



Pay Policy
for
Teaching and Support Staff 25/26

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Contents

1. Policy
2. Scope and Purpose
3. Responsibilities
 - 3.1 Trust Board
 - 3.2 The Governing Body or delegated Committee
 - 3.3 The Headteacher
4. Teachers – Pay Scales & Criteria
 - 4.1 Main Pay Scale and Upper Pay Scale
 - 4.2 Leading Practitioners
 - 4.3 Unqualified Teachers / Instructors
 - 4.4 An Unqualified Teacher who becomes Qualified
 - 4.5 Executive Pay
 - 4.6 Headteacher, Head of School and Deputy and Assistant Headteachers
5. Recruitment
 - 5.1 Basic Pay on Appointment
 - 5.2 Teachers Joining Part Way through the Year
6. Pay Progression
 - 6.1 Pay Progression for Early Careers Teachers (ECT)
 - 6.2 Chief Executive and Headteacher, Head of School Deputy and Assistant Headteacher
 - 6.3 Pay Progression decisions for 25/26
7. Movement to the Upper Pay Scale
 - 7.1 General
 - 7.2 The Assessment
 - 7.3 The Process of Assessment
8. Part Time Teachers Pay
9. Pay for Short Notice / Supply Teachers
10. Discretionary Allowances & Payments
 - 10.1 Acting / Interim Allowances
 - 10.2 Special Educational Needs (SEN) Allowance
 - 10.3 Teacher & Learning Responsibility Payments (TLRs) and Fixed Term TLR (TLR 3)
 - 10.4 Apprentices
 - 10.5 Temporary Payments to the Chief Executive and Headteacher
 - 10.6 Additional Discretionary Payment for Continuing Professional Development Outside Directed Time for Initial teacher Training Activities or Out of School Learning Activities

- 10.7 Provision of Services to Other Schools – Payment
- 10.8 Recruitment & Retention Incentives and Benefits
- 10.9 Safeguarding (Pay Protection)
- 10.10 Residential Duties
- 11. Salary Sacrifice Arrangements for Teachers
- 12. Non-teaching / Support Staff Pay
 - 12.1 Annual Review of Non-teaching / Support Staff
 - 12.2 Incremental Progression
 - 12.3 Support Staff Allowances
 - 12.4 Protection Arrangements
- 13. Appeals

Documentation

- | | |
|------------|--|
| Appendix 1 | Leadership Payscales |
| Appendix 2 | Leading Practitioner Payscales |
| Appendix 3 | Criteria to set TLR Payments |
| Appendix 4 | Pay Appeals Procedure |
| Appendix 5 | Upper Pay Scale Application and Guidance |

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 pupil outcomes;
- support recruitment and retention and reward staff appropriately; and
- ensure accountability, transparency, objectivity and equality of opportunity.

3. RESPONSIBILITIES

3.1 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.
- Consider the recommendations of the Chief Executive Officer regarding Headteacher appraisal outcomes and pay recommendations
- 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.

3.2 The Governing Body or delegated Committee will ensure

- They consider the recommendations of the Chief Executive Officer and/or Headteacher or nominated reviewer.

Trust remuneration committee will ensure:

- They consider the recommendations of the Chief Executive Officer regarding the pay of the Headteacher
- They consider the Headteacher's performance review undertaken by the Chief Executive Officer and ensure that the Headteacher is informed of the outcome of the decision and of the right of appeal.

3.3 The Headteacher of each School is responsible for:

- Ensuring that pay recommendations for the Head of School, Deputy and Assistant Headteacher(s), classroom teachers and support staff are made and submitted to the Trust Board in accordance with the terms of the policy;
- Advising the Local Governing Body on pay recommendations and decisions; and
- Ensuring that staff are informed of the outcome of decisions of the Trust Board and of the right of appeal.

4. TEACHERS – PAY SCALES & CRITERIA

The current rates for all groups of teachers are contained within Appendix 1 of this document.

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

£32, 916
£34, 823
£37, 101
£39, 556
£42,057
£45,352

Upper Pay Scale

£47472
£49232
£51048

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

£22,601
£25, 193
£27, 785
£30,071
£32, 667
£35, 259

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.

4.5 Executive Pay,

Extol Board is responsible for setting the level of Executive Pay (including salary and other benefits) The Board aims that salaries remain competitive in the labour market through conducting an annual review in line with normal industry practice and standards and benchmarking salaries.

The Board through it's Remuneration Committee ensures that decisions made follow a robust evidence based process and are a reasonable and defensible reflection of the individual's role and responsibilities.

The Board ensures pay and benefits is transparent, proportionate and justifiable, as per 2025 Academies Trust Handbook, this includes:

- an agreed process for determining executive pay
- independent scrutiny by the board
- robust decision-making
- proportionality; that pay and benefits represent good value for money and are defensible relative to the public sector market
- documented decision-making with rationale
- a basic presumption that executive pay and benefits should not increase at a faster rate than that of teachers, in individual years and over the longer term
- understanding that inappropriate pay and benefits can be challenged by ESFA, particularly in instances of poor financial management of the trust.

The Trust publishes on it's website staff pay whose benefits exceed 100K in 10K bandings and ensures its senior employees' payroll arrangements fully meet their tax obligations. Benefits for this purpose include salary, employers' pension contributions, other taxable benefits and termination payments.

4.6 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:

Leadership –

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.

5. RECRUITMENT

5.1. Basic pay on appointment

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

In making such determinations, the Chief Executive Officer and/or Headteacher may take into account a range of factors, 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.

5.2 Teachers Joining Part Way through the Year

Where teachers have joined the school part way through an appraisal cycle, the Chief Executive Officer and/or 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.

6. PAY PROGRESSION

6.1 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 Career 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

6.2 Pay Progression for Headteacher, Head of School, Deputy and Assistant Headteacher

Headteacher, Head of School, Deputy Headteacher(s) and Assistant Headteacher(s) will be awarded additional scale points in accordance with the provisions of the STPCD, i.e. they must demonstrate sustained high quality of performance in respect of school leadership and management and pupil progress.

6.3 Pay progression considerations for 25/26

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.

In this Trust all teachers can expect to receive regular, constructive feedback on their performance and development and are subject to annual appraisal (in line with the Education (School Teachers' Appraisal) (England) Regulations 2012) that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy and further guidance can be found in Teacher appraisal Guidance for schools July 2024.

Following an individual teacher's annual appraisal and, subject to the provisions of the published pay policy, they should expect to receive pay progression within the maximum of their pay range unless they are subject to performance improvement procedures. A performance which meets requirements will receive a one-point increase within the pay range, if headroom allows. In exceptional circumstances, a two-point increase may be considered but this will be subject to Trust board approval.

7. MOVEMENT TO THE UPPER PAY SCALE

7.1 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 reviewer in writing using the application form in Appendix 4 which should be submitted by the teacher to the reviewer at the appraisal planning meeting and by 31st August. The teacher's application will be appended to their appraisal planning statement.

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.

7.2 The Assessment

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

- (a) The teacher's achievements and contribution to the school are substantial and sustained
- (b) The teacher is highly competent in all elements of the relevant Teacher Standards and meets the relevant criteria in the Career Stage Expectation Framework Appendix at UPS1.
- (c) Their previous appraisal reviews have been successful and their achievements and contribution to the school are substantial and sustained

The application will be assessed by the Headteacher who will make a recommendation to the Trust Board or delegated Committee of the Trust so that they can make the final determination.

For the purposes of this pay policy, the Trust will be satisfied that the teacher has met the expectations for progression to the Upper Pay Scale where the criteria have been satisfied as evidenced by two successful and consecutive appraisal reviews. Reviews will be deemed to be successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

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" - the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. They will have been expected to have shown that their

teaching expertise has grown over the relevant period and meets the required level of expectation within school.

7.3 The Process of Assessment

The assessment and determination for movement to the Upper Pay Scale will be made by the Trust Board or delegated Committee by 31 October and applicants will receive a response within 10 working days of the date of the determination.

All applications should include the results of reviews or appraisals including any recommendation on pay (or, where that information is not applicable or available, a statement and summary of evidence to demonstrate that the applicant has met the assessment criteria.)

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 on behalf of the Trust Board by the Headteacher 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.

8. PART TIME TEACHER'S 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.

9. 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.

10. DISCRETIONARY ALLOWANCES & PAYMENTS

10.1 Acting/Interim Allowances

Acting allowances may be paid to teachers who are assigned and carrying out the duties of Chief Executive Officer, 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, 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.

10.2 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.

10.3 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.

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.

TLR1 and TLR2 Payments – Change Effective from 1st September 2026

From 1st September 2026, the Trust will determine the value of TLR1 and TLR2 payments based on the proportion of responsibilities undertaken, rather than solely on working hours. This means:

Part-time teachers may receive a higher percentage of the full TLR payment than their pro-rata salary if they take on a greater share of the TLR duties.

Full-time teachers may receive only a proportion of the full TLR payment if they are not undertaking the full range of associated duties.

All duties must be manageable within the teacher's normal working hours, and the level of payment will be agreed between the teacher and the Trust.

During the 2025/26 academic year, the Trust will review the impact of this change on current TLR holders, particularly part-time staff and full-time staff with partial TLR responsibilities, to ensure a smooth transition by September 2026.

10.4 Apprentices

Apprentice rates are based on the apprentice's age at the commencement of their apprenticeship:

- Apprentices aged 18-20 will receive £10 per hour
- Apprentices aged 21 and over will receive £12.21 per hour

10.5 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.

10.6 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.

10.7 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.

10.8 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.

10.9 Safeguarding (Pay Protection)

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

10.10 Residential Duties

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

11. SALARY SACRIFICE 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.

12. NON-TEACHING / SUPPORT STAFF PAY

12.1 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 staff 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.

It is recommended that:

- Consideration is given to the advice of the Trust in respect of equal pay and consider, where appropriate, a re-evaluation of a post.
- Any changes to a post must be consulted in line with the Trusts scheme of delegation.

12.2 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.

12.3 Support Staff Allowances

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

12.4 Protection Arrangements

Where a pay determination leads, or may lead, to the start of a period of protection, the employee will be notified in writing as soon as possible and no later than one month after the date of the determination. Details of protection arrangements are outlined in the relevant local collective agreement on terms and conditions of employment for non-teaching / support staff.

13. APPEALS

The arrangements for considering appeals on pay determination are set out in Appendix 4 of this policy.

Documentation

Appendix 1	Leadership group
Appendix 2	Leading Practitioner Payscales
Appendix 3	Criteria to set TLR Payments
Appendix 4	Pay Appeals Procedure
Appendix 5	Upper Pay Scale Application and Guidance

Appendix 1 – Leadership Group

L1	£51,773	L24*	£90,255
L2	£53,069	L24	£91,158
L3	£54,394	L25	£93,424
L4	£55,747	L26	£95,735
L5	£57,137	L27*	£97,136
L6	£58,569	L27	£98,106
L7	£60,145	L28	£100,540
L8	£61,534	L29	£103,030
L9	£63,070	L30	£105,595
L10	£64,691	L31*	£107,131
L11	£66,368	L31	£108,202
L12	£67,898	L32	£110,892
L13	£69,596	L33	£113,646
L14	£71,330	L34	£116,456
L15	£73,105	L35*	£118,169
L16	£75,049	L35	£119,350
L17	£76,772	L36	£122,306
L18 *	£77,924	L37	£125,345
L18	£78,702	L38	£128,447
L19	£80,655	L39*	£130,274
L20	£82,654	L39	£131,578
L21 *	£83,860	L40	£134,60
L21	£84,699	L41	£138,230
L22	£86,803	L42	£141,693
L23	£88,951	L43	£143,796

Appendix 2 - Leading Practitioner Payscales 25/26

1	52,026
2	53,331
3	54,661
4	56,022
5	57,416
6	58,854
7	60,439
8	61,834
9	63,378
10	65,003
11	66,693
12	68,231
13	69,935
14	71,679
15	73,463
16	75,442
17	77,147
18	79,092

SEN ALLOWANCE

A SEN allowance of no less than £2,787 and no more than £5,497 per annum is payable to a classroom teacher in accordance with this paragraph.

NOTE: STPCD 2015

> Leadership Pay Range - No increase was applied to the maxima of the 8 Headteacher pay group ranges. The maxima salary points which were contained within higher school groups ranges had the 1% applied. Therefore 8 Leadership salary points have two values.

Appendix 3

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's September 2025					
1		2		3	
A	£17,215		£8,610		£702
B	£14866		£5870		£3478
C	£12,518		£3527		
D	£ 10,173				

To determine 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
	£10173 - £17,215	£3527- £8610	£702- £3478
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 undertaking 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 <i>This criteria is cumulative when awarding the higher level of payment.</i>	
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 <i>This criteria is cumulative when awarding the higher level of payment.</i>	TLR2
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Criteria to set TLR Payments

Teacher is undertaking <u>all</u> of the asterix's in the Summary Table above in TLR2 Column.	TLR2C
Meets all criteria for TLR2C <u>and</u> 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; <u>and</u> 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 <u>and</u> 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 <u>all</u> of the asterix's in the Summary Table above in TLR3 Column	TLR3
Meets all criteria for TLR3 <u>as</u> Time limited school improvement project(s) or one-off externally driven responsibilities across significant part(s) of the school or across the whole school .	

The Trust is committed to ensuring that appeals against pay decisions meet the requirements of the dispute resolution provisions. The process set out below is consistent with the dispute resolution provisions of employment law and may be adopted by the Trust as the means by which appeals against pay decisions are considered.

All employees may seek a review of any determination in relation to their pay or any other decision taken by the Trust Board or delegated Committee that affects their pay.

The following list, which is not exhaustive, includes the usual reasons for seeking a review of a pay determination:

That the person or committee by whom the decision was made:

- a. incorrectly applied any provision of the terms and conditions of employment
- b. failed to have proper regard for statutory guidance;
- c. failed to take proper account of relevant evidence;
- d. took account of irrelevant or inaccurate evidence;
- e. was biased; or
- f. otherwise unlawfully discriminated against the employee.

The order of proceedings is as follows:

1. The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made.
2. If the employee is not satisfied, they should seek to resolve this by discussing the matter informally with the decision maker within ten working days of the decision.
3. Where this is not possible or where the employee continues to be dissatisfied, they may follow the formal appeal process.
4. Formal Appeal Process - The employee should set down in writing the grounds for appeal / questioning the pay decision and send it to the decision maker who made the determination within ten working days of the original notification or ten working days following the outcome of the informal decision.
5. The decision maker who made the determination should provide a hearing, within ten working days of receipt of the written appeal, to consider the appeal and give the employee an opportunity to make representations in person. Following the hearing the employee should be informed in writing of the decision and the right to appeal.
6. During the informal and formal process the member of staff will be given at least five working days notice of the date, time and location of the meeting / hearing.

7. Any appeal should be heard by a panel of three Governors/Trustees who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The employee will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

For any formal meeting the employee is entitled to be accompanied by a colleague or union representative. Each step and action of this process must be taken without unreasonable delay. The timing and location of formal meetings must be reasonable. Formal meetings must allow both parties to explain their cases.

The procedure for the conduct of formal meetings shall be as follows.

1. The Management representative to present the facts of the case and may call witnesses.
2. The employee or their representative to have the opportunity to question the Management representative and any witnesses about the facts provided.
3. Members of the Committee to have the opportunity to question the Management representative and any witnesses.
4. The employee or their representative to put their case and to call such witnesses as they wish.
5. The Management to have the opportunity to ask questions of the employee or their representative and witnesses
6. Members of the Committee to have the opportunity to ask questions of the employee or his/her representative, or the witnesses
7. The Management representative to have the opportunity to sum up their case. (No new evidence should be submitted at this point)
8. The employee or their representative to have the opportunity to sum up their case. (No new evidence should be submitted at this point)
9. The Management representative and the employee and their representative to withdraw.
10. The members of the Appeals Committee to consider the facts presented to them.

The appeal hearing may also be adjourned at the deliberation stage, in order to allow for further investigation if the Committee feels that there are points that need clarification. An opportunity may be given to re-examine the evidence/witnesses.

Appendix 5

UPPER PAY SCALE APPLICATION FORM & GUIDANCE

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 (including the objectives in accordance with the relevant criteria of the Career Stage Expectations Framework); 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 scale will be successful where the following are satisfied:

- the teacher is highly competent in all elements of the relevant Professional Teacher Standards (including the objectives in accordance with the relevant criteria of the Career Stage Expectations Framework);
 - the teacher's achievements and contribution to an educational setting or settings are substantial and sustained
1. Please enclose copies of your appraisal reports and/or planning and review statements that relate to the 2 years immediately prior to the date on which you submit your request. (If you have been absent for part of the previous 2 year PM period, please submit a statement and accompanying evidence that you wish the Headteacher / Head of School to consider)
 2. If you wish to provide details of appraisal / performance management from another school please give details on this form and enclose copies of relevant planning and review statements. (You must include school name, dates of employment and Headteacher name)
 3. **You must** - Print, sign and date the form, keeping a copy and pass it to your head teacher for consideration.

Signature:

Date:

Part 2 – Guidance for the Headteacher or their delegated appraiser

1. Assess whether the teacher has met all of the below criteria;
 - The Teacher is competent in the Professional Teacher Standards (and is in accordance with the relevant criteria of the Career Stage Expectations Framework);
 - The Teacher's achievements and contribution to an educational setting or settings are substantial and sustained
2. Complete the Headteacher comments section (Part 3). If you have assessed that the Teacher does not meet all of the standards then include an explanation of your rationale.
3. Sign, date and retain a copy of the form (Part 3 – Headteacher comments)
4. Inform the Teacher in writing of the outcome of the decision within 4 academic weeks of the application date. Where you have assessed that the Teacher has not met all of the criteria, you should also provide verbal feedback. Feedback should include the actions required to achieve successful assessment in the form of a documented CPD plan.
5. Notify the Trust Board or delegated Committee & inform Payroll.

Part 3 – Headteacher or delegated appraiser comments

[please delete as appropriate]

- A. I have assessed the Teacher as having **met all** Teacher Standards at a competent level. The Teachers achievements and contribution to the school **is substantial and sustained**.
- B. I have assessed the Teacher as having **NOT met** all Teacher Standards to a competent level. The Teachers achievements to the school are **NOT substantial and sustained**.

If the application is unsuccessful, please detail below the rationale for assessment; (continue on additional page if necessary)

Full Name: _____

Signed: _____ Date: _____

