



An Daras Trust
Igniting Curiosity Growing Capabilities

An Daras Multi Academy Trust Teachers Pay Policy

The An Daras Multi Academy Trust (ADMAT) Company An
Exempt Charity Limited by Guarantee
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INFORMATION FOR SCHOOLS
September 2025

Pay Policy for Teachers 2025/2026
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Introduction

This document is derived from the School Teachers' Pay and Conditions Document (STPCD)2025

Advice on developing your school's approach to pay is also provided within the STPCD. This will help schools and governing bodies develop processes for decisions on teachers' and leadership pay.

This statutory guidance sets out what schools and local authorities must do to comply with the law.

Description of Changes

This document reflects the change to pay rates for 2025 - 2026 academic year.

In brief, the details of the pay award for teachers for 2025 - 2026 is as follows:

- From September 2025, a 4% increase will be applied to all pay and allowance ranges and advisory points. All pay uplifts will be backdated to 1 September 2025.

Teacher Pay Scales 2025 - 2026

Please refer to the following appendices 2.1, 2.2 and 2.3 for the new 2025 pay ranges with updated with the national and locally agreed changes.

This guidance states that a teacher mid-range who is eligible to progress and is performing to a good standard should receive one full pay point e.g. M2 to M3; teachers performing 'exceptionally' can be considered for a greater pay increase e.g. an additional half point to M3a.

Further Information

LAs and schools can find additional informative material on pay matters on the [GOV.UK](https://www.gov.uk) website.

Pay Policy for Teachers September 2025

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1 INTRODUCTION

This Model Teachers Pay Policy and guidance has been determined by the Local Authority following discussions with recognised Trade Unions and Teachers' Associations. The Policy is recommended to all LA maintained Schools for adoption immediately.

This policy and guidance reflects the legal provisions of the Equal Pay Act 1970, Employment Relations Act 1999, Equality Act 2010, the Employment Rights Act 2008, Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002, Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, School Teachers' Pay and Conditions Document 2018, The School Staffing (England) (Amended) Regulations 2012.

School days refers to days on which the School is open to pupils.

2 PURPOSE

The purpose of this policy and guidance is to establish an open and transparent framework that enables the Governors and Headteacher to manage pay issues within the School and to ensure that staff are paid on a fair and equitable basis. This document also ensures consistency of treatment in dealing with the administration of pay matters including pay grievances.

3 SCOPE

This Policy applies to all *teaching* staff employed in An Daras MAT

4 POLICY STATEMENT

The Governors and Headteacher recognise the importance of determining a pay policy and administering pay in a way which aims to attract, motivate and retain the most suitable staff to fulfil the educational needs of pupils.

Governors will administer the policy and guidance in such a way that ensures all the legal provisions identified in the preamble are addressed. The operation of this policy and administration of pay will also necessarily take account of the School's budget considerations, the School Development Plan, and any other relevant School policies and procedures.

Every effort will be made by the Governors and Headteacher to treat all staff in a fair and consistent manner in accordance with the principles of equal pay and equal opportunities.

In making decisions, the Governing Body (and its committees) is bound by the provisions of the School Teachers' Pay and Conditions Document.

Before making any decisions in relation to pay matters, the Governing Body, or its committees, will ensure that it is aware of the full range of discretion available to it.

The Governing Body acknowledges the Department for Education (DfE) warning that pay discretion must not be exercised with the objective of increasing final salary for pension purposes. Teachers' Pensions Regulations allows the Secretary of State to intervene where there is evidence of an unreasonable increase in salary and may disregard for pension

purposes any such award, specifically salary increases over 10% awarded in the teacher's final year will be disregarded by Teachers' Pensions.

Under the Freedom of Information Act 2000, the Governing Body should publish the Policy. Members of staff should be able to access the policy.

5 ADMINISTRATION AND IMPLEMENTATION OF THE PAY POLICY

The DfE "A guide to the law for School Governors" provides for certain issues to be delegated to committees (rather than be dealt with by the full Governing Body), and we recommend that the Governing Body delegates pay decisions to a Personnel Committee and, for appeals, a Personnel Appeals Committee.

5.1 Personnel Committee - Terms of Reference

It is recommended that the Personnel Committee has between three and five members of the Governing Body. Governors who sit upon this committee are not permitted to sit upon the Personnel Appeals Committee. Governors who have, or may have, a pecuniary interest must not sit on the Personnel Committee or the Appeals Committee. Teacher Governors are not precluded from being part of a committee which discusses the pay policy and its implementation, nor need they be precluded from reviewing the pay of staff other than themselves. They must not take part in discussions in which they have a direct or indirect pecuniary interest. Governing Bodies are advised when appointing the Personnel and Appeals Committees of the necessary numbers of Governors involved in each so as to ensure that both committees can be properly constituted from within the Governing Body. The Governing Body procedure regulations require a quorum of three Governors when deciding the size of your committee.

The Personnel Committee is responsible for the following: -

- To work within the parameters of the Teachers Pay Policy.
- To review each teacher's salary annually with effect from 1 September and no later than 31 October each year or at other times of the year to reflect significant changes in responsibilities.
- To ensure that the pay policy is applied in a fair, non-discriminatory, equitable and transparent manner whilst having due regard to confidentiality.
- To ensure that the pay policy meets the School's needs for the recruitment, retention and development of staff.
- To determine the appointment salaries for all staff.
- To achieve fair and consistent pay relativity between jobs within the School.
- To have regard in the salary structure to substantial increases in duties and responsibilities, whether temporary or permanent.
- To carry out an annual review of the School's staffing structure and pay.
- Maintain records of decision and recommendations made, demonstrating that all decisions are made objectively, fairly and in compliance with equalities legislation.
- An equality analysis can assist schools in identifying any potential inequality in individual decisions. This analysis may include:
 - a breakdown of pay decisions according to age, disability, race, sex, part-time, fixed term workers (and any other protected characteristic which are applicable to the staffing profile).
 - The reasons that teachers with different protected characteristics are rewarded differently, if that is the case.
 - Whether teachers who share particular protected characteristics are being treated less favourably than other teachers.
 - Comparisons year on year and any trends identified.
- To ensure a salary statement is issued to all teaching staff before the end of October and for leadership group before the end of December each year, or no later than one month after the salary determination, or when a teacher takes up a new post or where a teacher passes the threshold. The salary statement, which is a legal requirement, must set out how the member of staff's pay is made up, and in the case of Leadership Group Staff, the criteria upon which his/her salary will be reviewed in the future. Model pay statements can be accessed through the HR handbook pages on school messenger.

Any member of staff who has a grievance about his/her pay should notify the Clerk to Governors, in writing, stating the basis for requesting a review of his/her pay together with any supporting documentation they wish to submit. The Headteacher/Principal will normally make arrangements to convene a meeting of the Personnel Committee within ten school days of receiving the request. Should a Headteacher/Principal wish to raise a

grievance, s/he should write to the Chair of Governors who will convene a personnel committee to consider the issue.

Any written documentation should be provided to the Personnel Committee at least five school days prior to the Committee meeting.

At the meeting of the Personnel Committee, the member of staff may be represented by a colleague or a Trade Union representative and may present his/her case in writing and/or orally. The member of staff may call witnesses in support of his/her case.

The Personnel Committee's decision will be confirmed in writing within five school days of the hearing.

5.2 Personnel Appeals Committee - Terms of Reference

This Committee shall have no fewer members than the Personnel Committee. Members of this Committee shall be Governors not previously involved in considering the case.

Governors who have, or may have, a pecuniary interest must not sit on the Appeals Committee. This Committee will consider all appeals against pay or salary grading.

Employees shall have the right to appeal against decisions of the Personnel Committee to the Personnel Appeals Committee. Such appeals shall be made in writing to the Clerk to Governors, stating the basis of the appeal, within ten school working days of receipt of notification of the decision from the Personnel Committee. Appeals will normally be heard within twenty school working days of receipt of the request. The County Employee Relations Team are available for advice. Staff are entitled to be accompanied and supported by either a workplace colleague or a recognised trade union representative.

At the meeting of the Personnel Appeals Committee, the employee has the right to be represented by a colleague or Trade Union representative and may present her/his case in writing and/or orally. The employee may call witnesses and/or present documents in support of her/his case. The School's case will be presented by the Headteacher/Principal/Chair of the Personnel Committee.

Pay appeals decisions are final and binding on both parties and may not be reopened under grievance procedures. Grievance procedures should not be used for appeals against pay decisions.

The Personnel Appeals Committee's decision will be confirmed in writing within five school days of the hearing. The Appeals Committee decision shall be final.

The full guidance on appeals process is set out in point 19 of this policy.

6 SCHOOL TEACHERS' PAY

6.1 Timing of Salary Determination and Notification

As part of the Pay & Conditions Document, all qualified teachers' pay should be reviewed each year during September and a salary statement produced and issued to each teacher (para 3.4 of the STPCD). The salary statements for teachers should be issued to staff before the end of October and for leadership group before the end of December, or no later than one month after the salary determination.

For members of the Leadership Group, the statement should include: the Individual pay range, the salary including any increase and the reason(s) for this, and the criteria on which the salary will be reviewed at the end of the next academic year.

For classroom teachers, the salary statement must include identification of the individual salary point on the mainscale or the individual salary on the Upper Pay Range and any allowances payable (for TLR awards this should include its value, the nature of the significant responsibility for which it was awarded, and for TLR3s, the date it will end and a statement to confirm that safeguarding will not apply). The salary statement should also identify any safeguarded amounts of money, whether the post is fixed term and the date the contract will come to an end. Details of where a copy of the school's staffing structure and pay policy can be obtained must also be included. Template salary statements can be access via school messenger (link).

Whilst qualified teachers remain in the same post (whether the qualified teacher is paid in accordance with the

Leadership Group or classroom teacher), his/her salary can only be increased, at the discretion of the Personnel Committee, **on the 1 September**. The only exceptions are where the qualified teacher takes up a new post, and at any other time when provided for by the Document or by the Governing Body, in order to attract or retain a teacher, change the IPR which can be done at any time, and if the teacher is subject to the formal Capability procedure.

7 THE LEADERSHIP GROUP

It is a matter of discretion for a Governing Body whether or not it wishes to appoint any Deputy or Assistant Headteachers/Principals. Should the Governing Body decide to appoint a Deputy(ies) or Assistant Headteacher(s), a further title may be added to specify areas of responsibility e.g.: Assistant Headteacher (Curriculum Development).

Within any particular School, the Individual Pay Range (IPR) of the Headteacher/Principal would normally be higher and not overlap with the pay range(s) of any Deputy Headteacher(s)/Principals and/or Assistant Headteacher(s)/Principals. However, the pay ranges for any Deputy Headteacher(s)/Principal may in *exceptional circumstances* overlap with the Headteacher/Principal.

Qualified teachers appointed to the Leadership Group for the first time will take up a new contract. The new contract recognises the different whole School duties to be undertaken by members of the Leadership Group. Specifically, teachers employed on Leadership Group contracts will not be limited to the 1265 hours of directed time that applies to classroom teachers. As a consequence of the greater responsibilities placed upon members of the Leadership Group, they should receive a salary differential over the highest paid classroom teacher. See Appendix 2.1 for the current Leadership Group ranges. The STPCD no longer includes points within a range, as a guide only, the LGA discretion pay structure which includes points has been attached within this appendix.

7.1 Appointment of a New Headteacher or Principal

Prior to instigating a recruitment and selection process, the Governing Body will have to address a number of questions before reaching a decision on the salary of a new Headteacher/Principal. It is possible to delegate tasks to the Personnel Committee although the selection decision must be endorsed by the full Governing Body.

- What is the School's/Academies Headteacher Group?
- Choice of the Individual Pay Range (IPR)
- Choice of starting salary point within the IPR

Headteacher/Principals posts must be advertised nationally.

7.2 Pay on appointment

For appointments on or after 1 September 2014, the governing body will determine the pay range to be advertised and agree pay on appointment, taking account of the full role of the head teacher (Part 2) and in accordance with paragraph 6:

- the pay committee will review the school's head teacher group and the head's Individual School Range (ISR) in accordance with STPCD paragraphs 6.1 – 6.6 (ordinary school), or paragraphs 7.1 – 7.9 (special school);
- if the head teacher takes on permanent accountability for one or more additional schools, the pay committee will set an IPR in accordance with the provisions of STPCD paragraphs 6.6 and 7.9.
- the pay committee will have regard to the provisions of STPCD paragraph 10.1 and will also take account of any other permanent payments, made to staff within the school to ensure that appropriate differentials are created and maintained between posts of differing responsibility and accountability;

- the pay committee will exercise its discretion to set a Minimum & Maximum pay range from within the declared group size, the pay committee will then set the starting salary from within that range.
- The pay committee will consider using its discretion, in wholly exceptional circumstances, to exceed the 25% limit on discretionary payments, as set out in paragraph 9.3. However, before agreeing to do so, it will seek the agreement of the governing body which in turn will seek external independent advice before providing such agreement. In such circumstances where discretion is exercised by the governing body with regard to the Headteacher's pay, this will be formally discussed and agreed by the Governing Body and the rationale will be recorded in the minutes of the Governing Body meeting.

7.3 Determination of School/Academy Headteacher Group

Each Governing Body will need to assign their School/Academy to one of eight Headteacher Groups for salary purposes. For ordinary Schools/Academies, the determination of the Group is based upon the numbers of children at different key stages and the number of statements of special educational needs awarded to any children. Please see Appendix 1.1 which is a model for calculating an ordinary School's/Academies Group.

Governing Bodies of Special Schools shall assign the Academy/Academy to a Group by calculating a "modified total unit score". The calculation to determine the modified total unit score is based on the number of pupils at each key stage, to arrive at a total unit score, multiplied by a staff: pupil ratio modifier. In essence, the greater the proportion of staff to pupils, the higher the modifier and therefore the higher the modified total unit score (resulting in a higher School Group). Please see Appendix 1.2 which is a model for calculating a Special School's Group.

The STPCD states that the pay range and allowances of those in post will only need to be reviewed when there are **significant** changes to responsibilities or the pay of all leadership posts are reviewed to maintain consistency of pay with new members appointed to the leadership group on or after 1 September 2014 (paras 4.1 and 4.2).

7.4 Individual Pay Range (IPR)

Having identified the appropriate **Group** for the School, the Governing Body will need to establish a **Minimum & Maximum** pay scale (STPCD). In deciding which Min – Max range (the range) to adopt, the Governing Body should take into account the following: -

- The permanent responsibilities of the role,
- The School's size relative to the Group and circumstances;
- Any changes in duties and responsibilities of the Headteacher/Principal; and
- The relative salary ranges of any other teachers appointed to the Leadership Group.

The range will normally fall within the Group range. Only in exceptional circumstances can the range exceed the Group range (STPCD para 9.3), in such circumstances the governing body must seek external independent advice before providing such an agreement.

The guidance issued with the STPCD document states "The expectation is that the remuneration paid to a Headteacher/Principal as a result of the determination of the range should cover the Headteacher's/Principal's full role as set out in Part 7 of the document".

See Appendix 2.1 for the current Leadership Group ranges. Governing bodies may use this to assist in their decision making but they have the discretion to adopt a pay range with any salary value, as deemed as appropriate, within the group range.

7.5 Choice of Starting Salary on appointment

Having decided upon the individual pay range, the Governing Body will then determine a starting salary taking into account the following requirements: -

- The Headteacher's/Principal's salary should be within the range;
- the permanent responsibilities of the role, the complexity and challenges of the role in the particular context of the school and the candidate's existing salary (if currently employed), and his/her skills, knowledge and experience and any other relevant factors which relate to the preferred candidate's ability to meet the requirements of the role and may support the appointment above the minimum of

the range.

7.6 Changes to Individual Pay Ranges and Leadership Pay

The Governing body has the discretion to review the **individual pay ranges minimum and maximum** at any stage if:

- The responsibilities have **significantly** changed on or after 1 September 2014 particularly with regard to the extent the change creates new levels of accountability or responsibility for the leadership group member(s);
- The school's group size has changed;
- The pay ranges of any Deputy or Assistant Headteacher/Principal appointed on or after 1 September 2014, impinge upon the range.

If the pay committee makes a determination to change the range, it will determine the headteacher's range within the group range for the school, in accordance with paragraphs 4 – 10 (set out in points 7.3 – 7.5 above).

The range will normally fall within the Group range. Only in exceptional circumstances can the range exceed the Group range (STPCD para 9.3). The total sum of salary and other payments made to a Headteacher must not exceed 25% above the maximum of the Headteacher group, except in accordance with STPCD para 10.4, whereby appropriate external advice is sought by the governing body.

7.7 Discretionary payments to Headteachers/Principals

In accordance with STPCD para 10, Governing bodies may award extra payments to Headteachers/Principals up to 25% above the Headteachers/Principals current IPR (which must not exceed 25% above the maximum of the Headteacher group) for the following reasons:

- Residential duties (other than where they are a requirement of the post)
- Relocation payments
- Temporary responsibilities or duties that are in addition to the post for which their salary has been determined.

It should be "wholly exceptional" for the maximum of the pay range to be more than an additional 25% higher than the maximum of the Headteacher group. If the governing body determine this is the case, they will need to seek appropriate external independent advice who can consider whether it is justifiable (para STPCD para 10.4).

7.8 Executive Headships/Principals

Where the Headteacher/Principal is appointed on a permanent basis as a Headteacher/Principal of more than one school the Governing Body must determine the range by the application of the total unit score of all of the schools calculated in accordance with paragraphs 6.6 of the STPCD document, Part 2.

7.9 Headteachers/Principals temporarily accountable for more than one school

If the head teacher takes on temporary accountability for one or more additional schools, the pay committee will consider awarding a discretionary payment under paragraph 7.9 and 10.

In a school where there is a vacancy in the post of headteacher/principal and it is not possible to appoint a deputy head or another member of the teaching staff to take on the position of acting head, a headteacher/principal of another school may be appointed to have responsibility on a temporary basis, in addition to their continuing role as the head teacher/principal of their own school. This temporary arrangement should be no longer than two years and subject to regular review. Under the Collaboration Regulations 2003 the governing bodies may arrange for a joint committee made up of governors from all the schools involved to be established to oversee the arrangement. The headteacher should be given a temporary variation to contract, any adjustment to their pay will not be subject to safeguarding provisions when the arrangement comes to an end.

7.10 Appointment of a New Deputy or Assistant Headteacher/Principal

In deciding which the individual pay range to adopt for any Deputy or Assistant Headteacher/Principal, the Governing Body/ Personnel Committee with delegated responsibilities, should take into account the following:

- That the minimum of the pay range should be higher than the salary of the highest paid classroom teacher;
- The maximum of the pay range must not exceed the maximum of the headteacher group and the maximum of the range should be below the minimum of the salary range of the Headteacher/Principal's pay range, however in exceptional circumstances the maximum of the range may overlap (STPCD para 9.4);
- the permanent responsibilities of the role, any challenges of the role in the particular context of the school; and
- The relative salary ranges of any other teachers appointed to the Leadership Group

7.11 Choice of Starting Salary Point for New Deputy or Assistant Headteacher/Principal

Having decided upon the individual pay range, the Governing Body will then position the Deputy or Assistant Headteacher/Principal on a salary taking into account the following requirement:

- The Deputy or Assistant Headteacher's salary should be within the pay range and
- the candidate's existing salary (if currently employed), and his/her skills, knowledge and experience and any other relevant factors which relate to the preferred candidate's ability to meet the requirements of the role and may support the appointment above the minimum of the range.

7.12 Changes to Individual Pay Ranges and Leadership Pay from Sept 2025

The Governing body has the discretion to review the **individual pay ranges minimum and maximum** at any stage in response to **significant** changes to the schools circumstances, as such if the Governing body decide to change the range then it should be applied to any review following that determination.

The Governing Body can only adjust the pay range: -

- Where there is a **significant** change in the responsibilities of the post of a serving Deputy or Assistant Headteacher/Principal on or after 1 September 2014 particularly with regard to the extent the change creates new levels of accountability or responsibility for the leadership group member(s); and
- If there is a need to adjust the pay range to maintain consistency with the salary of any newly appointed or promoted classroom teacher or any newly appointed or promoted Assistant Headteacher/Principal.

If the pay committee makes a determination to change the range, it will determine the deputy or assistant Headteacher/ Principal's range within the group range for the school, in accordance with point 7.11 above.

7.13 Impact of a Reduction in Group Size upon the Leadership Group

Should a school/academy be assigned to a lower Group, the Headteacher/Principal serving at the School/Academy, shall, while s/he remains in post at that School/Academy, continue to receive the existing pay point on the spine but the Governing Body must review the pay range.

7.14 Acting Up Allowance

In accordance with the provisions of the Document (para 23) relating to the payment of temporary or acting allowances, Governors will pay any teacher (including classroom teachers), who for any prolonged period (defined as a period of four school weeks or more), is required to carry out the full range of duties of an Assistant, Deputy, Headteacher/Principal or a classroom teacher with paid additional responsibility. Normally the person acting up shall be paid the minimum of the pay range appropriate to the post, however the Governing Body may determine a higher salary if appropriate. Once an acting-up allowance becomes due, the salary enhancement is paid retrospectively from the beginning of the period of cover.

8 QUALIFIED CLASSROOM TEACHERS

Qualified teachers currently employed in this school will progress, except when part of a capability procedure, along the main scale (1 – 6) covering all classroom teachers. In addition, there are TLR payments, recruitment and

retention payments and SEN allowances. This section will provide information and advice about each of these aspects in turn.

Please see Appendix 2.3 for the current pay scales for Qualified Teachers.

8.1 Pay on appointment

The governing body supports the principle of pay portability, meaning that any new employees will be paid at the level commensurate with their existing point on the main scale. This will include existing Upper Pay Range salaries where the governing body are satisfied that the definition of paragraph 15 of the STPCD applies.

For those teachers who are **not** newly qualified, Governors should recognise previous teaching experience including service at other maintained Schools in England and Wales, service at MOD Schools and the CPR Success Zone. Any decision to this effect will be made by the pay committee. Governors should be aware that if they exercise such discretion, any point(s) awarded are permanent. Consistency in the application of this discretion is important.

8.2 Qualifications

Governors will pay newly qualified teachers point 1 of the classroom teachers' spine unless the teacher has relevant experience which the Governing Body wishes to recognise and reward (see below).

8.3 Experience

For newly qualified teachers, Governors can recognise experience other than employment as a teacher which they consider to be relevant and therefore start the teacher on a salary above point U1 as stated in section 17 e.g. a Governing Body may credit a teacher who has worked in a relevant establishment overseas with additional years.

For those teachers who are **not** newly qualified, Governors should recognise previous experience - see para 8.1 above on pay portability.

The governing body will, if necessary, use its discretion to award a recruitment incentive benefit (para 27 STPCD/ para 13 below) to secure the candidate of its choice. The Headteacher, with the agreement of the chair of governors, will have delegated powers to this effect. This may take account of:

- the requirements of the post;
- any specialist knowledge required for the post;
- the experience required to undertake the specific duties of the post;
- the wider school context.

8.4 Pay determinations for existing main-scale teachers

The pay committee will use reference points. Therefore the pay scale for main pay range teachers in this school is: £32,916 - £45,352

The governing body will follow the provisions of the Document **2025**

9.0 Upper Pay Range teachers

Upper Pay Range £47,472 - £51,048

9.1 Applications to be Paid on the Upper Pay Range

Any qualified teacher may apply to be paid on the upper pay range and any such 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.

If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the UPR in that school(s). This school will not be bound by any pay decision made by another school.

All applications should include the results of appraisals for the 2 previous appraisal cycles under the Appraisal

Regulations 2012, including any recommendation on pay. Where that information is not applicable or available a statement of evidence to demonstrate that the applicant has met the assessment criteria.

In order for the assessment to be robust and transparent, it will be a broad evidence-based process only. Teachers therefore should ensure documentary evidence supporting the summary in the written application is available on request in the assessment of the application.

Those teachers who are not subject to the Appraisal Regulations 2012, or who have been absent, through sickness, disability or maternity, may cite written evidence from a 3-year period before the date of application, from this school and other schools, in support of their application.

9.2 Process:

One application may be submitted annually. The closing date for applications is normally 31st October each year; however, exceptions will be made in particular circumstances, eg those teachers who are on maternity leave or who are currently on sick leave. The process for applications is:

- Complete the school's application form (template available);
- Submit the application form and supporting evidence to the head teacher by the cut-off date of 31st October.
- The Headteacher will assess each Threshold application within 20 school days will make a recommendation to the governors pay committee;
- The pay committee will make the final decision, advised by the head teacher;
- Teachers will receive written notification within 20 working days of the outcome of this decision. Where the application is unsuccessful, the written notification will include the areas where it was felt that the teacher's performance did not satisfy the relevant criteria set out in this policy (see 'Assessment' below).
- If requested, oral feedback which will be provided by the Headteacher. Oral feedback will be given within 10 school working days of the date of notification of the outcome of the application. Feedback to successful and unsuccessful applicants should be sensitive, informative and developmental. Feedback should link effectively to the School's Performance Management arrangements and should enable the teacher and his/her manager to identify clear priorities for professional development.
- Successful applicants will move to the minimum of the UPR on 1 September.
- Unsuccessful applicants can appeal the decision. **The appeals process is set out at section 19 of this pay policy.**
- Applying teachers who work at two or more schools should apply to the school at which they work at for the majority of their time. If the balance between two schools is equal then the application should be made to the school where they have worked the longest. The teacher can only make one application per round.
- Increases in pay for the successful candidates will take effect on 1st September in the year of application.

9.3 Assessment

The teacher will be required to meet the criteria set out in paragraph 15 of the STPCD, namely that:

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

This means:

"Highly competent": the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

"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 the raising of pupil standards and the effectiveness of staff and colleagues by providing a role model for teaching and learning.

"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 (see exceptions in the introduction to this section). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Further information, including information on sources of evidence is contained within the school's performance management policy.

9.5 Pay determinations for existing UPR teachers

The pay committee will determine whether there should be any movement on the Upper Pay Range. In making such a determination, it will take into account:

- paragraph 19 of the Document;
- the evidence base, which should show that the teacher has had a successful performance review and has made good progress towards objectives;
- evidence that the teacher has maintained the criteria set out in point 9.3 above, namely that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to the school are substantial and sustained.

Pay progression on the Upper Pay Range will be clearly attributable to the performance of the individual teacher. Performance assessment judgements must be based on a broad evidence base, taking into account all aspects of the teacher's performance and should be assessed against the expectations of a UPR teacher – please see Appendix 3 for guidance in this respect. The pay committee will be able to objectively justify its decisions.

Where it is clear from the evidence that the teacher's performance is exceptional, in relation to the criteria set out above (see 'Applications to be Paid on the Upper Pay Range'), and where the teacher has met or exceeded their objectives, the pay committee will use its flexibility to decide on enhanced progression from the minimum to the maximum of UPR.

Further information, including sources of evidence is contained within the school's performance management policy.

The pay committee will be advised by the Headteacher in making all such decisions.

Further useful information is available from the NASUWT/NUT/NEU.

9. Pay progression

Teachers (including ECT's) will automatically progress up their pay scale providing the below conditions are met:

- Completed a year of employment since the previous annual pay determination
- Are not part of an active capability procedure

The progression will stop when the top of scale has been reached.

10 Stepping Down Arrangements

A teacher must be paid on the Upper Pay Range if:

- they were formerly paid as a member of the leadership group in that school and have been employed without a break in service and were first appointed on or after 1 September 2000, and occupied the leadership post for one year or more (STPCD, para 15.2(c));
- they were formerly paid on the pay range for leading practitioners for one year or more.

For those teachers who have already progressed to the UPR, they will revert to that level if they step down from their leadership or leading practitioner post for the same school/employer. Governors do have the discretion to revert the teacher to a point higher than the minimum if their performance justifies the increase taking account of paras 9.3 and 9.4 above.

11 Teaching and Learning Responsibility Payments (TLRs)

Governing bodies may award a TLR payment to a classroom teacher for undertaking sustained additional responsibility, in accordance with STPCD para 20. Unqualified teachers may not be awarded TLRs.

The Governing Body with the Headteacher should determine the management structure. The structure must be discussed by each school with their staff and relevant trade unions and published as part of the WSPP therefore the duties and responsibilities and payments will need to be clear and defined. The Governing Body with the Headteacher will then allocate the appropriate TLR level and payment in accordance with the guidance set out in the Document.

The levels would be distinctive and specific to the post and therefore unless there were changes to the responsibilities, progression up the levels would not be available.

- (a) the annual value of a TLR1 shall be no less than £10,174 and no greater than £17,216
- (b) the annual value of a TLR2 shall be no less than £3,527 and no greater than £8,611; and
- (c) the Governing body may decide upon the level of payment within the TLR minimum and maximums taking into account the different levels of responsibility and equality issues.

The pay committee may award a TLR3 of between £702 to £3,478 p/a for the duration of a clearly time-limited school improvement projects, or one-off externally driven responsibilities as set out in paragraph 20.3. The Headteacher on behalf of governors, will set out in writing to the teacher the duration of the fixed term, and the amount of the award will be paid in monthly instalments. No pay protection will apply in relation to an award of a TLR3. The relevant body should not award consecutive TLR3s for the same responsibility (STPCD, Section 3, para 53).

A teacher cannot hold a TLR1 and TLR2 concurrently but those recipients may also receive a TLR3 payment.

Before awarding a TLR the relevant body 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.

In addition, before awarding a **TLR1**, the Governing Body must be satisfied that the sustained, additional responsibility referred to above includes line management responsibility for a significant number of people and this is defined as at least 3 members of staff.

Points (c) and (e) above do not have to apply to the award of a TLR3 payment.

The existing TLRs 1 and 2 remain permanent awards whilst the teacher remains in post. They can only be awarded on a temporary basis if the teacher is temporarily covering a post on the school staffing structure where the holder of that post is absent eg. on maternity leave or away on a secondment.

12 Recruitment and Retention Incentives and Benefits

The Governing Body, and where they are the teacher's employers the Authority, may as an incentive for the recruitment of new staff and the retention in their service of existing teachers make payments or provide other financial assistance, support or benefits to a teacher. These payments may be made in relation to:

- the provision of housing;
- relocation expenses;
- travel expenses incurred in journeys to and from work;
- a recruitment or retention allowance. (With effect from 1st September 2014, such payments are not bound by the previous three-year limitation rule. The governing body will make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they will be withdrawn.)

In accordance with the STPCD (para 27.3), Headteachers, deputies and assistant headteachers may not be awarded R&R payments other than as reimbursement of reasonably incurred housing or relocation costs. All other recruitment and retention considerations – including non-monetary benefits – must be taken into account when determining the pay range. If a R&R payment has been awarded under a previous Document, subject to review, governors may continue to make the payment at its existing value until such time as the pay range is reviewed under this Document.

Under the previous Documents, any award to a headteacher/principal including non-monetary benefits (for which a notional monetary value must be given), is subject to the overall 25% limit on discretionary payments and should not result in the headteacher/principal being paid an amount in respect of the same circumstance or reason.

In each and every case where a Governing Body is considering making such a payment, it is strongly recommended that the Governing Body seeks advice from HR and/or the County Treasurer to ensure compliance with the Council's financial regulations.

13 Special Educational Needs (SEN)

The pay committee will award an SEN spot value allowance on a range of between £2,787 and £5,497 to any classroom teacher who meets the criteria as set out in paragraph 21 of the Document.

The Governing Body must award a SEN allowance to a classroom teacher: -

- (a) in any SEN post that requires a mandatory SEN qualification;
- (b) in a special school;
- (c) who teaches pupils in one or more designated special classes or units in a school or, in the case of an unattached teacher, in a local authority unit or service;
- (d) in any non-designated setting (including any short stay school in England) that is similar to a designated special class or unit, where the post: -
 - (i) involves a substantial element of working directly with children with special educational needs;
 - (ii) requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational needs; and
 - (iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit or service.

Where a SEN allowance is to be paid, the Governing Body must determine the spot value of the allowance, taking into account the structure of 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.

The Governing Body must set out in its pay policy the arrangements for rewarding classroom teachers with SEN responsibilities.

14 Safeguarding

15.1 General circumstances in which safeguarding applies to all teachers

STPCD, paragraphs 30 to 38 apply to a teacher in the following circumstances:

- (a) The teacher loses a post as a result of:
 - (i) a reorganisation of a school; or
 - (ii) the closure or reorganisation of any other educational establishment or service, and takes up a new post on or after 1 January 2006 and is employed by the same authority or at a school maintained by the same authority, and in the case of a teacher within sub-paragraph (ii) the new post is at a different school;
- (b) The governing body determines, whether as a result of a change to their pay policy or to the school's staffing structure, that the duties for which the teacher was awarded a TLR1 or TLR2 or an unqualified teacher's allowance are no longer to include the responsibility for which the respective allowance was awarded or are to include a different responsibility, or the responsibility (whether or not it has changed) merits an allowance of a

lower annual value; or,

- (c) The governing body determines to
 - i. reduce the number of members of the leadership group or teachers paid on the range for leading practitioners; or
 - ii. to lower a pay range applicable to a member of the leadership group or a teacher on the pay range for leading practitioner

15.2 Entitlement to a safeguarding sum

A teacher who falls within para 30.1 (a)/ point 15.1 (a) above:

- (a) shall be paid the amount (if any) by which the pre-safeguarding salary payable to the teacher immediately before the circumstances in paragraph 15.1 took effect exceeds the salary payable to the teacher in to the new post;
- (b) shall be paid the amount (if any) by which TLR1 or TLR2 payable to the teacher immediately before the circumstances in paragraph 15.1 (a) took effect exceeds the teacher's TLR payment in the new post (if any);
- (c) shall be paid the amount (if any) by which any SEN allowance payable to the teacher immediately before the circumstances in paragraph 15.1 (a) took effect exceeds the teacher's SEN allowance in the new post (if any); and
- (d) shall be paid the amount (if any) by which any allowance payable to the teacher under point 16.3 (below) (STPCD para 22) immediately before the circumstances in para 15.1(a) took effect exceeds the allowance payable to the teacher in the new post (if any).

15.2.1 A teacher falling within paragraph 15.1 (b) shall be paid the difference between an allowance to which they were entitled prior to the event or events in 15.1(b) occurring and any lower allowance of the like kind which the teacher is to receive to take account of the event or events. 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 must not be safeguarded after the fixed-term contract expires or the post ceases to be occupied.

15.2.2 A teacher whose salary is reduced as a result of a circumstance described in para 15.1(c) shall be paid the difference between the salary to which the teacher was entitled immediately before the said circumstances took effect and the value of the teacher's new salary together with, in the case of a teacher to whom para 15.1(c)(i) applies, any TLR1, TLR2 or SEN allowance.

15.2.3 Each payment made in accordance with paragraphs 15.1 (a), (b), (c) or (d), 15.2.1 or 15.2.2 shall be known as a safeguarded sum and a teacher falling within more than one of those paragraphs is entitled to a safeguarded sum under each paragraph.

15.3 Notification of safeguarding

Where a safeguarded sum is payable as a result of a circumstance described above, the governing body must notify the teacher in writing, within one month of taking the decision the effect of which is that the safeguarded sum is payable ("the decision") or (if earlier) when making a notification in accordance with paragraph 15.1, of –

- (a) the reason for the decision;
- (b) the date on which the decision will take effect (if known);
- (c) the value of the teacher's pre-safeguarding salary
- (d) the value of any allowances to which the teacher was entitled before the said circumstance took effect;
- (e) the safeguarded sum or (if not then known) such information as it is reasonably possible to provide in order to determine the maximum amount of the safeguarded sum;
- (f) the date or, if applicable, the latest date on which the safeguarding period (as defined in paragraph 15.4 below) will end, or the circumstance the occurrence of which will result in payment of the safeguarded sum ending;
- (g) where a copy of the school's staffing structure and pay policy may be inspected.

15.4 The safeguarding period

Unless otherwise provided for in this document, the governing body must pay the safeguarded sum until –

- (a) the date on which the safeguarding period ends, being the third anniversary of the date on which a teacher subject to the teacher starting work in a new post;
- (b) where a safeguarded sum is paid in respect of an allowance awarded to a teacher or a post held by a teacher for a fixed period or to a teacher employed under a fixed term contract, the date on which that fixed period or fixed term contract expires;
- (c) where a safeguarded sum is awarded in respect of a payment or allowance awarded to a teacher whilst occupying another post in the absence of the post-holder, the date on which the entitlement to the allowance would have ended but for the circumstances which gave rise to the entitlement to the safeguarded sum;
- (d) in the case of a teacher who is paid a safeguarded sum under 15.1 the teacher is placed on a salary on a different pay range (except a classroom teacher who is placed for the first time on the upper pay range or a teacher to whom the circumstance described in para 15.1 (c) subsequently apply);
- (e) in the case of a teacher who is paid a safeguarded sum, the teacher is awarded an increased salary the value of which exceeds the combined value of the pre-safeguarding salary and any one or more of the safeguarded sums so payable.
- (f) in the case of a teacher who is paid a safeguarded sum under para 15.2.1:
 - (i) the teacher is awarded a TLR1 or TLR2 or an unqualified teacher's allowance which equals or exceeds the total of the said safeguarded sum and the reduced allowance (if any) by reason of which the said safeguarded sum is paid; or
 - (ii) the teacher is awarded a salary which, combined with the value of any new payment, equals or exceeds the total of the pre-safeguarding salary and the safeguarded sum.
- (g) in the case of a teacher who is paid a safeguarded sum as a result of a circumstance described in paragraph 15.1(c)(i), the teacher is awarded a higher salary or a TLR or SEN allowance, such that the combined value of the teacher's resulting salary, TLR and / or SEN allowance is equal to or exceeds the teacher's pre-safeguarding salary.
- (h) in the case of a teacher who is paid a safeguarded sum as a result of a circumstance described in paragraph 15.1(c)(ii), the teacher is awarded a salary which equals or exceeds the teacher's pre-safeguarding salary.
- (i) in the case of a teacher in receipt of a safeguard sum in respect of an unqualified teacher's allowance, the teacher ceases to be an unqualified teacher; or
- (j) the teacher ceases to be a classroom teacher or their employment ends other than in circumstances to which paragraph 15.1 applies,

whichever is the first to occur.

15.5 Calculating relevant dates

For the purposes of calculating the third anniversary of the relevant date as referred to in paragraph 15.1(a), the relevant date is as follows –

- (a) In respect of a decision taken between 1 September and 31 December, the following 1 January;
- (b) In respect of a decision taken between 1 January and 31 March, the following 1 April; and
- (c) In respect of a decision taken between 1 April and 31 August, the following 1 September.

15.6 Suspension and partial reduction of the safeguarded sum

STPCD, para 35, covers the circumstances whereby the safeguarding sum may be reduced or suspended to the payment of an allowance or the teacher carries out a leadership post or a leading practitioner post on a temporary basis.

15.7 Additional duties

If the total of all safeguarded sums payable to a teacher from time to time exceeds £500, the governing body must review the teacher's assigned duties and allocate such additional duties to the teacher as they reasonably consider are appropriate and commensurate with the safeguarded sum, for as long as the teacher continues to be paid safeguarded sums which in total exceed £500.

The teacher shall not be paid any safeguarded sums if the teacher unreasonably refuses to carry out such additional duties, provided that the teacher is notified of the relevant body's decision to cease paying the safeguarded sums at least one month before it is implemented.

For detailed guidance Headteachers should refer to the STPCD, Part 5.

15 LEADING PRACTITIONERS

The governing body will take account of paragraph 16 of the Document when determining the role of leading practitioner in this school. Additional duties will be set out in the job description of the leading practitioner and will include:

- modelling excellence in teaching and leading improvement of teaching skills;
- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- coaching, mentoring and induction of teachers, including trainees and ECT's
- disseminating materials and advising on practice, research and continuing professional development provision;
- assessment and impact evaluation, including through demonstration lessons and classroom observation;
- helping teachers who are experiencing difficulties;
- have sustained track record of successful performance as a teacher on the upper pay range;
- professional responsibilities of a teacher other than a Headteacher, including those responsibilities delegated by the Headteacher;
- leading the improvement of teaching skills within school [and within the wider school community, if applicable].

16.1 Pay on appointment

The pay committee will determine a pay range of £52,026 - £79,092 pa for each leading practitioner post in accordance with paragraph 16 of the Document and as follows:

- the challenges and demands of the post;
- relevant skills and experience of the candidate;
- Pay relativities within the staffing structure in order to attract and retain suitable applicants;
- Different posts in the same school may be paid on different individual pay ranges within the leading practitioner pay range; and
- The governing body must ensure that there is appropriate scope within each individual pay range to allow for progress over time.

16 UNQUALIFIED TEACHERS

Pay Range for Unqualified Teachers

£21,731 - £31,410 pa.

17.1 Pay on appointment

The pay committee will pay any unqualified teacher in accordance with paragraph 17 of the STPCD. The pay committee will determine where a newly appointed unqualified teacher will enter the scale, having regard to any qualifications or experience s/he may have, which they consider to be of value. The pay committee will consider whether it wishes to pay an additional allowance, in accordance with paragraph 18 and 19 or the below UQT scales.

Scale point	1 st September 2025 - 31 st August 2026
UNQ1	£22,601
UNQ2	£25,193
UNQ3	£27,785
UNQ4	£30,071
UNQ5	£32,667
UNQ6	£35,259

17.2 Pay determinations effective from 1 September 2017

In accordance with the Education (Specified Work and Registration) (England) Regulations 2003 and The Education (School Teachers) (Qualifications and Specified Work) (Miscellaneous Amendments) (England) Regulations 2012 the following individuals are allowed to undertake “specified work” in maintained schools, non-maintained special schools and pupil referral units in England:

- Teachers with QTS;
- Student teachers, trainee teachers who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS;
- Persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;
- Overseas Trained Teachers (OTT);
- Instructors in any art, skill subject or group of subjects (including any form of vocational training) who have special qualifications and/or experience; and
- Assistant teachers at a nursery school or teachers of a nursery class, who are employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.

The Education (School Teachers) (Qualifications and Specified Work) (Miscellaneous Amendments) (England) Regulations 2012 removed the condition that an instructor may only carry out specified work if no suitable qualified teacher or teacher on the employment based training scheme is available. It will also remove the restriction that an instructor may only carry out specified work for such period of time as no suitable qualified teacher or teacher on the employment-based training scheme is available.

If an unqualified teacher becomes qualified, Governor body will pay him/her on the next point up on the classroom teachers’ spine unless the Governors exercise discretion to pay a higher salary on the classroom teachers’ spine.

Unqualified teachers’ pay points are permanent whether they remain in the same post or take up a new one.

Unqualified teachers may not hold TLRs or SEN allowances.

Academies - The *Education (School Teachers) (Qualifications and Specified Work) (Miscellaneous Amendments)*

(England) Regulations 2012 amend the 2003 regulations to allow academies the flexibility to appoint unqualified teachers/instructors who do not hold QTS.

17.3 Allowance payable to unqualified teachers

Governors may also pay an additional allowance as they consider appropriate, in the context of its staffing structure and pay policy 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 judgement; or
- b) qualifications or experience which bring added value to the role being undertaken.

18. Other Teacher Conditions 2025

None

19. Guaranteed planning and preparation time

All teachers who participate in the teaching of pupils are entitled to reasonable periods of Planning, Preparation and Assessment (PPA) time as part of the 1265 hours, referred to in paragraph 51.5 or pro rata equivalent (as the case may be) to enable the discharge of the professional responsibilities of teaching and assessment. PPA time must be provided in units of not less than half an hour during the school's timetabled teaching week and must amount to not less than 10% of the teacher's timetabled teaching time. Where reasonably appropriate and agreed by both the individual teacher and the headteacher, PPA can be taken in one weekly unit and it can be taken away from the school site. A teacher must not be required to carry out any other duties during the teacher's PPA time.

20. Part Time Teachers and Supply Teachers

All contractual arrangements entered into must comply with the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Equality Act 2010.

How is part time teachers' pay and working time to be calculated?

Each school will calculate the proportion of time a part time teacher works against the school's timetabled teaching week (STTW). The STTW refers to the school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding:

- break times;
- registration; and
- assemblies.

The STTW of a full-time classroom teacher is to be used as the figure for calculating the percentage of the STTW for a part time teacher at the school.

For example, if the school day, excluding registration and assembly, runs from 9.00am to 12.15pm and again from 1.15pm to 3.30pm with one 15 minute break in the morning session and one 15 minute break in the afternoon session, the school's timetabled teaching week would be calculated as; morning session = 3 hours, afternoon session = 2 hours, whole day = 5 hours, STTW = 25 hours.

If a part time classroom teacher in the example above (including excellent teachers and unqualified teachers) were employed at the school in question for mornings only, working 9.00am to 12.15pm every day, their percentage of the STTW would be calculated as 15 hours per week, 60% of full-time (15/25). Such a part time teacher on M5 (proposed full time salary rate of £31,126 from September 2010) working at 60% of full time would be entitled to a part time salary of £18,675.60 (60% of £31,126). The same percentage is used to calculate the 'directed time' hours, so 60% of the 1258.5 directed time hours of a full-time teacher amounts to 629.25 hours directed time for the part time teacher. A straightforward deduction of the 'directed time' hours required for the STTW across the school year (585 hours, or 15 hours per week multiplied by 39 weeks) provides the remaining available 'directed time' for the part time teacher in the school year (629.25-585 = 174 hours).

Supply Teachers who work less than 1 day will be paid on the basis of the number of hours actually worked based

upon their hourly rate using their qualifications and experience to determine the appropriate point on the classroom teachers' scale. If they work for more than 1 day or more they will be paid at the daily rate calculated on the assumption that a full working day is 6.487 hours using their qualifications and experience to determine the appropriate point on the classroom teachers' scale. If a supply teacher is employed for more than 4 weeks they should be offered a contract of employment with their salary being adjusted from their start date in line with their contracted counterparts.

In addition, a day's employment at a school is defined as 6.487 hours and as such a supply teacher who attends a school for a full day must be paid 6.487 hours. This will include an element of non-contact time and as such the Headteacher may direct the teacher to undertake other reasonable duties within these hours.

Where a part-time teacher is awarded a TLR3, the value should not be amended to reflect the part-time hours. The TLR3 value should be awarded to reflect the total value of the fixed term school improvement project or externally funded project.

INSET for Part time Teachers

No teacher employed part time may be required to work on any day of the week, or part of a day, that they do not normally work (in accordance with Section 3, paras 41 and 84 of STPCD). However, it should be open to the teacher to attend by mutual agreement with the Headteacher and additional pay should be given for additional hours worked.

20.1 Residential Duties

Any payments to teachers for residential duties shall be determined by the Governing Body. Where a headteacher receives a payment for residential duties which are a requirement of the post, that does not count towards the 25% limit on discretionary payments.

20.2 Additional Payments

The Governing Body may make payments as it sees fit to a teacher, other than a Headteacher 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 that has been agreed between the teacher and head;
- (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.

In order to avoid unnecessary confusion and arguments regarding the payment of additional payments, Headteachers/Principals and Governors should consider the following guidance:

- Payments over £1,000 – these must be authorised by either the Headteacher/Principal or a Governor – such payments should be recorded in the Governing Body minutes, which should be kept available at the school for audit purposes;
- Payments for less than £1,000 – these must be authorised by either the Headteacher/Principal or a Governor;
- In all cases schools should identify whether the payment is for CPD, ITT, OSLA or HDS, and the appropriate option should be selected on the form to be submitted to the Transactional Service Team.

Additional payments should not be used to reward additional hours worked (an increase in hours using a Variation form – paying the teacher his/her current hourly rate); they should not be used to recognise regular work ; they should not be used to recognise long service or performance within the persons main job (it is a basic assumption that all staff perform well and work hard and therefore to differentiate in this way is unfair to the majority of staff who do not receive such payments).

20.3 Continuing Professional Development (CPD)

The Governing Body should decide which CPD activities teachers may be paid for and set an appropriate level of payment in their pay policy. Some teachers may not wish, or be able, to attend training courses in the evenings, at weekends or during holidays.

Heads/Principals and School Governors should respect the right of individuals to make their own choice and take proper account of equal opportunities and contractual requirements for reasonable work-life balance. Payments to full time classroom teachers should only be made in respect of those activities undertaken outside the 1,265 hours of directed time.

20.4 Initial Teacher Training Activities (ITT)

The Governing Body should decide whether to make additional payments to any Teacher for activities related to providing initial teacher training (ITT). Such payments may be made only for ITT which is provided as an ordinary incident in the conduct of the school. The Governing Body should set an appropriate level of payment for ITT activities in their pay policy.

Teachers undertaking school-based ITT activities do so on an entirely voluntary basis. 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' competences.

Other aspects of ITT activities cannot be regarded as an ordinary incident in the conduct of the school. Such activities include the additional requirements of School Centred ITT (SCITT), where schools take the lead in providing ITT courses. They may include planning and preparing materials for an ITT course, and taking responsibility for the well-being and tuition of ITT students.

Separate non-teaching contracts of employment should be issued to cover those aspects of involvement in ITT which require the exercise of a teacher's professional skills or judgement but which go beyond activities which may be described as an ordinary incident in the conduct of the school. No teacher should routinely carry out administrative and clerical ITT related activities.

20.5 Out of School Hours Learning Activities (OSLA)

The Governing Body should decide whether to make payments to teachers who agree to participate in out-of-school hours learning. The level of payment should be covered by the school's pay policy. Payments to full time classroom teachers should only be made in respect of those activities undertaken outside the 1,258.5 hours of directed time. All agreements and payments to be made should be documented. All such activities should require the exercise of the teacher's professional skills or judgement.

20.6 Salary Sacrifice Arrangements

For the purposes of this paragraph, the term "salary sacrifice arrangement" means any arrangement under which the teacher gives up the right to receive part of his/her gross salary in return for the employer's agreement to provide him/her with a benefit-in-kind under the following schemes: —

- (a) a child care voucher or other child care benefit scheme;
- (b) a cycle or cyclist's safety equipment scheme;
- (c) a mobile telephone scheme; and

that benefit in-kind is exempt from income tax.

Where the employer operates a salary sacrifice arrangement, the teacher may participate in any such arrangement and his/her gross salary may be reduced accordingly for the duration of his/her participation in it.

Participation in any salary sacrifice arrangement shall have no effect upon the determination of any safeguarded sum to which the teacher may be entitled under any provision of this document.

How to determine an Ordinary School's Headteacher Group

There is a requirement to determine the School's Headteacher Group:

- ☐ when appointing a new Headteacher; and
- ☐ every three years; and
- ☐ when the Governing Body or Headteacher see fit.

You can calculate the School's Headteacher Group below

Please write in the shaded areas as appropriate:

Key Stage	Insert number of pupils according to most recent Form 7	units per pupil	total units
pre and KS1 & KS2		× 7	
KS3		× 9	
KS4		× 11	
KS5		× 13	
Statemented/ECHP pupils		× 3 (additional)	
part time pupils		× ½	
TOTAL UNIT SCORE			

Using the TOTAL UNIT SCORE, look up the information table below to determine the School Headteacher Group (SHG*)

Discretionary Information Table (spine points to group)

Group (SHG*)	Range of spine points	Total Unit Score
1	L6 - L18	up to 1,000
2	L8 - L21	1,001 to 2,200
3	L11 - L24	2,201 to 3,500
4	L14 - L27	3,501 to 5,000
5	L18 - L31	5,001 to 7,500
6	L21 - L35	7,501 to 11,000
7	L24 - L39	11,001 to 17,000
8	L28 - L43	17,001 and over

Appendix 1.2

How to determine a Special School's Headteacher Group

There is a requirement to determine the School's Headteacher Group:

- when appointing a new Headteacher; and
- every three years; and
- when the Governing Body or Headteacher see fit.

You can calculate the School's Headteacher Group below

Please write in the shaded areas as appropriate:

Key Stage	Insert number of pupils according to most recent Form 7	units per pupil	total units
pre and KS1 & KS2		x 10	
KS3		x 12	
KS4		x 14	
KS5		x 16	
TOTAL UNIT SCORE			

Using the TOTAL UNIT SCORE, look up the information table below to determine the School Headteacher Group (SHG*)

Staff:Pupil Ratio

Number of Teachers	x weighting	Total =	Number of Pupils	x weighting	Total =
full time equivalent			Full time		
	x 2		Part time	x 0.5	
Number of Non Teaching Staff	x weighting				
full time equivalent	x 1				
Total (A)			Total (B)		
Staff:Pupils Ratio	A/B x 100				

Discretionary Information Table (spine points to group)

Group (SHG*)	Range of spine points	Total Unit Score
2	L8 - L21	up to 2,200
3	L11 - L24	2,201 to 3,500
4	L14 - L27	3,501 to 5,000
5	L18 - L31	5,001 to 7,500
6	L21 - L35	7,501 to 11,000
7	L24 - L39	11,001 to 17,000
8	L28 - L43	17,001 and over

Leadership Group Pay Range

SPINE POINT	1 SEPT 2025 TO 31 AUG 2026
L1	£51,773
L2	£53,069
L3	£54,394
L4	£55,747
L5	£57,137
L6	£58,569
L7	£60,145
L8	£61,534
L9	£63,070
L10	£64,691
L11	£66,368
L12	£67,898
L13	£69,596
L14	£71,330
L15	£73,105
L16	£75,049
L17	£76,772
L18	£78,702
L19	£80,655
L20	£82,654
L21	£84,699
L22	£86,803
L23	£88,951

L24	£91,158
L25	£93,424
L26	£95,735
L27	£98,106
L28	£100,540
L29	£103,030
L30	£105,595
L31	£108,202
L32	£110,892
L33	£113,646
L34	£116,456
L35	£119,350
L36	£122,306
L37	£125,345
L38	£128,447
L39	£131,578
L40	£134,860
L41	£138,230
L42	£141,693
L43	£143,796

Appendix 2.2 Pay Range for Leading Practitioners 20245

With regard to the Leading Practitioners pay range, the governing body will take account the guidance in the STPCD when determining the role of leading practitioner in this school. Additional duties will be set out in the job description of the leading practitioner and will include:

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement;
- the improvement of teaching schools within school [and within the wider school community] which impact significantly on pupil progress;
- improving the effectiveness of staff and colleagues, particularly in relation to specific areas of pedagogy and practice

Pay on appointment

The pay committee will determine a pay range of £52,026 - £79,092 pa for each leading practitioner post in accordance with the STPCD.

SPINE POINT	1 SEPT 2025 TO 31 AUG 2026
1	£52,026
2	£53,332
3	£54,663
4	£56,022
5	£57,418
6	£58,857
7	£60,443
8	£61,836
9	£63,381
10	£65,010
11	£66,695
12	£68,233
13	£69,937
14	£71,682
15	£73,465
16	£75,419
17	£77,150

18	£79,092
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Appendix 2.3

Teachers Pay Scales 2025 - 2026

Qualified Teachers

Main Pay Scale	
SPINE POINT	1 SEPT 2025 TO 31 AUG 2026
M1 (Minimum)	£32,916
M2	£34,823
M3	£37,101
M4	£39,556
M5	£42,057
M6 (Maximum)	£45,352
Upper Pay Scale	
SPINE POINT	1 SEPT 2025 TO 31 AUG 2026
U1 (Minimum)	£47,472
U2	£49,232
U3 (Maximum)	£51,048

Teaching and Learning Responsibilities (TLRs)

	1 SEPT 2025 TO 31 AUG 2026
Payment 1 (TLR1)	
Minimum	£10,174
Maximum	£17,216
Payment 2 (TLR2)	
Minimum	£3,527
Maximum	£8,611
Payment 3 (TLR) (Fixed term)	
Minimum	£702
Maximum	£3,478

Special Educational Needs Allowances (SEN)

	1 SEPT 2025 TO 31 AUG 2026
SEN Minimum	£2,787
SEN Maximum	£5,497

Ranges for Headteachers

GROUP	RANGE OF SPINE POINTS	1 SEPT 2025 TO 31 AUG 2026
1	L6-L18	£58,569 - £77,924
2	L8-L21	£61,534 - £8,860
3	L11-L24	£66,368 - £90,255
4	L14-L27	£71,330 - £97,136
5	L18-L31	£78,702 - £107,131
6	L21-L35	£84,699 - £118,169
7	L24-L39	£9,1158 - £130,274
8	L28-L43	£100,540 - £143,796

Appendix 3

UPPER PAY RANGE PROGRESSION CRITERIA (Extracted from the NEU pay policy guidance)

(1) Professional attributes

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

(2) Professional knowledge and understanding

- 2.1 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.
- 2.2 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.
- 2.3 Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 2.4 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- 2.5 Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people.

(3) Professional skills

- 3.1 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.
- 3.2 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.
- 3.3 Promote collaboration and work effectively as a team member.
- 3.4 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

Annex 4 - Administrative tasks

Defining administrative tasks

1. It has been a long-standing principle that teachers should not ordinarily be required to carry out tasks that are largely administrative or clerical in nature and which do not require the professional expertise of a teacher. The list in Annex 5 is an updated version of the “21 tasks list” that was in this Document until 2013.
2. Some administrative tasks are straightforward – filing pupil records, recording absence data, and collecting money. Others, such as administering examinations, ordering equipment, and compiling and submitting bids require more expertise, but not necessarily that of a teacher.
3. Many activities in schools require a mixture of professional and administrative input. For example, writing reports on pupils’ progress requires the expertise of a teacher. But that expertise is not required for many of the processes involved in producing the report – for example, “topping and tailing” reports or collating them either manually or using an ICT-based system. These elements should not routinely be done by teachers. To note, tasks do not have to be done on a daily basis to be classed as routine. Many tasks, such as collating reports, may only be done once per year – this would still be classed as routine.
4. Tasks and activities related to the safeguarding of pupils will often require the professional expertise and input of teachers, e.g. if a safeguarding disclosure is made to a teacher, it is part of their role to record the details of that disclosure.
5. For the purposes of paragraph 3, the key tests for any task must be: a. Does it need to be done at all?
b. Is the task of an administrative or clerical nature?
c. Does it call for the exercise of a teacher’s professional skills or judgment?
6. If the answers to a) and b) are yes but the answer to c) is no, then the task should not routinely be carried out by a teacher. The list below contains a number of examples. It is not intended to be exhaustive.
7. Whilst the list applies to classroom teachers, the same principles outlined above also apply to leading practitioners and leaders.

List of administrative that teachers should not be expected to undertake

1. Managing data and transferring data about pupils into school management systems (e.g. Question Level Analysis) or printing electronic records for paper filing.
2. Reformatting data or re-entry of data into multiple systems.
3. Production of photographic evidence of practical lessons e.g. for assessment purposes or to ‘evidence’ learning.
4. Creation or duplication of files and paperwork perceived to be required in anticipation of inspection, such as copies of evidence portfolios, or regularly updated seating plans.
5. Administration or data analysis relating to wraparound care and preparation of food/meals.
6. Administration of public and internal examinations.
7. Collating pupil reports e.g. reports of pupil examination results.
8. Producing and collating analyses of attendance figures.
9. Investigating pupil absence
10. Responsibility for producing, copying, uploading and distributing bulk communications to parents and pupils, including standard letters, school policies, posts on electronic platforms.
11. Administration relating to school visits, trips and residentials (including booking venues, collecting forms and recording lunch requirements) and of work experience (but not selecting placements and supporting pupils by advice or visits).
12. Organisation, decoration and assembly of the physical classroom space e.g. moving classrooms, moving classroom furniture, putting up and taking down classroom displays.
13. Ordering, setting up and maintaining ICT equipment, software, and virtual learning environments (VLEs), including adding pupils to VLEs and online subscription platforms.
14. Ordering supplies and equipment.
15. Cataloguing, preparing, issuing, stocktaking, and maintaining materials and equipment, or logging the absence of such.
16. Collecting money from pupils and parents.

17. Administration of cover for absent teachers.
18. Co-ordinating and submitting bids (for funding, school status and the like).
19. Administration of medical consent forms and administering of medication on a routine or day-to-day basis.
20. Taking, copying, distributing or typing up notes (e.g. verbatim notes) or producing formal minutes.
21. Producing class lists or physical copies of context sheets.
22. Keeping and filing paper or electronic records and data e.g. in school management systems or physical office files.
23. Bulk photocopying.