	
Learning environment		
C37	Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school	
	Make use of the local arrangements concerning the safeguarding of children and young people	
	Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts	
C38	Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy	
	Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners	
C39	Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills	
Team Working and Collaboration		
C40	Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them	
P9	Promote collaboration and work effectively as a team member	

Signature copy

<b>3. Professional skills</b>		
Post-threshold teachers (P)	Excellent teachers (E)	Advanced skills teachers (A)
	<b>E13</b> Work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practice that contribute to school improvement	<b>A2</b> Be part of or work closely with leadership teams, taking a leadership role in developing, implementing and evaluating policies and practice in their own and other workplaces that contribute to school improvement
<b>C41</b> Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil		
<b>P10</b> Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback		
	<b>E14</b> Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice	
	<b>E15</b> Make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in pupil outcomes	
		<b>A3</b> Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership teams beyond their own school

**21.** ANNEX 2 is deleted.”.

12th June 2007

*Jim Knight*  
Minister of State  
Department for Education and Skills

## **EXPLANATORY NOTE**

*(This note is not part of the Order)*

This Order amends the School Teachers' Pay and Conditions (No. 2) Order 2006 and the Document which was given legal effect by that Order primarily in order to revise existing pay standards for post-threshold teachers, excellent teachers and advanced skills teachers. The revised pay standards will not take effect until 1st September 2007 and appear in a revised Annex 6 to the Document, which details all changes taking effect from 1st September 2007.

**2007 No. 1688**

**EDUCATION, ENGLAND AND WALES**

**The Education (School Teachers' Pay and Conditions)  
(No. 2) (Amendment) Order 2007**

£4.00

© Crown copyright 2007

Printed and published in the UK by The Stationery Office Limited  
under the authority and superintendence of Carol Tullo, Controller of  
Her Majesty's Stationery Office and Queen's Printer of Acts of Parliament.  
E0861 6/2007 170861 19585