



Pay Policy for Teachers (2025/2026)

**Model HR Policy and Procedure
for Schools and Academies**

Last Reviewed: September 2025

Date Adopted by Governing Board: Nov 2025

Policy Outline

Reviewing the Policy

TfC People Services Team will keep the operation of this policy under review and will make such changes to the policy as deemed appropriate following consultation with the trade unions, where appropriate.

Personalising the Policy

TfC People Services Team has developed a number of model policies for schools and academies to consider and adopt as their own. There are a number of sections within this policy which require either amendments and/or deletion to the specific paragraphs to ensure the policy is accurate in setting out your operational requirements. We advise that these sections are amended prior to the policy being adopted. The relevant sections are outlined below and are highlighted within the body of the report.

The relevant sections in this policy we advise you consider are;

Section 1 Insert any particular arrangements for your school

Section 10.6 Confirm the group size for the school

Section 10.10 Leadership - determine how many points to leave to ensure 'appropriate scope' for progression

Section 10.11 School to confirm how many points within the range for leadership posts

Section 14 Include details relating to Leading Practitioner Roles

Section 18 Set out payments for SEN allowance

Consultation with recognised trade unions has been undertaken prior to the issuing of this model policy. Should you wish to make amendments to the contents of this policy (save for those as set-out above in 'Personalising the Policy') then you should undertake further consultation with recognised trade unions. Please seek advice from your allocated Business Partner.

In addition, the term 'school' referred to in this policy means: all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools and pupil referral units. This term could be amended throughout the policy where deemed appropriate by the setting.

Where the term 'teacher' is used in this policy it covers, Teacher, Deputy Headteacher, Assistant Headteacher or Headteacher as appropriate. Where the process is different for different roles within school this will be made clear throughout the policy within the relevant section.

The term 'governing board' referred to in this policy means governing bodies in local authority (LA) maintained schools and Trustees/Trust boards in an academy. Subject to the Articles of Association, some functions may be delegated to academy level committees, known local governing bodies – individual academies/MATs should ensure that the policy is amended to meet the requirements of their individual Scheme of Delegation.

Summary of Changes

The changes are set out in [Appendix 4](#)

Equality Impact Assessment

As with all policies that affect service users, the wider community or employees, schools should undertake an analysis of the potential equality impacts and record that assessment.

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1 Introduction

- 1.1 This policy sets out the school's principles and arrangements for making decisions on teachers' pay. It has been developed to comply with current legislation and the requirements of the current [School Teachers' Pay and Conditions Document \(STPCD\)](#). The policy covers all areas where schools have discretion within the STPCD to make decisions. It is not intended to be a duplication of the areas of the STPCD where schools have no discretion and should therefore be used in conjunction with the STPCD to ensure full compliance.
- 1.2 The Governing Board has developed this policy with the objective of recruiting, retaining and motivating all teachers to ensure the best educational opportunities for pupils at the school. All procedures for determining pay will be consistent with the principles of public life - objectivity, openness and accountability.

Employee Health & Wellbeing

- 1.4 The school is committed to creating an environment that promotes good physical and mental health and wellbeing, where staff can thrive and feel supported.
- 1.5 Where employees are being supported and managed within this policy, this will be done sensitively with appropriate regard to their individual circumstances. In addition, the school will consider any necessary reasonable adjustments to support an employee to fully engage in the process set out in this policy. This may include, for example, allowing the employee to have an appropriate 'support' person accompanying them to a formal meeting as well as a Trade Union representative or work colleague.
- 1.6 The governing board/trust board is expected to have an overriding regard for the wellbeing of all employees (including that of the Headteacher/CEO) and the board is expected to monitor the impact of strategies and initiatives that promote a positive and sustainable workplace culture. The headteacher/CEO is expected to model a positive and sustainable workplace culture to all employees and seek to reduce unnecessary workload.

2 Legislation

- 2.1 The implementation of this pay policy will comply with:
 - The Equality Act 2010
 - The Part Time Workers (Prevention of Less Favourable Treatment) Regulations 2000;
 - The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2000 The Employment Rights Act 1996, the Employment Relations Act 1999, the Employment Act 2002 and the Employment Act 2008;
 - Agency Workers Regulations 2010

- The current edition of the School Teacher's Pay and Conditions Document

3 Consistency of Treatment and Fairness

3.1 The Governing board is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including where the duty to make reasonable adjustments applies. The Governing board is aware of the guidance on the Equality Act issued by the Department for Education.

PART ONE

2025/2026 PAY

4 Principles

- 4.1 The Governing Board will ensure its processes are open, transparent and fair. All decisions will be objectively justified. Adjustments will be made to take account of special circumstances, for example maternity leave or other long term absence. The exact adjustments will be made on a case by case basis.
- 4.3 Pay decisions for 2024/25 academic year, which will be taken in September/October 2025, will not be subject to performance related pay requirements with the exception of progression to and within the Upper Pay Range where it will remain a requirement to demonstrate you meet the definitions as set out in paragraph 13.6.
- 4.4 In adopting this pay policy the aim is to:
 - maximise the quality of teaching and learning at the school
 - support the recruitment and retention of a high quality teacher workforce
 - enable the school to recognise and reward teachers appropriately for their contribution to the school
 - help to ensure that decisions on pay are managed in a fair, just and transparent way whilst eliminating unnecessary bureaucracy for all concerned.
- 4.5 Pay decisions at this school are made by the governing body.

5 September 2025 Pay Award

- 5.1 This school is committed to implementing the changes set out within the School Teachers' Pay and Conditions Document 2025:
 - 4% increase will be applied to all pay points and allowance ranges and advisory points.
- 5.2 Changes will be backdated to 1st September 2025.

6 Basic Pay Determination on Appointment

- 6.1 The Governing Board will determine the pay range for a vacancy prior to the post being advertised. The starting salary will therefore be by negotiation following consideration of previous experience.
- 6.2 In making such determinations, the Governing Board will take into account a range of factors including:
 - the requirements and nature of the post;
 - the level of qualifications, skills, experience and specialist knowledge required;
 - market conditions;
 - the wider school context.
- 6.3 The Governing Board may also use its discretion to award a recruitment incentive to secure the candidate of its choice, in line with the STPCD.
- 6.4 There is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school although in practice this may be the norm in order to recruit able staff.

7 Pay Reviews and Decisions

- 7.1 The school is obliged to make a pay decision following completion of the appraisal process. The teacher should receive their written appraisal report with pay recommendation no later than 31st October and at least 5 working days before a pay determination is made ensuring that any objections have been discussed and recorded before any pay determination is made.
- 7.2 In line with its terms of reference, the Governing Board will review every teacher's salary annually, with effect from 1 September and this pay review will be completed by 30 November, except for the Headteacher, where the review will be completed by 31 December. In exceptional circumstances the Governing Board may extend these timescales, for example due to maternity leave or other long term absence.
- 7.3 Please note the requirement to review pay applies to employees who have completed at least a year of employment (twenty-six weeks employment, in aggregate, within the previous school year) since the previous pay determination. For those who have not completed at least twenty-six weeks employment, in aggregate, within the previous school year at the time the school are reviewing pay, their pay review period will be brought in line with dates set in this policy as soon as practically possible.
- 7.4 The Governing Board may review a teacher's salary at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual teacher's pay.

7.5 Following an individual teacher's annual appraisal, teachers (other than those on the upper pay range where progression is every two years) should expect to receive pay progression within the maximum of their pay range unless, at the point when the review takes place, the teacher is subject to capability procedures. Being subject to capability procedures means the teacher must have received in writing, confirmation that they have transitioned from the appraisal process into the capability process so their performance will be reviewed in line with the capability procedure. Any Teacher not eligible for pay progression because they are in capability procedures would be eligible to be considered for pay progression at the next round of annual pay reviews once they are back into the normal appraisal process.

7.6 Where a teacher is away from school because of maternity leave, it is unlawful to deny that teacher an appraisal and pay progression because of maternity. Any teacher on maternity leave will be given any pay increase that they would have received, had they not been on maternity leave.

7.7 When looking at annual pay progression it is expected that the Governing Board will agree an increase of one point within the range (unless the employee is subject to capability procedures). However, where there is evidence of exceptional performance the Governing Board may consider the use of its flexibilities to pay enhanced pay progression up to the maximum of two additional points. This is applicable to all pay ranges.

7.8 Exceptional performance is defined as:
Performance which goes beyond expectations and creates noticeable value or transformation. The teacher;

- Exceeds expectations regularly, often delivering more than asked.
- Innovates or improves processes, finding smarter, faster, or more effective ways to work.
- Anticipates needs and solves problems proactively before they escalate.
- Inspires others, often becoming a go-to person or informal leader.
- Demonstrates mastery, not just competence, in their domain.
- Drives impact, contributing to broader goals or influencing outcomes beyond their immediate role.

7.9 Teachers on the upper pay range still have their pay reviewed annually however progression within the upper pay range is different to other pay ranges in that pay progression within upper pay range is not yearly. Therefore, headteachers will consider pay progression as and when a teacher on the upper pay range becomes eligible, **teachers should not be made to apply to be considered for progression**. Teachers on this pay range will be eligible for progression within the pay range, every two years as this is what is required to demonstrate sustained achievements in line with the definition set out in paragraph 13.6. It is therefore possible for an upper pay range teacher to not receive pay progression and not be in capability procedures if their pay review takes place in a year where they are not eligible for progression. As with other pay ranges at the point they are eligible to be considered for pay

progression, the Governing Board can consider enhanced progression for exceptional performance as set out in paragraph 7.8.

- 7.10 If a member of the leadership group reaches the top of their pay range, they will continue to be paid at the top of that range until such time as the Governing Board is able to reassess the pay range using the new method stipulated in paragraph 10 of this policy and part 2 of the STPCD.
- 7.11 Teachers will be provided with a written pay statement no later than one month of their salary determination. This will include the information required by the STPCD. The reason for declining any pay progression will be clearly specified in the individual pay statement.

8 Appeals Procedure

- 8.1 As part of the appraisal process, a pay recommendation is made by the appraiser/reviewer and discussed with the teacher prior to being submitted to the committee/panel who make the pay determination.
- 8.2 A teacher who is dissatisfied with a pay recommendation as set out in their appraisal report, has the opportunity to discuss the recommendation with the appraiser or Headteacher (in line with the Appraisal policy) **before** the recommendation is actioned and confirmation of the pay decision is made by the school.
- 8.3 At the conclusion of any further discussion relating to the appraisal report, the pay recommendation may be adjusted or it may remain the same. The discussion about the objections should be recorded on the appraisal report and should take place before the pay determination has been made.
- 8.4 Once a pay determination is made if, a teacher is dissatisfied with the pay determination they may formally appeal against the decision within 10 working days to the Clerk to the Governing Board and, at this point, include in writing sufficient detail of the grounds of appeal.
- 8.5 The only grounds that will be accepted as the basis of an appeal are that the person who made the decision are claimed to have:
 - Incorrectly applied the school's appraisal or pay policy;
 - incorrectly applied any provision in the STPCD;
 - failed to have proper regard to statutory guidance;
 - failed to take proper account of relevant evidence;
 - took account of irrelevant or inaccurate evidence;
 - was biased; or
 - unlawfully discriminated against the teacher.
- 8.6 Any appeal should be dealt with promptly, thoroughly and impartially. [Appendix 1](#) of this policy sets out the procedure to be used during an appeal hearing.

- 8.7 Employees have the right to be accompanied at an appeal hearing by a work colleague or trade union representative. If the employee's representative or work colleague is not available at the time of the hearing it must be rescheduled so long as a reasonable alternative date is within five working days of the original date proposed.
- 8.8 The appeal will be heard by the Appeals committee consisting of a minimum of three governors who have not been previously involved in the pay determination and are not employees of the school. It is highly recommended that these governors have knowledge and experience of the school's appraisal and pay policies. The appeal hearing should be formally clerked.
- 8.9 Both the person who made the recommendation and the decision maker who made the pay determination will be required to attend the appeal.
- 8.10 In advance of the appeal hearing date, and at least 5 working days before the appeal hearing date, the appeal panel will, as a minimum, receive copies of:
 - The teacher's written grounds of appeal;
 - The appraisal report;
 - Any other documentation the teacher will rely upon;

9 Executive Pay – for academies only

N/A

10 Leadership Group Pay

- 10.1 To comply with the STPCD, the Governing Board will only review the pay of leadership group posts appointed prior to 1 September 2014 in the following circumstances:
 - individual responsibilities have significantly changed on or after 1 September 2014;
 - to maintain consistency either with pay arrangements for new appointments to the leadership group made on or after 1 September 2014 or with pay arrangements for a member(s) of the leadership group whose responsibilities have significantly changed on or after that date.
- 10.2 Any such review will be done so in accordance with the provisions of the STPCD.
- 10.3 For new appointments, the Governing Board will comply with the STPCD.
- 10.4 The Governing Board must assign the school to a headteacher group in line with the STPCD, for the purposes of determining the leadership pay range and pay progression.

10.5 The eight headteacher groups and pay ranges are:

Group	Points	Salary Range
1	6 – 18*	£58,569 - £77,924
2	8 – 21*	£61,534 - £83,860
3	11 – 24*	£66,386 - £90,255
4	14 – 27*	£71,330 - £97,136
5	18 – 31*	£78,702 - £107,131
6	21 – 35*	£84,699 - £118,169
7	24 – 39*	£91,158 - £130,274
8	28 – 43	£100,540 - £143,796

10.7 Given that Headteacher Group 1 starts above the minimum of the leadership pay range, points 1-5 will only be used for Deputy and Assistant Headteachers. The maximum of the deputy or assistant headteacher's pay range must not exceed the maximum of the headteacher group for the school. The pay range for a deputy or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances

10.8 Pay ranges for headteachers should not normally exceed the maximum of the headteacher group. However, the headteacher's pay range may exceed the maximum where the Governing Board determines that circumstances specific to the role or candidate warrant a higher than normal payment. The Governing Board must ensure that the maximum of the headteacher's pay range and any additional payments does not exceed the maximum of the headteacher group by more than 25% other than in exceptional circumstances; in such circumstances, the governing board must seek external independent advice before providing such agreement and support its decision with a business case and seek advice from their HR provider.

10.9 The business case must include justification for the additional payment setting out clearly why this wasn't considered when determining the pay range for the post, together with information on how the amount was determined. There must be a clear audit trail of any advice given to the governing board and a full and accurate record of all decisions made by the governing board and the reasoning behind them.

10.10 In this school, the Governing Board will use reference points to determine Leadership Group salaries, these are set out in [Appendix 3](#).

11 Main Pay Range

11.1 In this school, the Governing Board will use the STPCD's advisory pay points to determine teacher salaries. These are set out in [Appendix 3](#).

12 Upper Pay Range

12.1 In this school, the Governing Board will use the STPCD's advisory pay points to determine teacher salaries. These values are set out in [Appendix 3](#).

13 Progression to the Upper Pay Range

13.1 Any qualified teacher can apply to be paid on the Upper Pay Range and any application must be assessed in line with this policy. **It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range.** There are no barriers to movement onto the Upper Pay Range that are connected with length of service and no requirement to be at the top of the main pay range before applying to be paid on the upper pay range.

13.2 Where a teacher is simultaneously employed at another school, they may submit separate applications if they wish to apply to be on the upper pay range in that school. This school will not be bound by any pay decision made by another school.

13.3 Applications should be made to the Headteacher in writing once a year. The deadline for receipt is 31 October for progression from the start of that academic year. [Appendix 2](#) provides an Upper Pay Range Application Form to be used for this purpose.

13.4 All applications should include the results of the two most recent appraisals, including any recommendation on pay. Where such information is not available, for example, those returning from maternity or other long term absence a written statement and summary of evidence designed to demonstrate that the applicant has met the assessment criteria must be submitted by the applicant.

13.5 An application will be successful where the Governing Board is satisfied that:

- the teacher is highly competent in all elements of the relevant standards;
- the teacher's achievements and contribution to the school are substantial and sustained.

13.6 For the purposes of this policy:

- 'Highly competent' means the teacher's performance is assessed as not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.
- 'Substantial' means the teacher's achievements and contribution to the school are significant not just in raising standards of teaching and

learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

- ‘Sustained’ means the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. Please note that a lesser period of time can be considered in situations such as maternity or other long term absence.

13.7 The Governing Board will make the final decision on applications advised by the Headteacher.

13.8 Where an application is successful, applicants will move to the upper pay range from the start of the academic year. Successful applicants will be placed on the minimum point of the upper pay range.

13.9 Once a teacher has successfully applied to move onto the upper pay range they are not required to apply for progression when they become eligible (two yearly), progression should automatically be considered by the Headteacher when the teacher is eligible. [See paragraph 7.9](#) for information on progression within the upper pay range.

13.10 Where an application is unsuccessful, teachers will be provided with written feedback of the areas where it was felt the teacher’s performance did not satisfy the relevant criteria as set out in this policy. Unsuccessful applicants have the right to request verbal feedback from the assessor within 10 working days of the date of determination by the Governing Board. Feedback should be given in a positive manner and include advice and support on areas for improvement in order to meet the relevant criteria.

13.11 Any appeal against a decision not to move a teacher to upper pay range will be managed in line with the appeal process outlined in section 8.

14 Leading Practitioner Roles

14.1 Leading Practitioner roles are where the primary purpose of the role is the modelling and leading improvement of teaching skills. This school will not appoint to Leading Practitioner Roles.

14.1 Leading Practitioner roles are where the primary purpose of the role is the modelling and leading improvement of teaching skills. Teachers on the pay range for leading practitioners should exhibit exemplary teaching skills, lead the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher other than a headteacher, including those responsibilities delegated by the headteacher. Time should be allocated for teachers to discharge additional responsibilities. Teachers on the pay range for leading practitioners should take a leadership role in developing, implementing and evaluating policies and practice in their workplace that

contribute to school improvement. When appointing to the role of Leading Practitioner, the Governing Board will act in accordance with the STPCD.

- 14.2 In this school, the Governing Board will use reference points to determine an individual range. The leading practitioner pay range is set out in [Appendix 3](#)
- 14.3 When determining the individual salary range, the school will take into account the challenge and demands of an individual post. This means that each Leading Practitioner role will have an individual pay range. Salaries are for specific posts and will not be portable between different schools or different posts within the same school.
- 14.6 Pay progression will be annual and will be granted unless the Leading Practitioner is subject to capability procedures. To move up the pay range one point at a time progress must be good. Where it is clear from the evidence that the leading practitioner's performance is exceptional, the Governing Board may award enhanced pay progression up to a maximum of two additional points. Exceptional performance is defined within [paragraph 7.8](#).

15 Unqualified Teachers

- 15.1 In this school, the Governing Board will use reference points to determine unqualified teacher salaries. The reference points used for unqualified teachers is shown in [Appendix 3](#).
- 15.2 The Governing Board will determine where a newly appointed unqualified teacher will be placed on the pay range, having regard to any qualifications or experience he/she may have, which they consider of value. The Governing Board will consider whether it wishes to pay any additional allowances in line with the STPCD.

16 Early Career Teachers

- 16.1 In the case ECT's, whose appraisal arrangements are different, pay recommendations will be made by means of the statutory induction process. Early career teachers will not be disadvantaged in respect of decision around pay progression as a result of changes to the statutory induction period.
- 16.2 An early career teacher (ECT) is eligible for pay progression at the end of the first year of induction.
- 16.3 It may be necessary to instigate capability procedures at a stage before the end of the induction period. If this is the case, for as long as the ECT remains at the school the induction process must continue in parallel with the capability procedure. Any ECT subject to capability procedures will not receive pay progression.

PART 2

OTHER PAYMENTS AND ALLOWANCES

17 Teaching and Learning Responsibility Payments

- 17.1 In this school, the annual values of TLR payments are set out in [Appendix 3](#).
- 17.2 **TLR payments will not be awarded to members of the leadership group or leading practitioners.**
- 17.3 TLR payments will be awarded to classroom teachers in accordance with the STPCD. TLRs will be assigned to specific posts within the school's staffing structure. The responsibilities for which a TLR1 or TLR2 is awarded should be clearly set out in the job description of the post holder. When determining the value of a TLR1 or TLR2 payment the relevant body must act fairly and appropriately, and records should be kept to document that appropriate consideration was given when determining the value of a TLR and why the value was applied.
- 17.4 With the exception of sub-paragraphs (c) and (e), which do not have to apply to the award of TLR3s, before awarding any TLR the Governing Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that:
 - a) is focused on teaching and learning;
 - b) requires the exercise of a teacher's professional skills and judgement;
 - c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
 - d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
 - e) involves leading, developing and enhancing the teaching practice of other staff.
- 17.5 From September 2025 the relevant body must determine the specific value for every newly created TLR 1 or 2, based on the proportion of the TLR responsibility the postholder will be undertaking i.e. the proportion of the full-time equivalent responsibility. It is now possible for a part time teacher to undertake full responsibilities of a TLR 1 or 2 (rather than a proportion) and be paid for the full TLR without the need for the payment to be pro rata, similarly it is possible to award a part time TLR to a full time teacher where the TLR is being shared with another Teacher. Posts of equal weight should be allocated equal value. This must be in line with the STPCD and TLR responsibilities must be clearly outlined in job descriptions.

17.6 Before awarding a TLR1, the relevant body must be satisfied that the sustained, additional responsibility includes line management responsibility for a significant number of people.

17.7 A TLR3 is a fixed-term award. The Governing Board will consider the award of a fixed term TLR 3, where appropriate, in line with the STPCD. TLR3s may be awarded only for clearly time-limited school improvement projects or one-off externally driven responsibilities. The fixed-term for which they are to be awarded must be established at the outset of the award and payment should be made on a monthly basis for the duration of the fixed-term. The Governing Board will not award consecutive TLR3s for the same responsibility unless that responsibility relates to tutoring to deliver catch-up support to pupils on learning lost during the pandemic. TLR3s are not subject to safeguarding. In this school, the annual value of a TLR 3 will be no less than £702 and no greater than £3,478. The pro rata principle does not apply for TLR 3 payments.

17.8 A teacher will not be awarded more than one TLR 1 and TLR 2 concurrently, but the Governing Board may consider the award of a concurrent TLR 3.

17.9 A teacher can request to relinquish a TLR in full or a proportion of it (so the responsibilities are shared within another teacher) headteachers must consider any request however there is no automatic right that this would be approved. Requests to relinquish the TLR should be put in writing to the Headteacher and will be considered on a case by case basis. Consideration should be given as to whether the TLR the teacher wishes to relinquish could be reallocated differently i.e. explore whether the TLR could be split between more than one person. Where agreement is reached for a teacher to voluntarily relinquish a TLR, there is no entitlement to pay safeguarding. Where agreement can not be reached the teacher will be required to continue to undertake the TLR or a proportion of it.

18 Special Educational Needs Allowance

18.1 The Governing Board will award a SEN allowance to a classroom teacher:

- in any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN;
- who teaches pupils in one or more designated special classes or units in a school;
- in any non-designated setting (including any pupil referral unit) that is analogous to a designated special class or unit, where the post:
 - involves a substantial element of working directly with children with SEN;
 - requires the exercise of a teacher's professional skills and judgement in the teaching of children with SEN; **and**

- iii. has a greater level of involvement in the teaching of children with SEN than is the normal requirement of teachers throughout the school or unit within the school.

18.2 Any teacher who meets the criteria set out the STPCD will be awarded an SEN allowance of no less than £2,787 and no greater than £5,497. The basis for determining whether the criteria are met will be the job description of the post and the contexts in which the post operates.

18.3 The Governing Board will determine the spot value of the SEN allowance by taking into account the school's SEN provision and the following factors:

- a) whether any mandatory qualifications are required for the post;
- b) the qualifications or expertise of the teacher relevant to the post; and
- c) the relative demands of the post.

18.4 The Governing Board will set out clearly why a particular level of SEN allowance has been awarded with clear justification with a written record as to the reason for that specific value.

18.5 SEN allowances will be paid on a pro rata basis to part time teachers.

19 Additional Payments

Temporary Additional Payments to Headteachers

19.1 In accordance with paragraph 10 of the STPCD, the Governing Board will consider awarding an additional payment to the Headteacher only for clearly temporary responsibilities or duties that are in addition to the post for which the salary has been determined. In each case the relevant body must not have previously taken such reason or circumstance into account when determining the headteacher's pay range.

19.2 The total sum of the temporary payments made to a headteacher in accordance with paragraph 10.1 of the STPCD in any school year must not exceed 25% of the annual salary which is otherwise payable to the headteacher, and the total sum of salary and other payments made to a headteacher (with the exception of payments in relation to residential duties which are a requirement of the post and any payment made in respect of housing or relocation expenses which relate solely to the personal circumstances of that headteacher). In wholly exceptional circumstances and with the agreement of the Governing Board, the relevant body may determine that additional payments are to be made to the Headteacher which exceed the 25% limit. In such cases the Governing Board must seek external independent advice before producing a business case, seeking such agreement,

19.3 Any decisions to award a temporary payment to a headteacher will be clearly justified with a written record of the decisions kept ensuring there is an audit trail. When keeping records, it is recommended to keep the following

information: the nature of the additional responsibility, who has authorised it, the basis on which the amount was worked out, when it will end or be reviewed and whether the payment is pensionable.

19.4 There is no other provision to award a headteacher with an additional payment therefore if appropriate, the Governing Board would review the pay range for the headteacher.

Additional Payments for Teachers

19.5 The Governing Board may make such payments as they see fit to a teacher, other than a headteacher in accordance with the provisions of the STPCD.

Specifically in respect of:

- a) continuing professional development undertaken outside the school day;
- b) activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;
- c) participation in out-of-school hours learning activity agreed between the teacher and the headteacher;
- d) additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools

19.6 Before any Teacher is awarded an additional payment in line with the provisions detailed above it must be authorised formally in line with the school's terms of reference and the remuneration will be considered as part of the decision including whether the payment is pensionable in line with Teachers Pension Regulations.

19.7 Any payments made to teachers in relation to a-c are linked to the teacher's job role and therefore payments should be made linked to the time spent undertaking the task. This is to ensure that clear justification for the payment can be made. A clear audit trail can then evidence the reason for the payment.

Continuing professional development undertaken outside the school day;

19.8 The Governing Board will decide which CPD activities teachers may be paid for at the start of each academic year. Payments to classroom teachers will only be made in respect of those activities undertaken outside of the directed time for full-time teachers; or the appropriate proportion of directed time for part-time teachers. Participation in CPD outside of directed time is voluntary and cannot be directed. Payments will be time related linked to how long it has taken the classroom teacher to undertake the task. This will be agreed at the outset and before the CPD is undertaken.

Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school;

19.9 Where a decision is taken to make additional payments to a teacher for activities related to providing ITT, such payments may be made only for ITT which is provided as an ordinary incident in the conduct of the school. Payment for this will be paid linked to how much time the task will take and will be agreed at the outset. Detailed records will be kept in relation to the decision to award the payment, setting out clear justification for the payment.

19.10 Teachers undertaking school-based ITT activities do so on an entirely voluntary basis with the exception for those employed on the pay range for leading practitioners, who may be required to carry out this duty in line with their LP role. Such activities might include supervising and observing teaching practice; giving feedback to students on their performance and acting as professional mentors; running seminars or tutorials on aspects of the course; and formally assessing students' competence. For ITT activities not regarded as an ordinary incident in the conduct of the school are set out in the STPCD. Separate non teaching contracts will be issued for those aspects of involvement in ITT which require the exercise of a teacher's professional skills or judgment but which go beyond activities which may be described as an ordinary incident in the conduct of the school. No teacher will be asked to routinely carry out administrative and clerical ITT-related activities.

Participation in out-of-school hours learning activity agreed between the teacher and the headteacher;

19.11 Where an additional payment has been agreed for a teacher participating in out-of-school hours learning activity agreed between the teacher and the headteacher such as tutoring, this is a time related payment therefore the teacher should be paid for the hours they spend on this activity which will be agreed in advance. All such activities should require the exercise of the teacher's professional skills or judgement. Payments should only be made to classroom teachers when the activity is undertaken outside of directed time. The school will keep robust records of the time the teacher has spent on this activity and payment should be based on this information. Payments should not be made on the basis of a lump sum payment which can not be justified. Pension implications of such payments should be considered.

Additional responsibilities and activities due to, or in respect of, the provision of services relating to the raising of educational standards to one or more additional schools

19.12 Where the headteacher is providing a service to another school, for example as a National Leader of Education (NLE), the person providing that service is not ultimately accountable for the outcomes in the school, but for the quality of the service being provided. The Governing Board whose headteacher is providing the service should determine how much, if any, additional payment is due to the individual concerned in line with the provisions of the Document, for example where the contract requires work outside school sessions.

The Governing Board will give consideration to the remuneration of other teachers who as a result of the headteacher's additional role are taking on additional responsibilities and activities. This will be based on any additional

responsibilities attached to the post (not the teacher), and will be recorded. Any increase in remuneration will only be agreed where the post accrues extra responsibilities as a result of the headteacher's enlarged role; it is not automatic, and should be in line with the provisions of the STPCD.

Where the arrangement for the headteacher is temporary, any adjustment to pay of other teachers is also temporary, and safeguarding provisions will not apply when the arrangements cease. The Governing Board will consider the appropriate use of acting allowances and other temporary payments in these circumstances and in line with this pay policy. Where there is a deputy headteacher in the school, it may be more appropriate to temporarily increase his or her pay range to take account of the increased responsibilities in the absence of the headteacher. Additionally a teacher may be temporarily appointed, in the absence of the substantive post holder, to a post in the staffing structure which attracts a TLR payment; and where none of those are appropriate, the relevant body can make use of additional payments. The following section sets out the operating principles and requirements which apply to the provision of services to other schools. All references below to the governing board are to the governing board of the school whose headteacher is providing services to another school.

Provision of services to other schools – operating principles and requirements

- Any services provided by the headteacher of one school to another school must be authorised formally by the governing board and, where the work extends over more than a 12 month period, the agreement of the governing board must be formally reviewed annually or sooner if appropriate. The governing board should also agree arrangements for terminating such work.
- Before such work is undertaken, the governing board and the headteacher will take into account:
 - the needs of the school and its pupils;
 - the benefits that the activity would bring to the school;
 - the impact of any absence on other staff, including their workload; and
 - the workload and work-life balance of all the individuals concerned.
- In particular, before reaching a view the governing board will satisfy itself that these matters have been fully considered within the school's leadership team.
- Arrangements for payment for external work, including personal remuneration, must be clearly stated and formally incorporated into a protocol by the governing board (or the finance committee) and decisions duly minuted.
- The headteacher and governing board will monitor the operation of the arrangements and their impact on staff and pupils and take action where arrangements prove to be unsatisfactory.
- The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the

determinations of the governing board. The terms of such an agreement must be set out in a memorandum signed by the chair of governors and the headteacher and any other members of staff involved.

- Any income derived from external sources for the work of a school's staff should accrue to the school. The governing board will decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities and, if so, determine the appropriate amount.
- The governing board will ensure that any expenses incurred by the individual as a result of taking on additional work are reimbursed, unless they are accounted for elsewhere.

Pension Implications

Appropriate consideration will be given to whether an additional payment is pensionable. Advice can be found on the teacher pension website [Who is Eligible? \(teacherspensions.co.uk\)](https://www.teacherspensions.co.uk/Who-is-Eligible?) and [Non pensionable pay | Contributions | Managing Members | Teachers' Pensions \(teacherspensions.co.uk\)](https://www.teacherspensions.co.uk/Non-pensionable-pay-Contributions-Managing-Members)

The school will seek appropriate advice from their payroll/pension administrator.

20 Allowances for unqualified teachers

20.1 The Governing Body may determine that such additional allowance as it considers appropriate is to be paid to an unqualified teacher where it considers that the teacher has:

- a) taken on a sustained additional responsibility which:
 - i. is focused on teaching and learning; and
 - ii. requires the exercise of a teacher's professional skills and judgment; or
- b) qualifications or experience which bring added value to the role being undertaken.

21 Recruitment and Retention Incentive

21.1 The Governing Board will award Recruitment and Retention payments where it is considered necessary as an incentive for the recruitment of new classroom teachers and the retention of existing classroom teachers. This is not a permanent payment and all R&R payments awarded must be justified.

21.2 The amount for such payment will be determined to meet the circumstances of the case. Written notification will be provided at the time of the award in line with the guidance within the STPCD and will make it clear from the beginning, the expected duration of any award and the review date after which it may be withdrawn. Records must be kept as to why the payment is being made together with details of the amount being paid with justification for the amount.

- 21.3 The R&R payment must be reviewed, and the classroom teacher must be made aware that the payment will be subject to review and can be withdrawn.
- 21.4 **Members of the Leadership Group (headteacher, deputy headteacher or assistant headteacher) will not be awarded such payments other than for housing or relocation costs.** All other recruitment and retention considerations in relation to a headteacher, deputy headteacher or assistant headteacher – including non-monetary benefits – must be taken into account when determining the pay range.
- 21.5 The Governing Board will conduct an annual review of all awards.

22 Acting Allowance

- 22.1 If the headteacher is absent from the school a deputy headteacher must undertake their professional duties to the extent required by the headteacher or the governing board.
- 22.2 Where a teacher is assigned and carries out duties of a headteacher, deputy headteacher or assistant headteacher, but has not been appointed as an acting headteacher, deputy headteacher or assistant headteacher, the Governing Board must, within the period of four weeks beginning on the day on which such duties are first assigned and carried out, determine whether or not an allowance (“acting allowance”) must be paid in accordance with the STPCD. If the teacher is carrying out the full duties of the higher level post an acting allowance should be paid. If the teacher is carrying out a percentage of the duties of the higher level post rather than the full post a decision would need to be taken as to what would be appropriate remuneration.
- 22.3 Where a teacher is assigned and carries out the duties of a headteacher, deputy headteacher or assistant headteacher in relation to whom a pay range has been determined and an acting allowance is paid, as a minimum, the teacher will be paid the difference between their current pay point and the bottom of the pay range for the post being acted into.
- 22.4 The teacher may be paid an acting allowance with effect from such day on or after the day on which duties of a headteacher, deputy headteacher or assistant headteacher are first assigned and carried out. Where a teacher is paid an allowance, then for so long as that allowance is paid, Part 7 of the STPCD applies as if the teacher has been appointed to that post permanently.

23 Honoraria

- 23.1 The governing board will not pay any honoraria to any member of the teaching staff (including Headteacher and other members of the leadership team) for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

PART 3

SAFEGUARDING

24 Salary Safeguarding

- 24.1 Salary safeguarding will be paid to eligible teachers in line with the provisions of the STPCD.
- 24.2 Where safeguarding applies the required notification will be provided no later than one month after the date of the determination.
- 24.3 If the safeguarded sum is £500 or more the teacher must undertake additional duties that the Governing Board consider are appropriate and commensurate with the safeguarded sum. The Governing Board will consider the withdrawal of the safeguarded sum if the teacher unreasonably refuses to undertake these duties and will give one month's notice to the teacher before the payment is stopped.
- 24.4 TLR1s and TLR2s awarded to teachers employed under a fixed-term contract or whilst they occupy another post in the absence of a post-holder will not be safeguarded after the fixed-term contract expires or the post ceases to be occupied.

PART 4

SUPPLEMENTARY

25 Part Time Teachers

- 25.1 Teachers employed on an on-going basis at the school but who work less than a full working week are deemed to be part time. A part time teacher will be paid according to the proportion of the school's timetabled teaching week (STTW) that they work, as set out in the STPCD.
- 25.2 Part-time teachers must be paid a percentage of the appropriate full-time equivalent salary as set out in the STPCD. The same percentage must be applied to any allowances awarded to a part-time teacher with the exception of TLR payments which do not have to be subject to the pro rata principle.
- 25.3 Part-time teachers cannot be required to work or attend non-pupil days, or parts of days, on days they do not normally work, but it is open to the teacher to attend non-pupil days or work on other days by mutual agreement with the headteacher and the pay calculation should be applied to any resultant additional hours worked. Part time teachers may be required to undertake work that is within their allocation of directed time beyond that specified in the school's timetabled teaching week, allocated reasonably on any day or part of any day on which they are required to work.

26 Short Notice/Supply Teachers

- 26.1 Teachers employed on a day to day basis or other short notice basis will be paid on a daily basis calculated based on the full working year for the academic year 2025/26 consisting of 195 days; periods of employment for less than a day being calculated pro-rata.

27 Pensions

- 27.1 The governing board will not increase the salary of any employee or use any other pay flexibilities in order to secure an improved pension entitlement on retirement. Such enhancements may be in breach of pension scheme legislation and may represent misuse of public funds.

Appeal Hearing Procedure

All relevant documentation from the original process should be made available to the appeals panel. This may include the initial outcome letter, the evidence reviewed, the investigation report, the stated grounds for appeal, and any supporting documentation. The panel should also give consideration as to whether they invite the individual who made the pay recommendation (usually Headteacher) to answer any points of clarity.

Usually, the procedure to be followed at the appeal hearing will be as follows:

- The procedure to be followed will be explained to all present.
- The appellant and/or their representative will present their case to the hearing, indicating the basis of their appeal and the ways in which they believe the original decision was flawed.
- The Committee are given the opportunity to ask the appellant questions for clarification.
- The individual (Headteacher or Chair of Committee) who made the original decision may be requested to explain the conclusions reached at the hearing and/or the evidence on which those conclusions were based. The panel may also ask questions of clarification to the individual who made the initial recommendation, if necessary.
- The appellant and/or their representative are given the opportunity to ask the individual (Headteacher or Chair of Committee) who made the original decision questions for clarification.
- The Committee are given the opportunity to ask the individual (Headteacher or Chair of Committee) who made the original decision questions for clarification.
- Both parties are given the opportunity for summing up, with the individual (Headteacher or Chair of Committee) who made the original decision providing a summary of the facts.
- The appellant and/or representative and individual (Headteacher or Chair of Committee) who made the original decision are then requested to leave the meeting whilst the Committee make their decision, with HR support and advice.
- The appeals panel (with any adviser) to deliberate in private, only recalling the parties where there are particular points of uncertainty on the evidence given. If recall is necessary, both parties are to return, notwithstanding that only one is concerned with the point giving rise to doubt.
- The appellant and/or representative may be recalled and the decision announced by the Chair of the Committee. It may also be appropriate to have the individual (Headteacher or Chair of Committee) who made the original decision return to the meeting while the decision is announced. In some cases, the Committee may not be able to make a decision immediately after the meeting and in those cases the appellant

may receive their outcome in writing as soon as possible after the decision has been made.

This process performs the function of the grievance procedure on pay matters and decisions cannot therefore be reopened under general grievance procedures.

Application Form (Main Pay Range – Upper Pay Range)

TEACHERS DETAILS :	
Name:	
School:	
Job Title:	
Current Salary point:	
Purpose (please tick as appropriate):	Application to move from Main Pay Range to the Upper Pay Range
EVIDENCE	
I attach a copy of my two most recent appraisals, including any recommendation on pay.	YES / NO
The schools covered by planning/review statement(s) (if different to current employer):	
I am unable to provide a copy of my two most recent appraisals for the following reason:	
I therefore attach a written statement and summary of evidence to demonstrate how I have met the assessment criteria above.	YES / NO / N/A
DECLARATION:	
I confirm that at the date of this request for assessment;	
<ul style="list-style-type: none"> ➤ I meet the eligibility criteria as details below and ➤ I attach the above required documents, covering the relevant period. 	
Signature:	
Name:	
Date:	

NOTE: The deadline for receipt of this application is 31 October for progression from the start of the academic year.

CRITERIA:

To be successful in applying to be paid on the upper pay range the upper pay a teacher will be required to meet the criteria set out below:

- the teacher is highly competent in all elements of the relevant standards:
- the teacher's achievements and contribution to the school are substantial and sustained.

DEFINITIONS:

Highly Competent	The teacher's performance is assessed as not only good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.
Substantial	The teacher's achievements and contribution to the school are significant not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.
Sustained	The teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. Please note that a lesser period of time can be considered in situations such as maternity or long term sickness leave

To be completed by a representative of the **Governing Board** on consideration of application.

Date application considered:	
Application Successful	YES / NO
If unsuccessful - Date written feedback provided (within 10 working days):	

Pay Ranges for 2025**Leadership Pay Range**

The Leadership Group pay range for 2025 is:

Point	Salary	Point	Salary
1	£51,773	28	£100,540
2	£53,069	29	£103,030
3	£54,394	30	£105,595
4	£55,747	31*	£107,131
5	£57,137	31	£108,202
6	£58,569	32	£110,892
7	£60,145	33	£113,646
8	£61,534	34	£116,456
9	£63,070	35*	£118,169
10	£64,691	35	£119,350
11	£66,368	36	£122,306
12	£67,898	37	£125,345
13	£69,596	38	£128,447
14	£71,330	39*	£130,274
15	£73,105	39	£130,274
16	£75,049	40	£134,860
17	£76,772	41	£138,230
18*	£77,924	42	£141,693
18	£78,702	43	£143,796
19	£80,655		
20	£82,654		
21*	£83,860		
21	£84,699		
22	£86,803		
23	£88,951		
24*	£90,255		
24	£91,158		
25	£93,424		
26	£95,735		
27*	£97,136		
27	£98,106		

*Scale points apply only to Headteachers at the top of the school group range in the academic year 2025/26.

Main Pay Range

The Main Pay range for 2025 is:

Point		Salary
Minimum	M1	£32,916
	M2	£34,823
	M3	£37,101
	M4	£39,556
	M5	£42,057
Maximum	M6	£45,352

Upper Pay Range

The Upper pay range for 2025 is:

Point		Salary
Minimum	U1	£47,472
	U2	£49,232
Maximum	U3	£51,048

Leading Practitioner Pay Range

The Leading Practitioner pay scale is:

Point		Salary
Minimum	1	£52,026
	2	£53,332
	3	£54,663
	4	£56,022
	5	£57,418
	6	£58,858
	7	£60,443
	8	£61,836
	9	£63,381
	10	£65,010
	11	£66,695
	12	£68,233
	13	£69,957
	14	£71,682
	15	£73,465
	16	£75,419
	17	£77,150
Maximum	18	£79,092

Unqualified Teachers Pay Range

The unqualified teacher pay range is:

Point		Salary
Minimum	1	£22,601
	2	£25,193
	3	£27,785
	4	£30,071
	5	£32,667
Maximum	6	£35,259

Teaching and Learning Responsibility Payments

TLR	Salary
TLR 1a	£10,174
TLR 1b	£12,518
TLR 1c	£14,865
TLR 1d	£17,216
TLR 2a	£3,527
TLR 2b	£5,872
TLR 2c	£8,611
TLR 3 minimum	£702
TLR 3 maximum	£3,478

Summary of Changes

The significant changes which have been made to the September 2025 policy are set out below;

Part 1 – Pay 2025/26

- Section 4 Removed paragraphs referencing pay progression prior to September 2025.
- Section 5 4% increase on all pay points and allowances.
- Section 7.5 Added clarification on when someone would be considered to be in capability and so not eligible for pay progression. Also included information on when someone who comes out of capability would be eligible for pay progression.
- Section 7.8 Added a definition of exceptional performance.
- Section 7.9 Added clarification that Upper Pay Range teachers still have performance reviewed annually but pay progression is two yearly. Included clarification that a UPS review can consider progression bases on exceptional performance at the point they become eligible.
- Section 10.5 New pay ranges added.
- Section 13.9 Added in reference to progression in the upper pay range section.
- Section 14 Removed reference to performance related pay for leading practitioners.
- Section 16 Removed reference to ECT not getting progression if performance is not satisfactory. ECT's will not get pay progression if they are subject to capability procedures in line with all other teachers (except UPR).

Part 2 – Other payments and allowances

- Section 17 Updated figures and included updated information relating to there no longer being a requirement to apply the pro rata principle to TLR 1 and 2 for part time teachers if they are undertaking the full responsibilities of a TLR. Also included that it is possible to pay a full time teacher a part time TLR if they are sharing the responsibility with another teacher. Added information stating that consideration should be given on whether it is possible to reallocate TLR duties if a teacher requests to relinquish a TLR.
- Section 18 Updated figures
- Section 18.3 Added more clarity on justification for the specific point.
- Section 25 Amended to reflect it is no longer mandatory to pro rata TLR payments for part time teachers.

Appendices

- Appendix 1 Updated appeal procedure in line with other procedures
- Appendix 4 Updated all pay ranges