



Pay Policy
for
Teaching and Support Staff

Policy

This policy sets out the framework for making decisions on teachers' pay. It has been developed to comply with current legislation and requirements of the School Teachers' Pay and Conditions Document (STPCD). The policy will be reviewed on an annual basis.

The school seeks to ensure that all members of the workforce are valued and receive proper recognition and remuneration for their work and their contribution to school life.

This pay policy should be read in conjunction with the school's Appraisal Policy.

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Documentation

HRSchPP-13 / G-1:	Teachers Pay Scales
HRSchPP-13 / G-2:	Criteria to set TLR Payments
HRSchPP-13 / G-3:	Pay Appeals Procedure
HRSchPP-13 / F-1:	Upper Pay Scale Application and Guidance
HRSchPP-13 / F-2:	Model Pay Statement for Teachers
HRSchPP-3 / G-1:	Appraisal Policy / Career Stage Expectation Framework

1. SCOPE & PURPOSE

In adopting this policy the aim is to:

- maintain current standards while developing to improve the quality of education provided for pupils in the school by having a pay policy that supports the schools stated aims and improvement plan.
- support the recruitment and retention of a high quality workforce.
- enable the school to recognise and reward teachers appropriately for their contribution to the school.
- help to ensure that decisions on pay are managed in a fair, transparent and non-discriminatory way.
- identify the principles by which the salary decisions for all staff will be made.
- operate pay arrangements in accordance with Equal Pay legislation and the principles of equal pay for work of equal value.
- clearly identify the proposed timetable for annual salary reviews.

This Pay Policy should be read in conjunction with the STPCD and the DfE's 'Managing Teachers' and Leaders' Pay advice for Maintained Schools, MATs, Academies and Local Authorities'.

2. RESPONSIBILITIES

2.1 Trust Board / Full Governing Body

- any reviews of Support Staff posts needs to be considered in accordance with the appropriate guidelines, and the Job Evaluation Scheme for support staff determined by Hartlepool Borough Council.
- 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. 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

2.2 The Governing Body or delegated Committee

- 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. All teachers must be given a written pay statement (HRSchPP-13 / F-2) setting out their salary and any other financial benefits.

- taking any decisions regarding the pay of support staff following Headteacher recommendations
- 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 .
- 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 in line with Managing Restructures and Redundancy policy and procedure.
- they apply criteria related to discretionary areas of pay, as identified within the Pay Policy in a fair and consistent way.
- they consider initial representations made by staff where there is a dispute regarding pay.
- they consider the recommendations of the Executive/Headteacher or nominated reviewer.
- taking decisions regarding the pay of the Executive/Headteacher

2.3 The Headteacher / Executive Headteacher

- ensuring that pay recommendations for the Deputy and Assistant Headteacher(s), classroom teachers and support staff are made and submitted to the Pay and Review Committee in accordance with the terms of the policy;
- advising the Local Governing Body on its decisions; and
- ensuring that staff are informed of the outcome of decisions of the Finance Committee and of the right of appeal.

3. TEACHERS – PAY SCALES & CRITERIA

The current rates for all groups of teachers are identified on document HRSchPP-13/G-1.

3.1 Main Pay Scale and Upper Pay Scale

The Governing Body 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
2
3
4
5
6a
6b

Upper Pay Scale

1
2
3

3.2 Leading Practitioners

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

- a leadership role in developing, implementing and evaluating policies and practices in the school that contribute to school improvement,
- the improvement of teaching schools, within school and within the wider school community 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.

3.3 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. For example:

- 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.
- assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1st September 1989.

Those beginning work as unqualified teachers will be placed on the minimum of the new pay range, unless the Executive/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
2
3
4
5
6

3.3.1 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 if there is a post available within school.

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 Executive/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.

3.4 **Executive/Headteacher, Deputy and Assistant Headteachers**

The school must assign a Headteacher group for the purposes of determining a pay range for its Senior Leadership Team. The pay ranges for the Executive/Headteacher, Deputy Headteacher(s) and Assistant Headteacher(s) will be determined in accordance with the criteria specified in the STPCD and ensuring fair pay relativities.

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

Leadership

Executive/ Headteacher	7 Point Range
Deputy Headteacher	5 Point Range
Assistant Headteacher	5 Point Range

New leadership teachers are normally appointed at the bottom point of the relevant pay range.

Teachers will be paid as Deputy or Assistant Headteachers only where the 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 Executive/Headteacher.

4. RECRUITMENT BASIC PAY ON APPOINTMENT

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

In making such determinations, the Executive/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.

Early Career Teachers will start at point M1, irrespective of degree qualifications.

5. PAY PROGRESSION

5.1 General

A written pay recommendation is required for every teacher following the outcome of the school's appraisal arrangements and, in making its decision, the relevant school committee body must have regard to this recommendation.

Incremental progression will be automatic on an annual basis except for Upper Pay Scale when increments will be awarded following two successful management reviews.

Progression may only be withheld if a teacher is in capability proceedings and the appraisal process has been suspended.

5.2 Pay Progression for Early Career Teachers

In the case of ECTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process. It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

ECTs receive regular feedback during their induction years, and the termly assessments will be used to inform the decision about whether they will receive an increment at the end of their first and second years of teaching.

The Governing Body will ensure that appropriate funding is allocated for pay progression at all levels.

5.3 Pay progression for Absent Employees

Where a teacher is absent from work for a significant period of time, for example due to maternity or long term sickness absence, the school committee will still undertake a pay review and be considered for a pay progression where applicable whether or not they have returned to service at the date of the annual pay determination.

Where a teacher is on secondment or is acting up, the relevant Pay Committee will still undertake pay reviews for that member of staff.

6. MOVEMENT TO THE UPPER PAY SCALE

6.1 General

A qualified teacher may apply to be paid on the upper pay scale so long as the criteria have been satisfied and any such application must be assessed in line with this policy. The application is not dependent upon the teacher being at the

maximum reference point of the Main pay Scale, and is the responsibility of the teacher to decide whether or not they decide to apply to be paid on the upper pay scale.

Applications may be made in writing once a year. Where teachers decide to be assessed, they should notify their reviewer in writing using the application form (**HRSchPP-13/F-1**) which should be submitted with all relevant evidence by the teacher to the reviewer at the appraisal planning meeting. 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 school will not be bound by any pay decision made by another school.

6.2 The Assessment

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

- (a) the teacher meets the relevant criteria in the Career Stage Expectation Framework at UPS 1
- (b) the teacher's achievements and contribution to the school are substantial and sustained
- (c) the teacher is highly competent in all elements of the relevant Teacher Standards

The application will be assessed by the Executive/Headteacher who will make a recommendation to the Governing Body or delegated Committee of the individual school so that they can make the final determination.

For the purposes of this pay policy, the Local Governing Body 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 performance management 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 performance management cycle and have not been sufficiently addressed through support provided by the school by the conclusion of that process.

6.2.1 The Process of Assessment

The assessment and determination for movement to the Upper Pay Scale will be made by the local Governing Body 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 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.

If unsuccessful, feedback will be provided in writing by the Executive/Headteacher as soon as possible and at least within 10 working days of the decision; and will cover the reasons for the decision and the appeals arrangements available to the teacher.

Any appeal against a decision not to move the teacher to the Upper Pay Range will be heard under the school's general appeals arrangements (**HRSchPP-13/G-3**).

7. 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 fulltime teacher in an equivalent post. Any additional hours worked by agreement from time to time will be paid at the same rate.

Except for TLRs, the salary and any allowances of a part-time teacher must be determined in accordance with the pro rata principle.

8. 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.

9. DISCRETIONARY ALLOWANCES & PAYMENTS

9.1 Acting/Interim Allowances

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

9.2 Special Educational Needs (SEN) Allowance

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

EITHER:

All teachers will receive the special needs allowance¹.

OR

- (a) any teacher whose post requires a mandatory SEN qualification;
- (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.

¹ This is only applicable to special schools where all classroom teachers must be awarded an SEN allowance.

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.

9.3 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 located at HRSchPP-13 / G-2.

The Governing Body or delegated Committee will approve all TLR payments which must meet the agreed criteria (HRSchPP-13/G-2).

9.3.1 TLR 1 & TLR 2

From 1st September 2025, relevant bodies may determine the value of any existing or new TLR1 and TLR2 payment based on the proportion of the TLR responsibility the teacher is undertaking i.e. the proportion of the full-time equivalent duty. Where a part-time teacher is undertaking a TLR1 or TLR 2, relevant bodies are no longer mandated to utilise the pro-rata principle (as defined at paragraph 40.1 in the STPCD) when determining the value of the TLR1 or TLR 2 payment. For the avoidance of doubt, relevant bodies must act fairly and appropriately when determining the value of a TLR1 or TLR2 payment. This will become a requirement from 1st September 2026.

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

When advertising a TLR1 or TLR2 schools should aim for them to be open to all relevant staff, irrespective of working pattern, and be open-minded to practical ways that TLR duties can be split and reduced to support their being carried out on a part time basis. The duties agreed should be capable of being undertaken within the normal hours of the part-time teacher concerned

When calculating the proportion of the TLR this should be done in accordance with the STPCD.

9.3.2 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. TLR3's should not be awarded consecutively for the same responsibility, unless that responsibility related to tutoring to deliver catch up support to pupils on learning lost during the pandemic.

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

The pro-rata principle does not apply to any TLR3 award.

9.4 Temporary Payments to the Executive/ Headteacher

In relation to an Executive/Headteacher, any 'additional payments' under this section will form part of the 25% limit on the use of all discretions, unless a decision is made to use the 'wholly exceptional circumstances' discretion. A recruitment or retention payment will not be awarded if an award has already been made or have taken such reason (recruitment or retention) into account when determining the Headteacher Pay Range. Discretionary payments to the Executive/Headteacher will be determined in accordance with the provisions of the STPCD and will be reviewed annually.

9.5 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 Executive/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.
- Participation in out of school hours learning activities (as agreed).
- 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.

9.6 Provision of Services to Other Schools - Payment

Arrangements for payment for external work, including personal remuneration, must be clearly stated and decided at Local Governing Body 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 Local Governing Body 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.

9.7 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.

Executive/Headteachers, 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.

9.8 Safeguarding (Pay Protection)

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

10. 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.

11. NON-TEACHING / SUPPORT STAFF PAY

Support staff jobs are evaluated using the Local Authority's Job Evaluation Scheme.

11.1 Annual Review of Non-Teaching/Support Staff

The Executive/Headteacher 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 Local Authority in respect of equal pay and consider, where appropriate, a re-evaluation of a post by a JE analyst from the Local Authority.
- ensure that details of changes including, where appropriate, amendments to job outlines, are forwarded to the Local Authority as soon as possible in order that payroll changes are implemented expediently.

11.2 Incremental Progression

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

11.3 Support Staff Allowances

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

11.4 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.

12. FLEXIBLE WORKING (Teaching and Non-Teaching)

Expanding and promoting flexible working opportunities in schools can help to recruit and, retain and high-quality employees, improve wellbeing, and promote equality of opportunity.

Whilst not every form of flexible working will be suitable for every employee, it is important that employees are given the opportunity to work flexibly where they want to, and where feasible for the school to implement.

Please refer to the STPCD non-statutory guidance for flexible working arrangements for Teachers. Additionally for all school staff please refer to the schools Flexible Working Policy.

13. APPEALS (Teaching and Non-Teaching)

The arrangements for considering appeals on pay determination are set out in **HRSchPP-13 / G-3** of this policy.

Documentation

HRSchPP-13 / G-1 :	Teachers Pay Scales
HRSchPP-13 / G-2 :	Criteria to set TLR Payments
HRSchPP-13 / G-3 :	Pay Appeals Procedure
HRSchPP-13 / F-1 :	Upper Pay Scale Application and Guidance
HRSchPP-13 / F-2 :	Model Pay Statement for Teachers
HRSchPP-3 / G-1 :	Appraisal Policy / Career Stage Expectation Framework

TEACHERS PAY SCALES 2025

TEACHERS PAY 2022 – 2025 (England)					
		01/09/2022	01/09/2023	01/09/2024	01/09/2025
		5 % applied to all points & allowances. Higher increases to some points of MPR.	6.5% applied to all points. 7.1% applied to M1 (£30,000 Starting Salary)	5.5% applied to all points & allowances	4% applied to all points & allowances
		01/09/2022	01/09/2023	01/09/2024	01/09/2025
UNQUALIFIED TEACHERS SCALE					
1		£19,340	£20,598	£21,731	£22,601
2		£21,559	£22,961	£24,224	£25,193
3		£23,777	£25,323	£26,716	£27,785
4		£25,733	£27,406	£28,914	£30,071
5		£27,954	£29,772	£31,410	£32,667
6		£30,172	£32,134	£33,902	£35,259
MAIN PAY SCALE					
1		£28,000	£30,000	£31,650	£32,916
2		£29,800	£31,737	£33,483	£34,823
3		£31,750	£33,814	£35,674	£37,101
4		£33,850	£36,051	£38,034	£39,556
5		£35,990	£38,330	£40,439	£42,057
6a*		£38,429	£40,927	£43,178	£44,905
6b*		£38,810	£41,333	£43,607	£45,352
UPPER PAY SCALE					
1		£40,625	£43,266	£45,646	£47,472
2		£42,131	£44,870	£47,338	£49,232
3		£43,685	£46,525	£49,084	£51,048
TLR PAYMENTS					
TLR 1 A (Max)		£14,732	£15,690	£16,553	£17,216
TLR 1 B		£12,721	£13,548	£14,294	£14,866
TLR 1 C		£10,712	£11,409	£12,037	£12,519
TLR 1 D (Min)		£8,706	£9,272	£9,782	£10,174
TLR 2 A (Max)		£7,368	£7,847	£8,279	£8,611
TLR 2 B		£5,022	£5,349	£5,644	£5,870
TLR 2 C (Min)		£3,017	£3,214	£3,391	£3,527
TLR 3 Min		£600	£639	£675	£702
TLR 3 Max		£2,975	£3,169	£3,344	£3,478
SEN ALLOWANCES					
SEN 1		£2,384	£2,539	£2,679	£2,787
SEN 2		£4,703	£5,009	£5,285	£5,497

TEACHERS PAY 2022 – 2025 (England)					
		01/09/2021	01/09/2023	01/09/2024	01/09/2025
LEADING PRACTITIONERS SCALE					
1 (Min)		£44,523	£47,417	£50,025	£52,026
2		£45,637	£48,606	£51,280	£53,332
3		£46,778	£49,819	£52,560	£54,663
4		£47,941	£51,058	£53,867	£56,022
5		£49,136	£52,330	£55,209	£57,418
6		£50,367	£53,642	£56,593	£58,857
7		£51,724	£55,088	£58,118	£60,443
8		£52,917	£56,357	£59,457	£61,836
9		£54,239	£57,765	£60,943	£63,381
10		£55,632	£59,250	£62,509	£65,010
11		£57,075	£60,785	£64,129	£66,695
12		£58,391	£62,817	£65,608	£68,233
13		£59,850	£63,741	£67,247	£69,937
14		£61,342	£65,331	£68,925	£71,682
15		£62,869	£66,956	£70,639	£73,465
16		£64,540	£68,737	£72,518	£75,419
17		£66,022	£70,314	£74,182	£77,150
18 (Max)		£67,685	£72,085	£76,050	£79,092
LEADERSHIP SCALE					
L1		£44,305	£47,185	£49,781	£51,773
L2		£45,413	£48,366	£51,027	£53,069
L3		£46,548	£49,574	£52,301	£54,394
L4		£47,706	£50,807	£53,602	£55,747
L5		£48,894	£52,074	£54,939	£57,137
L6		£50,122	£53,380	£56,316	£58,569
L7		£51,470	£54,816	£57,831	£60,145
L8		£52,659	£56,082	£59,167	£61,534
L9		£53,972	£57,482	£60,644	£63,070
L10		£55,359	£58,959	£62,202	£64,691
L11		£56,796	£60,488	£63,815	£66,368
L12		£58,105	£61,882	£65,286	£67,898
L13		£59,557	£63,430	£66,919	£69,596
L14		£61,042	£65,010	£68,586	£71,330
L15		£62,560	£66,628	£70,293	£73,105
L16		£64,224	£68,400	£72,162	£75,049
L17		£65,698	£69,970	£73,819	£76,772
L18 >		£66,684	£71,019	£74,926	£77,924

TEACHERS PAY 2022 – 2025 (England)					
		01/09/2022	01/09/2023	01/09/2024	01/09/2025
LEADERSHIP SCALE CONT..					
L18		£67,351	£71,729	£75,675	£78,702
L19		£69,022	£73,509	£77,552	£80,655
L20		£70,732	£75,331	£79,475	£82,654
L21 >		£71,765	£76,430	£80,634	£83,860
L21		£72,483	£77,195	£81,441	£84,699
L22		£74,282	£79,112	£83,464	£86,803
L23		£76,122	£81,070	£85,529	£88,951
L24 >		£77,237	£82,258	£86,783	£90,255
L24		£78,010	£83,081	£87,651	£91,158
L25		£79,948	£85,146	£89,830	£93,424
L26		£81,926	£87,253	£92,052	£95,735
L27 >		£83,126	£88,530	£93,400	£97,136
L27		£83,956	£89,414	£94,332	£98,106
L28		£86,040	£91,633	£96,673	£100,540
L29		£88,170	£93,902	£99,067	£103,030
L30		£90,364	£96,239	£101,533	£105,595
L31 >		£91,679	£97,639	£103,010	£107,131
L31		£92,596	£98,616	£104,040	£108,202
L32		£94,898	£101,067	£106,626	£110,892
L33		£97,255	£103,578	£109,275	£113,646
L34		£99,660	£106,138	£111,976	£116,456
L35 >		£101,126	£107,700	£113,624	£118,169
L35		£102,137	£108,776	£114,759	£119,350
L36		£104,665	£111,470	£117,601	£122,306
L37		£107,267	£114,240	£120,524	£125,345
L38		£109,921	£117,067	£123,506	£128,447
L39 >		£111,485	£118,732	£125,263	£130,274
L39		£112,601	£119,921	£126,517	£131,578
L40		£115,410	£122,912	£129,673	£134,860
L41		£118,293	£125,983	£132,913	£138,230
L42		£121,257	£129,140	£136,243	£141,693
L43		£123,057	£131,056	£138,265	£143,796

G-2 Criteria to set TLR Payments

Before awarding any TLR payment, the Governing Body 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. Please refer to the TLR payment paragraphs relating to the pro-rata principle implemented in 2025.

TLR's					
TLR 1		TLR 2		TLR 3	
A	£17,216	A	£8,611	Min	£702
B	£14,866	B	£5,870	Max	£3,478
C	£12,519	C	£3,527		
D	£10,174				

**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
	£10,174- £17,216	£3,527- £8,611	£702- £3,478
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	*

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>	TLR1 Payment Level
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 Payment Level
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	TLR3 Payment Level
Teacher is undertaking <u>all</u> of the asterix's in the Summary Table above in TLR3 Column	TLR3
<p>Meets all criteria for TLR3 <u>as</u></p> <p>Time limited school improvement project(s) or one-off externally driven responsibilities across significant part(s) of the school or across the whole school.</p>	Payment to be between Min - Max

G-3 Pay Appeals Procedure

The school 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 school 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 Governing Body 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.

Process for Appeal:

The employee receives written confirmation of the pay determination and where applicable the basis on which the decision was made. If the employee is not satisfied with the outcome they should follow the process for appeal as follows:

Stage 1 - Informal Appeal Process.

1. If the employee is not satisfied they should seek to resolve this by discussing the matter informally with the appraiser and/or Headteacher within 10 working days of receipt of the pay determination. In the case of the Headteacher this will be the Chair of Governors.
2. The Appraiser and/or Headteacher must look to arrange a discussion as quickly as possible. The employee will be given at least 5 working days notice of the date, time and location of the discussion. The employee must receive an outcome of the discussion.
3. Where the employee continues to be dissatisfied they may follow the Formal Appeal Process.

Stage 2 - Formal Appeal Process

1. The employee should set down in writing the grounds for appeal / questioning the pay decision and send it to the Chair of the committee who made the pay determination within 10 working days of the original notification or 10 working days following the outcome of the discussion with the Appraiser and/or Headteacher.

2. *Hearing* - The Chair of the committee who made the pay determination will arrange for a hearing to be held with the same Committee members who made the pay determination, within 10 working days of receipt of the written appeal.
3. The employee will be given at least 5 working days notice of the date, time and location of the hearing. The employee will be given an opportunity to make representations in person, and is entitled to be accompanied by a work colleague or union representative. Following the hearing the employee should be informed in writing of the decision and the right of appeal to the Pay Appeals Committee.
4. If the employee continues to be dissatisfied they should set down in writing the grounds for appeal and send it to the Pay Appeals Committee within 10 working days of receipt of the outcome of hearing.
5. *Appeal* - The Pay Appeal Committee should consist of three Governors who were not involved in the original determination and normally be held within 20 working days of receipt of the written appeal notification following the outcome of the hearing.
6. The employee will be given at least 5 working days notice of the date, time and location of the hearing. The employee will be given an opportunity to make representations in person, and is entitled to be accompanied by a work colleague or union representative. 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. There will be no further right of appeal.

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 and HR representative 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 witnesses.
5. The Management and HR representative to have the opportunity to ask questions of the employee or their representative and witnesses
6. Members of the Committee and HR representative to have the opportunity to ask questions of the employee or their 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.

F-1 UPPER PAY SCALE APPLICATION FORM & GUIDANCE

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

- (a) the teacher is highly competent in all elements of the relevant standards; and
- (b) has met their objectives in accordance with the relevant criteria of the Career Stage Expectations Framework, and
- (c) the teachers achievements and contribution are substantial and sustained.

Teacher Name: _____

Part 1 - Guidance Notes for Teacher

The school has adopted a Career Stage Expectation Framework which identifies criteria for each incremental point on the Upper Pay Scale

An application to be paid on the upper pay scale will be successful where the governing body is satisfied that:

- the teacher is competent in all elements of the relevant Professional Teacher Standards
 - the teacher's achievements and contribution to an educational setting or settings are substantial and sustained
 - the teacher has met their objectives in accordance with the relevant criteria of the Career Stage Expectations Framework
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 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
 - The Teacher’s achievements and contribution to the school are substantial and sustained
 - The Teacher has met their objectives in accordance with the relevant criteria of the Career Stage Expectations Framework
2. Complete the Head Teacher’s 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.
5. Notify the Governing Body 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 and has met their objectives in accordance with the relevant criteria of the Career Stage Expectations Framework . 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 and has not met their objectives in accordance with the relevant criteria of the Career Stage Expectations Framework. 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: _____

F-2 MODEL PAY STATEMENT FOR TECAHERS
Annual Pay Statement – School

Name		
Post		
Hours	Full Time <input type="checkbox"/> Part Time <input type="checkbox"/>	Part Time %:
Contract Type	Permanent <input type="checkbox"/> Fixed Term <input type="checkbox"/>	Contract End Date:
Total Annual Salary	£	
Effective Date	1 st September 20xx	

PAY SCALE

<i>Please tick</i>	<i>Specify Pay Point</i>
Unqualified	1-6
Main Pay Range	1-6
Upper Pay Range	1-3
Leading Practitioner	L1 - L18
Leadership	L1 – L43

ADDITIONAL ALLOWANCES / PAYMENTS (PERMANENT)

<i>Please tick</i>	<i>Specify Pay Point</i>
TLR 1	A,B,C,D
TLR 2	A,B,C
SEN	1,2

ADDITIONAL ALLOWANCES / PAYMENTS (TEMPORARY)

<i>Please tick</i>	<i>Specify Pay Point or Amount</i>	END DATE
TLR 3	Min-Max value	
TLR 1	A,B,C,D	
TLR 2	A,B,C	
SEN	1,2	
RECRUITMENT	No min-max	
RETENTION	No min-max	
HEADTEACHER	Identify % amount	
Reason for temporary allowance / payment:		

SIGNED

NAME		POSITION	
SIGNATURE		DATE	