Pay Policy

for

Teaching and Support Staff 26/27

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1. Policy

This policy sets out the framework for making decisions on pay for all staff who work at the Trust.

In respect of teachers, this policy has been developed to comply with current legislation and should be read in conjunction with the School Teachers' Pay and Conditions Document (STPCD) as amended and updated from time to time.

In respect of staff who are not teachers, this policy has been developed to comply with current legislation and should be read in conjunction with the National Joint Council for Local Government Services Pay and Conditions (Green Book) as amended and updated from time to time.

All members of the workforce are valued and receive proper recognition and remuneration for their work and their contribution to school life.

2. Scope & Purpose

In adopting this policy, the aim is to:

- assure the quality of work across the Trust, including teaching and learning and its impact on pupiloutcomes;
- support recruitment and retention and reward staff appropriately; and
- ensure accountability, transparency, objectivity and equality of opportunity.

3. Responsibilities

The Trust Board will:

- Make any pay decisions within the Trust through the Trust's Scheme of Delegation
- Be responsible for the setting of Executive Officer's performance review and ensuring that they are informed of the outcome of the decision and of the right of appeal.
- Undertake any reviews of Support Staff posts and ensure that they are considered in accordance with the appropriate guidelines, and use the Job Evaluation Scheme for support staff determined by the Trust.
- Agree the pay scales for leadership posts in accordance with the criteria specified in the STPCD.
- Agree the pay scales for Main Pay, Upper Pay, Leading Practitioners and Unqualified teachers within the minimum and maximum points as stated in the current STPCD.
- Ensure when setting pay scales they will seek to ensure that there is pay relativity between posts within the School and Trust. Where possible, appropriate differentials will be created and maintained.
- Approve the Pay Policy.
- Approve any allowance or additional payments under the STPCD to maintain pay consistency.
- Ensure each teacher's salary is reviewed annually, with effect from 1st September, no later than 31st October each year and the 31st December in the case of the Headteacher.

- Ensure that all teachers are given an annual written pay statement setting out their salary and any other financial benefits.
- Ensure that any changes in circumstances that lead to a change in pay can take place throughout the year and a revised written pay statement issued for teaching staff.
- Ensure where a change in pay leads to the start of a period of safeguarding (pay protection), required notification will be given no later than one month after the date of change.
- Apply criteria related to discretionary areas of pay, as identified within the Pay Policy in a fair and consistent way.
- Consider initial representations made by staff where there is a dispute regarding pay.

The Trust remuneration committee will ensure:

- They consider the pay of the Chief Executive Officer, Chief Finance Officer and Central team.

4. Teachers – Pay scales and criteria

4.1 *Main Pay Scale and Upper Pay Scale*

The Trust has established the following reference points (pay scales) for classroom teacher posts on the Main Pay Range and Upper Pay Scale.

Main Pay Scale

	1 Sept 2026 to 31 Aug 2027	1 Sept 2027 to 31 Aug 2028
M1	£34,069	£35,092
M2	£36,042	£37,124
M3	£38,400	£39,552
M4	£40,941	£42,170
M5	£43,529	£44,835
M6	£46,940	£48,349

Upper Pay Scale

	1 Sept 2026 to 31 Aug 2027	1 Sept 2027 to 31 Aug 2028
UPS 1	£49,134	£50, 609
UPS 2	£50,956	£52,485
UPS 3	£52,835	£54,421

4.2 *Leading Practitioners*

Leading Practitioners pay scales are set in line with the STPCD when determining the role of a Leading Practitioner within the Trust. Additional duties will be set out in the job descriptions of the Leading Practitioners and will include:

- A leadership role in developing, implementing and evaluating policies and practices in the school/Trust that contribute to both school and the Trust's improvement,
- The improvement of teaching, within school and within the wider school community if appropriate which impacts significantly on pupil achievement and outcomes,
- Improving the effectiveness of staff and colleagues.

Such posts may be established for teachers whose primary purpose is the modelling and leading improvement of teaching skills, where those duties fall outside the criteria for the TLR payment structure. When determining the pay scales for such posts, reference will be made to the weight of the responsibilities of the post and bearing in mind the need to ensure pay equality where posts are equally onerous and fair pay relativities between posts of differing levels of responsibility.

4.3 *Unqualified Teachers / Instructors*

It is recognised that there are some specific posts where the appointment of an unqualified teacher may be appropriate, with no expectation that the unqualified teacher be working towards qualified teacher status.:

The following categories of unqualified teachers are allowed by law: -

- persons giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) who have special qualifications and/or experience;
- overseas trained teachers;
- persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993;
- student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS; or
- assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.

Those beginning work as unqualified teachers will be placed on the minimum of the new pay range, unless the Chief Executive Officer and/or Headteacher determines that they have other relevant experience, in which case the salary will be reviewed in light of that experience.

It may be determined that an additional allowance in accordance with STPCD is payable where it is considered that the unqualified teacher has:

- A sustained additional responsibility that is focused on teaching and learning and requires the exercise of a teachers professional skills and judgement ; or
- Qualifications or experience which bring added value to the role being undertaking

Unqualified teachers will not hold TLRs, SEN allowances or Recruitment and Retention incentives and benefits.

The following reference points for unqualified teacher posts has been established.

Unqualified Teachers

	1 Sept 2026 to 31 Aug 2027	**1 Sept 2027 to 31 Aug 2028**
1	£23,732	£24,444
2	£26,075	£26,858
3	£28,758	£29,621
4	£31,124	£32,058
5	£33,811	£34,826
6	£36,494	£37,589

4.4 *An Unqualified Teacher Who Becomes Qualified*

Upon obtaining Qualified Teacher Status an unqualified teacher will be transferred to a salary within the Main Pay Range for teachers.

Where the teacher continues to be employed by the same school within which they were employed before they obtained qualified teacher status the teacher will be paid a salary which is the same as, or higher than, the sum of the salary and any other allowance they were receiving (including any safeguarded sum), as the Chief Executive Officer and/or Headteacher considers to be appropriate.

A teacher who obtains Qualified Teacher Status retrospectively under the STPCD will be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when qualified teacher status was effectively obtained.

The lump sum will be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date qualified teacher status was effectively obtained to the date when the lump sum is paid.

5. Executive Pay

Extol Board is responsible for setting the level of Executive Pay (including salary and other benefits). Details of the Trusts Executive Pay can be found in the Executive Pay Policy.

6. Executive Headteacher, Headteacher, Head of School, Deputy and Assistant Headteachers

Extol Trust assigns a Headteacher group for the purposes of determining a pay range for its school's Senior Leadership Team.

The pay ranges for the Headteacher,Head of School, Deputy Headteacher(s) and Assistant Headteacher(s) will be determined in accordance with the criteria specified in the STPCD.

The following pay ranges are established for the Senior Leadership Team:

Executive Headteacher	7 Point Range
Headteacher	7 Point Range
Head of School	7 Point Range
Deputy Headteacher	5 Point Range
Assistant Headteacher	5 Point Range

Teachers appointed to a new leadership post are normally appointed at the bottom point of the relevant pay range.

Teachers will be paid as Head of School, Deputy or Assistant Headteachers only where the Trust Board/Governing Body is satisfied that, in the context of the teacher's duties, the role includes a significant responsibility that is not required of all classroom teachers or TLR holders, and that the role:

(a) is focused on teaching and learning
(b) requires the exercise of a teacher's professional skills and judgment
(c) requires the teacher to lead and manage the school through:
- development of teaching and learning priorities across the school
- accountability for the standards of achievement and behaviour of pupils across the school
- accountability for the planning and deployment of the school's resources
- leading policy development and implementation across the school in accordance with statutory provisions
- managing whole school operational activity

- working with external bodies and agencies, and
- securing pupils' access to their educational entitlements

(d) has an impact on the educational progress of the school's pupils

(e) involves leading, developing and enhancing the teaching practice of the school's staff, and

(f) includes line management responsibility for a significant number of people and/or the line management of other line managers

In the case of a Deputy Headteacher post, significant responsibility must feature a job weight which exceeds that expected of an Assistant Headteacher employed in the same school, including responsibility for discharging full responsibilities in the absence of the Headteacher.

7. Recruitment

7.1. *Basic pay on appointment*

The pay range for a vacancy will be determined prior to advertising. On appointment the Chief Executive Officer and/or Executive Headteacher/ Headteacher will determine the starting salary within that range to be offered to the successful candidate.

In making such determinations, a number of factors may be considered, which may include:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context

In line with STPCD there is no assumption that a teacher will be paid at the same rate as they were being paid in a previous school. However serious consideration will be given to this on appointment on a case by case basis.

Newly qualified teachers will start at point M1, irrespective of degree qualifications.

7.2 *Teachers Joining Part Way through the Year*

Where teachers have joined the school part way through the academic year, the Chief Executive Officer and/or Executive Headteacher/ Headteacher will, where necessary, seek evidence from the previous schools to assist pay decisions and will only, where necessary, seek evidence from the teachers themselves.

8. Pay progression

8.1 *Pay Progression for Early Career Teachers (ECT)*

Early Career Teachers in their first year of the statutory induction period will normally be paid initially on the first point of the range but may be paid on a higher point if they have previous experience relevant to their role. Early Careers Teachers will be eligible to be considered for progression at the end of their first year of induction, in accordance with the arrangements for other teachers, with any pay recommendations being by means of the statutory induction process

8.2 *Pay progression considerations for 2026/7 and 27/28*

The Trust will ensure that every teacher's salary is reviewed annually with effect from 1st September and no later than 31st October (or 31st December in the case of the Headteacher). The Trust will provide each teacher with a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any change in the basis for calculating an individual's pay. Any such revision should be accompanied by a revised pay statement being issued within one month of the determination being made.

Within Extol Academy Trust, all teachers can expect regular, meaningful conversations about their performance, professional development and wellbeing. Through ongoing feedback, coaching and support, colleagues are encouraged to reflect on their practice, celebrate successes, identify areas for growth and access opportunities that enable them to develop and thrive in their role.

The Staff Development Framework promotes a culture of professional growth, accountability and continuous improvement. Line managers and teachers are expected to engage in regular review discussions to celebrate successes, consider progress against role expectations and identify any support, development or professional learning opportunities that may be beneficial.

The Trust is committed to recognising sustained and effective performance. Subject to the provisions of the Trust's Pay Policy, teachers who consistently meet the expectations of their role can expect to receive pay progression within their pay range where headroom allows. Normally this will be a one-point increase. In exceptional circumstances, where an individual has demonstrated significant and sustained impact beyond the expectations of their role, a two-point increase may be considered, subject to approval by the Trust Board.

Where concerns arise regarding performance, the Trust will prioritise support through the Staff Development Framework, ensuring that expectations are clear and that appropriate guidance, feedback and development opportunities are provided. Where sufficient and

sustained improvement is not achieved despite this support, the Trust may consider progression to the formal Performance Development and Improvement Procedure. As this is a formal capability process, pay progression will normally be paused whilst an employee is subject to the procedure.

9. Movement to the Upper Pay Scale

9.1 *General*

Any qualified teacher may apply to be paid on the upper pay scale 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 scale.

Applications may be made in writing once a year. Where teachers wish to be assessed, they should notify their Headteacher/ Head of School in writing using the application form in Appendix 7 which should be submitted by 31st August.

Applications for progression to the Upper Pay Scale will be considered by a Review Board comprising three Headteachers from across the Trust. To ensure fairness, consistency and objectivity, panel members will not be drawn from the applicant's own school. The Director of Human Resources will convene the Board, ensuring that the applications are anonmysised prior to review.

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 upper pay scale in that school or schools.

This Trust will not be bound by any pay decision made by another school outside of the Trust.

9.2 *The Assessment*

An application from a qualified teacher will be successful where the Trust is satisfied that:

(a) The teacher is highly competent in all elements of the relevant Teacher Standards and meets the relevant criteria.
(b) Their achievements and contribution to the school are substantial and sustained

The Review Board will consider the evidence provided within the application and assess the extent to which the teacher has demonstrated sustained and substantial practice aligned to the expectations of an Upper Pay Scale teacher. The process is intended to recognise experienced practitioners who make a significant contribution to teaching and

learning, support the development of others and consistently model high professional standards.

For the purposes of this Pay Policy, the Trust will be satisfied that a teacher has met the criteria for progression to the Upper Pay Scale where the evidence submitted demonstrates that the relevant expectations have been consistently achieved. The assessment will take account of the application as a whole, including the impact of the teacher's practice, their wider contribution to the school community and their commitment to professional growth and development.

Applications will normally be deemed successful unless there is clear evidence that significant concerns regarding professional practice or performance have previously been raised in writing and have not been adequately addressed despite appropriate support, guidance and opportunities for improvement having been provided. In reaching its decision, the Review Board will have regard to the support and development offered to the teacher and whether they have been able to demonstrate the required level of sustained performance by the conclusion of that process.

The Trust is committed to ensuring that the application process is transparent, equitable and focused on recognising professional expertise, sustained impact and commitment to continuous improvement.

With reference to this policy the terms 'highly competent', 'substantial' and 'sustained' are defined as:

"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 pupil progress and the effectiveness of staff and colleagues.

"Sustained" means that the teacher has consistently met the expectations of their role over a period of at least two years. This will be evidenced through professional review records, line management discussions, feedback, development conversations, teaching and learning evidence, wider contributions to the school and Trust, and any other relevant documentation demonstrating the teacher's impact and professional growth. The teacher will be expected to show that their expertise and contribution have developed over time and are consistently aligned with the expectations of an Upper Pay Scale teacher.

9.3 *The Process*

If successful, applicants will move to the upper pay range from the start of the academic year. Successful applicants will be placed on the minimum of the upper pay range and will

continue to progress after an additional two years' service unless exceptional performance merits progression after one year, subject to board approval.

If unsuccessful, feedback will be provided in writing from the Review Board as soon as possible and at least within 10 working days of the decision; and will cover the reasons for the decision. To accompany the feedback, the Headteacher will meet with the unsuccessful candidate to create a CPD plan to address the areas where development is required.

Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the Trust's general appeals arrangements and set out in Appendix 3.

10. Part time teachers pay

Teachers who work less than a full working week are deemed to be part-time. The school will give them a written statement detailing their working time obligations, the standard mechanism used to determine their pay, subject to the provisions of the statutory pay and working time arrangements and by comparison with the school's timetabled teaching week for a full time teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

11. Pay for short notice/ supply teachers

Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.

Teachers who are employed to teach for the full day will be paid at a daily rate of 1/195th of the annual pay they would receive if engaged on a regular contract. Teachers who work less than a full day will be hourly paid and will also have their salary calculated as an annual amount which will then be divided by 195 then divided again by the proportion of the full day which they teach to arrive at the hourly rate.

12. Discretionary allowances and payments

12.1 *Acting/Interim Allowances*

Acting allowances may be paid to teachers who are assigned and carrying out the duties of Chief Executive Officer, Executive Headteacher. Headteacher, Head of School, Deputy Headteacher or Assistant Headteacher.

Within a four week period of the commencement of acting duties a decision will be taken to determine whether or not the acting post holder will be paid an allowance. In the event of a planned and prolonged absence, an acting allowance will be agreed in advance and paid from the first day of absence.

Payments will be backdated to the day on which the teacher assumed those duties.

If it is determined that an allowance will be paid, any teacher who carries out the duties of Chief Executive Officer, Executive Headteacher, Head of School, Deputy Headteacher or Assistant Headteacher, will be paid at an appropriate point of the Headteacher pay range, Deputy Headteacher pay range or Assistant Headteacher pay range.

12.2 *Special Educational Needs (SEN) Allowance*

SEN allowances shall be awarded in accordance with the criteria and provisions set out in the STPCD.

(a) Any teacher whose post requires a mandatory SEN qualification and involves teaching pupils with SEN;
(b) Any teacher of pupils in one or more designated special classes or units in school;
(c) Any teacher in any non-designated setting that is analogous 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/unit/service.

Where a SEN allowance is payable, the determination of the spot value of the allowance should follow the STPCD, 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.

It is recognised that any differentiation in SEN payments between posts must be justified using the above criteria and relevant statutory guidance and regulation. Monetary values to posts with an SEN allowance will be assigned in accordance with the STPCD.

12.3 *Teaching & Learning Responsibility Payments (TLRs)*

TLR 1, TLR 2 and fixed term TLR 3 payments to teachers are paid in accordance with the pay ranges specified in the STPCD. The criteria for assessing what TLR payment should be awarded and at what point can be found in Appendix 3.

The Trust Board or delegated Committee will approve all TLR payments which must meet the agreed criteria in Appendix 3 .

Teachers will not be required to undertake permanent additional responsibilities without payment of an appropriate permanent TLR1 or TLR2 payment.

The Trust determines the value of TLR1 and TLR2 payments based on the proportion of responsibilities undertaken, rather than solely on contractual working hours. As a result, part-time teachers may receive a higher proportion of the full TLR value than their salary fraction where they undertake a greater share of the associated responsibilities, whilst full-time teachers may receive a proportion of the full TLR value where they are responsible for only part of the duties attached to the role.

The level of payment will reflect the responsibilities actually undertaken and will be agreed between the teacher and the Trust. All responsibilities associated with the TLR must be reasonable and manageable within the teacher's normal working hours.

12.*4 Fixed Term TLR (TLR3)*

TLR3 payments will apply only to clearly time limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need. TLR3 payments will not be used to replace or otherwise limit teachers' pay progression on the Main, Upper or Leading Practitioner Pay Ranges.

The school will set out in writing to the teacher the duration of the fixed term (it is recommended that this is no less than one term and no longer than a maximum of 18 months) and the amount of the award which will be paid in monthly instalments.

The award of a TLR3 will be for a fixed period and therefore will not be subject to safeguarding on completion.

13. Apprentices

Apprentice rates are based on the apprentice's age at the commencement of their apprenticeship. For 26/27 the following rates apply:

- Apprentices aged 18-20 will receive £10.85 per hour
- Apprentices aged 21 and over will receive £12.71 per hour

14. Temporary Payments to the Headteachers

The Trust may determine to make payments to the Headteacher for temporary responsibilities or duties that are in addition to the post for which their salary has been determined. In each case the relevant body must not have previously taken such reason or circumstance into account when determining the pay range. When reviewing such payments the Trust must refer to the relevant paragraph within the STPCD.

The total sum of the temporary payments made to the Headteacher in any school year must not exceed 25% of the annual salary which is otherwise payable to the post, and the total sum of salary and other payments made to the Headteacher must not exceed 25% above the maximum of the appropriate Headteacher group. If payments are agreed outside of the 25% the circumstances must be wholly exceptional circumstances and with the agreement of the Trust Board. The Trust Board must seek external independent advice before producing a business case to seek such agreement.

15. Additional Discretionary Payment for Continuing Professional Development Outside Directed Time for Initial teacher Training Activities and Out of School Learning Activities

Discretion can be exercised to make additional payments to teaching staff, including the Headteacher, in respect of:

- Continuing professional development undertaken outside the school day.
- Activities relating to the provision of initial teacher training as part of the ordinary conduct of the school.
- 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.

It is recognised that such activities are entirely voluntary and that some teachers' commitments will make it difficult for them to undertake such activities. Where teachers cannot attend CPD organised outside the school day, the school will endeavour to offer suitable alternative training arrangements within directed time in line with its commitment to equal opportunities.

- Additional payments will be calculated at a daily or hourly rate with reference to each teacher's actual pay spine position or, where appropriate, at a higher level reflecting the responsibility.

16. Provision of Services to Other Schools - Payment

- Arrangements for payment for external work, including personal remuneration, must be clearly stated and decided at Trust Board level. The disposition of any payment, including personal remuneration, must be agreed in advance. Where necessary, the terms of such an agreement must be set out in a memorandum signed by the Trust Board 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.

17. Recruitment & Retention Incentives and Benefits

Lump sum payments, periodic payments, or provide other financial assistance, support or benefits for a recruitment or retention incentive to a teacher can be agreed as necessary.

Deputy Headteachers and Assistant Headteachers may not be awarded recruitment and retention allowances.

Under the STPCD additional allowances will be considered where it is appropriate to do so in order to recruit or retain relevant staff. It will make clear at the outset, in writing, the expected duration of any such incentive or benefit, and the review date after which they may be withdrawn. It is important that there is consistency across employees when determining such allowances.

18. Safeguarding (Pay Protection)

Salary safeguarding arrangements will operate in line with the provisions of the STPCD.

19. Residential Duties

Any payment to teachers for residential duties must be determined by the relevant body.

20. Salary Sacrafices arrangements for teachers

In accordance with the STPCD where the employer operates a salary sacrifice arrangement. Teachers' may participate in any such arrangement and the teacher's gross salary will be reduced accordingly.

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

21. Non-Teaching / Support Staff Pay

21.1 *Annual Review of Non-Teaching/Support Staff*

The Chief Executive Officer for centrally employed staff and the Headteacher for school based staff will annually review the duties and responsibilities of non-teaching / support staf to ascertain whether:

- The job description is still current or requires modification
- The job evaluation for the post, salary scale or rate are still appropriate

- Additional payments are appropriate in view of any additional tasks or responsibilities undertaken
- Market supplements are appropriate.

21.2 *Incremental Progression*

Incremental progression will be awarded on the anniversary of appointment until the maximum of the Band is met.

In exceptional circumstances, a two-point increase may be considered but this will be subject to Trust board approval.

If an employee is subject to the Trusts performance development and improvement procedure, pay progression will usually be paused.

21.3 *Support Staff Allowances*

Allowances are detailed in the relevant local collective agreement for non-teaching / support staff.

21.4 *Protection Arrangements*

Pay protection applies to all support staff employed by the Trust with at least 12 months' service. Teaching staff are covered by separate salary safeguarding arrangements. Pay protection will only be available to those redeployed by reason of redundancy/re-structure or ill-health/disability and is not available to employees on a temporary contract.

The maximum amount of protection payable is £6,000 per annum (pro-rata for parttime employees). If the difference in annual salary between 'new' and 'old' posts is more than £6,000 per annum, the employee will receive £6,000 per annum. If the difference in annual salary between 'new' and 'old' posts is less than £6,000 per annum, the employee will receive the actual difference amount. Any reduction in hours is not covered by pay protection.

22. Notice Periods

During the probationary period, either the employee or the Trust may terminate employment by giving one month's written notice.

Following successful completion of probation, employees are required to provide notice in accordance with their contract of employment and the relevant national or local

conditions of service. The Trust will provide notice of termination in accordance with the employee's contractual entitlement and applicable employment legislation.

Salary will continue to be paid up to the employee's final day of employment. Any payment in lieu of notice will only be made where permitted by the employee's contract of employment and at the discretion of the Trust. Any outstanding sums owed to the Trust, including salary overpayments, may be recovered from final salary payments where permitted by law.

23. Appeals

The arrangements for considering appeals on pay determination will be in line with the Trusts Hearing and Appeals procedure.

24. Appendix 1 Leadership Group

	1 Sept 2026 to 31 Aug 2027	1 Sept 2027 to 31 Aug 2028		1 Sept 2026 to 31 Aug 2027	1 Sept 2027 to 31 Aug 2028
L1 [1]	£53,586	£55,194	L22	£89,842	£92,538
L2	£54,927	£56,575	L23	£92,065	£94,827
L3	£56,298	£57,987	L24	£94,349	£97,180
L4	£57,699	£59,430	L25	£96,694	£99,595
L5	£59,137	£60,912	L26	£99,086	£102,059
L6	£60,619	£62,438	L27	£101,540	£104,587
L7	£62,251	£64,119	L28	£104,059	£107,181
L8	£63,688	£65,599	L29	£106,637	£109,837
L9	£65,278	£67,237	L30	£109,291	£112,570
L10	£66,956	£68,965	L31	£111,990	£115,350
L11	£68,691	£70,752	L32	£114,774	£118,218
L12	£70,275	£72,384	L33	£117,624	£121,153
L13	£72,032	£74,193	L34	£120,532	£124,148
L14	£73,827	£76,042	L35	£123,528	£127,234
L15	£75,664	£77,934	L36	£126,587	£130,385
L16	£77,676	£80,007	L37	£129,733	£133,625
L17	£79,460	£81,844	L38	£132,943	£136,932
L18	£81,457	£83,901	L39	£136,184	£140,270
L19	£83,478	£85,983	L40	£139,581	£143,769
L20	£85,547	£88,114	L41	£143,069	£147,362
L21	£87,664	£90,294	L42	£146,653	£151,053
			L43	£148,829	£153,294

25. Appendix 2 Leading Practitioner Payscales

	1 Sept 2026 to 31 Aug 2027	1 Sept 2027 to 31 Aug 2028
1	£53,847	£55,463
2	£55,199	£56,855
3	£56,577	£58,275
4	£57,983	£59,723
5	£59,428	£61,211
6	£60,917	£62,745
7	£62,559	£64,436
8	£64,001	£65,922
9	£65,600	£67,568
10	£67,286	£69,305
11	£69,030	£71,101
12	£70,622	£72,741
13	£72,385	£74,557
14	£74,191	£76,417
15	£76,037	£78,319
16	£78,059	£80,401
17	£79,851	£82,247
18	£81,861	£84,317

26. Appendix 3 Sen Allowance

	Sept 2026 to 31 Aug 2027	1 Sept 2027 to 31 Aug 2028
SEN Minimum	£2,885	£2,972
SEN Maximum	£5,690	£5,861

27. Appendix 4 Criteria to set TLR Payments

Before awarding any TLR payment, the Trust Board must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that the post fulfils all of the requirements within the relevant criteria level.

TLR - September 2026					
1		2		3	
A	£17,818		£8,913		£3651
B	£15386		£6076		£727
C	£12956		£3650		
D	£10,529				

TLR - September 2027					
1		2		3	
A	£18,352		£9,180		£3760
B	£15848		£6258		£749
C	£13345		£3760		
D	£10,845				

28. Appendix 5 Determining the level of TLR to be paid:

The following guidance should be used:

STEP 1 – Determine the level of TLR to be paid:

The table below outlines the requirement of the level of each of the 3 TLR's, for the TLR to be awarded each criteria outlined below is to be met.

The Teacher is undertaking sustained additional responsibility that:-	**TLR1**	**TLR2**	**TLR3**
a) Is focused on the delivery of high quality teaching and learning, for which the teacher is made accountable	*	*	*
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	*	*	N/A
d) Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils	*	*	*
e) Involves leading, developing and enhancing the teaching practice of other staff	*	*	N/A
f) Includes line management responsibility for a significant number of people	*	N/A	N/A
g) The duties include a significant responsibility that is not required of all classroom teachers.	*	*	N/A
h) The responsibilities are clearly defined in the Job Description	*	*	*
i) The responsibilities are clearly time limited school improvement projects or one-off externally driven responsibilities and where there is a genuine development or operational need.	N/A	N/A	*
j) Teachers who are untaking planning, preparation, coordination or delivery of tutoring to provide catch-up support to pupils on learning which was lost due to the coronavirus (COVID-19) pandemic may be awarded a TLR payment, providing the tutoring work is taking place outside of normal directed hours but during the school day.	N/A	N/A	*

STEP 2 – Determine the Level of Payment of the TLR to be paid:

Once the level of TLR has been established, the level of payment within the TLR needs to be determined. When meeting the criteria of Step 1 above, the minimum of the TLR payment will have automatically have been met.

Proposed Criteria for the level of TLR1 Payments *This criteria is cumulative when awarding the higher level of payment.*	
Teacher is undertaking **all** of the asterix's in the Summary Table above in TLR1 Column.	TLR1D
Meets all criteria for TLR1D **and** Has **an additional responsibility** for delivering high quality teaching and learning across the **whole school**, for which the teacher is made personally accountable; **and** Plays the lead role in leading and developing a subject or curriculum area **across the whole school**; **and** Leads, develops and enhances the teaching practice of other staff **across the whole school**;	TLR1C
Meets all criteria for TLR1C **and** Has a significant impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils **across the whole school**;	TLR1B
Meets all criteria for TLR1B **and** Line management responsibility for a **large** number of staff across the school	TLR1A

Proposed Criteria for the level of TLR2 Payments *This criteria is cumulative when awarding the higher level of payment.*	**TLR2**
Teacher is undertaking **all** of the asterix's in the Summary Table above in TLR2 Column.	TLR2C
Meets all criteria for TLR2C **and** Has **an additional responsibility** for delivering high quality teaching and learning across a **significant part of the school**, for which the teacher is made personally accountable; **and** Lead, manage and develop across a subject or **significant part** of the curriculum area; or leads and manages pupil development **across specific parts** of the curriculum;	TLR2B
Meets all criteria for TLR2B **and** Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils **across a significant part** of the school;	TLR2A

Proposed Criteria for the level of TLR Payments	
Teacher is undertaking **all** of the asterix's in the Summary Table above in TLR3 Column	TLR3
Meets all criteria for TLR3 **as** Time limited school improvement project(s) or one-off externally driven responsibilities **across significant part(s)** of the school **or across the whole school.**	

29. Appendix 6 Appeals procedure for pay decisions Autumn 2026

The Trust applies all pay ranges, allowances and annual pay awards in accordance with the School Teachers' Pay and Conditions Document and this Pay Policy. As these determinations are applied automatically, there is no right of appeal against salary placements, annual pay awards, allowances or any other pay determination made under this policy.

The only exception is an application to move to the Upper Pay Range.

A teacher whose application to the Upper Pay Range has been unsuccessful may appeal the decision of the Review Board on one or more of the following grounds:

- the Review Board incorrectly applied the provisions of this Pay Policy;
- the Review Board failed to take account of relevant evidence;
- the Review Board took account of irrelevant or inaccurate evidence;
- the Review Board did not follow the agreed process;
- the Review Board was biased; or
- the teacher believes they have been unlawfully discriminated against.

Appeal Procedure

1. The teacher will receive written confirmation of the Review Board's decision.
2. Any appeal must be submitted in writing within ten working days of receiving the decision, clearly stating the grounds for appeal.
3. The appeal will be heard by a panel of three Trustees/Governors who were not involved in the original decision.
4. The teacher will receive at least five working days' notice of the hearing and may be accompanied by a trade union representative or workplace colleague.
5. The appeal panel will consider the grounds of appeal, the evidence submitted and the process followed by the Review Board.
6. The appeal panel may:
    - uphold the Review Board's decision; or
    - refer the application back to a differently constituted Review Board for reconsideration.
7. The decision of the appeal panel is final and will be confirmed in writing, including the reasons for the decision.

30. Appendix 7 Upper Pay Scale Application

An application from a qualified teacher will be successful where the Trust is satisfied that:

(a) the teacher is highly competent in all elements of the relevant standards and

(b) the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

Teacher Name: _____

Part 1 - Guidance Notes for Teacher

An application to be paid on the Upper Pay Range will be successful where the Trust is satisfied that:

- the teacher is highly competent in all elements of the Teachers' Standards; and
- the teacher's achievements and contribution to the school or wider educational setting are substantial and sustained.

In considering an application, the Review Board will take account of evidence gathered , including professional discussions, regular 1:1s, feedback, records of impact, professional development activity and any other relevant evidence demonstrating the teacher's professional practice and contribution over time.

Please provide evidence from the two-year period immediately preceding your application that demonstrates your sustained performance and impact. This may include records from Staff Development Framework conversations, professional development reviews, coaching records, examples of impact on pupils, curriculum development, leadership of initiatives, mentoring or other relevant evidence.

Where you wish to rely on evidence from employment at another school, please provide details of the school, dates of employment and any supporting documentation that demonstrates your performance against the relevant criteria.

Complete, sign and date the application form, retain a copy for your records and submit it to your Headteacher for consideration.

Signature: _____

Date: _____

The Review Board will consider the application and supporting evidence and determine whether the teacher has met all of the following criteria:

- The teacher is highly competent in all elements of the Teachers' Standards and is consistently demonstrating the expectations of an experienced teacher as set out within the Trust's Career Stage Expectations Framework.
- The teacher's achievements and contribution to the school and/or wider educational setting are substantial and sustained.

In reaching its decision, the Review Board will consider evidence drawn from the Staff Development Framework, including professional conversations, professional development records, examples of impact, feedback, leadership contributions and any other relevant information submitted in support of the application.

The Review Board will:

- Review all evidence submitted by the teacher and any supporting information provided by the Headteacher.
- Assess whether the teacher has met the Upper Pay Range criteria and record the rationale for its decision.
- Where the application is unsuccessful, clearly identify which criteria have not been met and provide the reasons for this conclusion.
- Confirm its decision in writing to the teacher within four academic weeks of the application date.
- Where an application is unsuccessful, provide feedback identifying the areas for further development and the support available through the Staff Development Framework to assist the teacher in preparing for a future application.

The Director of HR will notify the applicants Executive Headteacher/ Headteacher/ Head of School of the outcome and ensure that they make any necessary payroll notifications where an application is approved.

The Review Board should record:

- The evidence considered.
- Its assessment against each of the Upper Pay Range criteria.
- The reasons for its decision.
- Any feedback or development recommendations where applicable.

The Review Board Chair should complete the Microsoft form and a copy should be retained on the teacher's personnel file.